

Dr. B. R. Ambedkar University Delhi
Minutes of the 38th meeting of Academic Council

Held on 09.06.2025 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(1)/Gov./38th AC/2025 Dated: 03.07.2025

The 38th Meeting of the Academic Council was held on 09.06.2025 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 Management, Dr.B.R.AUD
5. Professor Lawrence Liang, Dean, School of Legal and Socio-Political Studies, Dr.B.R.AUD
6. Professor Nakkeeran Nanjappan, Dean, School of Public Policy & Governance, Dr.B.R.AUD
7. Professor Amit Kumar Mishra, 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. Prof. Babu P. Remesh, School of Development Studies
11. Professor Sitansu Sekhar Jena, Dean, School of Vocational Studies, Dr.B.R.AUD
12. Dr. Anita E. Cherian, Dean (Offg.), School of Culture Creative and Expressions
13. Prof. Sanjay Kumar Sharma, School of Liberal Studies, Dr.B.R.AUD
14. Dr. Santosh Kumar Singh, Dean, School of Liberal Studies, Dr.B.R.AUD
15. Dr. Sunita Singh, Dean (Offg.), School of Education Studies, Dr.B.R.AUD
16. Dr. Rachna Chaudhary, Dean (Offg.), School of Human Studies, Dr.B.R.AUD
17. Dr. Kritika Mathur, Assistant Professor, School of Management, Dr.B.R.AUD
18. Dr. Rekha, Dean, Student Services Division (Special Invitee), Dr.B.R.AUD
19. Dr. Nokil Singh, School of Design (Special Invitee), Dr.B.R.AUD
20. Dr. Gunjan Sharma, Deputy Dean, Planning Division, and IKS Committee Convenor, Dr.B.R.AUD (Special Invitee)
21. Shri Rajeev Talwar, CMA, Controller of Finance, Dr.B.R.AUD (Special Invitee)

22. Dr. Jyotirmoy Bhattacharya, Dean, Assessment, Evaluation and Student Progression (AES), Dr.B.R.AUD (Special Invitee)
23. Dr. Navlendra Kumar Singh, Registrar and Secretary, Academic Council, Dr.B.R. Ambedkar University Delhi

Leave of Absence (Internal Members)

Dr. Oinam Hemlata Devi, Dean School of Human Ecology (SHE) and Dr. Urfat Anjem Mir, Dean, School of Undergraduate Studies (SUS) could not attend the meeting due to leave/pre-occupation.

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 38th meeting. The Vice Chancellor informed the members about the following initiatives which have been undertaken by the university between the last meetings held on 29.11.2024 and the present meeting:

1. It was informed that the 13th Annual Convocation of the University was organised on December 13, 2024. Sh. Dipak Misra, Former Chief Justice of India, was the Hon'ble Chief Guest and delivered the Convocation Address. A total of 1131 students comprising of 564 undergraduate, 519 postgraduate, 15 MPhil, and 28 PhDs along with 3 diplomas, 1 advanced diploma, and 1 certificate were awarded degrees/diplomas. Of these, 68% of the graduating PhD scholars were women, 80% of MPhil, and 56% of UG and PG students were women, reflecting the commitment to fostering gender equity in education.

2. It was informed that the University had consistently introduced new programmes, which has increased the student enrolment from 2926 in 2018-19 to 4673 in 2024-25. During 2021-2024, the university introduced 11 new programmes (3 UG, 3 PG and 5 PhD programmes) and from 2025-26 admission cycle, the University has launched launch two new programmes — MA in Political Science and DLitt with 53 seats (excluding supernumerary) each. These programmes will further increase the student strength.

3. It was informed that the University will offer a total of 1,123 undergraduate (UG) seats and 1,491 postgraduate (PG) seats from 2025-26 admissions which will include approximately 53 additional seats for the newly launched MA in Political Science programme. In addition to this intake, there are supernumerary seats reserved for various categories, including foreign students, single girl child, Kashmiri migrants, and candidates with achievements in co-curricular activities. In addition, one seat in each UG and PG programme will be reserved for orphan students.

4. It was informed that the university released its Admission Brochure on May 8, 2025 for the 2025–26 academic cycle 5. In this cycle, the admissions are open for 21 UG, 28 PG, and 22 PhD programmes. Admissions to UG and PG programmes are being conducted through CUET 2025, except for the professional programmes that have their separate national entrance tests. The admissions to Integrated Teacher Education Programmes (ITEP) are based on the NTA's National Common Entrance Test (NCET) 2025.

5. It was informed that the University emerged at rank 7 amongst the top 10 institutions in the country in student preference for admissions with 3,99,010 CUET registrations during the admission cycle of 2024-25 conducted through CUET. It was informed that the University received 3,60,780 CUET registrations for PG programmes alone in the 2025-26. The data for CUET registrations for UG programmes is being processed and with its inclusion the numbers are expected to at least double for total registrations.

CUET Year	UG	PG	Total
2022-23	3,62,598	1,26,175	4,88,773
2023-24	4,72,357	1,92,750	6,65,107
2024-25	3,06,394	92,616	3,99,010
2025-26	Under process	3, 60,780	Under process

6. It was informed that the University has introduced free e-rickshaw facility to provide convenient and safe transportation for women students between the campuses and the nearest Metro Station between 5 pm and 7 pm. This

initiative, aimed at enhancing access to education for women students, was notified for students on May 13, 2025.

7. It was informed that the faculty recruitment, promotion, and development were made a priority in 2024–25. The university now has 173 faculty members [160 regular; 1 on deputation; 1 re-employed; 4 other regular academic staff (1 Librarian, 2 Deputy Librarians, and 1 Assistant Director of Physical Education & Sports); 7 contractual appointments]. A total of 30 faculty members were promoted across career stages in 2024–25. Further recruitments and promotions are on the anvil, and the sanction of an additional 154 faculty positions is currently in process.

8. It was informed that the University has invigorated the Human Resource Development Centre (HRDC) with a core team and have initiated faculty development activities. An Induction Training Programme and a NEP Orientation Programme was organized for New Faculty Members of the University on April 3, 2025 and May 29, 2025 respectively.

9. It was informed that the Research and Development Division hosted progress presentations for the fourth round of its Seed Money Grant for Faculty Research (SMGFR) on May 17, 2025.

10. It was informed that the Planning Division organised a faculty workshop on February 18, 2025, titled “Developing, Delivering and Evaluating MOOCs” by Dr. G. Mythili from IGNOU. The session aimed to equip participants with skills required for MOOC design and implementation.

11. It was informed that university begun the preparation for the 3rd Cycle of NAAC due after May 2027. It was informed that a full Internal Quality Assurance Cell (IQAC) meeting was convened on June 3, 2025, at the Kashmere Gate Campus, where the areas of strength and prospects of improvement were discussed.

12. It was informed that a four-storey Semi-Permanent Structure (SPS) has been constructed at the Karampura Campus after demolishing two old barracks for addressing space constraints. The SPS features state-of-the-art facilities including 18 Smart Classrooms with 80-person capacity each, 6 faculty offices, and 2 seminar rooms. Further, a rainwater harvesting pit has also been constructed at the campus.

13. It was informed that the university has initiated various projects and among them is the major green initiatives of the university is the MoU project of the Centre for Urban Ecology and Sustainability (CUES) with DDA to restore and conserve the wetlands at our new campus land in Dheerpur. With the work of CUES, the site has undergone a significant change with native vegetation having been revived and a massive increase in biodiversity of the area. This year, research at CUES explored the carbon sequestration potential of the restored wetland area of Phase 1 - about 14 acres. Beginning with nearly negligible sequestration in 2015, the area is now a long-term carbon sink that sequesters 3274 metric tonnes of CO2 per year. This completely offsets the direct carbon footprint of our university.

14. It was informed that the University celebrated the World Environment Day on June 5, 2025 with a plantation drive at the Dheerpur Campus Wetland Park.

15. It was informed that the Hon'ble Lieutenant Governor of Delhi and the Chancellor of the Universities of the Government of NCT of Delhi has emphasized the importance of promoting actionable, impact-oriented collaboration for research and outreach that informs policy, enhances public well-being, and supports Delhi's path toward excellent quality of life for its citizens. Dr. B. R. Ambedkar University Delhi has been entrusted to convene a Forum of Vice Chancellors of Delhi Government Universities to initiate a collaborative research and outreach agenda focused on Delhi-specific issues. The first meeting of the Forum was organised on May 2, 2025, to brainstorm the nature and scope of the Forum. The second meeting was held on June 6, 2025. Monthly meetings are being hosted by the member universities on a rotation basis.

16. It was informed that the University is preparing to launch several new initiatives including the Ch. Charan Singh Centre for Agribusiness & Rural Entrepreneurship (C3-AgRE), an IPR Cell, a Centre for AI, and a Research Chair. C3-AgRE has already been instituted with Dr. Santosh Singh as its Director.
17. It was informed that a Memorandum of Understanding (MOU) was signed with FINTRAM Global LLP, a leading global professional training provider, on May 14, 2025. This partnership aims to enhance the skill sets of students enrolled in Accounting and Finance programs at the university. The university is exploring signing of MoUs with National Institute of Disaster Management (NIDM) and with Delhi Development Authority (DDA) for utilising its sports complexes.

18. It was informed that the University celebrated Dr. B. R. Ambedkar Jayanti Week from April 5 to 14, 2025. The celebrations commenced on April 5, 2025, at the Kashmere Gate Campus with Shri Ravinder Indraj Singh, Hon'ble Minister, Social Welfare, Welfare for SC and ST, Cooperative and Election, as the Chief Guest. The 14th Ambedkar Memorial Lecture was held on April 14 at the India International Centre. Prof. Kanhaiya Tripathi, Ambedkar Chair, Professor of Human Rights and Environmental Values at Central University Punjab, Bhatinda, delivered the lecture on “Manavadhikar aur Aaj ka Bharat.” A compendium showcasing 53 courses and faculty research publications engaging with Babasaheb Ambedkar’s thought was launched. Events across all four campuses included panel discussions, talks, poster-making, and quiz competitions on Dr. Ambedkar’s thoughts and works.

19. It was informed that the International Women’s Day was celebrated on March 11, 2025, with a vibrant programme, organised by the Outreach and Extension Division and CCA Societies. The week featured panel discussions, talks, a poster-making competition, poetry recitations, film screenings, a street play, and a musical performance. Ms. Ajintha Chepayala, Additional Deputy Commissioner of Police, addressed women’s safety and empowerment. Women survivors of acid attacks shared powerful narratives of strength and

perseverance. A booklet titled “Illuminating Minds” was released, documenting achievements of women alumni and students.

20. The Vice Chancellor informed about the award of major project of Rs.70 lakhs by ICSSR along with two faculty members of the University. It was informed that a two-day ICSSR-sponsored International Seminar on “Aligning Traditional Knowledge and Sustainable Livelihoods with Vision Viksit Bharat@2047 for Resilient Northeastern Communities” was organised on February 27–28, 2025. Over 26 external speakers participated. The project team is conducting intensive data collection in various North Eastern states of the country.

21. It was informed that on the occasion of 100 years of DAAD (German Academic Exchange Service) and Asia-Pacific Association for International Education (APAIE), a delegation of international affairs officers from German universities visited the university on March 21, 2025. Discussions were held on international academic collaborations, student and faculty exchange, and intercultural management.

22. It was informed that the School of Letters (SoL) organised a two-day National Seminar on April 28–29, 2025, on “Swadeshi Gyan Parampara: Chintan ke Naye Aayam.”

23. It was informed that the School of Human Resource Management (SHRM) celebrated the World Heritage Day in collaboration with the DDA on April 26, 2025.

24. It was informed that the MA students of the School of Heritage Research and Management (SHRM) completed a two-week internship in metal, stone, and painting conservation at the National Research Laboratory for Conservation of Cultural Property, Lucknow, in April 2025.

25. It was informed that the School of Management (SoM) organised field visits for MBA students to Chandigarh and Mohali to observe leading industrial

units, including the manufacturing facilities of Dabur, ITC, and Mahindra Swaraj, in the month of March, 2025.

26. It was informed that the SoM hosted a “Best Out of Waste” exhibition on April 25, 2025. Students showcased creative ways of recycling through installations using newspapers, cardboard, plastic packaging, leaves, flowers, and other items.

27. It was informed that Sports Division of the University organised the AUD Football League (AFL) for both male and female students at the Karampura Campus from April 2 to 4, 2025.

28. It was informed that ther Rudra Choudhary, BA (SSH) 2nd year student, won the Bronze Medal in Netball at the National Games 2025, held in Uttarakhand in February 2025.

29. It was informed that Mr.Santulan Chaubey, Research Scholar at the School of Management (SoM), was conferred the Best Paper Award at the 4th International Conference on "Entrepreneurship and Innovation Research" Towards Vision Viksit Bharat @2047, held at Rajdhani College, University of Delhi, during April 26–27, 2025.

30. It was informed that Kanishka Sharma, a MA Hindi student at the School of Letters, won three prestigious trophies in national-level debate competitions, including the 42nd edition of the debate competition organized by Daulat Ram College, the 17th debate competition at Motilal Nehru College, and the first competition at Satyawati College, Delhi University, in May 2025.

31. It was informed that the university has initiated special yoga sessions in the lead-up to the event in order to celebrate International Yoga Day on 21 June. These sessions are being held every Monday, Wednesday, and Friday from 11:00 AM to 12:00 Noon, starting June 2, 2025, at Kashmere Gate Campus.

Agenda 38.1: Confirmation of the the Minutes of the 37th Meeting of the Academic Council held on 29.11.2024.

The Minutes of the 37th Meeting of the Academic Council held on 29.11.2024 were treated as confirmed by the Academic Council in its 38th meeting held on 09.06.2025.

Agenda 38.2: Action Taken Report (ATR) on the decisions taken in the 37th meeting of the Academic Council

It is submitted that the Action Taken Report on the decisions taken in the 37th meeting of the Academic Council held on 29.11.2024 was placed before the Academic Council.

Decision: **The Academic Council deliberated on the Action Taken Report on the resolutions passed by it in its 37th meeting held on 29.11.2024. After due deliberations, the Academic Council noted the Action Taken by the University on the resolutuons passed by the Academic Council and recommended the following action in respect of the following resolutions passed by it in its previous meetings**.

<table>
<tr><th>Resl No.</th><th colspan="5">Decision</th><th>Recommendations made by the Academic Council</th></tr>
<tr><td>37.2</td><td>36.2</td><td colspan="4">The Council resolved to note the ATR on the decisions taken in the 35th meeting held on 07.08.2024
Decision: The Academic Council deliberated on the Action Taken Report. After detailed deliberations, the following observations were made by the Academic Council:</td><td></td></tr>
<tr><td></td><td>Resl.</td><td>Decision</td><td>Current Action Taken</td><td>Action Taken</td><td>Recommendations made by Academic Council in its 37th meeting</td><td></td></tr>
<tr><td></td><td>34.11</td><td>To consider the recommendations made by the Board of Studies, School of</td><td>The Academic Council noted the information and recommen</td><td>As stated, the University has been registere</td><td>The Academic Council recommended that the MoU may be signed with</td><td>It is stated that the NIDM vide letter dated 15.5.2025 received on 25.5.2025 has requested the University to</td></tr>
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Resl No.	Decision					Recommendations made by the Academic Council
		Global Affairs in approving the courses for the existing BA programmes **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 of School of Global Affairs in approving the courses for the existing BA programmes. The Academic Council**	ded School of Global Affairs, SGA to sign MoU with NIDM by 15.11.2024	d on **India Universities and Institutions Network for Disaster Risk Reduction (IUIINRR) portal of NIDM**. A copy of Registration Form along with the Final draft of MoU has been submitted to the NIDM	NIDM at the earliest preferably on 10.12.2024	collaborate with the institution in the areas of training, research and policy advocacy. In accordance with the letter received from the NIDM, the Planning Division is in process of initiating a MoU with the institute in the potential areas of collaboration. **Decision: The Academic Council recommended the University to take further necessary action in the regard to the signing of MoU in consultation with the NIDM.**

Resl No.	Decision					Recommendations made by the Academic Council
		suggested the School to explore Memorandum of Understanding (MoU) with National Institute of Disaster Management (NIDM) for designing programme /courses in Disaster Management.				
	35.10	To consider the recommendations made by the Board of Studies, School of Vocational Studies regarding the proposal to replace the approved course title on 'Health, Wellness & Yoga' of 2 credits of the	The Academic Council noted the information and suggested Dean, SVS to initiate signing of MoU with Morarji National Institute of Yoga in coordination with Dean,	It is stated that the School of Vocational Studies (SVS) has sent an email to the Director of the Institute to nominate a contact person, who will	The Academic Council recommended the Dean, School of Vocational Studies (SVS) to carry out a personal meeting with the Officials of the Morarji National Institute of Yoga. .	As informed, the Dean, SVS had visited the institute Morarji National Institute of Yoga twice for the signing of MoU and met Prof. Ishwar Acharya. However, a final commitment is yet to be received from the institute. **Decision: The Academic Council recommended the University to take necessary action in regard to the signing of MoU in**

Resl No.	Decision					Recommendations made by the Academic Council
		4-year BVoc programme structure with that of the already existing course on "Developing Soft Skills" of 2 credits **Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, School of Vocational Studies. After due deliberations, in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council considered and resolved to**	Planning.	be coordinating with the SVS for signing of the MOU. The response from the Institute is awaited.		**consultation with the Morarji National Institute of Yoga for signing of MoU.**

Resl No.	Decision					Recommendations made by the Academic Council
		approve the recommendations made by the Board of Studies of School of Vocational Studies to replace the already approved course title on 'Health, Wellness & Yoga' of 2 credits of the 4-year BVoc programme structure with that of the already existing course on "Developing Soft Skills" of 2 credits.				
	35.28	To consider the proposal for offering of the MOOC courses as part of the MA Sociology Programme,				

Resl No.	Decision					Recommendations made by the Academic Council
		School of Liberal Studies **Decision: The Academic Council deliberated on the recommendations made by the Board of Studies of School of Liberal Studies. After due deliberations, in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council considered and resolved to approve the recommendations made by the Board of Studies, School of**				

Resl No.	Decision					Recommendations made by the Academic Council
		Liberal Studies regarding the proposal for offering of the MOOC courses as part of the MA Sociology Programme, School of Liberal Studies.				
	35.29	To consider the proposal for offering of MOOC courses as part of the MA History Programme, School of Liberal Studies **Decision: The Academic Council deliberated on the recommendations made by the Board of Studies of School of Liberal**				

Resl No.	Decision					Recommendations made by the Academic Council
		Studies. After due deliberations, in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council considered and resolved to approve the recommendations made by the Board of Studies, School of Liberal Studies regarding the proposal of MOOC courses as part of the MA History Programme ,School of Liberal Studies.				

Resl No.	Decision	Recommendations made by the Academic Council
37.3	To consider the conferment of degrees/ diplomas to the students in the 13th Annual Convocation to be held on 13.12.2024. **The Academic Council deliberated and noted that the number of graduands is likely to increase in view of the increase in UG/PG/MPhil/PhD degrees cases which are under process. After due deliberations, the Academic Council in exercise of the powers conferred under the University Act 24 (1) sub clause (xii), the Academic Council considered the conferment of degrees/ diplomas to the graduands in the 13th Annual Convocation to be held on 13.12.2024.** **Undergraduate : 562** **Postgraduate : 517** **PG Diploma : 03** **MPhil : 14** **PhD : 06** **Total : 1102 (tentative)** **The Academic Council further authorized the Vice 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 13th Annual Convocation scheduled on 13.12.2024.**	The degrees were awarded to the graduands in the 13th Annual Convocation held on 13.12.2024. Further, the number of graduates had increased to 1131 at the time of Annual Convocation as the results for PhD, MPhil and some other students were progressively processed.
37.4	To consider the recommendations made by the Board of Studies, School of Public Policy & Governance regarding approval of course outlines for MA in Public Policy and Governance (MAPPG) **Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, School of Public Policy & Governance regarding approval of course outlines for MA in Public Policy and Governance (MAPPG).** **After due deliberations, the Academic Council, in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), (xiv) and (xvii), considered and approved the recommendations made by the Board of Studies, School of Public Policy & Governance regarding approval of course outlines at Sl. No. (i), (iii)**	With regard to courses in Sl.No (i), (iii) and (iv) these courses were offered in the 2nd semester of the MAPPG programme. Regarding the course at Sl No.(ii), approval for course outline with revised titile as "Inclusive Social Policies: Issues and

Resl No.	Decision	Recommendations made by the Academic Council
	and (iv). **As regard to course at Sl. No. (ii) is concerned, the Academic Council recommended the School to review the title of the course 'Social Exclusion and Inclusive Policies'. The Academic Council further authorized the Vice Chancellor for taking necessary action in the matter.**	Challenges" was secured on 16.01.2025 and was offered in the 2nd Semester of MAPPG programme. **Decision-The Academic Council recommended to ensure that adequate changes in the content of the course were made in alignment with the revised course title.**
37.8	To consider the recommendations made by the Board of Studies, School of Public Policy & Governance regarding identified set of MOOCs for Master of Public Health (MPH) and MAPPG Programmes respectively **Decision: After due deliberations, the Academic Council in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), (xiv) and (xvii), considered and approved the recommendations made by the Board of Studies, School of Public Policy & Governance regarding identified set of MOOCs for Master of Public Health (MPH) and MAPPG Programmes respectively.**	The students of MAPPG and MPH have been advised to opt for MOOCs courses from the respective set of MOOCs identified for them.
37.9	To consider the recommendations made by the Board of Studies, School of Public Policy & Governance regarding identified set of MPH and MAPPG courses respectively to be offered under the Competency Enhancement Scheme **Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, School of Public Policy & Governance regarding identified set of MPH and MAPPG courses respectively to be offered under the Competency Enhancement Scheme.** **After due deliberations, the Academic Council in exercise of the powers conferred under the University**	The program coordinators of MPH and MAPPG have been instructed to initiate necessary action once the SOP is made available. (The latter part of the decision concerns with the committee formed to prepare the SOP for this

Resl No.	Decision	Recommendations made by the Academic Council
	Act 24 (1) sub clause (vi), (xiv) and (xvii), considered and approved the recommendations made by the Board of Studies, School of Public Policy & Governance regarding identified set of MPH and MAPPG courses respectively to be offered under the Competency Enhancement Scheme. **The Academic Council recommended the Schools to carry out admissions to the courses under the Competency Enhancement Scheme, after notifying the advertisement on semester wise basis. Further, the Academic Council constituted the following Committee for developing Standard Operating Procedures (SOP) for the Competency Enhancement Scheme:** **i) Professor Satyaketu Sankrit, Dean, Academic Affairs** **ii) Professor Rukmini Sen, Dean, SHRM** **iii) Dr. Sunita Singh, Dean (Offg.), SES** **iv) Dr. Urfat Anjem Mir, Dean (Offg.), SUS** **v) Dr. Kritika Mathur, Deputy Dean, Planning**	scheme)
37.13	To consider the recommendation made by the Board of Studies regarding the courses of the BA (H) English Programme courses under FYUP SUS **Decision: The Academic Council deliberated and considered the resolutions/ recommendations made by the Board of Studies at Resolution Nos. 3A, 3B and 3C regarding the courses of the BA (H) English Programme courses under FYUP SUS. After due deliberations, the Academic Council in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), (xiv) and (xvii), considered and approved the recommendations of the Board of Studies at Resolution Nos. 3A, 3B and 3C regarding the courses of the BA (H) English Programme courses under FYUP SUS.**	Informed to all concerned for implementation **Decision:** The Academic Council recommended to update the status on the action taken by the School of Undergraduate Studies.
37.14	To consider the recommendation made by the Board of Studies regarding the courses of the BA (H) History Programme courses under FYUP SUS **Decision: The Academic Council deliberated and considered the resolutions/ recommendations made by the Board of Studies at Resolution Nos. 4A, 4B, 4C and**	In response to suggestion by AC for review of the course title '**Modern and Postmodern World 1750- 2010'**, it has been submitted by

Resl No.	Decision	Recommendations made by the Academic Council
	4D regarding the courses of the BA (H) History Programme courses under FYUP SUS. After due deliberations, the Academic Council in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), (xiv) and (xvii), considered and approved the recommendations of the Board of Studies at Resolution Nos. 4A (i), 4B, 4C and 4D regarding the courses of the courses of the BA (H) History Programme courses under FYUP SUS. **As regard to course at Sl. No. 4A (ii) is concerned, the Academic Council recommended the School to review the title of the course 'Modern and Postmodern World 1750-2010'. The Academic Council further authorized the Vice Chancellor for taking necessary action in the matter.**	the programme coordinator that that the history programmes has arranged all its courses along the lines of thematic and chronology. This course, **Modern and Postmodern World 1750-2010** belongs to the courses comprising the global history collective which have been arranged chronologically. The three courses preceding it are: HS 403: Ancient Societies HS 405 Medieval World HS 408: Early Modern World and therefore in direct chronological order the subsequent course is/ should be: **HS 411: Modern and Post-Modern World** It is therefore requested that the changed title "**Modern and Post-Modern World"** may be retained keeping in view the chronological

Resl No.	Decision	Recommendations made by the Academic Council
		sequence of these courses. **Decision:** **The Academic Council deliberated on the agenda and recommended the School of Undergraduate Studies (SUS) to:** **i) Review/rename the titile of course Modern and Post Modern World 1750-2010.** **The Academic Council further recommended the School to review the course and authorized the Vice Chancellor to take further necessary action in the matter.**
37.15	To consider the recommendation made by the Board of Studies regarding the BA (H) Mathematics Programme courses under FYUP, SUS **Decision: The Academic Council deliberated and considered the resolutions/ recommendations made by the Board of Studies at Resolution Nos. 5A and 5B regarding the BA (H) Mathematics Programme courses under FYUP, SUS. After due deliberations, the Academic Council in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), (xiv) and (xvii), considered and approved the recommendations of the Board of Studies at Resolution Nos. 5A and 5B regarding the BA (H) Mathematics Programme courses under FYUP, SUS.**	The Academic Council recommended to update the status on the action taken by the School of Undergraduate Studies.

Resl No.	Decision	Recommendations made by the Academic Council
37.18	To consider the recommendation made by the Board of Studies regarding the BA (H) Sociology Programme courses under FYUP, SUS **Decision: The Academic Council deliberated and considered the resolutions/ recommendations made by the Board of Studies at Resolution Nos. 8A and 8B regarding the BA (H) Sociology Programme courses under FYUP, SUS. After due deliberations, the Academic Council in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), (xiv) and (xvii), considered and approved the recommendations of the Board of Studies at Resolution Nos. 8A and 8B regarding the BA (H) Sociology Programme courses under FYUP, SUS.**	The resolution passed by the Academic Council has been implemented.
37.19	To consider the recommendation made by the Board of Studies regarding the BA (H) SSH Programme courses under FYUP, SUS **Decision: The Academic Council deliberated and considered the resolutions/ recommendations made by the Board of Studies at Resolution Nos. 9A regarding the BA (H) SSH Programme courses under FYUP, SUS. After due deliberations, the Academic Council in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), (xiv) and (xvii), considered and approved the recommendations of the Board of Studies at Resolution Nos. 9A regarding the BA (H) SSH Programme courses under FYUP, SUS.**	The resolution passed by the Academic Council has been implemented.

Resl No.	Decision	Recommendations made by the Academic Council
37.20	To ratify the decision made by the competent authority in approving the recommendation made by the Board of Studies regarding the Proposed Course Outline for the Internship requirement of Four Year Undergraduate Programmes **Decision: The Academic Council deliberated and considered the resolutions/ recommendations made by the Board of Studies regarding the Proposed Course Outline for the Internship requirement of Four Year Undergraduate Programmes. After due deliberations, the Academic Council in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), (xiv) and (xvii), considered and approved the recommendations of the Board of Studies regarding the Proposed Course Outline for the Internship requirement of Four Year Undergraduate Programmes**. **The Academic Council further recommended that the topic of the internship be decided prior to the start of the semester.**	The resolution passed by the Academic Council has been implemented.

Agenda 38.3: To consider the recommendations made by the Board of Studies, School of Education Studies regarding course structure of the Integrated Teacher Education Programmes (BA.B.Ed Preparatory and BA.B.Ed Secondary):

It was submitted to the Academic Council that the Board of Studies, School of Education Studies (SES) in its 23rd meeting held on 17.12.2024 (**Annexure-1**) had deliberated and recommended the following course outlines of the Integrated Teacher Education Programmes (BABEd Preparatory and BABEd Secondary):

1. Content-cum-Pedagogy of Geography at Secondary Stage I (Core, 2 credits, 4th semester) (**Annexure-2**) **:** The course is concerned with exploring the aims and objectives of geography teaching.

It is divided into three modules:
Module I: Development of Geography Education
Module II: Place of Geographic in the School Curriculum
Module III: Pedagogical Aspects of Geography

Course objectives:

a) To appraise how geography is an essential component of the curriculum at the school level;

b) To familiarize students with the aims and objectives of teaching geography at the secondary stage, and

c) To describe different approaches and methods of teaching geography.

Expected learning outcomes:

By the end of this module, the learners will be able to:

a) describe the evolutionary trajectory of geography as a school subject.
b) elaborate on the place of geography in the school curriculum.
c) explain the aims of geography education.
d) present an informed view on the selection of pedagogical strategies for teaching geography.
e) identify distinctive contributions that geography can make towards the achievement of educational goals.

2. Content-cum-Pedagogy of Geography at Secondary Stage II (Core, 2 credits, 5th semester) (**Annexure-3**): The course will equip prospective teachers to identify and integrate the teaching-learning resources in their local environment and online. They will also know how to make resources or tailor existing ones for classroom teaching. It will analyse the text available for teaching geography to make informed decisions about what to teach and how to teach. It will give them hands-on experience of planning lessons for teaching geography at the secondary stage. It will also familiarise them with the ICT-Based applications and resources for teaching geography. It has three modules:

Module I: Planning for Teaching Geography
Module II: Teaching Learning Resources
Module III: ICT Integration and Applications

Course objectives:

The Objectives of the course are:

a. to equip learners with the skills of identifying, developing and integrating learning resources for teaching geography.

b. to describe the significance of content analysis focusing on the significant aspects of geography education.

c. to familiarize with the various ways of planning the lesson.

d. to engage with the ICT resources useful for geography teaching.

Expected learning outcomes:

a. identify and utilize online and other resources in teaching geography.
b. identify learning resources from the local environment and use them while teaching geography.
c. prepare lesson plans based on learning outcomes,

d. prepare ICT-integrated lesson plans for online classroom teaching using digital resources and multimedia.

3. Content-cum-Pedagogy of Geography at Secondary Stage III (Core, 2 credits, 6th semester) (**Annexure-4**) :The course is intended as a core course for the students of BA.BEd Preparatory and BA.BEd Secondary to contribute for developing a robust understating of the assessment and evaluation process related to secondary-level geography teaching. Further, it will help them to reflect on their emerging professional identity as subject experts and foster their research inclination for geography education. It has three modules:

Module I: Assessment and Evaluation in Geography

Module II: Research and Innovative Practices in Geography Education

Module III: Understanding and Responding 21st-Century Skills for Learning

Course objectives

The Objectives of the course are:

a. critically analyse assessment practices in geography.
b. allow them to design and implement effective and innovative assessment tools.
c. familiarize them with the various methods of research in geography education.
d. explain the contours of the professional identity of the geography teachers.

Expected learning outcomes

By the end of this module, learners will be able to:

a.analyse the relevance of 21st-century skills for teaching.

b.devise and develop assessment strategies for assessing their learners in geography classrooms.

c.appreciate how reflective practice will enable them to sustain inclusive and equitable pedagogic practices.

4. Content-cum-Pedagogy of Political Science at Secondary Stage I (Core, 2 credits, 4th semester) (**Annexure-5**) : The course is intended as a core course for the students of BABEd Preparatory and BABEd Secondary to the methods and principles of teaching Political Science at the secondary level. It covers core pedagogical practices, curriculum design, and approaches to Political Science topics such as democracy, rights, governance, and citizenship. Emphasis is placed on inquiry- based and student-centered instructional techniques. It has three modules:

Module I: Nature, Scope, and Historical Perspective of Social Sciences and Political Science
Module II: Social Science and Political Science in School Curriculum

Course objectives:

The Objectives of the course are:

a. to provide an understanding of how to teach foundational concepts in Political Science at the secondary level.
b. to enable future educators to design and implement effective Political Science lessons.
c. to cultivate skills for engaging students in critical thinking and democratic dialogue on political issues.

Expected learning outcomes:

a. Design and execute lesson plans that effectively teach Political Science concepts.
b. Utilize a range of pedagogical strategies suited to Political Science instruction.
c. Critically evaluate and adapt Political Science curricula to meet diverse student needs.

5. **Content-cum-Pedagogy of Political Science at Secondary Stage II (Core, 2 credits, 5th semester)** (**Annexure-6**): The course is intended as a core course for the students of BA.BEd preparatory and BA.BEd Secondary to the distinct pedagogical requirements for teaching Political Science at the secondary level, utilising concepts from educational psychology, sociology, and philosophy. In accordance with the National Education Policy (NEP) 2020, the course incorporates competency-based and comprehensive assessment methodologies, prioritising formative assessments that measure conceptual understanding, analytical skills, and critical thinking. The course has three modules.

   Module I: Teaching-Learning Resources for Political Science

   Module II: Content Analysis and Planning for Teaching

   Module III: ICT and Innovative Teaching Strategies in Political Science

   Course objectives:

   The objective of the courses are as under:-

   a. to provide an understanding of effective methods for teaching Political Science.
   b. to enable educators to design engaging and effective lesson plans.

c. to develop skills for facilitating discussions on complex political and social issues.

Expected learning outcomes:

Upon completion, students will be able to:

a. Utilize various teaching-learning resources, including ICT, for effective classroom instruction in Political Science.
b. Prepare lesson plans based on learning outcomes and experiential learning principles.
c. Conduct content analysis and create pedagogical frameworks for teaching Political Science.
d. Integrate digital tools and multimedia resources into teaching to enhance student engagement.
e. Identify and apply learning resources from local and community environments.

6. **Content-cum-Pedagogy of Political Science at Secondary Stage III (Core, 2 credits, 6th semester)** (**Annexure-7**) : The course is intended as a core course for the students of BA.B.Ed preparatory and BA.BEd Secondary to develop 21st century skills to deal with various challenges. Students will also understand action research and will be able to conduct it for the improvement of Political Science practices. They will develop leadership attributes with psychological, sociological, and philosophical perspective. Therefore, the course highlights the need and significance of continuous professional development of a teacher. Students will also understand about assessment which serves the dual purpose of tracking the performance course of Political Science provide details about the concepts of assessment and evaluation, tools and techniques of assessment in Political Sciences. The course has three modules:

Module I: 21st Century Skills for Learning

Module II: Assessment and Evaluation in Political Science

Module III: Research and Innovative Practices of Teaching Political Science

Course objectives:

The Objectives of the courses are as under:-

a. to develop an understanding of the scope of research and innovation for political science pedagogy.
b. to develop innovative practices to enhance effective communication to be a dynamic and innovative Political Science teacher.
c. to integrate ICT in transaction of political science pedagogy and reflect on it.

d. to develop an understanding on skills required for political science teacher.
e. to understand and use different methods of assessment.

Expected learning outcomes:

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

a. demonstrate an understanding about the need and scope of research in teaching-learning of political science
b. plan and conduct action research in teaching-learning of political science,
c. describe the meaning, need and scopes for innovations in teaching-learning of political science
d. develop and use innovative activities in teaching-learning of political science
e. enumerate the characteristics of innovative practices
f. plan action research to improve practices of Political Science
g. Critically examine and apply the different methods of assessment in teaching learning process.
h. Construct and administer achievement test

7. **Content-cum-Pedagogy of History at Secondary Stage I (Core, 2 credits, 4th semester)** (**Annexure-8**) : This course will empower secondary-level teacher trainees by equipping them with the skills and strategies needed to teach history effectively. It will delve into the nature, scope, and interdisciplinary significance of history, emphasizing its future role in fostering critical thinking and empathy. The course will address potential challenges, such as misconceptions, biases, and the integration of digital tools for blended learning. Through a combination of lectures, discussions, workshops, and field activities, participants will develop innovative lesson plans and projects that will promote analytical and creative thinking. They will be prepared to deliver dynamic and impactful history lessons that connect with students in meaningful ways. The course has three modules:

   Module I: Nature and Scope of History

   Module II: Aims and Objectives of Teaching History

   Module III: Pedagogical Aspects of History

   Course Objectives

   Upon successful completion of this course, students will be able to:

a) demonstrate a comprehensive understanding of history: Define history, identify primary and secondary sources, and analyse historical periods and events.

b) articulate clear learning objectives: Develop specific, measurable, achievable, relevant and time-bound (SMART) learning objectives for history education.

c) employ effective teaching methodologies: Utilize a range of instructional strategies, including inquiry-based learning, project-based learning, and technology-integrated approaches, to engage students in the study of history.

d) assess student learning effectively: Design and implement a variety of assessment tools, such as quizzes, tests, essays, projects, and performance-based assessments, to evaluate student understanding and skills.

e) engage in on-going professional development: Reflect on teaching practices, seek out opportunities for professional growth, and stay current with trends and best practices in history education.

Expected learning outcomes:

Upon successful completion of this course, students will be able to:

a) Demonstrate a clear understanding of the nature, scope, and significance of history in education.

b) Identify and utilize primary and secondary sources effectively in historical inquiry.

c) Design and implement history lessons using diverse teaching methods, including storytelling, role-play, and inquiry-based approaches.

d) Foster empathy, analytical thinking, and creativity among students by encouraging them to evaluate, interpret, and synthesize historical narratives.

e) Address and mitigate biases, stereotypes, and misconceptions in history education.

f) Incorporate digital tools and blended learning techniques to enhance the teaching and learning of history.

g) Promote diverse narratives, including gender, cultural, and global perspectives, to foster a more inclusive understanding of history.

h) Address sensitive and controversial topics with a balanced and unbiased approach.

i) Create detailed lesson plans that reflect interdisciplinary and learner-centric methodologies.

j) Engage students through field-based learning, collaborative projects, and active discussions.

8. **Content-cum-Pedagogy of History at Secondary Stage II (Core, 2 credits, 5th semester)** (**Annexure-9**) : The course is intended as a core course for the students of BA.BEd preparatory and BABEd Secondary to emphasize fostering critical inquiry, experiential learning, and reflective practices to address contemporary challenges in history education while cultivating a nuanced understating of historical narratives. The course has three modules:

Module I: Teaching Learning Resources for History

Module II: Content Analysis and Planning for Teaching History

Module III: ICT Integration and Application

Course objectives:

Upon successful completion of this course, students will be able to:

a. Deepen Historical Understanding: Develop a sophisticated grasp of historical inquiry by exploring its philosophical and methodological foundations.
b. Explore History's Role in Society: Analyze history's impact on societal transformation, cultural identity, and nation-building.
c. Enhance Research and Analytical Skills: Cultivate advanced skills in historical research, critical analysis, and source interpretation.
d. Leverage 21st-Century Tools: Address the challenges of globalization and technological advancements in history education

Expected learning outcomes:

Upon successful completion of this course, students will be able to:

a. Develop comprehensive unit and lesson plans that integrate experiential learning and align with learning outcomes.
b. Identify key concepts and learning objectives for effective instruction.

c. Design strategies that address diverse learning needs and enrich historical understanding.
d. Use smart boards, AI, and machine learning to enhance teaching.
e. Create lesson plans using Technological Pedagogical Content Knowledge for interactive teaching.
f. Assess the effectiveness of ICT strategies in promoting engagement and learning.
g. Conduct and analyze historical research.
h. Continuously improve teaching strategies through reflective practice.
i. Implement modern teaching methods, integrating technology and interdisciplinary approaches
j. Continuously improve teaching strategies through reflective practice.
k. Implement modern teaching methods, integrating technology and interdisciplinary approaches

9. Content-cum-Pedagogy of History at Secondary Stage III (Core, 2 credits, 6th semester) (**Annexure-10**) : The course is intended as a core course for the students of BABEd preparatory and BABEd Secondary to equip them with the knowledge and skills necessary to effectively teach history. It focuses on developing a deep understating of historical thinking, critical analysis, and innovative teaching methodologies. The course will explore the relevance of history in addressing contemporary issues, the importance of assessment and evaluation, and the use of research and technology in history education.

Module I: 21st-Century Skills for Historical Learning

Module II: Assessment and Evaluation in History

Module III: Research and Innovative Practices in History Education

Course objectives:

The course will enable the learners to:

a. To develop students' abilities to think critically about historical events, analyze primary and secondary sources, and evaluate historical arguments.

b. understand the principles of effective assessment in history, including both formative and summative assessment techniques, and to develop the ability to design and implement meaningful assessments.

c. To introduce students to historical research methods, including primary source analysis, archival research, and the use of digital tools.

d. To explore a variety of innovative teaching strategies, such as inquiry-based learning, project-based learning, and the use of technology, to engage students in the study of history.

Expected learning outcomes:

Upon successful completion of this course, students will be able to:

a. Demonstrate the ability to foster 21st-century skills
b. Demonstrate a deep understanding of historical thinking and critical analysis.
c. Design and implement effective assessment strategies in history education.
d. Conduct historical research using primary and secondary sources.
e. Utilize innovative teaching methodologies to engage students in history.
f. Analyze and interpret historical events and developments.
g. Collaborate with colleagues to improve history teaching practices.
h. Reflect on their own teaching practices and seek professional development opportunities.

10. **Content-cum-Pedagogy of Economics at Secondary Stage I (Core, 2 credits, 4th semester)** (**Annexure-11**): This course focus on the National Education Policy (NEP) 2020 is on the holistic development of the students. To achieve this objective, interventions from quality teachers are essential. Teacher education programme strongly emphasizes pedagogy, its principles, and the practices of teaching and learning. Sound content and pedagogical knowledge are the determinants of a teacher's quality and professionalism. Pedagogical knowledge and approaches refer to the specialized knowledge of the teacher for creating an active, learner centric, and inclusive teaching-learning environment for the students and need to be developed among the student teachers. This pedagogical course in Economics is intended to enhance the pedagogical content knowledge of student teachers through different learning approaches and methods. This course comprises three units and a practicum. The course is devoted to developing an understanding of the nature and scope of Economics and the aims and objectives of teaching Economics and its linkages with other Inter/Multi/Trans-disciplines.

Module-I: Nature, Scope, and Historical Perspective of Economics
Module-II: Aims and Objectives of Teaching Economics
Module-III: Pedagogical Aspects of Economics

Objectives:

To understand the meaning and importance of Social Science (in general) and Economics (in specific) and its importance in daily life and practice.

Develop teaching competencies and ability to use different approaches and strategies related to economics teaching at secondary level.

Develop an understanding for diversity, differences, human rights, economic justice, and an appreciation for values with the constitutional imperatives.

Expected learning outcomes:

After completion of the course, student teachers will be able to:

a) Explain the nature and scope of Social Sciences in general and Economics in particular
b) Examine the pedagogical aspects of the subject of economics
c) Elaborate the aims and objectives of the Social Sciences in the axis of economics,
d) Analyse the historical perspective and inherent values in economics
e) Identify the importance/significance of economics in daily life
f) Develop learning objectives and outcomes in tune with graduate attributes.
g) Differentiate between Economics and other areas of social sciences
h) Determine the suitability of the methods for teaching learning economics
i) Apply approaches and strategies of teaching learning economics at the secondary stage.

11. **Content-cum-Pedagogy of Economics at Secondary Stage II (Core, 2 credits, 5th semester)** (**Annexure-12**): This course comprises three units/modules and the practicum. The course is committed to introducing various teaching aids material types and uses for teaching the concepts of economics at secondary stage. It focuses on learning resources in economics to enable student teachers to make use of available learning resources and also process to generate new resources for teaching learning the concepts of economics. It also

focuses on textbook analysis and planning for teaching economics and its pedagogical issues in the light of NEP 2020. Student-teachers are expected to identify various concepts and processes, list learning outcomes, find out about various activities. Accordingly, they are expected to develop lesson plan based on learning outcomes and experiential learning for classroom and online/hybrid mode of teaching. This pedagogical course of economics will enhance the pedagogical knowledge and skills of prospective teachers through different learning approaches and methods. It focuses on psychological, sociological and philosophical perspective of economics. In this course student-teachers will able to learn how to plan different types of activities in online and/or offline mode. It emphasizes on how to integrate and use ICT in subject specific and diverse classroom.

Module – I: Teaching Learning Resources

Module – II: Content Analysis and Planning for Teaching Economics

Module – III: ICT Integration and Application

Course Objectives

a. To understand the meaning and importance of economics and its importance in daily life.
b. Develop teaching competencies and ability to use different approaches and strategies related to economics teaching at secondary level.
c. Develop an understanding for diversity, differences, human rights, economic justice, and an appreciation for values in a democratic society.

Expected Learning Outcomes:

After completion of this course, student teacher will be able to:

a. Utilize the formal/informal/contextual resources in the teaching-learning process of Economics,
b. Prepare lesson plans based on learning outcomes,
c. Identify the in-situ learning resources and apply the concepts of Economics in daily life and practice,
d. Utilize teaching learning resources effectively in teaching Economics content at the secondary stage,
e. Prepare ICT integrated lesson plans for online/offline/blended classroom teaching using digital resources and multimedia.

12. **Content cum Pedagogy of Economics at Secondary Stage III(2 Credit Compulsory Course, Semester-VI)** (**Annexure-13**)**:-** This course focuses on the contemporary need and scope to know how to learn the concepts of Economics. The students will understand the role of a teacher as a facilitator. This pedagogical course of Economics aims to provide details about the concepts of assessment and evaluation, tools and techniques of assessment in Economics.

    Module - I: 21st Century Skills for Learning

    Module - II: Assessment and Evaluation

    Module - III: Research and Innovative Practices in Teaching Economics

    Course objectives

    - To understand the meaning and concept of assessment and evaluation in economics and its importance.
    - Develop competencies and ability to use different tools and techniques related to economics teaching at secondary level.
    - Develop an understanding for the need and role of teacher in facilitating learning for Economics.

    Expected Learning Outcomes: *After completion of this course, student teacher will be able to:*

    - Discuss the meaning and need of how to learn the concepts of Economics,
    - Identify the role of teacher in facilitating learning for Economics,
    - Enumerate the characteristics of innovative practices in teaching-learning process of Economics,
    - Plan action research to improve practices of Economics,
    - Compare and apply the different types/modes of assessment,
    - Develop the learning indicators and construct test items to measure learning achievement,
    - Construct and administer achievement test,
    - Apply tools and techniques of assessment in teaching learning process.

The Board of Studies resolved to recommend the course for the consideration of the Academic Council after revisions were complete. The recommendations made by the Board of Studies, School of Education Studies were placed before the Academic

Council for deliberations in light of Section 24(1)(vi), 24(1)(xiv) and 24(1)(xvi) of Dr.B.R. Ambedkar University Delhi.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, School of Education Studies in its 23rd meeting held on 17.12.2024 regarding course structure of the Integrated Teacher Education Programmes (BABEd Preparatory and BA.B.Ed Secondary).

After detailed deliberations, the Academic Council noted that the SES courses are related to specific disciplines such as Geography, History, Economics and Political Science for which the National Council for Teachers Education (NCTE) prescribes a broad curricular template that includes basic concepts to be covered, objectives, instructional approach and other details, which facilitate the development of the courses. In order to make a comprehensive document, it was recommended that for the next set of courses the School develops a comparative analysis and description that identifies the changes that the School is making in the given course frameworks and/or the ongoing practices to make the contents up-to-date.

The Academic Council further recommended the School to include the Programme Structure in the agenda and the summary of changes (addition/deletion) incorporated in the curriculum in the future. The Council also recommended to collaborate with IUCTE, BHU on the matters related to the teacher education.

Agenda 38.4: To consider the recommendations made by the Board of Studies, School of Vocational Studies for offering online course "Retail and Channel Management" through the SWAYAM.

It was submitted to the Academic Council that the Board of Studies, School of Public Policy and Governance in its 18th Meeting held on 19.12.2024 (**Annexure-60**) had deliberated and recommended to offer the online course **"Retail and Channel Management" through SWAYAM portal.** The course is aligned with the B.Voc. Retail Management Programme curriculum and offers students a comprehensive understanding of retail marketing, consumer behaviour, merchandising, and retail analytics. The course is designed to equip students with industry-relevant skills; it prepares them for leadership roles such as Team Leader in the retail sector. **(Annexure-14).**

The recommendations made by the Board of Studies, School of Vocational Studies (SVS) for offering online course "Retail and Channel Management" through the SWAYAM were placed before the Academic Council for deliberations in light of Section 24(1)(vi), 24(1)(xiv) and 24(1)(xvi) of Dr.B.R. Ambedkar University Delhi.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, School of Vocational Studies. The Academic Council noted that the online course "Retail and Channel Management" through the SWAYAM will start from Monsoon Semester, 2026. After detailed deliberations, the Academic Council resolved to approve the recommendations made by the Board of Studies, School of Vocational Studies, for offering online course "Retail and Channel Management" through the SWAYAM platform in light of Section 24(1)(vi), 24(1)(xiv) and 24(1)(xvi) of Dr. B.R. Ambedkar University Delhi Act, 2007.

Agenda 38.5: To consider the recommendations made by the Board of Studies, School of Vocational Studies regarding withdrawal of the proposal placed by the School regarding creation of posts for additional faculty in the 35th meeting of the Academic Council.

It was submitted that the School of Vocational Studies had placed the proposal for the creation of 08 additional posts (01 Professor, 02 Associate Professor and 05 Asstt. Professor) before the Academic Council in light of the recommendations made by its Board of Studies of the School and UGC guidelines for the following programmes:-

(i) BVoc Accounting & Finance and
(ii) MVoc Tourism & Hospitality Management

The proposal was placed before the Academic Council in its 35th meeting of the Academic Council held on **07.08.2024**. After due deliberations, the Academic Council had referred back the agenda to the Board of Studies of the SVS for providing adequate justification on the matter. The Academic Council had further authorized the Vice Chancellor to take necessary action in the matter.

Considering the resolution passed by the Academic Council in its 35th meeting and the fact that the additional posts have already been included by the University, the Board of Studies, SVS recommended to withdraw the erstwhile proposal for the creation of posts placed by the School before the Academic Council **(Annexure-15).**

The recommendations made by the Board of Studies, SVS, for the withdrawal of the proposal for the creation of posts was placed before the Academic Council for consideration in light of Section 24(1)(vi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007**.**

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, School of Vocational Studies. After detailed deliberations, the Academic Council resolved to approve the recommendations made by the Board of Studies, SVS regarding withdrawal of

the proposal placed by the School regarding creation of posts for additional faculty in the 35th meeting of the Academic Council.

Agenda 38.6: To consider the recommendations made by the Board of Studies of the School of Heritage Research and Management (SHRM) regarding change in nomenclature of Master Programme in Conservation, Preservation and Heritage Management to Masters Programme in Conservation, Museology and Heritage Management at SHRM.

It was submitted to the Academic Council that the Board of Studies, School of Heritage Research and Management in its 2nd meeting held on 11.02.2025 (**Annexure-16**) had deliberated on change in nomenclature of Masters Programme in Conservation, Preservation and Heritage Management to Conservation, Museology and Heritage Management in light of the following facts:

1. UGC-NET exam is held for the course 'Museology and Conservation'
2. Number of employment opportunities for students are available in the museum sector

The title of the programme reflecting Museology would benefit the students both in UGC-NET as well as for seeking future employment. The recommendations made by the Board of Studies, SHRM were approved by the Competent Authority being the Chairperson of the Academic Council.

The recommendations made by the Board of Studies SHRM regarding change in nomenclature of Masters Programme in Conservation, Preservation and Heritage Management to Masters Programme in Conservation, Museology and Heritage Management at SHRM were placed before Academic Council for consideration in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, SHRM. After detailed deliberations, the Academic Council resolved to approve the recommendations made by the Board of Studies regarding change in nomenclature of Masters Programme in Conservation, Preservation and Heritage Management to Masters Programme in Conservation, Museology and Heritage Management, in light of Section

24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr. B. R. Ambedkar University Delhi Act, 2007.

Agenda 38.7: To consider the recommendations made by the Board of Management, SHRM regarding revisions in the structure of the Programme titled "MA in Conservation, Preservation and Heritage Management" [renamed to "MA in Conservation, Museology and Heritage Management"] in School of Heritage Research and Management (SHRM), with total 94 credits.

It was submitted to the Academic Council that the Board of Studies, School Heritage Research and Management (SHRM) in its 2nd meeting held on 11.02.2025 (**Annexure-16**) had deliberated and considered the revision of Programme titled "MA in Conservation, Museology and Heritage Management" of the Masters Programme in School of Heritage Research and Management with 94 credits.

Summary: Inspired by the vision of Dr. B. R. Ambedkar University Delhi, the School of Heritage Research and Management intends to take the next step forward by building on its knowledge dissemination through a master's programme focused on knowledge creation in Archaeology and Heritage Management.

The proposed Masters programme focuses on interdisciplinary/ multidisciplinary Heritage Management with specialization and interconnectedness in archaeology, art and architecture, conservation, preservation, museology, tourism, and culture. The programme is structured to facilitate meaningful professional skills and research ideas to intersect practical models, visions and applications relevant to nation/society.

The master's programme will be in sync with the broader vision of National Education Policy 2020. NITI AYOG, in its 2020 report on 'Improving Heritage Management in India', proposed an all-encompassing inclusive multisectoral and multidisciplinary approach involving the entire gamut of heritage stakeholders from the myriad custodians and a range of heritage experts and professionals interested in generating knowledge database, new technologies, developing site museums, facilitating revenue generation models through tourism and liaising with all the essential institutions in heritage management in India.

Objectives:

1. To the disseminate of new knowledge in museology, conservation and heritage management
2. To contextualise and impart the knowledge of existing theoretical frameworks these subjects in an Indian Paradigm, with Indian case studies.
3. To generate valid knowledge creation and critical thought processes in the interdisciplinary domain of social science in general and museology conservation and heritage management in particular
4. To equip students with skills to preserve and protect cultural heritage
5. To make students understand the importance of monuments, paper, painting, textiles, other artefacts and a vast resource of intangible cultural heritage also purports to educate students about significance public archaeology its scope and prospects in India.

The revised programme structure is placed at **Annexure-17**.

The recommendations made by the Board of Studies regarding revision of Programme titled “MA in Conservation, Preservation and Heritage Management" to "MA in Conservation, Museology and Heritage Management" in School of Heritage Research and Management (SHRM), with total 94 credits was placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R. Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, SHRM. After detailed deliberations, the Academic Council resolved to approve the recommendations made by the Board of Studies regarding revision of Programme titled “MA in Conservation, Preservation and Heritage Management" to "MA in Conservation, Museology and Heritage Management" in School of Heritage Research and Management (SHRM), with total 94 credits in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007

Agenda 38.8: To consider the recommendations made by the Board of Studies, SHRM regarding revision of the Programme titled "MA in Archaeology and Heritage Management" in School of Heritage Research and Management (SHRM), with total 94 credits.

It was submitted to the Academic Council that the Board of Studies, School Heritage Research and Management (SHRM) in its 2nd meeting held on 11.02.2025 (**Annexure-16**) had deliberated and considered the revision of Programme titled "MA in Archaeology and Heritage Management" in School of Heritage Research and Management.

Summary: The Masters in Archaeology and Heritage and Management programme aims to provide students (from any disciplinary background) with the opportunity to focus on the key disciplines within the humanities and social sciences. It delivers fundamental learning, field training, and professional skills and methods in archaeology, historical studies, anthropology, tourism, museology, conservation, and heritage management. The two-year programme emerges from a conviction that students must be trained to understand and contextualise the tangible and intangible heritage around them and relate them to the community that created and engaged with it.

Objectives:
The various interdisciplinary/multidisciplinary branches of learning/courses are emerging in structuring two years of MAHM programmes into four semesters. Twenty-three courses were designed based on established and emerging learning trends. It will include the foundational and specialisation courses as per the list attached. Students will be provided with an opportunity to get professional skills, hands-on training, internship, research experience, and heritage entrepreneurship from experts in the fields through national and international networks and collaborations. The experienced faculty team provided them with information relevant to their chosen field of specialisation. The SHRM faculty with diverse expertise in history, archaeology, anthropology, museology, Conservation, and tourism is uniquely equipped to offer a multidisciplinary Masters Program.

The revised programme structure is placed at **Annexure-18**.

The recommendations made by the Board of Studies regarding revision of the Programme titled "MA in Archaeology and Heritage Management" in School of Heritage Research and Management (SHRM), with total 94 credits were placed

before the Academic Council for consideration in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, SHRM. After detailed deliberations, the Academic Council resolved to approve the recommendations made by the Board of Studies regarding revision of the Programme titled "MA in Archaeology and Heritage Management" in the School of Heritage Research and Management (SHRM), with total 94 credits in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007

Agenda 38.9: To consider the recommendations made by the Board of Studies, SHRM regarding revision of Course titled "Introduction to Archaeology: Methods, Techniques and Practice" of the Masters Programme in School of Heritage Research and Management.

It was submitted to the Academic Council that the Board of Studies, School Heritage Research and Management in its 2nd meeting held on 11.02.2025 (**Annexure-16**) had deliberated and considered the revision of Course titled "Introduction to Archaeology: Methods, Techniques and Practice" of the Masters Programme in School of Heritage Research and Management **(Annexure-19).**

Summary: This course elucidates various facets of archaeology as a cultural science that investigates the ancient evidences on the basis of scientific analysis of material culture of the humankind from the period of hominids to modern times. It covers up principles, theories and most importantly definitions of new archaeology or procession archaeology with focus on archaeology as a methodological science that constructs the chronological history based on archaeological remains and relics. It also highlights the archaeological exploration and excavation methods with emphasis on stratigraphic study of an excavated site. The history of archaeology in India and formation of the Archaeological Survey are significant components of this course.

Objectives: This course intends to provide students the fundamental and theoretical knowledge on archaeology as a scientific discipline, especially in Indian context. It focuses on evolution of archaeology from an antiquarian practice to a methodological science. The course offers a prolific discourse on colonial archaeology in India and its role in larger understanding of the historic culture of the sub-continent. Students will be able to learn the definition and theories of archaeology and will develop sound understanding of emerging trends in the field of study like processual archaeology, salvage archaeology, forensic archaeology, etc. This syllabus in an endeavor to make students well versed in evolution of human culture, chronological study of the past and material cultural analysis. It also purports to educate students about significance public archaeology its scope and prospects in India.

Modules of the Course:
The Course has the following modules:-

i) Module 1: Theoretical Fundamentals of Archaeology.
ii) Module 2: Interdisciplinary Approach and Relation with other Sciences (Social; Natural)
iii) Module 3: Field Methods in Archaeology.
iv) Module 4: Archaeology and Cultural Evolution.
v) Module 5. Archaeology and Contemporary Trends.

The recommendations made by the Board of Studies regarding revision of Course titled "Introduction to Archaeology: Methods, Techniques and Practice" of the Masters Programme in School of Heritage Research and Management are placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, SHRM. After detailed deliberations, the Academic Council resolved to approve the recommendations made by the Board of Studies regarding revision of Course titled "Introduction to Archaeology: Methods, Techniques and Practice" of the Masters Programme in the School of Heritage Research and Management in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007

Agenda 38.10: To consider the recommendations made by the Board of Studies, SHRM regarding revision of Course titled "Introduction to Conservation: Methods, Techniques and Practice" of the Masters Programme in School of Heritage Research and Management.

It was submitted to the Academic Council that the Board of Studies, School Heritage Research and Management in its 2nd meeting held on 11.02.2025 (**Annexure-16**) had deliberated and considered the revision of Course titled "Introduction to Conservation: Methods, Techniques and Practice" of the Masters Programme in School of Heritage Research and Management **(Annexure-20).**

Summary: This course intends to provide students a comprehensive knowledge of the theoretical frame of conservation, preservation and their scientific methods. This is a unique course as it explains various facets of heritage property, their materials and chemical components. It is, in fact, a foundation course that elaborates analytically the different forms of heritages, their aesthetic and utilitarian values and cultural significance. The students will have basic information on environmental, chemical and human factors responsible for deterioration of objects of cultural patrimony. This module will include various ethics, laws rules and regulations which are followed in India and abroad by conservation practitioners.

Objectives: The primary objective of this course is to provide fundamental knowledge of preventive and chemical conservation with focus on method of handling cultural objects, archival materials and art works treated as art-treasurers. For this purpose SHRM in collaboration with IGNCA, Delhi will organise an exclusive training course for fifteen days that will make students acquainted with different tools, implements, devices apparatus, chemicals etc., used in conservation. The classes intended to be organised as 'hand on training' will educate students about preventive, mechanical, chemical, curative and restorative modes and methods for antiquities, and archival materials. The students will have exposure to cultural archive of IGNCA and will learn methods of visual storage. This exercise purports to train students in managing micro- environment, within museums and archives.

Modules of the Course:
The Course has the following modules:-
Module 1: Theoretical Fundamentals of Conservation.
Module 2: Antiquities and Archival Materials: Their Material Configuration and Chemical Properties
Module 3: Conservation of Heritage Monuments: Analysis of Materials, Methods and Their Environment.
Module 4: Preventive Conservation.

The recommendations made by the Board of Studies regarding revision of Course titled "Introduction to Conservation: Methods, Techniques and Practice" of the Masters Programme in School of Heritage Research and Management were placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, SHRM. After detailed deliberations, the Academic Council resolved to approve the recommendations made by the Board of Studies regarding revision of Course titled "Introduction to Conservation: Methods, Techniques and Practice" of the Masters Programme in School of Heritage Research and Management in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007. The Academic Council also recommended to consult NRLC(National Research Laboratory for Conservation) and ASI(Archaeological Survey of India) in regard to the conservation techniques and methods.

Agenda No.38.11: To consider the recommendations made by the Board of Studies regarding revision of Course titled "Workshop on Archaeological Site Management" of the Masters Programme (Heritage Management) in School of Heritage Research and Management.

It was submitted to the Academic Council that the Board of Studies, School Heritage Research and Management in its 2nd meeting held on 11.02.2025 (**Annexure-16**) had deliberated and considered the revision of Course titled "**Workshop on Archaeological Site Management**" of the Masters Programme in School of Heritage Research and Management (**Annexure-21**).

Summary: This course is a skilled-based course designed for MAHM masters programmes to help students understand Delhi's archaeological sites and monuments and their heritage in collaboration with the Department of Archaeology Government of NCT Delhi. This course follows the broader framework for developing professional skills offered at the Masters level.

The course is designed as per AUD vision and NEP 2020, where all master's programmes aim to impart interdisciplinary knowledge with exposure to field studies and acquire professional training and skills. The course seeks to provide theoretical and practical contours of various areas of knowledge and understanding of Delhi' s heritage, cultures, and society, as well as its manifestations in the forms of tangible and intangible heritage. It has interdisciplinary/multidisciplinary potential and encourages master students to develop ideas by cross-utilising various fields and developing new skills.

Modules of the Course:

The Course has the following modules:-
Module 1: Introduction to Delhi's Archaeological Sites and Monuments.
Module 2. Heritage Site Management Plans and Site Interpretations.
Module 3. Disaster Management of the Heritage Sites of Delhi.
Module 4. Photo-documentation and Preventive conservation of Sites and Monuments.
Module 5. Management of Archaeological Sites and Museums.
Module 6. Role of Community Engagement Through the Heritage.

The recommendations made by the Board of Studies regarding revision of Course titled "Workshop on Archaeological Site Management" of the Masters Programme in School of Heritage Research and Management were placed for the Academic Council for consideration in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, SHRM. After detailed deliberations, the Academic Council resolved to approve the recommendations made by the Board of

Studies regarding revision of Course titled "Workshop on Archaeological Site Management" of the Masters Programme (Heritage Management) in School of Heritage Research and Management in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Agenda No.38.12: To consider the recommendations made by the Board of Studies, SHRM regarding revision of Course titled "Comparative Civilisations: Understanding Heritage and Culture" of the Masters Programme (MAHM and MCPHM) in School of Heritage Research and Management.

It was submitted to the Academic Council that the Board of Studies, School Heritage Research and Management in its 2nd meeting held on 11.02.2025 (**Annexure-16**) had deliberated and considered the revision of Course titled "**Comparative Civilisations: Understanding Heritage and Culture**" of the Masters Programme in School of Heritage Research and Management (**Annexure-22**).

Summary: Studying world civilizations that cover the journey of five thousand years of civilisation development is essential for heritage management students. This process helps them better understand how and why the world became as it is today. It focuses on the coexistence of the historical past and shared Heritage of nations and regions. Studying world heritage helps students for future studies and international exposure and experiences. It helps to prepare them for the roles of Heritage Managers and custodians of past knowledge during this age of globalization and the emergence of new geopolitics.

The course attempts to cover the essential areas that are strategic towards building a detailed overview of the World heritage, its comparative analysis and understanding of past cultures and society. The comparative understanding of tangible and intangible traits and disseminating knowledge of past cultures and societies and its relevance in the contemporary period. With its comprehensive focus on different yet relevant world heritage management areas, it attempts to give the participant an all-rounded knowledge essential to understanding the various facets of world heritage management philosophy. Thus, it would move from generic understanding to developing more concrete ideas in ancient and medieval world civilisations and facilitate students in generating research ideas pertinent to social sciences.

Objectives: It gives conceptual clarity to understand the past societies and their tangible and intangible Heritage. The course focuses on a multidisciplinary approach and intends to help students appreciate the various aspects of world civilizations and their evolution through the dialogue of cultures in art and architecture, language and literature, Religion and philosophy, science and technology. They understand the interrelations and connections between geography, people and their ideas. The focus is on understanding how humans perceive, relate, receive and experience the world through scientific knowledge and ideas. This course aims to build a foundation across the various facets of comparative world civilisations, studies and management. This will help the students make a critical perspective, think about multiple components of world heritage**.**

Modules of the Course:

The Course has the following modules:-

Module 1: Understanding the Geography and Culture of Civilisations.
Module 2: Understanding the Scripts and Literary Heritage in World Civilisations.
Module 3: Understanding the religious and philosophical Heritage in World Civilisations.
Module 4: Understanding the artistic and architectural Heritage in World civilisations.
Module 5: Understanding the ancient sciences and technological Heritage in World civilisations.

The recommendations made by the Board of Studies regarding revision of Course titled “Comparative Civilisations: Understanding Heritage and Culture” of the Masters Programme in School of Heritage Research and Management were placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act,2007.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, SHRM. After detailed deliberations, the Academic Council resolved to approve the recommendations made by the Board of Studies regarding revision of Course titled “Comparative Civilisations: Understanding Heritage and Culture” of the Masters Programme (MAHM and MCPHM) in School of Heritage Research and Management in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Agenda 38.13: To consider the recommendations made by the Board of Studies, SHRM regarding revision of Course titled "Architecture of India" of the Masters Programme in School of Heritage Research and Management.

It was submitted to the Academic Council that the Board of Studies, School Heritage Research and Management in its 2nd meeting held on 11.02.2025 (**Annexure-16**) had deliberated and considered the revision of Course titled **"Architecture of India"** of the Masters Programme in School of Heritage Research and Management (**Annexure-23**).

Summary:

This course elucidates within its purview various facets of archaeology as a cultural science that investigates the ancient evidence on the basis of scientific analysis of material culture of the human kind from the period of hominids to modern times. It covers up definitions, theories and most importantly definitions of archaeology and processual archaeology with focus on archaeology as a methodological science that constructs the chronological history based on archaeological remains and relics. It also highlights the archaeological explorations and excavations with emphasis on stratigraphic study of an excavated site. The history of archaeology in India and formation of the archaeological survey is another significant component of this course.

Objectives:

This course aims to provide students a wide spectrum of India's architectural heritage and their aesthetic-cultural significance. It will help students in understanding different cultural dimensions of architecture, their technological importance and process historic evolution. It elucidates the metaphysics of Hindu temples and principles of various other forms like Stupa, Chaitya, Jinayatan, Mahavilavas etc. The composite architectural forms like Indo-Persian and Indo-European are two other specific areas on that critical and analytical discussions will be made through various methods like isometric designs, PPT and in-situ lectures. This syllabus will focus on materials, techniques and methodologies use for various architectural forms, layouts, plans and architectonic designs of structures. These core issues will be discussed to make students understand the architectural technology and its significance. The paper will highlight the cultural-astronomic principles of architecture that will help students in having prolific information on astro-archaeological significance of ancient monuments.

Modules of the Course:

The Course has the following modules:-

Module 1: Canonical Literature and Metaphysics of Temple Architecture.
Module 2: Evolution of Indian Architecture from Proto-historic to Early Historic Age.
Module 3: Temple Architecture: Methods, Materials, Technologies and Forms.
Module 4: Rock-cut Temples of India.

Module 5. Syncretism of forms in Indian Architecture.

The recommendations made by the Board of Studies regarding revision of Course titled “Architecture of India” of the Masters Programme in School of Heritage Research and Management were placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, SHRM. After detailed deliberations, the Academic Council resolved to approve the recommendations made by the Board of Studies regarding revision of Course titled “Architecture of India” of the Masters Programme in School of Heritage Research and Management in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Agenda 38.14: To consider the recommendations made by the Board of Studies, SHRM regarding revision of Course titled “Workshop on Basic Heritage Tools” of the Masters Programme in Archaeology and Heritage Management and Masters Programme in Conservation, Preservation and Heritage Management.

It was submitted to the Academic Council that the Board of Studies of SHRM in its 2nd meeting held on 11.02.2025 (**Annexure-16**) had deliberated and considered the revision of Course titled **“Workshop on Basic Heritage Tools”** of the Masters Programme in Archaeology and Heritage Management and Masters Programme in Conservation, Preservation and Heritage Management (**Annexure-24**).

Summary: The Course titled “Workshop on Basic Heritage Tools” is a 4 credit core course designed for MAHM master's programmes to help students understand Delhi's archaeological sites, monuments, and heritage in collaboration with the Department of Archaeology Government of NCT Delhi and IGNCA. This course follows the broader framework for developing professional skills offered at the Masters level.The course is designed as per AUD vision and NEP 2020, where all master's programmes aim to impart interdisciplinary knowledge with exposure to field studies and acquire professional training and skills. The course seeks to provide theoretical and practical contours of various areas of knowledge and understanding of Delhi's heritage, cultures, and society, as well as its manifestations in the forms of tangible and intangible heritage. It has interdisciplinary/multidisciplinary potential and encourages master students to develop ideas by cross-utilizing various fields and developing new skills.

Objectives:

The unique feature of the course is the practical training imparted for the identification, assemblage analysis, recording and interpretation of heritage sites and stone tools with the help of actual artefacts belonging to various historical periods. This is accompanied by stone tool knapping sessions and field trips to understand alluvial geomorphology, quaternary deposits, landforms, historic site settings and landscape-environment. Hands-on experience in excavation methods through model trench and learning field survey techniques, recording methods and data collection of historic assemblages at landmark sites like Anangtal, Sanjay Van, Mehrauli, Mandoli, Bhorgarh and lesser-known monuments of Delhi.

Expected learning outcomes: On successful completion of the course, the students will be able to:

On the successful completion of the Workshop, students will be able to learn:

- Hands-on training in the exploration of the historic sites of Delhi.
- Preventive conservation of the lesser-known monuments of Delhi
- Understanding of the forms, materials and urban environments of monuments.
- Identifications of stone tools and artefacts.
- Preparation of documentation and status report of monuments,
- Learning about the aims and objectives of archaeology and heritage of Delhi
- Offer networking opportunities to students.
- Understanding the past environmental impact of climate change on Delhi's heritage sites and monuments as per SDGs.
- Acquiring knowledge of Delhi Tourism Policy and DDA master plans.

Module 1: Introduction to Delhi's Archaeological Sites and Monuments.
Module 2. Heritage Site Management Plans and Site Interpretations.
Module 3. Disaster Management of the Heritage Sites of Delhi.
Module 4. Photo-documentation and Preventive conservation of Sites/artefacts and Monuments:
Module 5. Management of Archaeological Sites and Museums.
Module 6. Role of Community Engagement through the Heritage.

The recommendations made by the Board of Studies regarding revision of Course titled “Workshop on Basic Heritage Tools” of the Masters Programme in Archaeology and Heritage Management and Masters Programme in Conservation, Preservation and Heritage Management were placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, SHRM. After detailed deliberations, the Academic Council resolved to approve the recommendations made by the Board of Studies regarding revision of Course titled "Workshop on Basic Heritage Tools" of the Masters Programme in Archaeology and Heritage Management and Masters Programme in Conservation, Preservation and Heritage Management in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Agenda 38.15: To consider the recommendations made by the Board of Studies, SHRM regarding MOOC courses for MA Programmes in Archaeology and Heritage Management and Conservation, Museology and Heritage Management.

It was submitted to the Academic Council that the Board of Studies, School Heritage Research and Management (SHRM) in its 2nd meeting held on 11.02.2025 (**Annexure-16**) had deliberated and recommended the following MOOC courses for MA Programmes in Archaeology and Heritage Management and Conservation, Museology and Heritage Management.

The 07 Courses approved for introduction are:-

1. Tourism Planning and Sustainable Development (41) https://ugcmoocs.inflibnet.ac.in/index.php/courses/view_ug/337

2. IPRs and Arts and Culture - A Management Perspective in Digital Era https://onlinecourses.swayam2.ac.in/imb25_mg02/preview

3. Indian Culture and History https://ugcmoocs.inflibnet.ac.in/index.php/courses/view_ug/288

4. City and Metropolitan Planning https://ugcmoocs.inflibnet.ac.in/index.php/courses/view_ug/336

5. Urban Disaster Risk Mitigation & Climate Resilient Development https://ugcmoocs.inflibnet.ac.in/index.php/courses/view_ug/289

6. Art Appreciation: An Introduction to Indian Art NITTR https://onlinecourses.swayam2.ac.in/cec25_hs21/preview

7. Indian Knowledge System: Humanities and Social Sciences, IIMB https://onlinecourses.swayam2.ac.in/imb25_mg18/preview

The recommendations made by the Board of Studies regarding MOOC courses for MA Programmes in Archaeology and Heritage Management and Conservation, Museology and Heritage Management are placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, SHRM. After detailed deliberations, the Academic Council resolved to approve the recommendations made by the Board of Studies regarding MOOC courses for MA Programmes in Archaeology and Heritage Management and Conservation, Museology and Heritage Management in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Agenda 38.16: To consider and approve the recommendations made by the Board of Studies, School of Human Studies regarding revision of total credits of MA Gender Studies programme to 76 credits.

It was submitted to the Academic Council that the Board of Studies, School of Human Studies in its 9th meeting held on 02.12.2024 (**Annexure-25**) has deliberated on the proposal related to the revision of total credit load of MA Gender Studies programme to 76 credits. It was proposed that the two Disability Studies courses that were previously open to all MA students of any programme in the University as electives, will now be adopted by MA Gender Studies students as programme specific core courses. After due deliberations, the Board of Studies, School of Human Studies recommended to place the following proposed changes before the Academic Council

A. **Situating Disability- 4 credits (course outline approved by the BOS is attached as Annexure-26).** This course will be taught to the cohort of MA Gender Studies in second semester.

B. **Gendering Disability Studies - 4 credits (course outline approved by the BOS is attached as Annexure-27).** This course will be taught to the cohort of MA Gender Studies in fourth semester.

The recommendations made by the Board of Studies, School of Human Studies regarding revision of total credits of MA Gender Studies Programme to 76 credits were placed before the Academic Council in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, SHS. After detailed deliberations, the Academic Council resolved to approve the recommendations made by the Board of Studies regarding revision of total credits of MA Gender Studies programme to 76 credits in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of

Dr.B.R.Ambedkar University Delhi Act, 2007. The Academic Council has advised the School to follow 80 credits guidelines as per NEP 2020 for Postgraduate Programmes and further advised to revise the credit weightage of the MA Gender Studies programme to 80 credits as soon as possible.

Agenda 38.17: To consider the recommendations made by the Board of Studies regarding the courses of the BA (H) Economics Programme under FYUP SUS

It was submitted to the Academic Council that the Board of Studies, School of Undergraduate Studies in its 20th meeting held on 15.01.2025 **(Annexure-28)** had deliberated and recommended the following courses of the BA (H) Economics Programme under FYUP SUS:
16A. Consideration of 6th-semester courses under the DSC category placed at **(Annexure-29).**

i. Indian Economy (DSC) – NSUS1EC114 - is a four credit core course which highlight and analyze the key features of Indian economic development after independence and the major contemporary issues confronting it. Issues pertaining to individual sectors like agriculture, industry and services, and to their mutual interaction in development, and problems like unemployment, poverty and inequality, etc. shall be discussed with reference to government economic policy and its evolution.

Objectives of the Course: This course shall help the students understand the evolution and present state of their immediate economic milieu—the Indian Economy. The course will help students apply the ideas they have learnt in their earlier courses to this concrete context and help them understand the dynamics the Indian economy both as conscious citizens and as professionals.

Expected learning outcomes:
At the end of the course students will be able to
i. Describe the economic and socio-political background behind the planning models.
ii. Describe the need for structural changes in agriculture and industrial sectors i.e heavy industrialization, technical interventions in agriculture in the planning era.
iii. Describe the economic reasons behind the economic reforms and their criticisms.
iv. Describe and analyze the agrarian, industrial and service sector specific developments after the reform.
v. Describe and debate the socio-political challenges e.g. caste and gender in the economy.
vi. Describe and analyze the trade aspects and trade relations of India in this globalized world.

vii. Describe and analyze the issue of mass poverty, inequality and unemployment in India.

Resolution No. 16A:
The Board members resolved that the course Indian Economy (Annexure-26) as 6th-semester DSC courses in the prescribed format is recommended for approval.
16B. Consideration of 6th-semester courses under the DSE category placed at **(Annexure-30 to 32).**

i. Issues in Social Policy in India (DSE) – NSUS1EC135 – is a four credit elective course which aims to help students get familiar with the components of the welfare state in India, the shortcomings in the implementation of social policy in the country, develop an appreciation of the progress (over time and across states) in strengthening the implementation of these programmes and the current and emerging challenges.

ii. Monetary Economics (DSE) – NSUS1EC136- is a four credit elective course that builds on the core courses such as Microeconomics and Macroeconomics taught in the BA Economics programme to study emergence of and implications of money, monetary arrangements, and payment systems for the functioning and evolution of the economy. It is linked to the course EC134 namely Money, Banking and Finance which primarily focuses on institutional details and envisages to build deeper conceptual understanding of money as a fundamental institution that facilitates spot exchange of goods and services and intertemporal transfer of resources in all modern economics. The course further focuses on the monetary theory and policy and envisages to develop a deep systematic way of thinking about such questions using contemporary economic modelling techniques As such it also provides a peek into the methodology that economists employ to conduct thought experiments while exploring answers to fundamental questions about economy and society.

iii. Game Theory (DSE) – NSUS1EC134 - is a four credit core course which is related to game theory and its various aspects. The course includes properties of binary relations and preferences of a rational individual, decision making process. The concepts of static games and dynamic games with complete and incomplete information along with their application in economics will also be covered in the course.

Resolution No. 16B:
The Board members resolved that the course outlines of Issues in Social Policy **(Annexure-30)**, Monetary Economics **(Annexure-31)** and Game Theory **(Annexure-32)** as 6th-semester DSE courses in the prescribed format are recommended for approval.
The recommendations made by the Board of Studies, in its 20th meeting held on 15.01.2025 regarding the consideration of BA(H) Economics Programme courses

under FYUP, SUS are placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii)of Dr.B.R.Ambedkar University Delhi Act, 2007**.**

Decision: The recommendations made by the Board of Studies, were placed before the Academic Council for deliberations and consideration. The Academic Council deferred the matter and recommended to place the same in its next meeting. The Academic Council further authorized the Vice Chancellor to take further necessary action in the matter.

Agenda No. 38.18: To consider the recommendations made by the Board of Studies regarding the courses of the BA (H) English Programme under FYUP SUS

It was submitted to the Academic Council that the Board of Studies, School of Undergraduate Studies in its 20th meeting held on 15.01.2025 **(Annexure-28)** had deliberated and considered the following courses of the BA (H) English Programme under FYUP SUS:

17A. Consideration of 6th-semester courses under the DSC category placed at **(Annexure-33 to 34).**

i. Literature and Cinema (DSC) – NSUS1EN212 - is a four credit core course which look closely into the 'formal' and 'narratological' relation between cinema and literature, with the help of a few works of fiction (and other forms) made into films. The course will introduce various ways in which literature and the moving image converge and diverge; as well as correspond through the theory of 'narrative', which is also a source of long conflict through much of the history of cinema. The inter-dependence of the two art forms is full of the ambiguity that both the arts collectively and individually re-present, effectively ensuring that the fruition of the collaboration is often far from simple. There are various levels of complexity involved in this relationship but since this is a B.A level course, the content is designed keeping in mind largely the dynamics of adaptation. The texts/films have been chosen in such a way that each have not only withstood the discontents of adaptation but have been able to contribute to their own forms in either literature or cinema and have managed to expend them.

ii. Postcolonial Literatures (DSC) – NSUS1EN213 - is a four credit core course and is an introduction to Postcolonical Literatures. The experiences of colonialism, struggles of postcolonies in an independent world, the rebuilding of a nation and the forging of remembered cultures with the ones inherited due to the colonial experience are some of the recurring motifs in post-colonial literatures across the world. Themes such as these will be taken up for class discussion through a variety

of theoretical, literary and cultural texts drawn from various postcolonial geographies like Africa, India and South America. The course would also look at the debate around postcolonial theoretical mode of analysis as suggested by Aijaz Ahmad against Jameson's more Universalist approach which overlooks local socio-cultural and historical specificities.

Resolution 17A:
The Board members resolved that the course outlines of Literature and Cinema **(Annexure-33)** and Postcolonial Literatures **(Annexure 34)** 6th-semester DSC courses in the prescribed format and after incorporating the suggestions are recommended for approval
17B. Consideration of 5th-semester courses under the DSC category placed at **(Annexure-35 to 37).**

i. Written for Children and Young Adults (DSE) – NSUS1EN233 - is a four credit elective course which introduce the students to emergence of the child as a target reader of literature in English and proceed with tracing the journey of children‘s literature across the English-speaking world to the contemporary significance of this form of literature. It will examine texts written to address child-readers of literature in Britain, North America and India. It will showcase the changing mores of childhood over the ages. While engaging with the idea of childhood, the origin and use of the new category of the young adult will also be discussed, with the specific aim of comprehending the ways in which perceptions of childhood have changed. The course will cover many zeniths and nadirs of children‘s literature through three centuries while discussing issues such as the changing ideal of literature for children, the changes in the education of the child, appropriation of literary texts by child readers, the politics of abridgement, endeavours towards engendering the child through literature, elements of subversion in writing for children and the various uses of the realm of fantasy in children‘s literature. Various sub-genres within children‘s literature like allegories, didactic writing, school stories, adventure fiction, fantasy fiction, anthropomorphic stories, moral tales, picture books, verses, plays, popular fiction and the variety of fiction known as domestic dramas will be sampled during class discussions.

ii. Modern Movements in the Arts (DSE) – NSUS1EN234 - is a four credit elective course which study some of the major movements that have taken place in the visual arts (painting/sculpture) and in the performance arts (music/drama/cinema) in

conjunction with literature written during the modern period. While movements in painting, music, and popular culture have found their literary echoes, literature too has found its shadows etched on the canvases and the notes of music. This course will study the modern movements in literature and in the arts in an attempt to understand the twentieth century. The texts will consist of paintings, music pieces and literary works that are representative of prominent movements in the arts and literature in order to undertake a comparative study of how texts of different mediums and disciplines complement each other and also elucidate the conceptual engagement with modernism.

iii. Literary Translation in Contemporary India (DSE) – NSUS1EN235 - is a four credit elective course which aims to introduce the students to the interesting area of literary translation. The importance of translation is experienced in more ways than one in a multicultural globalised world. In India, translation is an everyday, unconscious activity which operates at various levels. The course attempts to look at the basic concepts and issues of translation with special reference to India. Some topics of discussions will be around the debates of loyalty and creativity, the various approaches to translation, specific issues related to translation of specific literary genres, the translator‘s role, self-translation, and the politics of translation. The course will involve practical exercises to identify the problems faced in the process of translation and the steps that are taken to negotiate between the source text and the target text. This course is limited only to English translations from Indian languages.

Resolution 17B:
The board members resolved that the course outlines of Written for Children and Young Adults **(Annexure-35)**, Modern Movements in Arts **(Annexure-36)** and Literary Translation in Contemporary India **(Annexure-37)** as 6th-semester DSE courses in the prescribed format after incorporating the suggestions are recommended for approval.
The recommendations made by the Board of Studies, in its 20th meeting held on 15.01.2025 regarding the consideration of BA(H) English Programme courses under FYUP, SUS were placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The recommendations made by the Board of Studies, were placed before the Academic Council for deliberations and consideration. The

recommendations made by the Board of Studies, were placed before the Academic Council for deliberations and consideration. The Academic Council deferred the matter and recommended to place the same in its next meeting. The Academic Council further authorized the Vice Chancellor to take further necessary action in the matter.

Agenda 38.19: To consider the recommendations made by the Board of Studies regarding the courses of the BA (H) History Programme under FYUP SUS

It was submitted to the Academic Council that the Board of Studies, School of Undergraduate Studies in its 20th meeting held on 15.01.2025 **(Annexure-28)** had deliberated and considered the following courses of the BA (H) History Programme under FYUP SUS:

18A. Consideration of 6th-semester courses under the DSC category placed at **(Annexure-38 to 39).**

i. Contemporary India 1947-92 (DSC) – NSUS1HS412 - is a four credit core course which proceeds like a narrative of some of the major developments in independent India. It enables students to make sense of the economic and political process and structures. The underlying assumption is that the first four decades of independent India were crucially significant in the project of India's social transformation. The course provides necessary background information and conceptual tools for a more specialized engagement with the economic political and social trajectories of independent India. The course will be transacted with the help of available social science textbooks.

The major focus of the course is on policies, processes and institutions, and major struggles in independent India. It discusses the major policy initiatives of the government that have influenced the society in independent India. The discussion of the major processes and institutions is undertaken at both the conceptual and contextual levels. For instance, concepts like nationalism, secularism and democracy have been dealt with conceptually so that the students become familiar with their meanings. Then they are explained in their specific Indian setting. After that students are made familiar with the major encounters that developed between these concepts and Indian realities.

ii. Wars and Revolutions in the Twentieth Century (DSE) – NSUS1HS413 - is a four credit elective course which focuses on the emergence of a new world order in the 20th century. Various events influenced this development. Two world wars played a crucial role in shaping the contemporary world. The course closely examines origin, course and consequences of these two wars. These two wars were unique in various ways: their use of technology, the scale of devastation, and loss of human life. At the end of the Second World War entirely new world order emerged, which is analysed. The Russian revolution took place during the First World War.

The course analyses the origin and outcome of the revolution. Similarly various dimensions of the Chinese revolutions are also analysed. The diplomatic efforts after the First Wold War focused on preventing similar war in future, but directly contributed to the Second World War. The role of rise of Fascism and Nazism is analysed to understand the origin of the Second World War. The new world order emerged after the Second World War ended. The cold war and the rise of non-alignment movement (NAM) are analysed. Major flash points of cold war the Korean and Vietnamese wars are discussed. Finally, the course ends with the analysis of the end of cold war, disintegration of the USSR and emergence of unipolar world.

Resolution 18A:
The Board members resolved that the course outline of Contemporary India, 1947-1992 **(Annexure-38)** and Wars and Revolutions in the Twentieth Century **(Annexure-39)** as 6th-semester DSC courses in the prescribed format are recommended for approval.
18B. Consideration of 6th-semester courses under the DSC category placed at **(Annexure-40 to 42).**

i. Caste and Indian Modernity (DSE) – NSUS1HS433- is a four credit elective course that strives to bring together historical/gendered and sociological perspectives on caste based on key primary sources. The story of caste in India has a long genesis which ranges from the most banal to the most philosophical. A wide spectrum of scholars has attempted to understand, analyse and deconstruct caste. At different historical junctures, ideas of caste have undergone permutations. It was argued that with the onset of modernity, progress rational values, caste would wither away. The term 'modern' is expressed to demarcate the past from the present. With the privileging of science, technology and rationality by the Enlightenment, modernity was invested with values creating a binary 'other' steeped in superstition and tradition. Every society, individual or institution felt compelled to acquire the abstraction of modernity. In Asia, Latin America and Africa, the experiences of colonialism mediated the abstraction of modernity. For the caste ridden Indian society, modernity, far from being an abstraction was something tangible as it enabled scores of the oppressed communities to seek entitlements by invoking the legal-juridical norms, again a by-product of modernity. At one level, the colonial encounter set free the local people from many hidebound traditions and opened up new vistas of social progress through education and emerging employment opportunities. The privileged communities sought refuge in the pristine imagined past unable to come to terms with modernity whereas the rest (the anti-caste intellectuals) eagerly courted modernity to establish a more secular and progressive society. Thus, modernity is driven with contradictions. Despite the mystic of capitalist development notwithstanding, Indian society is grappling to make sense of 'semi-feudal and semi-colonial remnants'. (Gail Omvedt, Seeking Begumpura, Navayana, 2008, p.10) Hence, the exploited people have not relapsed into silence but have challenged the contradictions of modernity. As Ambedkar has observed, throughout

its historical trajectory there have been attempts to annihilate the superstructure- the edifice of caste brutality as a precursor to create a modern liberal society. This course seeks to analyse the different perspectives on modernity, the manner in which various social categories in India appropriated modernity and strove to benefit from it. For reasons of brevity, the course focuses on the social, cultural and political developments of the 19th century till independence.

ii. Decolonisation in History (DSE) – NSUS1HS434- is a four credit elective course focuses on Contemporary declination which bears a close connection with the national independence of former European colonies. This third year course seeks to pick up the decolonisation story from Independence. Focused around the themes of Indignity, reparations, repatriations, and what we refer to as neocolonization, we will explore decolonization as an on going process with historical routes rather than a discrete event, relegated to the past.

iii. Introduction to Indian Art and Architecture (DSE) – NSUS1HS435- is a four credit elective course which comprehensively introduces South Asian/Indic Art, immersing students in the region's rich tapestry of artistic and architectural works. It not only exposes students to a diverse array of art and architecture but also encourages them to develop nuanced interpretative descriptions by drawing on various historical sources. Central to our inquiry is how one can elucidate the reciprocal tensions between art objects and the specific social and historical contexts in which they were created. This question forms the broader framework of our course, which spans 4500 years of Indic and subcontinental artistic and architectural heritage, from the Indus Valley Civilization to the present day. Vidya Dehejia's focus deeply informs the course on histories that highlight visual and material evidence, such as dedicatory inscriptions engraved in stone monuments and copper plate charters documenting territorial donations and architectural artefacts. We will delve into how histories anchored in visualise or visual culture intersect with diverse issues, including community and state formation, the exercise of sovereignty and power, religiosity, patronage, travel, colonialism, populism, and nationalism. Throughout the course, we will critically examine how visual artefacts such as paintings, sculptures, and architecture were produced for specific audiences at particular moments in Indian history. Moreover, we will explore how these artefacts and their representations resonate within a broader social, geopolitical, and temporal spectrum.

Resolution no. 18B:

The board members resolved that the course outlines of Caste and Indian Modernity **(Annexure-40)**, Decolonisation in History **(Annexure-41)** and Introduction to Indian Art and Architecture **(Annexure-42)** as 6th-semester DSE courses in the prescribed format are recommended for approval.

The recommendations made by the Board of Studies, in its 20th meeting held on 15.01.2025 regarding the consideration of BA(H) History Programme courses under

FYUP, SUS were placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The recommendations made by the Board of Studies, were placed before the Academic Council for deliberations and consideration. The recommendations made by the Board of Studies, were placed before the Academic Council for deliberations and consideration. The Academic Council deferred the matter and recommended to place the same in its next meeting. The Academic Council further authorized the Vice Chancellor to take further necessary action in the matter.

Agenda No.38.20: To consider the recommendations made by the Board of Studies regarding the courses of the BA (H) Mathematics Programme under FYUP SUS

It was submitted to the Academic Council that the Board of Studies, School of Undergraduate Studies in its 20th meeting held on 15.01.2025 **(Annexure-28)** had deliberated and considered the following courses of the BA (H) Mathematics Programme under FYUP SUS:
19A. Consideration of 6th-semester courses under the DSC category placed at **(Annexure- 43 to Annexure-44).**

i. Linear Optimisation and Applications (DSC) – NSUS1MA511- is a four credit core course which focuses on the main modules like Introduction to Linear Programming Problems, Theory of Simplex Method and Duality, Transportation problem, Assignment Problem, Game Theory and Lab using WINQSB.
Objectives of the Course:
This course aims to introduce the use of linear optimisation methods and techniques for effective decision making. It involves mathematical model formulation and applications that are used in making decisions related to business.
Expected learning outcomes:
After completing this course, students will be able to understand the concepts of Linear Programming, Transportation problems, Assignment problems, Game Theory and its applications to real life problems.

ii. Advanced Algebra (DSC) – NSUS1MA539- is a four credit core course which will introduce an advanced understanding of Group Theory, Field theory and Linear Algebra.
Objectives of the Course:
The aim of the course is to deepen the concepts of Group theory, Field Theory and Linear Algebra along with their applications.
Expected learning outcomes:

After completing this course, students will be able to pursue higher degrees involving the study of Algebra.

Resolution no. 19A:
The board members resolved that the course outline of Linear Optimisation and Applications (Annexure-40) and Advanced Algebra (Annexure-41) as 6th-semester DSC courses in the prescribed format are recommended for approval.
19B. Consideration of 6th-semester courses under the DSE category placed at **(Annexure- 45 to 47).**

i. Number Theory and Cryptography (DSE) - NSUS1MA515 - is a four credit elective course which has been designed to familiarize the students with basic concepts in Number Theory and Cryptography. The course has an added attraction of the compulsory lab component, where using Mathematica one can learn to handle finding primes, solving Diophantine equations and congruence that are essential for Cryptography. This helps students to work effectively and efficiently as the option of using Mathematica commands is time saving and gives accurate results.

Objectives of the Course:
The main objective of this course is to prepare students who either wish to pursue Mathematics as career or need to use it from application point of view. Cryptography and Crypto analysis is a field where even non-mathematicians who are familiar with Elementary Number theory have flourished and this course will easily feed in their needs to familiarize them with rudiments of Cryptography.
Expected learning outcomes:
After completing this course, students should be able to

a. Use division algorithm.
b. Understand notion of congruences and solve them.
c. Identify primitive roots and their indices.
d. Have some knowledge about various cryptographic methods.

ii. Mathematics for Computer Sciences (DSE) - NSUS1MA534- is a four credit elective course which is discrete in nature oriented towards Computer Science. The course is divided roughly into Fundamental Concepts of Mathematics, Definitions, Proofs, Sets, Functions, Relations, State, machines, Counting, logical formulas, automata theory and coding theory.

Objectives of the Course:
To introduce students to a wide variety of mathematical concepts that are used in the Computer Science discipline.
Expected learning outcomes:
After completing this course, students will be able to understand the concepts related to Logic and Data Type, Automata Theory and coding theory.

iii. Partial Differential Equations (DSE) – NSUS1MA542- is a four credit elective course which described below:

a. Introduction to Partial Differential equations
b. Classification of Second-Order Linear Equations
c. The Cauchy Problem and Wave Equations
d. Method of Separation of Variables
e. Lab work using MATHEMATICA

Objectives

The course on Partial Differential Equations has been designed to introduce, formulate, classify, interpret and solve first and second order PDE's. The students will be exposed to various applications of these topics in real world related problems such as heat conduction, vibrating string and wave equations. The course has an added attraction of the compulsory lab component where using MATHEMATICA, one can plot the graphs of the solutions of the partial differential equations. This helps students to visualize the geometry behind the solution of a particular type of partial differential equation.

Expected learning outcomes:

After completing this course, students will be able to understand the concepts of Partial differential equations and their solutions with real world applications.

Resolution no. 19B:

The board members resolved that the course outlines of Number Theory and Cryptography **(Annexure-45)**, Mathematics for Computer Sciences **(Annexure-46)** and Partial Differential Equations **(Annexure-47)** 6th-semester DSE courses in the prescribed format are recommended for approval.

19C. Consideration of 6th-semester courses under the GE category placed at **(Annexure- 48 to 49).**

i. Lattices and Boolean Algebra (GE) – NSUS1MA513- is a four credit general elective course which is an introductory course on Lattice theory and Boolean Algebra. The course has a good mix of abstract theory and practical applications.

Objectives of the Course:

This course has mainly been designed with the aim of introducing students to the Lattice Theory and Boolean Algebra. The portion on Lattice Theory discusses Modular, distributive and Boolean Lattices. The module on Boolean Algebras includes design of switching circuits.

Expected learning outcomes:

After completing this course, students will be able to understand topics related to lattices and boolean algebra.

ii. Mathematical Finance (GE) – NSUS1MA536- is a four credit general elective course which main motive of this course is to give students a basic introduction to

finance and the applications of mathematics to it. In the digital era with algorithmic trading and mathematical modeling being used to understand stock market behavior and understand large dynamic data, this introductory course in Mathematical finance is well placed to prepare students interested in understanding and choosing a career in the world of mathematical finance.

Objectives of the Course:
The main objective of this course is to provide an basic knowledge of fixed income like FD's, Bonds etc, stock market terminology and mathematical concepts behind future and options trading.

Expected learning outcomes:
After completing this course, students will be able to understand the concept of modeling and simulation as well will be able to construct mathematical models of real world problems and solve them using mathematical techniques and with the help of Excel sheets.

Resolution no. 19C:
The board members resolved that the course outlines of Lattices and Boolean Algebra **(Annexure-48)** and Mathematical Finance **(Annexure-49)** as 6th-semester GE courses in the prescribed format are recommended for approval.
The recommendations made by the Board of Studies, in its 20th meeting held on 15.01.2025 regarding the consideration of BA(H) Mathematics Programme courses under FYUP, SUS were placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The recommendations made by the Board of Studies, were placed before the Academic Council for deliberations and consideration. The recommendations made by the Board of Studies, were placed before the Academic Council for deliberations and consideration. The Academic Council deferred the matter and recommended to place the same in its next meeting. The Academic Council further authorized the Vice Chancellor to take further necessary action in the matter.

Agenda No.38.21: To consider the recommendations made the Board of Studies regarding the courses of the BA (H) Political Science Programme under FYUP SUS

It was submitted to the Academic Council that the Board of Studies, School of Undergraduate Studies in its 20th meeting held on 15.01.2025 **(Annexure-28)** had deliberated and considered the following courses of the BA (H) Political Science Programme under FYUP SUS:

20A. Consideration of 6th-semester courses under the DSC category placed at **(Annexure- 50 to 51).**

i. International Governance and Institutions (DSC) – NSUS1PO612- is a four credit core course which aims to introduce students to the fundamentals of research in the social sciences. Students engage with a variety of texts and different research methodologies. The purpose of this course is to provide the students with basic knowledge of research and instil in them skills required for conducting research.

Objectives of the Course:-

The objectives of this course are:

a. To introduce students to the basics of research enabling them to understand the process of gaining knowledge about the social world.
b. To make students understand the significance of methodology in research and equip them with different methodological tools required for conducting research.
c. To develop, amongst students, basic skills required for actually doing research.

Expected Learning Outcomes:-

After completing this course, the students will be able to:

a. Understand the basics of research and the importance of gaining knowledge through research.
b. Apply different methodologies to different types of research.
c. Understand to evaluate predictability and scientific validity question in social science research
d. Understand the role of ideological prejudices in your research
e. Develop research proposal, write research outcome (report writing) and book review and use different referencing styles.
f. Understand the importance of ethics in research.

ii. Introduction to Research Methods (DSC) – NSUS1PO613- is a four credit core course which aims is to introduce students to the fundamentals of research in the social sciences. Students engage with a variety of texts and different research methodologies. The purpose of this course is to provide the students with basic knowledge of research and instil in them skills required for conducting research.

Objectives

The objectives of this course are:

a. To introduce students to the basics of research enabling them to understand the process of gaining knowledge about the social world.
b. To make students understand the significance of methodology in research and equip them with different methodological tools required for conducting research.

c. To develop, amongst students, basic skills required for actually doing research.

Learning Outcomes

After completing this course, the students will be able to:

a. Understand the basics of research and the importance of gaining knowledge through research.
b. Apply different methodologies to different types of research.
c. Understand to evaluate predictability and scientific validity question in social science research
d. Understand the role of ideological prejudices in your research
e. Develop research proposal, write research outcome (report writing) and book review and use different referencing styles.
f. Understand the importance of ethics in research.

Resolution no. 20A:

The board members resolved that the course outline of International Governance and Institutions **(Annexure-50)** and Introduction to Research Methods **(Annexure-51)**, after incorporating the suggestions given by the board members, as 6th-semester DSC courses in the prescribed format are recommended for approval

20B. Consideration of 6th-semester courses under the DSE category placed at **(Annexure- 52).**

i. Social and Political Movements in Contemporary India (DSE) – NSUS1PO633- is a four credit elective course which examines the dynamics, development, and impact of social and political movements in post-independence India. It explores how these movements have shaped the nation‘s socio-political landscape by addressing issues of identity, inequality, rights, and justice. The course integrates theoretical frameworks and case studies to provide a nuanced understanding of collective action, resistance, and their implications for democracy and development in India. Students are encouraged to engage with diverse perspectives and critically analyze the intersections of class, caste, gender, and religion in shaping these movements.

Objectives of the Course:

a. To explore the historical and contemporary trajectories of social and political movements in India.
b. To analyze the interplay between movements and state policies in shaping India‘s socio- political environment.
c. To understand the role of caste, gender, class, religion, and ethnicity in mobilizing collective action.
d. To critically evaluate the impact of globalization, neoliberalism, and technological advancements on social and political mobilizations.
e. To develop analytical skills for interpreting diverse perspectives on justice, rights, and democracy in the context of Indian society.

Expected Learning Outcomes

By the end of the course, students will be able to:

a. Demonstrate an in-depth understanding of key social and political movements in contemporary India and their historical contexts.
b. Analyze the role of marginalized communities in shaping social justice discourses.
c. Critically assess the impact of political ideologies and state interventions on collective movements.
d. Apply theoretical frameworks to evaluate case studies of specific movements.
e. Develop independent and informed perspectives on the successes, challenges, and future trajectories of social and political mobilizations in India.
f. Engage in thoughtful discussions and debates about the implications of these movements for democratic governance and societal development.

Resolution no. 20B:

The board members resolved that the course outlines of Social and Political Movements in Contemporary India **(Annexure-52)**, after incorporating the changes, as 6th-semester DSE courses in the prescribed format are recommended for approval.

20B. Consideration of 6th-semester courses under the GE category placed at **(Annexure- 53).**

i. Introduction to Diaspora Studies (GE) – NSUS1GE009- is a four credit general elective course which deals with a solid grounding in diaspora studies where they study the extra-constitutional institutions, factors, and forces which influence the political discourses and foreign policies of countries in the International realm.

Objectives:

a. To make students understand the meaning, pattern and impact of global migration in international politics.
b. To familiarise students with salient issues and concerns related to Diaspora studies.

Resolution no. 20C:

The Board members resolved that the course outline of the GE course Diaspora and Migration **(Annexure-53)**, after incorporating the changes, is recommended for approval. Along with, the board members suggested that in general, the brief description of each module, learning outcomes, complete details of readings as per the prescribed citation style and the assessment details must be included in the course outlines.

The recommendations made by the Board of Studies, in its 20th meeting held on 15.01.2025 regarding the consideration of BA(H) Political Science Programme courses under FYUP, SUS were placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The recommendations made by the Board of Studies, were placed before the Academic Council for deliberations and consideration. The recommendations made by the Board of Studies, were placed before the Academic Council for deliberations and consideration. The Academic Council deferred the matter and recommended to place the same in its next meeting. The Academic Council further authorized the Vice Chancellor to take further necessary action in the matter.

Agenda No.38.22: To consider the recommendations made by the Board of Studies regarding the courses of the BA (H) Psychology Programme under FYUP SUS

It was submitted to the Academic Council that the Board of Studies, School of Undergraduate Studies in its 20th meeting held on 15.01.2025 **(Annexure-28) to 343)** had deliberated and considered the following courses of the BA (H) Political Science Programme under FYUP SUS:
21A. Consideration of 6th-semester courses under the DSC category placed at **(Annexure- 54-56).**

i. Psychological testing (DSC) – NSUS1PS712- is a four credit core course which deals with a systematic method of evaluating a person's mental and behavioural characteristics using standardized tests. The tests can be written, visual, or verbal. Trained evaluators administer the tests and score them based on a set of guidelines. The scores are thought to reflect individual or group differences in what the test is measuring. The science behind psychological testing is psychometrics. Basic assumptions about psychological tests include that they should be valid, reliable, objective, and that the test takers will understand the test items and answer them accurately. Psychological testing can be used for a variety of purposes, including; identifying strengths and weaknesses, diagnosing conditions, understanding problems, making predictions, selecting workers, research.

Objectives of the Course:

a. To understand the concept of psychometric assessment of human behaviour
b. To briefly understand the history of psychological testing
c. To learn the theory of objective and projective testing in psychology
d. To gain basic understanding about administration of psychological tests through hands on experience at the psychology laboratory.

Expected learning outcomes:

a. Gain basic understanding about the concept of psychological testing
b. Understanding about the theory and application of psychological tests
c. Learn the basic skills involved in administration of psychological test

ii. Counseling Psychology (DSC) – NSUS1PS713- is a four credit core course which use psychological principles to help in bringing positive growth and wellbeing in people. The course will teach aspects of counseling process beginning with a first

contact with a client to the point of termination of the counseling relationship. The emergence of Counseling as a distinct profession characterized by its role statements, code of ethics, licensure and other standards of excellence will be familiarized to students for better understanding into becoming effective counselors. Skills of listening, communicating and connecting with client and others in general will be taught in experiential workshop mode facilitating students in various role-plays. Few selected contemporary approaches to counseling like psychodynamic, client centered, and cognitive behavior counseling etc. will be discussed and demonstrate engaging in a therapeutic relationship based on benevolence, trustworthiness and authenticity through narratives from real life cases. Counseling Psychology is an applied course in which the theoretical concepts of psychology are put to use to understand psychological suffering and emotional well-being. This course familiarizes students to the contemporary counseling practices and techniques in the profession. The course uses case studies, role plays and documentaries to understand and engage with ways to understand emotional conflicts, their resolution and well-being.

Objectives of the Course:

a. Equip students with essential counseling skills, such as active listening, empathy, communication, and building rapport with clients.
b. Teach students how to engage in therapeutic relationships based on trust, understanding, and authenticity.
c. Familiarize students with the stages of counseling, from the initial contact to termination, and the importance of maintaining a professional and ethical approach throughout the process.
d. Provide students with knowledge of various counseling theories and techniques, such as psychodynamic, client-centered, and cognitive-behavioural approaches, allowing them to understand and apply these methods in practice.
e. Instill a clear understanding of the ethical guidelines and standards governing the counseling profession.
f. Prepare students to handle ethical dilemmas, confidentiality, and cultural sensitivity in counseling practices.
g. Encourage personal development by enhancing students' emotional intelligence, self-awareness, and reflective practices, which are crucial for effective counseling.
h. Teach students how to assist clients in understanding their emotional conflicts and work towards achieving improved psychological well-being and personal growth.
i. Lay the groundwork for students who wish to pursue advanced studies in counseling or psychology, or who intend to apply counseling skills in various professional settings, such as education, healthcare, and social work.
j. Enable students to practice counseling techniques through role-plays, case studies, and simulations, giving them a hands-on understanding of real- world counseling dynamics.

Expected Learning outcomes:

a. Students will demonstrate competence in essential counseling techniques, such as active listening, empathy, communication, building rapport, and establishing a trusting therapeutic relationship with clients.
b. Students will gain a deep understanding of various counseling theories (e.g., psychodynamic, client-centered, cognitive-behavioral) and will be able to explain and apply these approaches in different counseling contexts.
c. Students will exhibit a strong understanding of ethical principles in counseling, such as confidentiality, respect for client autonomy, and informed consent, and will be able to navigate ethical dilemmas appropriately in a counseling setting.
d. Students will demonstrate self-awareness and emotional intelligence, reflecting on their personal experiences and emotional reactions in the counseling process, leading to improved self-understanding and growth as counselors.
e. Through role-plays, case studies, and simulations, students will be able to effectively apply counseling techniques in real-world situations, addressing diverse issues such as emotional distress, relationship problems, and mental health concerns.
f. Students will understand the importance of cultural, social, and individual diversity in counseling, demonstrating sensitivity to clients' unique backgrounds and tailoring interventions to meet their specific needs.
g. Students will be able to identify psychological issues and emotional distress in clients and provide interventions that promote emotional well- being and personal growth, working towards resolution of conflicts and challenges.
h. Students will develop the ability to analyze and assess counseling situations critically, applying problem-solving techniques and interventions to help clients address their concerns effectively.
i. Students will be prepared to pursue further studies in counseling, psychology, or related fields, or to apply their counseling skills in various professional settings such as education, healthcare, social work, or human resources.

iii. Organizational Behavior (DSC) – NSUS1PS714-is a four credit core course which aims to provide a foundational understanding of its basic concepts and their applications in contemporary organizations. It explores how individuals, groups, and organizational structures influence effectiveness and efficiency. Additionally, it emphasizes the importance of understanding and applying various theories and models within workplace settings. The course also encourages creative and innovative approaches to solving organizational challenges while fostering an appreciation for cultural diversity and inclusivity in the workplace. It will focus on important aspects like leadership, decision making, communication and power politics in the organization.

Objectives of the Course:

a. To learn the basic concepts of Organizational Behaviour and its applications in contemporary organizations.
b. To understand how individual, groups and structure have impacts on the organizational effectiveness and efficiency.
c. To appreciate the theories and models of organizations in the workplace.
d. To creatively and innovatively engage in solving organizational challenges.
e. To learn and appreciate different cultures and diversity in the workplace.

Expected learning outcomes:

a. To understand the conceptual framework of the discipline of OB and its practical applications in the organizational set up.
b. To deeply understand the role of individual, groups and structure in achieving organizational goals effectively and efficiently.
c. To critically evaluate and analyse various theories and models that contributes in the overall understanding of the discipline.
d. To develop creative and innovative ideas that could positively shape the organizations.
e. To accept and embrace in working with different people from different cultural and diverse background in the workplace.

Resolution no. 21A:

The Board members resolved that the course outlines of Psychological testing, **(Annexure-54)**, Counseling Psychology **(Annexure-55)** and Organizational Behavior **(Annexure-56)** as 6th-semester DSC courses in the prescribed format are recommended for approval.

21B. Consideration of 6th-semester courses under the DSE category placed at **(Annexure-57).**

i. Critical Developmental Psychology (DSE) – NSUS1PS733 -is a four credit elective courses which provide students a culturally sensitive framework to conceptualize 'child-development', particularly from a non-western vantage point. Further, the course deconstructs the idea of development from specific social positions, like gender, caste and class. The course also sensitizes students towards understanding how the classroom space is constructed from an ableist perspective which puts differently abled students at a disadvantage.

Objectives:

a. To deconstruct the notion of 'child-development' from a non-western perspective
b. To deconstruct the notion of 'child development' adopting gendered lens.
c. To deconstruct the notion of 'child development' from marginalized social positions of caste and class.
d. To critique the abelist perspective in conceptualizing the normative classroom expectations.

Expected learning outcomes:

a. To be able to imagine alternate frameworks of child development, by being sensitive to marginalized subject positions.
b. To be able to imagine an inclusive educational framework.

Resolution no 21B:

The board members resolved that the course outlines of Critical Developmental Psychology **(Annexure-57)** 6th-semester DSE course in the prescribed format is recommended for approval.

The recommendations made by the Board of Studies, in its 20th meeting held on 15.01.2025 regarding the consideration of BA(H) Political Science Programme courses under FYUP, SUS were placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The recommendations made by the Board of Studies, were placed before the Academic Council for deliberations and consideration. The recommendations made by the Board of Studies, were placed before the Academic Council for deliberations and consideration. The Academic Council deferred the matter and recommended to place the same in its next meeting. The Academic Council further authorized the Vice Chancellor to take further necessary action in the matter.

Agenda No.38.23:To consider the recommendations made by the Board of Studies regarding the courses of the BA (H) Sociology Programme under FYUP SUS

It was submitted to the Academic Council that the Board of Studies, School of Undergraduate Studies in its 20th meeting held on 15.01.2025 **(Annexure-28)** had deliberated and considered the following courses of the BA (H) Sociology Programme under FYUP SUS:

22A. Consideration of 6th-semester courses under the DSC category placed at **(Annexure- 58 to 59).**

i. Sociological Theory II (DSC) – NSUS1SC812 - is a four credit core course which is a sequence to the Sociological Theory I, introduced in Semester V of the BA Sociology (Hons) Programme. While the previous course focused on the significant nineteenth-century foundational thinkers in sociology, this course intends to introduce some important sociological perspectives that stem from the foundational writings, extending and challenging the core arguments in sociology in the twentieth-century context. The course begins with neo- marxism and critical school debating the relevance of Marxist theorisation of society in the inter- and post-World War period, attempting to theorise the emergent phenomena of ‗culture' and ‗consumption' from within the theoretical premises of Marxist understanding of capitalism. The subsequent module introduces the enduring debate of structure and agency through some key ideas in functionalism interactionism, which has an

inherent critique of the Marxist's assumption of the material basis of class solidarity. Recognising the criticality of understanding media and culture, the third module introduces some key debates, concepts and methods from structuralism and post-structuralism. The last module attempts to enable the students to make sense of the massive transformations in the contemporary world where media, culture, consumption and capitalism are the key focus of attention. This module briefly introduces the theories of post-modernism and globalisation.

Objective of the Course:

This course aims to enable the students to theorise about contemporary society by providing a historical formation of contemporary sociological theorising and equipping them to understand and theorise the society they inhabit.

Expected Learning Outcomes

After completion of the course, the students will be able to:

a. Identify the genealogical shifts in sociological theorisation in response to the changing socio-political and cultural contexts.
b. Describe and map various schools of thought consolidating the discipline of sociology and the common concerns and debates shaping the scope of sociology.
c. Analyse the larger socio-historical contexts that have challenged and shaped the direction of sociological theorising.
d. Link the abstract theories to understand their immediate context and develop a sociological perspective on everyday reality.
e. Understand and elaborate with the help of various theories on transformations of the media, culture and the symbolic world surrounding them.

ii. Academic Reading and Writing for Sociology (DSC) – NSUS1SC813 - is a four credit core course which shall be aiming to develop proficiency in reading and writing of sociological text of various genres. It shall build upon the exposure of students towards a range of sociological writings and due articulation, synthesis through varying modes of expression. The course provides an opportunity for deep dive into both classical as well as contemporary texts so as to observe and incorporate tenets of academic writing into one‘s skill sets. The course shall be divided into 5 modules planned to encourage critical reading and writing skills.

Objectives:

a. To foster critical thinking abilities to engage with sociological literature (arguments, assumptions, methodologies)
b. To enhance and build upon students ability to analyse, comprehend and visualise scholarly texts of various kinds
c. To improvise and help formal academic writing skills bringing coherence and creative organization of their arguments
d. To encourage students to contribute to sociological literature through their assignments

Expected learning outcomes:

a. To augment the academic reading and writing skills through a sociological lens. To develop a profound understanding of the science of sociological imagination through reading and writing exercises.
b. To be adept with sense making of different genres of sociological writing: Journal Articles, books, reflective notes, movie review, book reviews, etc.
c. To equip students with advanced engagement skills (reading and writing) through a research oriented approach

Resolution no. 22A:

The board members resolved that the course outline of Sociological Theory II **(Annexure-58)** and Academic Reading and Writing for Sociology **(Annexure-59)**, as 6th-semester DSC courses in the prescribed format, are recommended for approval.

22B. Consideration of 6th-semester courses under the DSE category placed at **(Annexure- 60 to 61).**

i. Engendering Peace and Justice Studies in South Asia (DSE):NSUS1SC833 - is a four credit core course which is engendered meanings and experiences of peace and justice, with the focus being South Asia. South Asia is not merely a geographical entity; rather is marked by shared histories, trauma, conflict and memory primarily due to years of different forms of colonialism. and imperialism. However, there are shared gendered cultural, ethical and even legal continuities among different communities in South Asia. Moving away from an International Relations focus, this course proposes to engender—concepts, case studies of peace and reconciliation, ways of conducting social science research, and local justice initiatives.

Objectives of the Course:

a. To familiarize students with concepts associated with peace and justice in South Asia
b. To establish that there have been different philosophies of peace and processes of justice within South Asia
c. To understand ways of doing research in conflict zones, role and ethics of an engendered social science researcher
d. To demonstrate that women have taken leading roles in peace initiatives in all parts of South Asia
e. To learn about memorialization initiatives in post conflict situations within South Asia
f. To be aware of importance of truth and reconciliation commissions and their efforts and contestations in South Asia

Expected learning outcomes:

At the end of the course the student will be equipped with:

a. Expertise of peace and justice studies concepts, ethics of research and case studies from/in South Asia
b. Capability to understand the historical roots and dimensions of shared experiences of war and violence due to colonial pasts in South Asia
c. Ability to grasp the gendered meanings and experiences associated with peace and justice

d. Capacity to learn from and appreciate the South Asia specific examples of peace, memory and justice initiatives from people and governments
e. Skilful preparedness to read, document, analyse and interpret peace, conflict, justice, memory aspects of South Asian history to make sense of the contemporary times
f. Competence to work with national and international peace and justice based research and practice based organisations

ii. Sociology of Disaster and Risk Mitigation (DSE): NSUS1SC834- is a four credit core course which create awareness about disaster risks, vulnerability and sustainability -how pre and post-disaster situations affect society in different ways, and, most importantly, the way the resilience of the communities and environmentally sustainable practices can be strengthened. This course draws from the social anthropological and sociological understanding of disasters and risks and how societies suffer and cope with such situations.

Expected learning outcomes:

On successfully completion of this course, the students will be able to:

a. Describe and critically engage with the concepts of Risks, Vulnerability and Disaster.
b. Identify and evaluate the sources of risks, types of disasters, and impact of disasters and recognize how people/ communities inhabiting the same and different locations are affected differently by such extreme events.
c. Exhibit and apply critical thinking to understand sustainable disaster response systems/ practices and disaster recovery measures and solve environmental concerns with local and global implications.
d. Recognize and explain the need for communities to have comprehensive plans for disaster risk reduction and sustainable environmental practices.

Resolution no. 22B:

The board members resolved that the course outlines of Engendering Peace and Justice Studies in South Asia **(Annexure-60)** and Sociology of Disaster and Risk Mitigation **(Annexure-61)** as 6th-semester DSE courses after incorporating the changes and in the prescribed format are recommended for approval.

The recommendations made by the Board of Studies, in its 20th meeting held on 15.01.2025 regarding the consideration of BA(H) Sociology Programme courses under FYUP, SUS were placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The recommendations made by the Board of Studies, were placed before the Academic Council for deliberations and consideration. The recommendations made by the Board of Studies, were placed before the Academic Council for deliberations and consideration. The Academic Council deferred the matter and recommended to place the same in its next meeting. The Academic Council further authorized the Vice Chancellor to take further necessary action in the matter.

Agenda 38.24: To consider the recommendations made by the Board of Studies, School of Vocational Studies (SVS) regarding consideration of the courses of B.Voc Retail Management in the School of Vocational Studies (SVS).

It was submitted to the Academic Council that the Board of Studies, School of Vocational Studies in its 18th meeting held on 19.12.2024 **(Annexure-62)** had deliberated and considered the following courses of the B. Voc (Retail Management) Program.

i. Data Management in Retail (DSE) – NSVSR7DE01 - is a four credit elective course which aims to equip students with comprehensive data management skills tailored for the retail sector. This 4-credit course covers critical aspects of data storage, governance, and analysis, providing students with a strong foundation in retail data infrastructure, data quality, big data, and AI applications. Modules explore database management, cloud storage, data integration, data governance policies, AI-driven automation, and future retail data trends like edge computing and blockchain in the supply chain. Students will learn practical skills through a blended approach, using case studies, simulations, and expert-led sessions, preparing them for roles in data-driven retail management **(Annexure-63).**

Objective of the Course:

a. To manifest the students about the Implementation of modern database systems, cloud storage solutions, and data integration tools to efficiently manage structured and unstructured retail data, ensuring scalability and accessibility.
b. To explain the students about the Development of standardized data policies, ensure data accuracy, and assign data stewardship roles to maintain consistency, timeliness, and compliance with legal and privacy requirements.
c. To demonstrate the students about the utilization of big data platforms and AI technologies for predictive analytics, personalized recommendations, dynamic pricing, sentiment analysis, and operational efficiencies.
d. To address common challenges such as data silos, overload, and compliance issues by adopting integrated systems, improving data accuracy, and implementing robust cyber security measures.
e. To train students about the Embrace edge computing, blockchain, and AI-driven automation to enhance supply chain transparency, enable real-time analytics, and deliver hyper-personalized shopping experiences.

Expected Learning Outcomes

On successfully completion of this course, the students will be able to:

a. Explain the role of modern database systems, cloud storage solutions, and data integration tools in managing structured and unstructured retail data effectively.

b. Utilize standardized data policies and tools to ensure data accuracy, consistency, and compliance with legal and privacy requirements in a retail context.
c. Examine the challenges of data silos, overload, and compliance issues, and propose integrated system solutions to address them.
d. Assess the impact of AI and big data platforms on predictive analytics, personalized recommendations, and operational efficiencies in retail.
e. Design a strategy incorporating edge computing and blockchain technologies to enhance sup
f. Showcase the use of AI-driven automation to deliver hyper-personalized shopping experiences and improve retail operational outcomes.

ii. Human Resource Operations in Retail (DSC) – NSVSR7DC01 - is a four credit core course which provides an in-depth understanding of human resource functions specifically tailored for the retail industry. Designed for students in the B.Voc in Retail Management (B.Voc RM) program, this course covers key aspects of HR operations, including workforce planning, recruitment, employee training and development, compensation and benefits, performance management, and employee relations. Students will learn practical HR strategies, from setting up recruitment processes and managing employee performance to fostering engagement and handling conflict. Additionally, the course introduces students to the latest HR technologies and data analytics, enabling them to efficiently manage HR functions in a data-driven retail environment. By combining theoretical insights with practical skills, the course prepares students for effective HR **(Annexure-64).**

Objective of the Course:

a. To explain the students about the Identification of staffing needs, develop clear job descriptions, and streamline the recruitment process to ensure the right talent is hired efficiently, aligned with organizational requirements and peak operational periods.
b. To familiarize the students towards the Implementation of orientation programs, role-specific skills training, leadership development, and continuous learning opportunities to enhance employee competencies and prepare for future organizational needs.
c. To train the students about the Design of competitive salary structures, performance-linked incentives, and regular appraisals to align employee performance with organizational goals while fostering motivation and productivity.
d. To manifest the students with foster a positive work culture through grievance handling, team-building activities, open communication, and career development opportunities to boost satisfaction, collaboration, and retention.
e. To demonstrate the students about HR software, self-service portals, and data analytics to automate administrative tasks, improve decision-making, and provide insights into staffing, turnover, and training needs.

Expected Learning Outcomes:

a. Explain the process of identifying staffing needs, developing job descriptions, and streamlining recruitment to ensure talent acquisition aligns with organizational requirements and operational demands.
b. Implement orientation programs, role-specific training, and leadership development initiatives to enhance employee competencies and readiness for future organizational needs.
c. Examine the design of competitive salary structures, performance-linked incentives, and appraisal systems to evaluate their impact on employee motivation and productivity.
d. Assess strategies for fostering a positive work culture through effective grievance handling, team-building activities, open communication, and career development opportunities to enhance employee satisfaction and retention.
e. Showcase the use of HR software, self-service portals, and data analytics in automating administrative tasks and providing insights into staffing, turnover, and training needs.
f. Design a comprehensive HR framework that integrates recruitment, training, performance management, and employee engagement to align with organizational goals and improve overall efficiency.

iii. Omni channel Retail (DSC) – NSVSR7DC02 - is a four credit core course which is designed to provide students with an understanding of managing integrated sales channels in the retail sector. This course, offered as part of the B. Voc Retail Management program, covers key topics such as unified inventory management, seamless customer experiences, data analytics, and innovative retail practices like augmented reality and voice commerce. Students will learn how to create a cohesive brand experience across physical stores, e-commerce, mobile apps, and social media, meeting modern customer expectations for flexibility and personalization. By exploring omni-channel strategies, the course prepares students to deliver consistent and efficient customer service across all touch points, making them valuable assets in the retail industry **(Annexure-65)**

Objectives of the Course:

a. To provide comprehensive understanding (With the help of data and technical training) to the students about the establishment of a seamless connection between physical stores, e-commerce websites, mobile apps, and social media to provide a unified shopping experience across platforms.
b. To demonstrate the students about the Implementation of unified inventory system, real-time stock visibility, and cross-channel fulfillment strategies to ensure efficient logistics, flexible delivery options, and streamlined reverse logistics.
c. To explain the students (Theoretically and practically) towards focus on consistent branding, smooth channel transitions, payment flexibility, and

robust customer support to deliver a frictionless shopping journey for consumers.

d. To demonstrate the students about the utilization of customer data platforms (CDPs) and behavioral analytics to unify data, analyze customer behaviors, and make data-driven decisions for personalized marketing, inventory management, and sales strategies.
e. To manifest the students about the incorporation of advanced technologies like AR, voice commerce, and eco-friendly practices to align with modern consumer expectations and improve engagement and environmental responsibility.

Expected Learning Outcomes:

a. Explain the importance of establishing a seamless connection between physical stores, e-commerce platforms, mobile apps, and social media to create a unified shopping experience.
b. Implement real-time stock visibility, unified inventory systems, and cross-channel fulfillment strategies to enhance logistics, delivery flexibility, and reverse logistics efficiency.
c. Examine the role of consistent branding, smooth channel transitions, payment flexibility, and robust customer support in delivering a frictionless shopping journey for consumers.
d. Utilize customer data platforms (CDPs) and behavioral analytics to unify data, analyze customer behavior, and develop data-driven strategies for personalized marketing and inventory management.
e. Assess the impact of advanced technologies like augmented reality (AR), voice commerce, and eco-friendly practices on consumer engagement and environmental responsibility.
f. Design a comprehensive Omni channel retail strategy integrating modern technologies, data-driven insights, and sustainable practices to meet consumer expectations and improve operational efficiency.

iv. Retail Data analysis & Interpretation (DSC) – NSVSR7DC03 - is a four credit core course which provides students with essential skills to gather, clean, analyze, and interpret data in the retail sector. It covers a variety of data sources, including POS systems, CRM, inventory management, and e-commerce platforms, to offer insights into consumer behavior, sales trends, and operational efficiency. Students will learn to use data-driven methods to forecast demand, optimize inventory, evaluate marketing effectiveness, and make strategic business decisions. This 4-credit course combines theory and practical applications, preparing students to contribute effectively to retail management roles by leveraging data for improved customer experience, sales, and organizational growth **(Annexure-66).**

Course Objective:

a. To develop understanding about the comprehensive systems for collecting data from multiple sources, inventory management, and online platforms, and organize it effectively through cleaning, categorization, and normalization techniques.
b. To familiarize the students with the utilization of data-driven insights to improve stock turnover, forecast demand, monitor vendor performance, and minimize shrinkage and waste.
c. To manifest the students about the measurement of campaign performance, analyze customer acquisition costs, and optimize segmentation strategies.
d. To familiarize the students with the Leverage predictive analytics, machine learning, and geographic insights to predict customer behavior, improve store performance, and refine dynamic pricing and personalized recommendations.
e. To demonstrate the students about the Implementation of real-time dashboards, custom reporting, and trend analysis to provide actionable insights for stakeholders, enabling strategic decisions around inventory, pricing, marketing, and operational improvements.

Expected Learning Outcomes:

a. Explain the processes involved in collecting, cleaning, categorizing, and normalizing data from various sources for effective organization and inventory management.
b. Utilize data-driven insights to improve stock turnover, forecast demand, monitor vendor performance, and reduce shrinkage and waste in retail operations.
c. Examine campaign performance metrics, customer acquisition costs, and segmentation strategies to evaluate and optimize marketing effectiveness.
d. Showcase the use of predictive analytics, machine learning, and geographic insights to predict customer behavior, enhance store performance, and refine dynamic pricing and personalized recommendations.
e. Assess the effectiveness of real-time dashboards, custom reporting, and trend analysis in enabling strategic decision-making for inventory, pricing, marketing, and operational improvements.
f. Design a comprehensive framework integrating real-time data insights and predictive analytics to enhance retail performance across inventory, marketing, and customer engagement.

v. Retail Pedagogy (DSE) – NSVSR7DE02 - is a four credit elective course which equips future educators in Retail with knowledge and skills required for effective curriculum design, teaching strategies, and assessment techniques. Emphasis is placed on industry-relevant pedagogical methods, practical training, and the use of technology in education **(Annexure-67).**

Course Objective:

a. To address the skill gap by training students in customer relationship management, supply chain optimization, and technology integration to meet the sector's demands.
b. To train the students and equip them with customer service excellence skills, including personalized shopping experiences, communication, and problem-solving, to build loyalty in a competitive market.
c. To equip and prepare the students with Integrate Technology and relevant Digital Tools
d. To Diversify Learning and Training Approaches by using blended learning methods (classroom-based, online platforms, experiential learning, and workshops) to ensure comprehensive training for the students
e. To implement continuous assessment, certification programs, and advanced training to promote career advancement and adaptability as per the evolving industry trends.

Expected Learning Outcomes:

a. Explain the principles of customer relationship management, supply chain optimization, and technology integration to address skill gaps in the retail and service sectors.
b. Demonstrate customer service excellence by providing personalized shopping experiences, effective communication, and problem-solving skills to foster customer loyalty in competitive markets.
c. Examine the role of technology and digital tools in streamlining retail operations, enhancing customer engagement, and driving business efficiency.
d. Utilize blended learning methods, including classroom-based, online platforms, experiential learning, and workshops, to ensure practical and comprehensive training.
e. Assess the effectiveness of continuous assessments, certification programs, and advanced training modules in promoting career advancement and adaptability to industry trends.
f. Design innovative learning strategies integrating technology and experiential approaches to meet the evolving demands of the retail and service industries.

The recommendations made by the Board of Studies, School of Vocational Studies (SVS) regarding consideration of the courses of B.Voc Retail Management in the School of Vocational Studies (SVS) were placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007**.**

Decision: The recommendations made by the Board of Studies, School of Vocational Studies were placed before the Academic Council for deliberations and consideration. After detailed deliberations, the Academic Council resolved to approve the recommendations made by the Board of Studies, SVS

regarding consideration of the courses of B.Voc Retail Management in the School of Vocational Studies (SVS) in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Agenda 38.25: To consider the recommendations made by the Board of Studies, School of Vocational Studies in approving the presentation and approval of provisions for granting semester-break/ deferment of semester/ year break for students in BVoc & MVoc Programmes.

It was submitted that the Board of Studies, School of Vocational Studies in its 18th meeting held on 19.12.2024 had deliberated on the attendance student progression and promotion rules of SVS approved by the University as recommended by its Board of Studies. However, operationalizing this, some issues related to deferment/semester break by students' issues came to the notice of the school as the students are allowed to complete the programme maximum in five years.
The Board of Studies noted that the School has received few cases of students wanting to take a semester break in between the programme due to family economic condition (to work in between the programme to support their family), health issues or other situations, etc. Some of the students also need to repeat the semester as they may not have earned the required minimum credits to be promoted to the next semester/level. Thus, such students will have to wait for the semester till the next cycle (depending on the Monsoon/Odd or Winter/Even semester). Hence, there is a need to have following provision incorporated in the student promotion and progression policy:

In view of the above, the Board of Studies had deliberated and recommended to incorporate the following provisions in the student promotion and progression policy:

1. Any enrolled student who does not attend classes for the duration of a Semester, or who is frequently absent, and who consequently receives all course grades of 'AB' shall have to repeat the enrolled semester in the next cycle of semester without paying additional fee.
2. Leave of absence may be granted to a student upon submission of a formal application to the Dean of the School through the Programme Coordinator requesting temporary deferment of the semester for a period of one semester ('gap semester'). No leave of absence shall be granted for a period of less than one semester.
3. Compelling reasons such as medical emergency/serious illness of student or family emergency would be duly considered for the semester break.

The recommendations made by the Board of Studies, School of Vocational Studies, in approving the presentation and approval of provisions for granting semester-break/ deferment of semester/ year break for students in BVoc & MVoc Programmes were placed before the Academic Council in light of Section 24(1)(vi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The recommendations made by the Board of Studies, School of Vocational Studies were placed before the Academic Council for deliberations and consideration. After detailed deliberations, the Academic Council resolved to follow the University Attendance Policy in Section 24(1)(vi), and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Agenda No.38.26: To consider the recommendations made by the Board of Studies regarding rectification of the course name of the course code: NSVSE5JSE01-"Early Childhood Education: Models and Approaches".

It was submitted that the title of course was wrongly typed and presented as "Early Childhood Care Services and Systems: Models and Approaches" during the 17th meeting of the Board of held on 17.5.2024 and the same was also presented in the 35th Academic Council Meeting held on 07th August, 2024. The course is currently being offered in the 5th Semester of the BVoc ECCME programme.
It was submitted that the Board of Studies in its 18th meeting held on 19.12.2024 had recommended the correction in the course title "Early childhood Care Services and Systems: Models and Approaches" to "Early Childhood Education: Models and Approaches" as recommended by the Expert Committee.

The recommendations made by the Board of Studies, School of Vocational Studies regarding rectification of the course name of the course code: NSVSE5JSE01-"Early Childhood Education: Models and Approaches" were placed before the Academic Council for deliberations and consideration in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The recommendations made by the Board of Studies, School of Vocational Studies were placed before the Academic Council for deliberations and consideration. After detailed deliberations, the Academic Council resolved to approve the recommendations made by the Board of Studies regarding rectification of the course name of the course code: NSVSE5JSE01-"Early Childhood Education: Models and Approaches in light of Section 24(1)(vi), and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Agenda No.38.27: To consider the recommendations made by the Board of Studies of School of Vocation Studies regarding consideration of Semester-7 & 8 skill course titles of the 4 Year BVoc in Accounting and Finance Programme and 5 Skill Courses of 7th Semester.

It was submitted to the Academic Council that the Board of Studies in its 19th meeting held on 30.04.2025 (**Annexure-62)** deliberated on the revised programme structure along with the revised titles of the courses for Semester 7 and 8 of the 4-year B.Voc. (Accounting and Finance) in view of the two distinctive streams identified

such as BVoc (Research) and BVoc (Pedagogy) assigned during the 4th Year (Semester-7 &8) (**Annexure-68).**

i) Courses earlier approved for 7th Semester

	Course Title	Credit	Course code
DSC-1	Financial Modelling	4	NSVSA7DC01
DSC-2	Financial Institutions, Markets, and Services	4	NSVSA7DC02
DSC-3	Financial Reporting and Analysis	4	NSVSA7DC03
DSE-1	Option-1: Banking Product and Services	4	NSVSA7DE01
	Option-2: Marketing of Financial Products	4	NSVSA7DE02

Proposed revised titles of courses for 7th Semester

		Course Title	Credits	Course Code
VII (A) (Research Specialization)	DSC-1	Financial Modelling and Valuation	4	NSVSA7DC01
	DSC-2	Financial Markets and Institution	4	NSVSA7DC02
	DSC-3	Financial Reporting and Analysis	4	NSVSA7DC03
	DSE-1	Option-1: Applied Research in Accounting and Finance	4	NSVSA7RE01
		Option-2: Advanced Research in Securities Analysis and Portfolio Management	4	NSVSA7RE02
		Course Title	Credits	Course Code
VII (B) (Pedagogy Specialisation)	DSC-1	Financial Modelling and Valuation	4	NSVSA7DC01
	DSC-2	Financial Markets and Institution	4	NSVSA7DC02
	DSC-3	Financial Reporting and Analysis	4	NSVSA7DC03
	DSE-1	Option-1: Instructional Design and Training Techniques in Accounting and Finance	4	NSVSA7PE01
		Option-2: Training Techniques in Securities Analysis and Portfolio Management	4	NSVSA7PE02

ii)Courses Approved for Semester 8

	Course Title	Credit	Course code
DSC-4	Financial Planning	4	NSVSA8DC01
DSC-5	Emerging issues in Finance	4	NSVSA8DC02

DSE-2	Option-1: Securities Analysis and Portfolio Management	4	NSVSA8DE01
	Option-2: International Financial Management	4	NSVSA8DE02

Proposed revised courses for Semester 8

		Course Title	Credits	Course Code
VIII (A) Research Specialisation	DSC-4	Financial Planning	4	NSVSA8DC01
	DSC-5	Data Analytics Using R	4	NSVSA8DC02
	DSE-2	Option-1: Sustainability Reporting and Integrated Financial Research	4	NSVSA8RE01
		Option-2: Empirical Research in International Financial Management	4	NSVSA8RE02

		Course Title	Credits	Course Code
VIII (B) Pedagogy Specialisation	DSC-4	Financial Planning	4	NSVSA8DC01
	DSC-5	Data Analytics Using R	4	NSVSA8DC02
	DSE-2	Option-1: Sustainable Finance and ESG Integration for Trainers	4	NSVSA8PE01
		Option-2: Instructional Strategies for International Financial Management	4	NSVSA8PE02

A.Rationale for Renaming Courses in the 4-Year Programme

i)The proposed renaming core courses of semester 7, namely, **"Financial Modelling"** to **"Financial Modelling and Valuation"** and **"Financial Institutions, Markets, and Services"** to **"Financial Markets and Institutions"** is aimed at enhancing the alignment between course titles and their content. These changes improve clarity and better communicate the focus of the courses to students, faculty, and external stakeholders.

ii)The core course **“Emerging Issues in Finance”** (semester 8) is proposed to be replaced with **“Data Analytics Using R”.** Since the subject of emerging issues is comprehensively addressed in the course **“Applied Research in Accounting and Finance,”** introducing a course on “**Data Analytics Using R”** ensures a more diversified and practical skillset for students. It focuses on equipping learners with

hands-on experience in analyzing financial data, creating predictive models, and generating actionable insights using the R programming language.

iii)The proposed name changes for the elective courses in the B.Voc with Research/ Pedagogy Specialization are driven by the need to align course titles more closely with the objectives and intended outcomes of these specializations.

iv) The Research Specialization aims to equip students with advanced research skills in accounting and finance.

a.The elective course "**Applied Research in Accounting and Finance**" explicitly reflects the emphasis on research methodologies and practical applications, better serving the goal of preparing students for research roles in financial institutions and academia.

b.The elective course "**Advanced Research in Securities Analysis and Portfolio Management**" focuses on the principles of investment analysis and portfolio management, emphasizing advanced research methodologies and analytical techniques essential for careers in academia, financial research, and strategic investment advisory roles. This course equips students with the ability to critically evaluate financial securities, construct optimized portfolios, and conduct empirical research to inform decisions about asset allocation and risk management.

c.The elective course "**Sustainability Reporting and Integrated Financial Research**" aligns with the growing demand for finance professionals who are capable of integrating sustainability factors into traditional financial reporting and analysis. This course will equip students with the necessary knowledge to conduct integrated financial research that considers both financial and sustainability performance, which is crucial for positions in corporate sustainability, financial analysis, and ESG investing.

d.The elective course "**Empirical Research in International Financial Management**" focuses on developing advanced research skills to analyze and address the complexities of global financial systems. It emphasizes the use of empirical methods to study topics such as foreign exchange markets, international capital flows, cross-border investment decisions, and risk management in multinational corporations. This course is essential for careers in financial research, policy analysis, and global consulting, where data-driven insights and evidence based strategies are paramount.

B.The Pedagogy Specialization focuses on developing expertise in pedagogical skills related to accounting and finance.

a.The elective course "**Instructional Design and Training Techniques in Accounting and Finance**" highlights the pedagogical orientation, preparing students for careers in education and training.

b.The elective course "**Training Techniques in Securities Analysis and Portfolio Management**" aims to equip students with the skills and methodologies necessary to train and educate others in the principles of investment analysis and portfolio management. This course is essential for careers in financial training, education, and professional development within the asset management, financial analysis, and investment banking.

c.The elective course "**Sustainable Finance and ESG Integration for Trainers**" will allow students to build upon their understanding of ESG (Environmental, Social, and Governance) principles and teach them how to integrate these concepts into finance training programs. With increasing attention on sustainability in financial markets, it is essential for trainers to be well-versed in ESG principles and how they can be incorporated into professional development programs. This course will provide students with the necessary skills to develop training materials and delivery methods that promote sustainability in finance.

d.The elective course "**Instructional Strategies for International Financial Management**" is specifically designed for students pursuing a pedagogy specialization. It aims to develop the skills and methodologies required to train others in complex concepts related to managing financial operations in a global context effectively. As international financial management would play a critical role in multinational corporations, global banking, and consulting, this course would equip future educators and trainers with the ability to simplify and deliver these concepts to diverse learners.

The earlier course names, such as "**Banking Product and Services**" and "**Marketing of Financial Products**", are generic and do not adequately capture the specialized nature of the program tracks. The new courses provide a more focused understanding of the program's purpose and content.

C.The Board of Studies deliberated on the following Skill Courses of 7th Semesters:-
Financial Modelling and Valuation: The 'Financial Modelling and Valuation' course aims to equip students with the essential skills and knowledge required to create, analyse, and interpret financial models for effective decision-making in businesses and financial institutions. The course covers advanced Excel skills, financial statement analysis, forecasting, valuation techniques, and sensitivity analysis, emphasizing the practical application of financial concepts Through a structured approach, students will learn how to construct financial models that reflect real-world business scenarios, enhancing their ability to evaluate financial performance, assess risks, and make informed strategic decisions.

Financial Markets and Institutions: The "Financial Markets and Institutions" course is designed to equip students with the essential competencies and knowledge required to create, analyze, and interpret financial markets for effective business decision-making. The curriculum encompasses the operations of financial systems, banking institutions, non-banking financial institutions, and emerging trends in financial services, with a strong emphasis on the practical application of financial concepts. Through a systematic approach, students will learn to evaluate the financial system, conduct financial risk assessments, comprehend the impact of regulations on banks, analyze market trends, and assess the services provided by financial institutions and NBFCs.
Additionally, the course addresses the implications of innovations and prepares students to adapt to future developments in the financial sector.

Financial Reporting and Analysis: This course aims to develop students' ability to analyze financial statements, accounting, and reporting of financial instruments, as well as to explore corporate governance and emerging issues in financial reporting. The course focuses on real world financial analysis, corporate governance frameworks, and recent trends like sustainability and integrated reporting. It deepens their grasp of accounting principles by focusing on practical applications that help in evaluating financial performance, making informed business decisions, and addressing emerging challenges in financial reporting.

Applied Research in Accounting and Finance: The “Applied research in Accounting and Finance " course is designed to equip students with the essential competencies and knowledge required to handle industry specific research challenges. The curriculum encompasses the review of literature, research areas and tools to be used in accounting and finance. Through a systematic approach, students will learn to identify research gap and formulate research questions relevant to the industry needs. Additionally, the course addresses the implications of innovations and prepares students to adapt to future developments in the financial sector.

Instructional Design and Training Techniques in Accounting and Finance: This course develops students' ability to design and deliver effective training programs in accounting and finance. It covers instructional strategies, the use of digital tools, leadership in training environments, and current industry trends. The focus is on practical applications, including evaluating training outcomes to ensure continuous improvement. Students will gain the skills needed to manage teams, apply industry best practices, and create impactful, learner-centered programs aligned with the evolving demands of the finance sector.

D. The Board of Studies also deliberated on the two MOOC courses available on the **SWAYAM** platform to be offered to students as optional courses. These are:

Computer Application in Business (4 credits): as an additional course/elective in Winter Semester 2025. The course is offered by Indira Gandhi National Open University, New Delhi.

Entrepreneurship Development (4 credits): as an additional course/elective in Monsoon Semester 2025. The course is offered by B.K. School of Professional and Management Studies, Gujarat University.

It is submitted to the Academic Council that the Board of Studies of the School of Vocational Studies approved all the proposed courses and recommended to place the same before the Academic Council for approval. The Board of Studies further suggested the following to enhance the quality and relevance of the courses:

-To be open for continuous revision and updating of the courses as per the market requirements from time to time.

-Explore possible tie-ups and collaborations with companies for providing the much-needed software for conducting practical sessions in-campus for skill enhancement of the students. -To revisit the reference format of reading lists and make necessary changes uniformly.

The recommendations made by the Board of Studies of the School of Vocational Studies regarding consideration of Semester-7 & 8 skill course titles of the 4 Year BVoc in Accounting and Finance Programme and 5 Skill Courses of 7th Semester are placed before the Academic Council for consideration and approval in light of the Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The recommendations made by the Board of Studies, School of Vocational Studies were placed before the Academic Council for deliberations and consideration. After detailed deliberations, the Academic Council resolved to approve the recommendations made by the Board of Studies regarding consideration of Semester-7 & 8 skill course titles of the 4 Year BVoc in Accounting and Finance Programme and 5 Skill Courses of 7th Semester in light of Section 24(1)(vi), and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Agenda 38.28: To consider the recommendations made by the Board of Studies of the School of Vocational Studies regarding consideration of revised course titles of 7th Semester Skill courses of the 4 Year BVoc in ECCME Programme and theory course outlines for five(5) Skill Courses.

It was submitted to the Academic Council that the Board of Studies in its 19th meeting held on 30.04.2025 (**Annexure -62)** had deliberated on the course titles of the following 7th Semester (4th Year) Courses of BVoC (ECCME) (**Annexure-69)**. The revised course titles have been proposed to make the programme more comprehensive and relevant to the current demand of the sector. These revised course titles balances course titles and content.

Sl. No.	Approved Course title	Proposed Course title	Credits
1.	Doing research with young children	Research in early childhood Care and Education	4
2.	Early Childhood teacher education, Curriculum and Assessment	Inclusion of young children with disabilities	4
3.	Early Childhood development: Policies and budgets	Policy, provisions and investments in ECCE: Issues and concerns	4
4.	Case studies of selected childcare services/Centres (Elective-1)	Critical analysis of Early Childhood Care and Education ecosystem: Services and products	4
5.	Developing creative content for young children (Elective-2)	Training for designing creative content for young children	4

Skill Course Outline for the 7th Semester Courses of BVoc ECCME,

Sl. No.	Name of the revised Course	Credit
1	Critical analysis of Early Childhood Care and Education ecosystem: Services and products	4
2	Inclusion of young children with disabilities	4
3	Policy, provisions and investments in ECCE: Issues and concerns	4
4	Option-1: Research in early childhood Care and Education	4
5	Option-2: Training for designing creative content for young children	4

i.Critical analysis of Early Childhood Care and Education ecosystem: Services and products: After National Education Policy's (2020) emphasis on the significance of early childhood care and education (ECCE) in the education landscape of India, there is a momentous growth in the sector. A renewed interest can be seen not only in the quality of educational services and programmes but there are huge investments in ECCE services and products as well like boom in the toy-industry or scaling of services and programmes for young children or investments in skilling and upskilling of workforce by various agencies. This necessitates that professionals working in the ECCE sector should be aware of these recent developments. This course will help students to critically analyse the ECCE ecosystem from the lens of quality, equity and future prospects.

ii.Inclusion of young children with disabilities: Children with disabilities are a highly vulnerable group within any society, having historically faced marginalization and exclusion. In India, there is a push in policy to promote the inclusion of children with disabilities in all aspects of life. It is crucial for childcare providers to ensure that

the physical environment of their centers is conducive to including young children, and that the curriculum offers opportunities for them to participate to their full potential. The curriculum should create spaces for children to develop a sense of belonging and nurturing relationships within a safe environment, allowing for dynamic and engaging development and learning across all domains.

iii.Policy, provisions and investments in ECCE: Issues and concerns: Early Childhood Care and Education has emerged as a prominent field in last decade in India. It has witnessed rapid growth with the advent of policies (like NEP 2020) and investment from non-government/ private sectors. Thus, it is imperative for students to be aware of new trends, developments and concerns the early childhood sector is facing. This course will introduce students to the policy landscape and investments in this sector. The course will also help students to make assessment of this sub-sector of education vis-à-vis available data and provisions.

iv.Research in Early Childhood Care and Education: Research with young children is a diverse and dynamic area demanding knowledge, skills and a rational mind. This course aims to introduce students to the classic and contemporary research in the early childhood field. An exposure will be provided to students to become reflective practitioners and know the basic research approaches to work with young children. This introductory course would support student's understanding about prominent issues and concerns of Early Childhood Care and Education landscape in India. Furthermore, the course assignments will equip students to conceptualize their research areas within Early Childhood Care and Education.

v. Training for designing creative content for young children: Content creation is an emerging field in the early childhood education sector. The dynamic nature of material and content creation requires knowledge of the design skills. Moreover, early childhood facilitators have to design content on regular basis. Thus they need to hone designing skills. This course will prepare trainers to train the early childhood facilitators. The modules will introduce students to the basics of content creation, facilitations, designing workshops and developing resources. This is a creative course to introduce students to the field of content creation.

The Board of Studies (BoS) approved all the proposed revised course titles and detailed course outlines and recommended to place the same before the Academic Council for final approval. The Board of Studies further suggested the following to enhance the quality and relevance of the courses:

- The course on 'Critical analysis of Early Childhood Care and Education ecosystem: Services and products" be made compulsory for all the students and the course on "Research in Early Childhood Care and Education" be made an optional for research track.

- In the course on 'Inclusion of children with Disabilities', it was suggested that some details should be added to make it more comprehensive and which will be helpful for the students and other faculty.
- Also to consider specifying some common disabilities as there are 21 identified disabilities.
- To add a reading for the courses related to “Inclusion of young children with disabilities” United Nations. Convention on the Rights of Persons with Disabilities. Geneva: UN; 2006. http://www.internationaldisabilityalliance.org/resources/convention-rights-persons-disabilities.

The recommendations made by the Board of Studies of the School of Vocational Studies regarding consideration of revised course titles of 7th Semester Skill courses of the 4 Year BVoc in ECCME Programme and theory course outlines for five(5) Skill Courses were placed before the Academic Council for consideration and approval in light of the Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The recommendations made by the Board of Studies, School of Vocational Studies were placed before the Academic Council for deliberations and consideration. After detailed deliberations, the Academic Council resolved to approve the recommendations made by the Board of Studies regarding consideration of revised course titles of 7th Semester Skill courses of the 4 Year BVoc in ECCME Programme and theory course outlines for five(5) Skill Courses in light of Section 24(1)(vi), and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Agenda No.38.29: **To consider the recommendations made by the Board of Studies regarding revision of the titles of the 7th Semester Skill Courses of 4th Year BVoc (Tourism and Hospitality) Programme and the detailed course outlines of 3 newly developed skill courses.**

It was submitted to the Academic Council that the Board of Studies in 19th meeting held on 30.04.2025 (**Annexure -62)** deliberated on the revision of the titles of the following 7th Semester Skill Courses of 4th Year BVoc(Tourism and Hospitality) Programme and the detailed course outlines of 3 newly developed skill courses (**Annexure-70)**.

Courses earlier Approved for 7th Semester

Type	Course Titles	Credits	Course Codes
DSC1	Tourism, Hospitality & Society	4	SVS211101
DSC2	Researching for Tourism & Hospitality	4	SVS211102

DSC3	Digital Tools & Systematic Literature Review for Tourism and Hospitality Research	4	NSVST7DC03
DSE1	Emerging Trends in Tourism & Hospitality-Pedagogy	4	NSVST7DE01
DSE2	Emerging Trends in Tourism & Hospitality-Research	4	NSVST7DE02

Rationale for Changing Course Titles in B.Voc 7th Semester Tourism & Hospitality Programme: In an effort to enhance the academic structure and align with contemporary educational needs, the course titles *Emerging Trends in Tourism* and *Emerging Trends in Hospitality* in the B.Voc 7th Semester have been revised to:

1. *Emerging Trends in Tourism & Hospitality – Pedagogy*
2. *Emerging Trends in Tourism & Hospitality – Research*

Justification for the Change

i. Specialized Learning Approach:

The previous titles offered a broad perspective on trends, while the revised courses focus on two critical areas—pedagogical advancements and research methodologies. This ensures that students develop deeper expertise in their chosen domain.

ii. Alignment with Industry and Academic Expectations:

The tourism and hospitality sectors are increasingly reliant on well-trained educators and robust research frameworks. By offering specialized electives, students are better prepared for roles in academia, training, and research-driven positions within the industry.

iii.Interdisciplinary Relevance:

The shift towards pedagogy and research ensures that students acquire both practical teaching strategies and analytical skills, broadening their career prospects in education, policy-making, and innovative research in tourism and hospitality.

iv.Consistency with NEP 2020 Guidelines:

The restructuring is in line with the National Education Policy (NEP) 2020, which advocates for research-oriented and skill-based learning. The courses now emphasize critical thinking, innovation, and academic progression, meeting the evolving standards of higher education.

It is submitted that the following two courses namely
i.Tourism, Hospitality & Society (SVS211101) - 4 Credits
ii.Introduction to Research Methods for the Service Sector (SVS211102) - 4 Credits
are adopted from M.Voc. 1st Semester which are already approved by the Academic Council with no change in the course content.

It is submitted that the title of the course **Introduction to Research Methods for the Service Sector** has been changed to **Researching for Tourism & Hospitality** with no change in the course content.

It is further submitted that the Board of Studies, School of Vocational Studies had deliberated on the following 3 newly developed courses:

Digital Tools & Systematic Literature Review for Tourism and Hospitality Research: This course introduces students to the principles and methodologies of conducting a systematic literature review (SLR) in the field of tourism and hospitality research. It provides a structured approach to searching, organizing, analysing, and synthesizing academic literature using digital tools. Students will explore various academic databases (e.g., Scopus, Web of Science, and Google Scholar) and learn how to manage references efficiently using software like Mendeley.

The course also covers bibliometric analysis using VOSviewer and qualitative data analysis with NVivo, enabling students to extract and visualize research trends effectively. Through practical assignments, students will perform advanced literature searches, conduct content analysis, and write a mini-systematic literature review. The course also emphasizes ethical research practices, journal selection, and the peer review process for publishing academic work. By the end of the course, students will have the necessary skills to conduct high-quality literature reviews, identify research gaps, and contribute to scholarly knowledge in the tourism and hospitality domain.

Emerging Trends in Tourism & Hospitality- Pedagogy: This course on Emerging Trends in Tourism & Hospitality-(Pedagogy), explores the dynamic and evolving landscape of the tourism and hospitality industries. It equips students with the knowledge and skills necessary to understand and analyse the latest trends, such as sustainability, digital transformation, and customer experience innovations. The course covers key pedagogical strategies for teaching tourism and hospitality, research methodologies to assess industry developments, and the integration of modern technologies in education. By the end of the course, students will be well prepared to contribute to the development of future-focused, sustainable tourism and hospitality solutions.

The Board of Studies deliberated and recommended the changes made in the titles of the courses and also the course outlines of the three courses for BVoc T&H sem-7. The Board of Studies recommended to place its recommendations before the Academic Council for consideration.

The recommendations made by the Board of Studies of the School of Vocational Studies regarding revision of the titles of the 7th Semester Skill Courses of 4th Year BVoc(Tourism and Hospitality) Programme and the detailed course outlines of 3 newly developed skill courses were placed before the Academic Council for consideration and approval in light of the Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The recommendations made by the Board of Studies, School of Vocational Studies were placed before the Academic Council for deliberations

and consideration. After detailed deliberations, the Academic Council resolved to approve the recommendations made by the Board of Studies regarding revision of the titles of the 7th Semester Skill Courses of 4th Year BVoc (Tourism and Hospitality) Programme and the detailed course outlines of 3 newly developed skill courses in light of Section 24(1)(vi), and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Agenda No: 38.30: To consider the recommendations made by the Board of Studies of the School of Vocational Studies for offering Ph.D. programme in the School.

It was submitted to the Academic Council that the Board of Studies of the School of Vocational Studies deliberated on the concept note of the PhD programme in the School of Vocational studies (**Annexure-71)**. The Board of Studies noted that the Ph. D proposal has been prepared on the basis of the following Regulations:-

i.University Regulations Relating to the Award of Degree of Doctor of Philosophy 2023 under order no. dated AUD/SCR/2024/22 dated 04/09/2024 and

ii.University Grants Commission (Minimum Standards and Procedures for Award of Ph.D. Degree) Regulations, 2022.

The Board of Studies noted that the School has gone through a collective exercise to develop a shared vision of the graduate of the future, the programme philosophy, pedagogy and structure of the programme were developed from this shared vision. In imagining the graduate of the future. The School focused on three important aspects of the learner in an integrated approach:

- People (How their research is going to benefit people?)
- Planet (How their research is helping the planet to be a better place?)
- Peace (How their research can help to bring peace in the society?)
- Interdisciplinary (How the model and knowledge of other specialization can be used in this program, to develop and expand further body of knowledge?)

The Board of Studies noted the following objectives for offering the PhD programme in SVS.

i) To contribute holistically & systematically to the field of interdisciplinary research in the areas of vocational education and skill development.To professionally integrate the vocational education in higher education research through incorporating an ability to understand and articulate the specialization's main theories and foundational literature.

ii) To create and contribute to vocational education knowledge and practice, thus enabling lifelong learning for its learners.

iii) To contribute to the growth of vocational education in general and body of knowledge in specific terms through ideating and conducting research in the chosen area.

iv) To promote interdisciplinary research program through developing an ability to communicate results of research in a clear and effective manner.

The Board of Studies further deliberated on the following aspects of the Ph.D. programme in the School:-

Degree nomenclature: Students admitted to the programme will be awarded Doctor of Philosophy Degree on Vocational Education with an indication to specializations assigned to the School presently such as- Tourism & Hospitality, Accounting & Finance, Retail Management and Early Childhood Education. As and when new specialization/areas are added to the School, same will also fall as part of the Ph. D specialization.

Eligibility for admission: Eligibility is based on the university admission policy with specific focus on the specializations assigned to the School. Preference for admission will be given to the UGC qualified NET/JRF. Wherever in the subject specialization/ areas, UGC NET is not conducted or even candidates not qualified, the School may hold its own entrance tests. However, 30 % weightage may be granted to the personal interview while selecting candidates for admission, including the NET/JRF qualified candidates.

Duration: The minimum duration of the programme is 3 Years (including one year compulsory course work) and 06 Years maximum. Exemption will be granted as per the University policy for female and disable candidates.

Programme Implementation: As per the university regulation for doctoral programme.

Ph.D. Supervisors: Ph.D. supervisors will be appointed as per the university policy.

Course Work: The duration of the Course Work is for two full semesters with a duration of 12 months. One additional year will be granted if a candidate is unable to complete the same within 12 months' duration. It is also expected from the scholar that during their course work, the proposal for Ph.D. will also be finalized in consultation with the supervisor. The Board of Studies noted the following Course Titles suggested by the experts during the consultative meeting are as below:

Semesters	**Courses**	**Credits Allocated**	**Core/Specialization**
Semester-1	Perspective of Vocational Education in India	2 Credits	**Core**
	Research Methodology	4 Credits	**Core**

	Academic Writing	2 Credits	**Core**
Semester-2	Emerging Trends in Research (In Specialised Field)	4 Credits	**Specialization**
	Systematic Literature Review	2 Credits	**Specialization**
	Research and Publication Ethics	2 Credits	**Core**

The Board of Studies noted that the School will present the detailed course structure as mentioned above in its subsequent meeting. After due deliberations, the Board of Studies suggested the following:-

To explore rationalizing the credits assigned to the course work as per the UGC regulation 2022. -The credits for the Course on 'Systemic Literature Review' be reduced from 4 credits to 2 credits only and the component of preparation of 'Research Proposal' may be taken out from the course titles. However, the preparation and writing of the research proposal may be given as an assignment of the course work.

The course on Emerging Trends in research of the chosen field may be changed into **"Emerging Trends in Research (Specialization Specific)**". Also, the same course credits may be enhanced from 2 credits to 4 credits.

In the Research methods course while teaching on the data analysis, emphasis on both Qualitative and Quantitative analysis be given.

After detailed deliberations, the BoS approved the Doctoral Proposal to be presented by the School and recommended for placing the same to the Academic Council for approval.

The recommendations made by the Board of Studies of the School of Vocational Studies regarding offering of Ph.D. programme in the School were placed before the Academic Council for consideration and approval in light of the Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The recommendations made by the Board of Studies, School of Vocational Studies were placed before the Academic Council for deliberations and consideration. After detailed deliberations, the Academic Council resolved to approve offering of Ph.D. programme in the School of Vocational Studies in light of the Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

The Academic Council further recommended the School to report the details and modalities of the Ph.D.Programme to the Standing Committee on

Research (SCR). The Academic Council further authorized the Vice Chancellor to take further necessary action in the matter.

Agenda No.38.31: To consider the recommendations made by the Board of Studies of School of Vocational Studies regarding adoption of two GEC courses for Pedagogy specialization in the 7th Semester of all the BVoc programmes.

It is submitted to the Academic Council that the Board of Studies in its 19th meeting held on 30.04.2025 (**Annexure -62)** had deliberated on the adoption of following two M.Voc courses which have already been approved by the Academic Council (**Annexure-72)**.

1. Introduction to Research Methods- 4 credits
2. Introduction to Research proposal writing- 2 credits

These courses will be offered to those students opting for 'BVoc Research' specialization in their 4th Year.

ii. The BoS further deliberated on the following two courses on 'BVoc Pedagogy' specialization which will be adopted in the 7th Semester of all the BVoc programmes

Vocational Education: Curriculum and Pedagogy- 4 credits: This course aims to equip future educators and vocational trainers with the knowledge and skills required to design, manage, and implement vocational curricula effectively. It emphasizes practical, technology-integrated teaching methods to foster student engagement and enhance employability. Additionally, the course covers industry-specific pedagogical strategies and robust assessment techniques.

Vocational Education in India: The NEP 2020 perspective- 2 credits: This course aims to equip students to understand the policy perspective attached in the context of NEP 2020 in general and vocational education in particular the knowledge and skills required to design, manage, and implement vocational curricula effectively. While discussing the issues and challenges as envisioned through the NEP 2020 in the context of vocational education and skill development, it provides a framework on paradigm shift related to institutionalizing TVET to not only providing relevant employment opportunity but also develop such skills to become a successful entrepreneur by highlighting best practices in India and across the globe.

The BoS appreciated the two courses and approve the same to be placed with the Academic Council for necessary approval.

The recommendations made by the Board of Studies of the School of Vocational Studies regarding adoption of two GEC courses for Pedagogy specialization in the 7th Semester of all the BVoc programmes were placed before the Academic Council for consideration and approval in light of the Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The recommendations made by the Board of Studies, School of Vocational Studies were placed before the Academic Council for deliberations and consideration. The Academic Council recommended that the course "Vocational Education: Curriculum and Pedagogy" may be offered as a 2-credit course. The course "Vocational Education in India: The NEP 2020 perspective" could be made 4 credits. After detailed deliberations, the Academic Council resolved to approve the adoption of two GEC courses with the recommended changes for Pedagogy specialization in the 7th Semester of all the BVoc programmes in the School of Vocational Studies in light of the Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R. Ambedkar University Delhi Act, 2007.

Agenda 38.32: To consider the recommendations made by the Board of Studies of School of Vocational Studies regarding restructuring of Semester-1 courses of M.Voc in Tourism and Hospitality Management Programme.

It was submitted to the Academic Council that the Board of Studies of School of Vocational Studies in 19th meeting held on 30.04.2025 (**Annexure-62)** had deliberated on the restructuring of the following Semester-1 courses of M.Voc Programme in in Tourism and Hospitality Management (**Annexure-73)**.

The Existing Structure for 1st Semester M.Voc T&HM

Foundation Core	**Credits**	**Electives (Select any Two)**	**Credits**
Tourism, Hospitality & Society SVS211101	4	Advance Management in Food and Beverage Operations SVS213301	4
Introduction to Research Methods for the Service Sector SVS211102	4	Food Safety Management SVS213302	4
Conceptualizing Tourism & Hospitality SVS211103	4	Destination Planning and its Management SVS212201	4
Computer Application for Tourism & Hospitality SVS211104	4	Accommodation Management: SVS212202	4
Field Visit & Reporting SVS216601	6		
Total	22		8

Proposed Revised Structure for 1st Semester M.Voc T&HM

Foundation Core	Credits	Electives (Select any Two)	Credits
Tourism , Hospitality & Society SVS211101	4	Emerging Trends in Tourism & Hospitality- Pedagogy NSVST7DE01	4
Researching for Tourism & Hospitality SVS211102	4	Emerging Trends in Tourism & Hospitality- Research NSVST7DE02	4
Digital Tools & Systematic Literature Review for Tourism and Hospitality Research NSVST7DC03	4	Destination Planning and its Management SVS212201	4
Computer Application for Tourism & Hospitality SVS211104	4	Accommodation Management SVS212202	4
Field Visit & Reporting SVS216601	6		
Total	22		8

The title of the course **Introduction to Research Methods for the Service Sector (SVS211102)** as approved by the Academic Council previously is changed to **Researching for Tourism & Hospitality (SVS211102).** However, the contents of the course previously nomenclature as Introduction to Research Methods for the Service Sector remain unchanged.

Secondly, the course codes for the common courses adopted from B.Voc (T&H) 7th Semester will remain unchanged while being offered in M.Voc 1st semester. The course codes for the courses to be read as follows:

i. Digital Tools & Systematic Literature Review for Tourism and Hospitality Research (NSVST7DC03)

ii.Emerging Trends in Tourism & Hospitality- Pedagogy (NSVST7DE01)

iii.Emerging Trends in Tourism & Hospitality- Pedagogy (NSVST7DE02)

Rationale for Re-structuring the 1st Semester Course Structure of M.Voc Tourism & Hospitality: In alignment with the National Education Policy (NEP) 2020, the restructuring of the 1st semester course structure of M.Voc Tourism & Hospitality aims to enhance interdisciplinary learning, research orientation, and skill development. A key objective of this revision is to create a seamless academic transition between undergraduate and postgraduate levels, ensuring a competency-based, flexible, and holistic approach to education.

Integration with B.Voc 7th Semester: The revised structure strategically incorporates three papers from the 7th semester of B.Voc Tourism & Hospitality,

facilitating an integrated learning experience. This alignment is driven by the following considerations:

i.Academic Continuity: Offering common papers for the B.Voc 7th semester and M.Voc 1st semester ensures a smooth transition for students progressing from undergraduate to postgraduate studies.

ii.Resource Optimization: Common course offerings enable better utilization of faculty expertise, teaching resources, and infrastructure.

iii. Interdisciplinary Learning: A shared learning environment fosters peer interactions between advanced undergraduate and postgraduate students, encouraging knowledge exchange and collaborative learning.

iv.New Discipline-Specific Course: To strengthen the research and digital competency of postgraduate students, a new discipline-specific course titled *Digital Tools & Systematic Literature Review for Tourism and Hospitality Research* has been introduced. This course is essential for equipping students with advanced research methodologies, digital analytics, and systematic review techniques, aligning with the increasing academic and industry emphasis on evidence-based decision-making and digital transformation in the tourism and hospitality sector.

The course title "*Introduction to Research Methods for the Service Sector"* is reframed to "*Researching for Tourism & Hospitality"* and the content of the course remains the same.

Elective Courses on Emerging Trends

To further diversify and deepen the learning experience, two elective courses have been added:

1. *Emerging Trends in Tourism & Hospitality – Pedagogy*
2. *Emerging Trends in Tourism & Hospitality – Research*

These electives address the evolving dynamics of the sector, equipping students with cutting-edge knowledge and pedagogical strategies for academic and industry applications. The pedagogy-focused elective prepares students for teaching and training roles, while the research-oriented elective enhances analytical and scholarly competencies.

Alignment with NEP 2020: The restructuring aligns with NEP 2020's vision by:

- Promoting multidisciplinary and flexible learning pathways through common course structures across levels.
- Strengthening research and digital proficiency to meet global academic and industry standards.
- Encouraging lifelong learning through skill-based education and exposure to emerging trends.
- Enhancing academic mobility and employability, ensuring graduates are well-prepared for careers in academia, research, and industry.

After deliberation the BoS approved the restructuring of the MVoc. T&HM Sem-1 courses and suggested for putting it up to the Academic Council for necessary approval.

The recommendations made by the Board of Studies of the School of Vocational Studies regarding restructuring of Semester-1 courses of M.Voc in Tourism and Hospitality Management Programme were placed before the Academic Council for consideration and approval in light of the Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007**.**

Decision: The recommendations made by the Board of Studies, School of Vocational Studies were placed before the Academic Council for deliberations and consideration. After detailed deliberations, the Academic Council resolved to approve the restructuring of Semester-1 courses of M.Voc in Tourism and Hospitality Management Programme in the School of Vocational Studies in light of the Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Agenda 38.33: To consider the recommendations made by the Board of Studies, School of Human Studies regarding change in course codes of foundation courses being taught to MA Gender Studies students at School of Human Studies.

It was submitted to the Academic Council that the Board of Studies, School of Human Studies in its meeting held on 02.12.2024, recommended the change in course codes of the foundation courses being taught to MA Gender Studies and MA(Psychology) students at School of Human Studies.
The three foundation courses namely Ideas, Knowledge and Ethics, Experiencing the Self and Ways of Human are being taught in the two MA programmes MA (Gender Studies) and MA (Psychology) and have identical course codes in both the programmes. In order to facilitate the clear demarcation for preparing the results, the courses have been assigned different course codes for MA Gender Studies and MA Psychology Programme.

S. No.	Course title and Credits	Course Code for MA Psychology	Course Code for MA Gender Studies
1.	Ideas, Knowledge and Ethics (4)	(SHS201701)	SHS202847)
2.	Experiencing the Self (4)	(SHS201702)	(SHS202848)
3.	Ways of Human (4)	(SHS201703)	(SHS202849)

Different course codes, aligning with the respective programme in which the foundation courses are being offered, have been assigned to facilitate clear demarcation while preparing results on the Samarth portal.
The recommendations made by the Board of Studies regarding change in course codes of foundation courses being taught to MA Gender Studies students at School of Human Studies were placed before the Academic Council in light of Section

24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The recommendations made by the Board of Studies, School of Human Studies were placed before the Academic Council for deliberations and consideration. After detailed deliberations, the Academic Council resolved to approve the change in course codes of foundation courses being taught to MA Gender Studies students at School of Human Studies in light of the Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Agenda No.38.34: To consider the recommendations made by the Board of Studies, School of Letters regarding introduction of new courses in the 6th, 7th and 8th Semester of BA(Hindi) Programme.

It was submitted to the Academic Council that the Board of Studies of the School of Letters in its 13th meeting held on 20.12.2024 (**Annexure-74)** had deliberated on the introduction of new courses in the 6th, 7th and 8th Semester of the BA (Hindi) Programme in light of the NEP 2020. The following details of the courses were placed before the Academic Council:-

6th Semester Courses

i) **VBE - भारतीय ज्ञान परंपरा – (Compulsory for those Students who wish to exit after 2nd, 4th or 6th Semester) – 4 Credits**

The course is a 4 credit compulsory courses that will be offered in the 6th Semester from 2025-26 **(Annexure-75).**

Aim: स्नातक स्तर के विद्यार्थियों के लिए प्रस्तावित यह पाठ्यक्रम भारतीय ज्ञान-परंपरा के विषय में समझ विकसित करने के लिए बनाया है। इस पाठ्यक्रम के माध्यम से छात्र न केवल भारतीय ज्ञान परंपराओं की व्यापक समझ विकसित करेंगे, बल्कि उनके विभिन्न आयामों के महत्व और उपयोगिता को भी समझेंगे। यह ज्ञान न केवल अकादमिक रूप से उनकी मदद करेगा बल्कि व्यावहारिक जीवन में भी उनके चिंतन और आचरण को प्रभावित करेगा। इस कोर्स का उद्देश्य भारतीय ज्ञान परंपरा के विविध पहलुओं को समझाना है, ताकि छात्र भारतीय सांस्कृतिक और बौद्धिक धरोहर से जुड़ सकें।यह पाठ्यक्रम भारतीय ज्ञान प्रणालियों की समृद्ध और विविध परंपराओं का पता लगाता है, जिसमें दार्शनिक, वैज्ञानिक, कलात्मक, और सामाजिक-राजनीतिक आयाम शामिल हैं। यह इन परंपराओं की गहराई से समझ प्रदान करता है, उनकी वर्तमान समय में प्रासंगिकता और उपयोगिता पर जोर देता है।

Course Outcomes:

भारतीय दर्शन की समझ

- छात्र वेदांत, बौद्ध, और जैन धर्म सहित भारतीय दर्शन की प्रमुख अवधारणाओं और सिद्धांतों को समझ सकेंगे और उन्हें स्पष्ट रूप से व्यक्त कर सकेंगे।

प्राचीन भारतीय विज्ञान में योगदान की पहचान

- छात्र गणित, चिकित्सा, खगोलशास्त्र, और अन्य विज्ञानों में प्राचीन भारतीय योगदानों को पहचानेंगे और उनके ऐतिहासिक महत्व को समझेंगे।

भारतीय कला और साहित्य की सांस्कृतिक धरोहर का विश्लेषण

- छात्र भारतीय कला, साहित्य, और संगीत की सांस्कृतिक धरोहर पर उनके प्रभाव का विश्लेषण कर सकेंगे।

आधुनिक समाज पर परंपरागत विचारों का प्रभाव

- छात्र आधुनिक भारतीय समाज पर पारंपरिक भारतीय सामाजिक और राजनीतिक विचारधाराओं के प्रभाव का मूल्यांकन कर सकेंगे।

भारतीय ज्ञान परंपरा की प्रासंगिकता

- छात्र भारतीय ज्ञान परंपरा के विभिन्न पहलुओं की वर्तमान समय में प्रासंगिकता और उपयोगिता को समझेंगे और उनके व्यावहारिक अनुप्रयोगों पर विचार कर सकेंगे।

Modules/Main Modules:

प्रस्तावित पाठ्यक्रम मुख्य रूप से चार मॉड्यूल पर केंद्रित रहेगा -

माड्यूल-1 भारतीय ज्ञान परम्परा: अवधारणा, सिद्धांत और व्यवहार

माड्यूल-2 भारतीय दर्शन का इतिहास और स्वरूप

माड्यूल 3 भारतीय ज्ञान परम्परा: कला, संस्कृति एवं विज्ञान

माड्यूल-4 भारतीय जान परम्परा: आधुनिक चिंतन एवं साहित्य

ii) Internship Course- (Compulsory for those Students who wish to exit after 2nd, 4th or 6th Semester) – 6 Credits

The course is a 6 credit Internship courses that will be offered in the 6th Semester from 2025-26 **(Annexure-76)**.

Course Structure :-

'प्रस्तावित इंटर्नशिप प्रक्रिया' कार्यक्रम स्तर पर एक इंटर्नशिप ब्रोशर के संकलन के साथ शुरू हो सकती है, जिसमें इंटर्नशिप के उद्देश्यों का विवरण, विद्यार्थियों की प्रोफाइल, कार्यक्रम संरचना का विवरण, कार्यक्रम और इंटर्नशिप के बीच अंत: संबंध एवं इंटर्नशिप के लिए संभावित संगठनों एवं संस्थाओं से संपर्क स्थापित करने के लिए पूर्व विद्यार्थियों का विवरण हो |

इंटर्नशिप प्रस्ताव प्राप्त होने पर, विद्यार्थी को आधिकारिक तौर पर मेजबान संगठन में शामिल होने से पहले इंटर्नशिप समन्वयक से परामर्श करना या अनुमोदन लेना आवश्यक है। विद्यार्थी मेजबान संगठन में इंटर्नशिप पर्यवेक्षक से परामर्श करेगा और सुझाए गए कार्यक्रम के अनुसार इंटर्नशिप के लिए संबंधित मेजबान संगठन/ विशिष्ट कार्य स्थल में शामिल होगा। इंटर्नशिप की अवधि के दौरान, कार्यक्रम के इंटर्नशिप समन्वयक और इंटर्नशिप पर्यवेक्षक (संगठन में) विद्यार्थियों द्वारा प्रस्तुत आवधिक रिपोर्ट के आधार पर, मेजबान संगठन में इंटर्न के रूप में छात्रों की गतिविधियों और प्रदर्शन पर नज़र रखने की व्यवस्था करेंगे। इंटर्नशिप के सफल समापन पर, विद्यार्थी को एक विस्तृत रिपोर्ट जमा करने और एक प्रस्तुति देने की आवश्यकता होगी। रिपोर्ट/प्रस्तुति में निम्नलिखित चरण शामिल होंगे:

1. **परिचय -** संगठन का विस्तृत परिचय और इंटर्नशिप का संदर्भ प्रदान करना एवं इंटर्नशिप के दौरान किए गए प्रोजेक्ट या कार्यों का संक्षेप में परिचय देना |
2. **कार्य और जिम्मेदारियाँ** - इंटर्नशिप के दौरान किए गए विशिष्ट कार्यों, परियोजनाओं या जिम्मेदारियों का विवरण। इंटर्नशिप के दौरान किन प्रमुख उपलब्धियों, चुनौतियों का सामना करना पड़ा और उनका समाधान कैसे किया गया, इसका विवरण |
3. **एप्लाइड लर्निंग/व्यावहारिक या अनुप्रयुक्त शिक्षा -** शैक्षणिक कार्यक्रम के दौरान प्राप्त सैद्धांतिक ज्ञान को व्यावहारिक कार्य में कैसे प्रयोग किया ? इंटर्नशिप के दौरान हासिल किए गए किसी भी नए कौशल की चर्चा |

Objectives :-

1. स्नातक के विद्यार्थियों को 'काम की वास्तविक दुनिया' के अनुभवों, चुनौतियों के बारे में सही समझ विकसित करने का अवसर प्रदान करना | साथ ही उनकी अपेक्षाओं और व्यवहार को वर्तमान एवं उभरती नौकरियों की मांगों, संस्कृति और मूल्यों के अनुसार निर्धारित करना।
2. सतत प्रगति के लिए संगठन/उद्यम कैसे बनाए जाते हैं ताकि छात्रों के बीच स्टार्ट-अप और उद्यमशीलता क्षमताओं को मजबूत किया जा सके और उन्हें नौकरी - निर्माता बनने के लिए प्रोत्साहित किया जा सके।
3. समस्या-समाधान और निर्णय लेने के कौशल को सुविधाजनक बनाने एवं अनुसंधान, शैक्षणिक और व्यावसायिक विकास को बढ़ावा देने के लिए टीम वर्क और सहयोगात्मक संस्कृति को सक्षम करना।
4. स्नातक छात्रों के बीच सामाजिक कल्पना (मुद्दों) और परोपकारी बहुमुखी प्रतिभा की भावना विकसित करना जो नागरिकता जिम्मेदारी के प्रति दृष्टिकोण के विकास को सुविधाजनक बनाए |

Outcomes :-

1. विद्यार्थी लेखन, मौखिक संचार, शोध, प्रौद्योगिकी, टीमवर्क और नेतृत्व जैसे कौशल न केवल बेहतरीन ढंग से सीखेंगे बल्कि कार्यस्थल (नौकरी या व्यवसाय) के अनुरूप उन्हें सही तरह से प्रयोग करने में सक्षम हो पाएंगे |
2. विद्यार्थी व्यावहारिक अनुभवों के माध्यम से समस्या-समाधान और निर्णय लेनी की क्षमता का विकास कर पाएंगे |
3. विद्यार्थी समाज एवं राष्ट्र के प्रति अपनी जिम्मेदारी, सामाजिक मुद्दों को समझने और उसे संबोधित करने की दृष्टि को विकसित करने में सक्षम हो सकेंगे |
4. विद्यार्थी अनुसंधान के लिए नई परिस्थितियाँ निर्मित कर उसे अधिक सुविधाजनक बनाने का प्रयास कर पाएंगे |
5. विद्यार्थी को उद्यमशीलता क्षमताओं को मजबूत करने एवं रोजगार सृजन की मानसिकता को बढ़ावा देने के लिए ज्ञान और कौशल से लैस किया जाएगा |

7th Semester Courses

i) Core Courses - हिंदी रंगमंच - 4 Credits

The course is a 4 credit core courses that will be offered in the 7th Semester from 2025-26. **(Annexure-77).**

Aim: हिंदी रंगमंच न केवल एक कला है, बल्कि यह समाज के विकास और परिवर्तन का एक प्रभावी माध्यम भी है। यह हमारी संस्कृति और परंपराओं को जीवंत रखता है और नए विचारों और सोच को बढ़ावा देता है। वर्तमान समय में भी हिंदी रंगमंच का महत्व कम नहीं हुआ है, और इसे नई पीढ़ी को जानने और समझने के लिए प्रोत्साहित किया जाना चाहिए।

Outcomes-

1. हिंदी रंगमंच के विकास, उसके विभिन्न चरणों और भारतीय समाज पर उसके प्रभाव की समझ होना।
2. विद्यार्थियों में भारतीय संस्कृति और परंपराओं की समझ के साथ ही सांस्कृतिक संवेदनशीलता का विकास होना।
3. छात्रों में लेखन, अभिनय, निर्देशन और रंगमंच के अन्य पहलुओं द्वारा रचनात्मकता और सृजनात्मकता का विकास होना।
4. अभिनय और मंचन के माध्यम से छात्रों की संवाद शैली, आत्मविश्वास और अभिव्यक्ति क्षमता में सुधार होना।
5. नाटकों के मंचन में सामूहिक कार्य के जरिये छात्रों में टीमवर्क और नेतृत्व क्षमता का विकास होना।

Modules/Main Modules:

प्रस्तावित पाठ्यक्रम को चार मॉड्यूल में विभाजित किया गया है-

मॉड्यूल 1- रंगमंच की अवधारणा

मॉड्यूल 2 हिंदी रंगमंच की पूर्व-पीठिका

मॉड्यूल 3 हिंदी रंगमंच के उदय की विकास यात्रा

मॉड्यूल 4 हिंदी की प्रसिद्ध रंग संस्थाएँ व प्रमुख रंग व्यक्तित्व

ii) Compulsory - शोध प्रविधि - 4 Credits

The course is a 4 credit compulsory courses that will be offered in the 7th Semester from 2025-26. **(Annexure-78).**

Course Objectives/Description:

- शोध के अर्थ, परिभाषा, महत्त्व एवं उद्देश्यों से विद्यार्थियों को परिचित कराना।
- शोध प्रक्रिया की प्रमुख अवधारणाओं पर चर्चा करना और अनुसन्धान में उसका प्रयोग कैसे और कहाँ किया जाए इसके प्रति विद्यार्थियों में समझ विकसित करना।
- शोध समस्या की पहचान करने से लेकर, नमूना संग्रह, आंकड़ों के संचयन, शोध प्रविधि का चयन, प्रतिवेदन लेखन, साहित्यिक चोरी, संदर्भ लेखन आदि विषयों पर विस्तृत चर्चा।

Course Outcomes:

- शोध के वास्तविक अर्थ एवं उसकी बुनियादी अवधारणाओं से विद्यार्थी परिचित हो सकेंगे।
- प्रमुख शोध प्रविधियों जैसे ऐतिहासिक, तुलनात्मक, मनोवैज्ञानिक आदि का न केवल गहन अध्ययन करेंगे बल्कि साहित्यिक शोध में इसे कैसे प्रयोग करें इसकी जानकारी भी प्राप्त विद्यार्थी प्राप्त कर सकेंगे।
- शोध की रूपरेखा एवं लघु शोध प्रबंध लिखने में सक्षम हो सकेंगे।
- शोध रिपोर्ट लिखते समय किस तरह की भाषा का प्रयोग किया जाता है इस पहलू से भी विद्यार्थी परिचित हो पाएंगे।

Modules/ Main modules:

प्रस्तावित पाठ्यक्रम मुख्य रूप से तीन मॉड्यूल पर केंद्रित रहेगा -

माड्यूल 1: शोध की अवधारणा

माड्यूल 2: शोध प्रक्रिया

माड्यूल 3: शोध के विभिन्न आयाम

iii) DSE - पर्यावरण और आधुनिक हिंदी साहित्य - 4 Credits

The course is a 4 credit DSE courses that will be offered in the 7th Semester from 2025-26. **(Annexure-79).**

Aim: हिंदी साहित्य में आदिकाल से ही प्रकृति को लेकर कवियों और लेखकों का एक अलग दृष्टिकोण रहा है। आदिकाल से लेकर आधुनिक काल तक के साहित्य पर एक सरसरी निगाह डालें तो यह कहना गलत न होगा कि अधिकतम साहित्यकारों ने प्रकृति को अपनी रचनाओं के माध्यम से एक विशिष्ट स्थान प्रदान किया है और मनुष्य एवं प्रकृति का जो प्रगाढ़ सम्बन्ध है उसे सूक्ष्मता से व्याख्यायित किया है। लेकिन साहित्यकारों का कार्य केवल प्रकृति के सौंदर्य को रचना के माध्यम से अभिव्यक्त करना ही है? मनुष्य और पर्यावरण के बीच जो अंत:सम्बन्ध है उसे बनाए रखने के लिए आज का मनुष्य पर्यावरण के प्रति अपने सभी कर्तव्यों का निर्वाह कर पा रहा है? अपने स्वार्थ के कारण मानव जिस प्रकार पर्यावरण को नुकसान पंहुचा रहा है उसे साहित्य में किस प्रकार विभिन्न विधाओं के माध्यम से रेखांकित किया गया है या किया जा रहा है,यही प्रस्तावित पाठ्यक्रम का मुख्य उद्देश्य है। वर्तमान समय में केवल भारत पर ही नहीं बल्कि पूरी दुनिया पर पर्यावरणीय संकट के बादल मंडरा रहे हैं। इस संकट उबरने के लिए क्या - क्या योजनाएं चलाई जा रही हैं, पर्यावरण संरक्षण हेतु कौन- कौन सी नीतियों को लागू किया जा रहा है इन सभी पहलुओं का अध्ययन प्रस्तावित पाठ्यक्रम में अपेक्षित रहेगा।

Course Outcomes:

प्रस्तावित पाठ्यक्रम के द्वारा विद्यार्थी हिंदी साहित्य के ज़रिये पर्यावरण से सम्बंधित कई आयामों से परिचित हो पाएंगे। वर्तमान साहित्य कई तरह के विमर्श से घिरा हुआ है स्त्री विमर्श, दलित विमर्श, आदिवासी विमर्श आदि। पर्यावरण विमर्श एक ऐसा मुद्दा है जो किसी एक जाति या कुछेक मनुष्यों से सम्बंधित नहीं है बल्कि पूरी मानव जाति इसके केंद्र में है। प्रस्तुत पाठ्यक्रम द्वारा विद्यार्थी न केवल पर्यावरण के वास्तविक अर्थ और मानव जीवन में उसकी महत्ता से परिचित होंगे बल्कि पर्यावरण के संरक्षण के लिए जो ऐतिहासिक आंदोलन हुए, जिस प्रकार से लोगों ने स्वाधीनता संग्राम के लिए अपने प्राणों की आहुति दी थी उसी प्रकार अपनी नदियों, पेड़ों को बचाने के लिए किन - किन लोगों ने अपने जीवन का बलिदान दिया, पर्यावरण और साहित्य का क्या अंत:सम्बन्ध है, इन सभी पहलुओं के प्रति विद्यार्थी अपनी एक स्पष्ट समझ भी विकसित कर पाएंगे।

इस पाठ्यक्रम का अध्ययन करवाते समय ये प्रयास रहेगा कि विद्यार्थियों को पर्यावरण सम्बन्धी मुद्दों पर सृजनात्मक लेखन के लिए प्रेरित किया जाए और उनके द्वारा लिखित कविता, कहानी अन्य रचनाओं का प्रकाशन भी कराया जाये।

Modules/ Main modules:

प्रस्तावित पाठ्यक्रम मुख्य रूप से चार मॉड्यूल पर केंद्रित रहेगा -

माड्यूल 1 - पर्यावरण और साहित्य: सैद्धांतिक पक्ष

माड्यूल 2: आधुनिक हिंदी कविता: पर्यावरणीय परिप्रेक्ष्य

मॉड्यूल 3 हिंदी कथा साहित्य एवं अन्य गद्य विधाएं: पर्यावरणीय परिप्रेक्ष्य

मॉड्यूल 4 - प्रस्तुत मॉड्यूल में साहित्य से इतर पर्यावरणविदों ने जिन विशेष आंदोलनों को द्वारा आरम्भ किया, उनका विस्तृत अध्ययन भी इस पाठ्यक्रम में विद्यार्थियों को कराया जाएगा। इसके अतिरिक्त हिंदी सिनेमा में पर्यावरण को केंद्र में रखकर जिन फिल्मों का निर्माण हुआ है उनमें से चुनिंदा फिल्मों का अध्ययन भी प्रस्तावित पाठ्यक्रम में अपेक्षित रहेगा।

iv) GE - भारतीय कथा साहित्य एवं अन्य गद्य विधाएं - 4 Credits

The course is a 4 credit GE courses that will be offered in the 7th Semester from 2025-26. **(Annexure-80).**

Aim: हिंदी में बीए (आनर्स) के इस प्रस्तावित पाठ्यक्रम में विभिन्न भारतीय भाषाओं और साहित्य के अंतर्गत कथा साहित्य एवं अन्य गद्य विधाओं का अध्ययन कर उसके सांस्कृतिक एवं ऐतिहासिक विकास से जोड़कर पढ़ाया जाएगा। विधा के रूप में कहानी, उपन्यास, नाटक, यात्रा-वृत्तान्त, आत्मकथा न केवल हिंदी के आधुनिक साहित्य में महत्त्वपूर्ण स्थान रखते हैं बल्कि भारत की विभिन्न भाषाओं में भी उनका महत्त्वपूर्ण योगदान रहा है। बीए के विद्यार्थी हिंदी भाषा की कहानी से अवगत हैं। इस पाठ्यक्रम के माध्यम से भारतीय साहित्य का हिंदी में अनुवादित साहित्य पढ़ने का अवसर मिलेगा जिससे उनके अध्ययन का क्षेत्र विस्तार होगा. साथ ही उसके अवदान को और संवृद्ध करेगा। जैसा कि सभी जानते हैं कि साहित्य विद्यार्थियों के सामाजिक-सांस्कृतिक ज्ञान को समृद्ध करती है यह पाठ्यक्रम उन्हें और अधिक समृद्ध करेगा।

Course Outcomes:

- भारतीय भाषाओं और साहित्य के इतिहास से परिचय कराना एवं विद्यार्थियों में उनकी साहित्यिक चेतना को विकसित करना।
- भारतीय साहित्य के विभिन्न साहित्यिक विधाओं के माध्यम से भारतीय समाज, राष्ट्र एवं परिवेश में आने वाले परिवर्तनों का बोध कराना।
- उपेक्षित तथा हाशिये के समाज के प्रति नई संवेदनशीलता का विकास कराना।
- स्वातंत्र्योत्तर भारत में समाज को जिन चुनौतियों का सामना करना पड़ा, उसका परिचय मिलेगा।

- साहित्य में जो नए आंदोलन व विचार-दृष्टियां जन्म ले रही थीं, साहित्यिक विधाओं के माध्यम से उनकी समझ विकसित होगी।

Modules/ Main modules

प्रस्तावित पाठ्यक्रम मुख्य रूप से चार मॉड्यूल पर केंद्रित रहेगा -

माड्यूल-1 भारतीय भाषाओं एवं साहित्य का इतिहास

माड्यूल-2 **मध्य और** दक्षिण **भारत** की भारतीय कहानियां

माड्यूल- 3 अन्य भारतीय भाषाओं की कहानियां

माड्यूल- 4 भारतीय साहित्य: अन्य गद्य विधाएं

v) EL - कंप्यूटर और हिंदी भाषा - 4 Credits

The course is a 4 credit EL courses that will be offered in the 7th Semester from 2025-26. **(Annexure-81).**

यह पाठ्यक्रम डॉ. बी.आर. अम्बेडकर विश्वविद्यालय दिल्ली के उद्देश्य अनुरूप है। इस विश्वविद्यालय का मुख्य उद्देश्य, भारत को नये विचारों से युक्त रोजगार के अवसर प्रदान करना, साथ में भारतीय युवाओं को आधुनिक तकनीकी शिक्षा से युक्त करना। अम्बेडकर विश्वविद्यालय तकनीकी कुशलता के साथ-साथ भाषायी कुशलता को बढ़ावा देता है। प्रायोगिक और व्यावहारिक दोनों स्तरों पर। भाषाएँ हमेशा से जोड़ने का काम करती है। इसी जोड़ने की कड़ी को विश्वविद्यालय आगे बढ़ाते हुए विद्यार्थियों को सामाजिक, सांस्कृतिक विचारों से भी जोड़ता है जिससे कि व्यक्ति अपने जीवन में आने वाली रूकावटों को पार ककी क्षमता से लबालब भर जाता है। 21वीं सदी ने कम्प्यूटर जैसी मशीन को हमारे सामने लाकर हमें उसे अपने जीवन का महत्वपूर्ण अंग बनाने में मुख्य भूमिका निभायी। यह पाठ्यक्रम विद्यार्थियों के उसी बोध को विकसित करने में सहायक होगा।

Modules/ Main modules

प्रस्तावित पाठ्यक्रम मुख्य रूप से चार मॉड्यूल पर केंद्रित रहेगा -

माड्यूल-1: यह माड्यूल यह साबित करता है कि कम्प्यूटर वर्तमान समय में एक उपयोगी और महत्वपूर्ण संसाधन हैं वर्तमान समय में हम अपना ज्ञान आवश्यकतानुसार कम्प्यूटर से प्राप्त कर लेते हैं। यह शीघ्रता से प्राप्त सूचनाएँ एवं हमारे ज्ञान को बढ़ाकर हमें और योग्य बनाता है। इसके आविष्कारक 'चार्ल्स बैबेज हैं। बीते वर्षों में कम्प्यूटर ने खूब तरक्की की। इस माड्यूल में विद्यार्थियों को कम्प्यूटर के आविष्कार एवं उससे संबंधित इतिहास को बताया जाएगा। और फिर धीरे-धीरे कम्प्यूटर ने हिंदी भाषा के साथ अपने को जोड़कर अपना प्रसार किया। कम्प्यूटर में स्टोर करने की

क्षमता, तीव्रता, और सत्यता, स्वचालन के गुण होते हैं। पहले यह हिंदी भाषियों के लिए चुनौतीपूर्ण था लेकिन फिर रोजगार के साधन के रूप में, व्यवसाय में सहायक भी साबित होने लगा।

माड्यूल-2: इस माड्यूल में विद्यार्थियों को यह बताया जाएगा कि कम्प्यूटर के आने से समाज के विभिन्न क्षेत्रों में काम करने वाले लोगों को कैसे आसानी होने लगी, और साथ में शिक्षा और रोजगार के क्षेत्र में बढ़ती भी हुई। इंटरनेट के आ जाने से कोई सूचना चाहे वो ज्ञान या रोजगार संबंधी हो, तुरन्त प्राप्त हो जाती है। इंटरनेट के सहयोग से कम्प्यूटर की उपयोगिता बढ़ गयी। इंटरनेट और हिंदी के संबंध ने हिंदी को प्रचार-प्रसार की गति में तेजी ला दी। इंटरनेट की वैश्विक सम्पन्नता के पीछे कई कारणों में से एक कारण यह भी है। यूनिकोड, कृतिदेव-010, वाकमैन चाणक्या-905, मंगल, कृष्णा आदि हिन्दी के फॉन्ट, हिंदी की लिखावट को मजबूत बना रहे हैं। हिंदी का कम्प्यूटर के फॉन्ट से संबंध भी हिंदी की प्रिंटिंग अभिव्यक्ति को मजबूत बना रहा है।

माड्यूल-3: इस माड्यूल के अन्तर्गत विद्यार्थियों को कम्प्यूटर और हिंदी भाषा के संबंधों को विविध आयामों द्वारा देखने की दृष्टि पर चर्चा की जाएगी। कम्प्यूटर ने 'राजभाषा' के रूप में हिंदी को मजबूती प्रदान की। 'राजभाषा' के रूप में हिंदी की गति को बढ़ाने का काम कम्प्यूटर बखूबी निभा रहा है। हिंदी की पत्रिकाओं ने कम्प्यूटर और इंटरनेट के सहयोग से ऑनलाइन पोर्टल पर भी अपनी उपस्थिति दर्ज करायी है। पत्रिकाओं की ऑनलाइन मौजूदगी विद्यार्थियों के ज्ञान को कैसे बढ़ाती है? और उसे बरकरार रखने में कैसे अपनी महत्वपूर्ण भूमिका निभाती है? यह बताया जाएगा।

माड्यूल-4: इस माड्यूल में विद्यार्थियों को ई-लर्निंग का अर्थ, परिभाषा, और महत्व से परिचित कराया जाएगा। वर्तमान समय में ई-लर्निंग विश्व स्तर पर अपनी दक्षता साबित कर रहा है। ई-लर्निंग ने पारम्परिक कक्षाध्यापन और अधिगम में बदलाव किया है। अब ई-लर्निंग ने विद्यार्थियों को ज्ञानार्जन हेतु पी.पी.टी. जैसी सुविधाएँ दी है। ई-लर्निंग ने सूचना और संचार के माध्यमों में अतुलनीय परिवर्तन किया है। ई-लर्निंग के कुछ महत्वपूर्ण तकनीकी शब्द भी हैं। हिंदी में मैसेज की क्या भाषा होती है? साथ ही सोशल मीडिया और हिंदी भाषा के संबंध को व्याख्यायित किया जाएगा। सोशल मीडिया से हिंदी को जोड़ने के आयामों पर भी बात की जाएगी। अतः कुल मिलाकर यह पाठ्य विद्यार्थियों को हिंदी भाषा और कम्प्यूटर के आन्तरिक पहलुओं से परिचित कराएगा। इस पेपर को पढ़ने के बाद विद्यार्थी 'कम्प्यूटर और हिंदी भाषा' को अपने जीवन से जुड़ा हुआ महसूस करेंगे।

8th Semester Courses

i) Core Courses - अनुवाद: सिद्धांत एवं प्रयोग - 4 Credits

The course is a 4 credit core courses that will be offered in the 8th Semester from 2025-26. **(Annexure-82).**

Aim: हिंदी साहित्य की पठन-पाठन प्रक्रिया में अनुवाद का महत्वपूर्ण स्थान है । भारतीय तथा पाश्चात्य साहित्य व सन्दर्भों को पढ़ते समय विद्यार्थी विभिन्न अनुवादित रचनाओं को पढ़ते हैं, किन्तु वह अनुवाद तथा अनुवाद की प्रक्रिया व समस्याओं से परिचित नहीं होते हैं । इसलिए इस पाठ्यक्रम को वैकल्पिक कोर्स के रूप में पढ़ाए जाने से न केवल विद्यार्थियों को अनुवाद को समझने में मदद मिलेगी बल्कि उनमें अनुवाद करने का कौशल भी विकसित किया जा सकेगा ।

Course Outcomes:

- अनुवाद का अर्थ परंपरा व महत्त्व का ज्ञान होना
- अनुवाद के विभिन्न सैद्धांतिक पक्षों, प्रक्रिया, प्रकार व सीमाओं का ज्ञान होना
- अनुवाद की व्यावहारिक प्रक्रिया व समस्याओं का ज्ञान होना
- स्वयं अनुवाद करने में सक्षम होना

Modules/ Main modules:

प्रस्तावित पाठ्यक्रम मुख्य रूप से चार मॉड्यूल पर केंद्रित रहेगा -

माड्यूल-1 अनुवाद: एक परिचय

माड्यूल-2 अनुवाद प्रक्रिया एवं प्रविधि

माड्यूल 3 सृजनात्मक साहित्य और अनुवाद

माड्यूल-4 प्रस्तुत मॉड्यूल परियोजना आधारित होगा जिसके अंतर्गत किसी एक साहित्यिक/साहियेतर कृति का निर्धारित शब्द-सीमा के भीतर अंग्रेजी से हिंदी में अनुवाद प्रस्तावित होगा ।

ii) DSE - संगीत और साहित्य - 4 Credits

The course is a 4 credit compulsory courses that will be offered in the 8th Semester from 2025-26. **(Annexure-83).**

Aim: इस पाठ्यक्रम के अध्ययन से विद्यार्थी अपनी सांगीतिक और साहित्यिक काव्य परंपरा का बोध विकसित कर सकेंगे। वे प्राचीन काल में काव्य, गेयता, वाचिकता और श्रुति परंपरा के अंतरसंबंधों को समझ सकेंगे। आधुनिक दौर में साहित्य से संगीत के बदले हुए सम्बन्धों को समझ सकेंगे। फ़िल्म संगीत से साहित्य के बहुविध सम्बन्धों को भी इस पाठ्यक्रम के माध्यम से विद्यार्थी समझ सकेंगे। इस तरह वे अपनी परम्परा में अनुस्यूत अंतरनुशासनिकता का आलोचनात्मक विश्लेषण कर सकेंगे।

Course Outcomes:

- अंतरअनुशासनिक अध्ययन की मनोवृत्ति का विकास
- साहित्य और संगीत के कला-रूपों की समझ
- साहित्य और संगीत के अंतरसंबंधों के इतिहास की समझ

- परंपरा के आलोचनात्मक मूल्यांकन के औजारों का विकास

Modules/ Main modules:

प्रस्तावित पाठ्यक्रम मुख्य रूप से चार मॉड्यूल पर केंद्रित रहेगा -

माड्यूल-1: संगीत व काव्य के सम्बंध की प्राचीन परंपरा

माड्यूल-2: मध्यकालीन संगीत परंपरा व साहित्य

माड्यूल- 3: आधुनिक संगीत व साहित्य

माड्यूल-4: साहित्य और फ़िल्म संगीत

iii) GE – विज्ञापन और हिंदी भाषा - 4 Credits

The course is a 4 credit GE courses that will be offered in the 8th Semester from 2025-26. **(Annexure-84).**

Aim- आजाद भारत में लोकतंत्र की स्थापना के बाद से ही हिंदी साहित्य की बुनावट में कई परिवर्तन देखे जा सकते हैं। एक तरफ जहां सामाजिक-साहित्यिक आंदोलनों और विमर्शों ने हिंदी साहित्य की दशा और दिशा बदलने का महत्वपूर्ण कार्य किया, वहीं विज्ञान और नई तकनीकों ने भी हिंदी के पारंपरिक प्रारूप को बदलने में महत्वपूर्ण भूमिका निभाई। हिंदी के इस बदलते प्रारूप में सिनेमा, मीडिया से लेकर कई अन्य माध्यमों ने अपनी उपस्थिति दर्ज कराई जिसमें विज्ञापन भी आरम्भ से एक महत्वपूर्ण क्षेत्र रहा है। विज्ञापन का इतिहास भले ही इन नवीन तकनीकों से कही पुराना रहा हो लेकिन अपने विकासक्रम में इसने हिंदी साहित्य में अनदेखा न किए जाने वाली उपस्थिति को दर्ज किया है। इस प्रकार विज्ञापन और हिंदी भाषा पाठ्यक्रम का उद्देश्य विद्यार्थियों को विज्ञापन की दुनिया और उसमें हिंदी भाषा की भूमिका के महत्व से अवगत कराना है। इस पाठ्यक्रम के माध्यम से विद्यार्थियों के भीतर विज्ञापन की तकनीकों, भाषा की प्रभावशीलता, और संचार माध्यमों की समझ विकसित करने का प्रयास किया जाएगा।

Outcomes:

- विज्ञापन के इतिहास, विकास और महत्व का ज्ञान होना।
- विज्ञापन के प्रकार, माध्यम (टीवी, रेडियो, प्रिंट, डिजिटल) और उनकी विशेषताओं का ज्ञान होना।
- विज्ञापन में हिंदी भाषा के स्वरूप, प्रकार व भाषागत सीमाओं का ज्ञान होना।
- विज्ञापन की सैद्धांतिक प्रक्रिया व समस्याओं का ज्ञान होना।
- विज्ञापन और हिंदी भाषा के बीच व्यावहारिक प्रशिक्षण और अभ्यास का जो आन होना।

Modules/Main Modules:

प्रस्तावित पाठ्यक्रम को चार मॉड्यूल में विभाजित किया गया है-

मॉड्यूल 1- विज्ञापन : स्वरूप और अवधारणा.

मॉड्यूल 2- विज्ञापन के विविध माध्यम

मॉड्यूल 3- विज्ञापन और हिंदी भाषा

मॉड्यूल 4- हिंदी विज्ञापन निर्माण कार्य

iv) EL - मीडिया और हिंदी - 4 Credits

The course is a 4 credit EL courses that will be offered in the 8th Semester from 2025-26. **(Annexure-85).**

Aim- यह पाठ्यक्रम डॉ.बी.आर अंबेडकर विश्वविद्यालय के विजन के अनुसार अंतरानुशासनिक और चिंतनपरक दृष्टिकोण के अनुरूप होगा। प्रस्तुत पाठ्यक्रम विद्यार्थियों को मीडिया के विभिन्न सिद्धांतों के साथ उनके व्यावहारिक पक्ष से भी परिचित कराएगा। इस पाठ्यक्रम का प्रमुख उद्देश्य विद्यार्थियों को मीडिया और उसके विभिन्न प्रारूपों से परिचित कराना है, जिससे वह मीडिया के महत्त्व को समझते हुए देश की विभिन्न गतिविधियों के प्रति उसके वर्तमान नजरिए से परिचित हो सकें। वर्तमान में हिंदी साहित्य के अंतर्गत मीडिया का एक महत्वपूर्ण स्थान है। अतः इस पाठ्यक्रम को वैकल्पिक कोर्स के रूप में पढ़ाए जाने से न केवल विद्यार्थियों को मीडिया के विभिन्न पक्षों को समझने में मदद मिलेगी बल्कि उनमें मीडिया से जुड़ा कौशल भी विकसित किया जा सकेगा। इस तरह यह एक रोजगारोन्मुख कोर्स भी है ।

Outcomes:

- मीडिया का अर्थ, महत्व और विशेषताओं का ज्ञान होना
- मीडिया के सैद्धांतिक पक्षों व विभिन्न प्रक्रियाओं का ज्ञान होना
- मीडिया की व्यावहारिक प्रक्रिया व सीमाओं का ज्ञान होना
- मीडिया और हिंदी भाषा के अन्तःसंबंध को समझने में सक्षम होना

Modules/Main Modules:

प्रस्तावित पाठ्यक्रम को चार मॉड्यूल में विभाजित किया गया है-

मॉड्यूल 1: जहां तक हिंदी साहित्य का प्रश्न है**,** वह ज्ञान के क्षेत्र में हमेशा से एक महत्त्वपूर्ण विषय रहा है। वहीं मीडिया भी हिंदी साहित्य के आलोचनात्मक मूल्यांकन में आरंभ से ही मदद करता रहा है। अतः मीडिया और हिंदी के रिश्तों की एक मुकम्मल पड़ताल आवश्यक हो जाती है। दूसरी तरफ भारत जैसे बहुभाषीय देश में मीडिया का महत्त्व और उसकी भूमिका और भी बढ़ जाती है, साथ ही उसके संरचनात्मक गठन को समझना भी अति आवश्यक हो जाता है। इसी संदर्भ में प्रस्तावित पाठ्यक्रम का प्रथम मॉड्यूल मीडिया की अवधारणा, प्रकृति, स्वरूप और उसके महत्व पर केंद्रित रखा गया है। इस मॉड्यूल के अंतर्गत छात्र मीडिया की एक व्यापक समझ के साथ उसके विभिन्न पहलुओं से परिचित हो सकेंगे। वर्तमान समय में मीडिया की महत्ता, आवश्यकता और क्षेत्र को देखते हुए

विद्यार्थी इनके विभिन्न आयामों से परिचित हो सकेंगे। विद्यार्थी आने वाले समय में मीडिया की उपादेयता को ध्यान में रखते हुए न केवल एक महत्वपूर्ण पाठ्यक्रम का अध्ययन कर सकेंगे बल्कि इस क्षेत्र में रोज़गार के बेहतर अवसरों की तलाश कर सकेंगे।

मॉड्यूल 2: मीडिया के क्षेत्र में हिंदी की सर्जनात्मक भाषा को लेकर विद्वानों के विभिन्न मत देखने को मिलते हैं। मीडिया की सर्जनात्मकता के अंतर्गत जिस प्रकार से हिंदी भाषा को तात्कालिक यथार्थ व अन्य सामाजिक उपकरणों में पिरो कर प्रस्तुत किया जाता है, वह समाज को एक अलग ही भावबोध पर ले जाता है। एक प्रकार से इस कार्य को भाषा की संप्रेषणशीलता के साथ नवीन प्रयोगों की कोटि में रखा जा सकता है। इलेक्ट्रॉनिक और सोशल मीडिया में यह बात और भी सटीक बैठती है। अत: इस भाषिक क्षेत्र में मीडिया की अपेक्षाएं और भी गंभीर हो जाती हैं, साथ ही यह हिंदी भाषा के विस्तार और सीमाओं को भी तय करने वाला क्षेत्र बन जाता है। इस मॉड्यूल के अंतर्गत मीडिया की इसी सर्जनात्मक हिंदी भाषा को केंद्र में रखते हुए इसके विभिन्न आयामों को स्पष्ट करने का प्रयास किया जाएगा। इसके अलावा साहित्यिक हिंदी से इसकी भिन्नता को विश्लेषित करने का प्रयास किया जाएगा।

मॉड्यूल 3: यह मॉड्यूल विद्यार्थियों को मीडिया के प्रिंट और इलेक्ट्रॉनिक आयामों से संबंधित विभिन्न सैद्धांतिक पक्षों से अवगत कराएगा और इसके साथ ही इनके व्यावहारिक प्रयोगों द्वारा इस क्षेत्र में कौशल विकसित करने में भी मदद करेगा । साहित्य के अतिरिक्त प्रशासन, बैंकिंग, प्रोद्यौगिकी, पर्यटन राजनीति और अन्य आर्थिक व सामाजिक क्षेत्रों में भी मीडिया की आवश्यकता दिन-प्रतिदिन बढ़ती जा रही है। प्रस्तावित मॉड्यूल का उद्देश्य विद्यार्थियों को प्रिंट और इलेक्ट्रॉनिक मीडिया के विभिन्न प्रारूपों से परिचित कराते हुए वर्तमान समय में उनकी महत्ता एवं आवश्यकता से परिचित कराना भी है, जिससे विद्यार्थी आने वाले समय में मीडिया के नवीन प्रारूपों को ध्यान में रखते हुए उस पर एक तर्कसम्मत विचार रख सकें।

मॉड्यूल 4: प्रस्तावित मॉड्यूल सोशल मीडिया के हिंदी प्रारूप पर आधारित रहेगा। इसके अंतर्गत सोशल मीडिया के विभिन्न प्रकारों एवं पक्षों से विद्यार्थियों को परिचित कराया जाएगा। इसके अतिरिक्त प्रस्तुत मॉड्यूल में सामाजिक प्रक्रिया के विभिन्न स्तरों पर सोशल मीडिया के इन प्रारूपों की भूमिका को सैद्धांतिक और प्रायोगिक स्तर पर समझने का प्रयास किया जाएगा। सोशल मीडिया के विभिन्न प्रारूपों के विश्लेषण के साथ ही समाज में इसके सकारात्मक और नकारात्मक प्रभाव की विस्तृत विवेचना और चर्चा भी इस मॉड्यूल में की जाएगी।

v) Dissertation Writing / Seminar paper - 6 Credits

The course is a 6 credit Dissertation Writing / Seminar Paper courses that will be offered in the 8th Semester from 2025-26.

The recommendations made by the Board of Studies regarding introduction of new courses in the 6th, 7th and 8th Semester of BA(Hindi) Programme were placed before the Academic Council in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The recommendations made by the Board of Studies, School of Vocational Studies were placed before the Academic Council for deliberations and consideration. After due deliberations, the Academic Council resolved to:-

i) **Change the nomenclature of the module mentioned at Sl No.(v) may be revised from EL - कंप्यूटर और हिंदी भाषा - 4 Credits to EL-Digital Tools and Hindi Bhasha.**

ii) **Change the nomenclature of the Indian Knowledge System (IKS) may be changed to Bharat Knowledge System (BKS).**

iii) **Approve the recommendations made by the Board of Studies, School of Letters regarding introduction of new courses in the 6th, 7th and 8th Semester of BA(Hindi) Programme with the aforesaid suggestions mentioned at Sl No.(i) and (ii), in light of the Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.**

Agenda No.38.35: To consider the recommendations made by the Board of Studies, School of Letters regarding introduction of new courses in the Ph.D. (Hindi) Programme.

It was submitted to the Academic Council that the Board of Studies of the School of Letters in its 13th meeting held on 20.12.2024 (**Annexure-74)** had deliberated on the introduction of new courses in Ph.D. (Hindi) Programme in light of the NEP 2020. The details of the courses are as under:-

Ph.D. (Hindi)

iv) शोध प्रविधि - 4 Credits

The course is a 4 credit courses that will be offered in the Ph.D. from 2025-26. **(Annexure-86).**

Aim: यह पाठ्यक्रम छात्रों को शोध प्रक्रिया को व्यवस्थित और वैज्ञानिक रूप से समझने और लागू करने में मदद करता है।शोध प्रविधि छात्रों को वैज्ञानिक दृष्टिकोण से सोचने, समस्या को पहचानने और उसका समाधान खोजने में सहायता करता है।यह उन्हें अनुसंधान के दौरान वस्तुनिष्ठ और तर्कसंगत बने रहने में मदद करता है। शोध प्रविधि का ज्ञान छात्रों को सटीक और मानकीकृत तरीके से शोध कार्य करने में सक्षम बनाता है।

प्रत्येक मानवीय प्रयास के मूल में कोई न कोई उद्देश्य आवश्यक होता है। शोध का क्षेत्र विस्तृत एवं व्यापक है। शोध की दृष्टि सर्वभौमिक होती है। शोध की गुणवत्ता एवं महत्ता को यह पाठ्यक्रम

प्रकाश में लाएगा। शोध अध्ययन की बारीकियों को विश्लेषित करते हुए शोध के नवीन को उद्घाटित करना इस पाठ्यक्रम का उद्देश्य है। इस पाठ्यक्रम का उद्देश्य विद्यार्थियों में व्यापक शोध दृष्टि विकसित कर उन्हें एक बेहतर शोधार्थी के रूप में तैयार करना है ताकि समाज को शोध में नवीन परिणाम प्राप्त हो सकें।

Outcomes:

1. शोध प्रबन्ध लेखन की प्रविधि से परिचित हो सकेंगे।
2. अन्तविद्यावर्ती शोध के माध्यम से विभिन्न विषयों के साहित्य एवं भाषा से परिचय हो सकेंगे।
3. शोध प्रबन्ध लेखन के साथ तकनीकी ज्ञान प्राप्त हो सकेगा। शोध लेखन की गुणवत्ता एवं सपयोगिता से परिचत हो सकेंगे।

Modules/Main Modules:

प्रस्तावित पाठ्यक्रम को पाँच मॉड्यूल में विभाजित किया गया है-

माड्यूल 1 **शोध स्वरूप**

माड्यूल 2 **शोध के प्रकार**

माड्यूल 3 **विषय चयन तथा शोध-विधि**

माड्यूल 4 **विषय-प्रतिपादन की पद्धति**

माड्यूल 5 **हिन्दी कम्प्यूटिंग**

v) पाठालोचन - 4 Credits

The course is a 4 credit courses that will be offered in the Ph.D. from 2025-26. **(Annexure-87).**

Aim: पाठालोचन पाठ्यक्रम पीएच.डी हेतु एक महत्वपूर्ण भूमिका निभाएगा, क्योंकि यह शोध और अकादमिक अध्ययन में गहराई और विश्लेषणात्मक दृष्टिकोण को बढ़ावा देता है। साथ ही पाठालोचन के माध्यम से शोधार्थी प्राचीन, मध्यकालीन और आधुनिक ग्रंथों के मूल रूप, उनके परिवर्तन, और उनकी व्याख्या को समझ पाते हैं। इससे ग्रंथ के संदर्भ और समय-काल की सही जानकारी मिलती हैऔर शोध के दौरान ग्रंथों की प्रामाणिकता और उनके ऐतिहासिक या सांस्कृतिक महत्व को परखने का अवसर मिलता है। पाठालोचन यह सुनिश्चित करता है कि शोध में प्रयुक्त सामग्री सही और सटीक हो।ग्रंथ की भाषा, शैली और रचना का विश्लेषण करना पाठालोचन का मुख्य उद्देश्य होता है। यह शोधार्थी को साहित्यिक और भाषायी विकास को समझने में मदद करता है।

Outcomes :

1. पाठालोचन यह समझने में सहायता करता है कि विभिन्न ग्रंथ एक-दूसरे से कैसे प्रभावित हुए हैं और उनके बीच क्या संबंध हैं। यह साहित्य और विचारधारा के विकास का अध्ययन करने में सहायक है।

2. पाठालोचन से शोधार्थी में आलोचनात्मक दृष्टिकोण का विकास होता हैं, जिससे उनका शोध अधिक गहन और तर्कसंगत बनता है।
3. पाठालोचन अध्ययन के दौरान विभिन्न दृष्टिकोणों और व्याख्याओं को समझने का अवसर देता है, जो शोध को व्यापकता प्रदान करता है।
4. पाठालोचन के माध्यम से शोधार्थी न केवल ग्रंथों को समझते हैं, बल्कि उनमें नए विचार और व्याख्याएँ प्रस्तुत कर सकते हैं।

Modules/Main Modules:

प्रस्तावित पाठ्यक्रम को चार मॉड्यूल में विभाजित किया गया है-

माड्यूल 1 पाठालोचन :अवधारणा और स्वरूप

माड्यूल 2 पाठालोचन के सिद्धांत

माड्यूल 3 पाठालोचन की पद्धतियाँ

माड्यूल 4 पाठालोचक के गुण

vi) हिंदी साहित्य इतिहास के पुनर्लेखन की समस्थाएँ - 4 Credits

The course is a 4 credit courses that will be offered in the Ph.D. from 2025-26. **(Annexure-88).**

Aim: 'हिंदी साहित्य इतिहास के पुनर्लेखन की समस्याएं' पाठ्यक्रम उच्च शिक्षा में शोध और नवाचार को बढ़ावा देने के लिए एक महत्वपूर्ण आधार है। इस पाठ्यक्रम का उद्देश्य विषय की गहराई में जाकर नए दृष्टिकोण और विचारों को विकसित करना है। यह छात्रों को स्वतंत्र रूप से शोध करने और उनमें नए निष्कर्ष प्रस्तुत करने की योग्यता विकसित करेगा। इस पाठ्यक्रम के अंतर्गत मुख्य उद्देश्य साहित्य, भाषा और समाज के विभिन्न पहलुओं का विश्लेषण कर उन्हें संरक्षित और संवर्धित करना तथा शोध के माध्यम से समाज के समसामयिक मुद्दों का समाधान प्रदान करना है।

Outcomes:-

1. विद्यार्थी शोध के लिए आवश्यक गहराई, तर्क, और व्यवस्थित सोच की क्षमता विकसित कर पाएंगे ।
2. किसी विशेष क्षेत्र में गहन अध्ययन से उस क्षेत्र में नए दृष्टिकोण और सूचनाओं का विकास होना।
3. शोध के परिणामस्वरूप समाज के विभिन्न क्षेत्रों में नए विचार और नवाचारों विकसित होंगे।
4. शोधकर्ता जटिल समस्याओं को पहचानने और उनका समाधान निकालने में निपुण होंगे।
5. शोधार्थी समाज के सांस्कृतिक, आर्थिक, और शैक्षिक विकास में योगदान दे सकेंगे।

Modules/ Main modules:

प्रस्तावित पाठ्यक्रम मुख्य रूप से तीन मॉड्यूल पर केंद्रित रहेगा -

मॉड्यूल 1– हिंदी साहित्य के इतिहास लेखन की परम्परा

मॉड्यूल 2- हिंदी साहित्य के इतिहास लेखन की समस्याएं

मॉड्यूल 3- हिंदी साहित्य इतिहास के पुनर्लेखन की समस्याएं

vii) प्रायोगिक पक्ष और समीक्षा - 4 Credits

The course is a 4 credit courses that will be offered in the Ph.D. from 2025-26. **(Annexure-89).**

Aim: प्रायोगिक पक्ष और समीक्षा किसी भी कार्य या अध्ययन को अधिक प्रभावी, सटीक और उपयोगी बनाने के लिए अनिवार्य हैं। प्रायोगिक पक्ष अनुसंधान को यथार्थता प्रदान करता है, जबकि समीक्षा कार्य की गुणवत्ता और विश्वसनीयता को सुनिश्चित करती है।

Outcomes :

1. सिद्धांतों और विचारों की पुष्टि के लिए ठोस प्रमाण मिलते हैं। कार्य में पाई गई खामियों को पहचानकर उसे बेहतर बनाया जा सकता है।
2. बेहतर दृष्टिकोण और कार्यान्वयन के लिए नए विचार मिलते हैं।
3. अलग-अलग दृष्टिकोण से अध्ययन के महत्व को समझने में मदद मिलती है।
4. भविष्य के अनुसंधान में कार्य करने के लिए दिशानिर्देश और आधार मिलेगा और गुणवत्ता, नवाचार, और प्रभावशीलता में वृद्धि होगी।

Modules/ Main modules:

प्रस्तावित पाठ्यक्रम मुख्य रूप से चार मॉड्यूल पर केंद्रित रहेगा -

माड्यूल-1: शोध पत्र प्रस्तुतीकरण, सेमिनार प्रतिभागिता

माड्यूल-2: शोध-प्रस्ताव का निर्माण करना

माड्यूल- 3: शोध विषय से सम्बद्ध किसी एक विषय पर शोध-पत्र का लेखन और प्रस्तुतीकरण

माड्यूल- 4: हिन्दी की किसी चुनी हुई पुस्तक की समीक्षा / पुनर्पाठ

The recommendations made by the Board of Studies regarding introduction of new courses in the PhD.(Hindi) Programme are placed before the Academic Council in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, School of Letters. After due deliberations, the Academic Council resolved to approve the recommendations made by the Board of Studies regarding introduction of new courses in the PhD.(Hindi) Programme are placed before the Academic Council in light of Section

24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

The Academic Council further recommended the School to report the details and modalities of the Ph.D.Programme to the Standing Committee on Research (SCR).

Agenda 38.36: To consider the engagement of Graduate Apprentice Trainee under National Apprenticeship Training Scheme in compliance with the provisions of the Apprenticeship Act, 1961 & the Apprenticeship Rules 1992 as amended from time to time along with allocation of fund.

The Academic Council was informed about the letter No.Ref.No.BT/AA/Notice/52562 dated 03.02.2025 **(Annexure-90)** received from the Board of Apprenticeship Training (Northern Region) regarding compliance for the provisions of the Apprentices Act, 1961 and the Apprenticeship Rules, 1992 as amended till date in relation to Apprentices having qualification of Graduate and Diploma (Engineering/Non-Engineering stream). It was informed that the University, in compliance to the BoAT letter dated 03.02.2025 has registered on the BoAT portal as an establishment with enrolment ID "NDLCDS098750". The letter dated 03.02.2025 further laid down the following provisions:-

1.As per the Apprenticeship Act, 1961 & the Apprenticeship Rules, 1992 amended from time to time, the University needs to engage Graduate Apprentice Trainee from a minimum of 2.5%(10 nos.) and max. 15% (59 nos.) of total strength of manpower (393) which is a mandatory condition for registered establishment, which includes Diploma and Graduate (Engineering & Non Engineering).

2. As the university offers maximum graduation courses, the minimum stipend of Rs. 9,000/- will be paid per month to the apprentices who will be engaged in the first year and there shall be increase of 10% & 15% in the prescribed minimum stipend respectively for second and third year.

3.As per proposal examined by the Internal Finance Division and as approved by the Competent Authority, the engaged Graduate Appentice Trainee will be paid a minimum stipend of Rs.9000/- per month, out of which half of the stipend i.e., Rs.4500 is to be paid by the University and the rest Rs. 4500 is to be paid by Government Share through DBT transfer for the first year.

4.For engagement of Graduate Apprentices for financial year 2025-26, the financial liability to engage 10 apprentices (min.) from the University side will come to **Rs.4500x10x12=Rs.540000/- (Min.) for first year**, for which demand has been raised to the Finance Division for inclusion in BE/RE 2025-26 for the first year.

Decision: The Academic Council deliberated on the engagement of Graduate Apprentice Trainee under National Apprenticeship Training Scheme in compliance with the provisions of the Apprenticeship Act, 1961 & the Apprenticeship Rules 1992 as amended from time to time along with allocation of fund. After due deliberations, the Academic Council resolved to approve the proposal regarding engagement of Graduate Apprentice Trainne under NATS and recommended to place the same before the Finance Committee and Board of Management for considerations and deliberations.

Agenda 38.37: To consider the recommendations made by the Board of Studies, School of Development Studies for opting of at least 50% of the electives course from the programmes offered by the School.

It was submitted to the Academic Council that the Board of Studies, School of Development Studies in its 7th Meeting held on 04.02.2025 (**Annexure-91)** had deliberated on the elective courses offered by the School of Development Studies (SDS). The School of Development Studies offers elective courses only in the third and fourth semesters except the course title Dissertation Writing Workshop (DWW) and the actual dissertation writing. Currently, the students in the third and fourth semesters can opt for electives from any of the Masters Programmes of the university including Development Studies. Over the years it has been noticed that an increasing number of students has started opting all four or three elective courses from outside the programme for different reasons. This is quite problematic especially from the point of view of the programme's authenticity. Moreover, this creates challenges for the faculty workload within the programme as well. It needs to be mentioned here that in most of the programmes this option of choosing electives from other disciplines is limited. Given this, the SDS faculty proposes that each student has to opt at least 50 percent of the electives from within the programme in each semester.

The recommendations made by the Board of Studies, School of Development Studies(SDS) for opting of at least 50% of the electives course by the students from the programmes offered by the School were placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(1)(xiv) and 24(1)(xvi) of Dr.B.R.Ambedkar University Delhi Act, 2007**.**

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, School of Development Studies. After due

deliberations, the Academic Council resolved to approve the recommendations made by the Board of Studies for opting at least 50% of the electives course by the students from the programmes offered by the School in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Agenda 38.38: To consider the recommendation made by the BoS regarding two MA courses to be offered as PhD bridge courses for the PhD programme of the school

It was submitted to the Academic Council that the Board of Studies, School of Development Studies in its 7th meeting held on 04.02.2025 (**Annexure-91)** had deliberated and considered the following courses of the PhD Programme under PhD in Development Studies:
31A. Consideration of PhD courses under the PhD in Development Studies placed at **Annexure-92 & Annexure-93.**

i. Understanding Ambedkar on Politics & Society - is a two credit course which conceived to introduce Ambedkar's ideas and his broader political theory and relevance in contemporary India, by reading and understanding some of his key texts. The central thrust of the course is to understand Ambedkar on the idea of nation and nationhood and how the same intersect with the idea of democracy in India. With an emphasis on the social conditions necessary for the functioning of constitutional democracy, the course will particularly discuss the precolonial, colonial and postcolonial unfolding of our political democracy. In this proposed course Ambedkar's concept of untouchability, nation, state, democracy, law and constitutionalism are to be pedagogically read and interpreted. 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.

Objectives of the Course:

1. To enable students becoming more informed about the debates around the idea of nation and nationalism with a partuclar focus on untouchability and caste system
2. To make the learning ability of students more tolerant and sensitive to the otherwise marginalized discourse around Ambedkar thoughts and philosophy.
3. 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.

Expected learning outcomes:

Upon completion of this course, it is hoped that a student will develop an in-depth understanding about the ideas and philosophy of Ambedkar. A student is thus expected to develop a critical insight in to the functioning of the social in the widest

possible sense and how this complex and diverse social could function with a more reasoned and progressive politics of social justice.

ii. Process and Manifestations of Prejudice - is a four credit course which talks about The world today is increasingly facing conflict manifested through instances of xenophobia, racial hatred, ethnic violence, misogyny, and caste violence. On numerous such instances, the studies indicate and it has been observed that the discrimination and violence arising from a situation of conflict are not only overtly witnessed, but are increasingly seen receiving political endorsement. In such a scenario studying the linkages between the process of prejudices and its manifestations are indispensable. Much of the focus on this aspects of discrimination have been at the heart of the work done by political psychologist and has broadly centered on racism and the racial discrimination. Such an immense corpus of work in this area, although, overlooks the fault lines that feeds in to the formation of a prejudiced political economy and that requires a careful and perceptive analysis on our part. The basic aim and the purpose of this course is to look in to the social foundations of prejudices and its manifestations in modern times. The course will attempt to locate the stereotypes and prejudices using the available theories on the nature of human prejudice and would juxtapose it with classic texts from the field of political theory that deals with the human agency in the formation of political society. Emphasis will be given on the process of racial othering, entrenched patriarchy, the concept of graded inequality embedded in the social structure, along with the systemic post-colonial structures in the world and the issues arising from the coming together of multi ethnic and multicultural communities today.

Objectives of the Course:

1. To familiarize students with the literature on prejudice, particularly regarding the origins and forms of prejudicial behavior.
2. To firm up students' understanding on the role of the public institutions in transmitting the norms related to social prejudice and how it all in the end feeds in to our political system.
3. Finally, making the participants familiar with the most effective methods of prejudice reduction and imparting an understanding on the ethical and normative debates from the studies on social prejudices.

Expected learning outcomes:

Upon completion of this course, student will develop an in-depth understanding about the working of the prejudice and its linkages with the political. A student is thus expected to develop a critical insight in to the functioning of the social in the widest possible sense and how could the resulting prejudiced politics be countered through a more reasoned and progressive politics of social justice. The course will enable them to have far more broad view of social tensions while contributing to their future research projects.

The recommendations made by the Board of Studies, School of Development Studies (SDS) regarding courses of of the PhD Programme under PhD in Development Studies (SDS) were placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, School of Development Studies. After due deliberations, the Academic Council resolved that the agenda be reviewed by the School of Development Studies. The Academic Council further authorized the Vice Chancellor to take further necessary action in the matter.

The Academic Council also recommended the School to report the details and modalities of the Ph.D.Programme and Ph.D bridge courses to the Standing Committee on Research (SCR) after review.

Agenda No 38.39: To consider the recommendations made by the Board of Studies, School of Public Policy & Governance (SPPG) regarding approval of the Indian Knowledge Systems course "Social Vision of Sant-poets of India".

It was submitted to the Academic Council that the Board of Studies, School of Public Policy & Governance (SPPG) in its 3rd meeting held on 05.03.2025 (**Annexure-94)** had recommended the following Indian Knowledge System course under the MA/MPH Programme of School of Public Policy & Governance (SPPG) (**Annexure-95).**

i. "**Social Vision of Sant-poets of India":** This course is about looking at inclusive imagination of society in select Sant traditions of early modern India. These traditions are important for students of public policy and public health to imagine the possibilities of creating social conditions that foster an inclusive society through public action. This course looks specifically into the values and ideas promoted by Namdev, Kabir, Ravidas, Tukaram and Soyrabai particularly to highlight how their respective traditions promoted inclusive social life and to impel the contemporary social life towards such an inclusive society.

Objectives of the Course:

1. To get introduced to values and ideas promoted by select Sant traditions from early modern India
2. To elaborate the relevance of these values of inclusivity to develop an inclusive social vision of contemporary society.

Learning Outcomes:

On completion of this course students are expected to

1. Gain a conceptual understanding on inclusive social vision of select Sant traditions

2. Appreciate the importance of such social vision for inclusive policy making

The recommendations made by the Board of Studies, School of Public Policy and Goverance were placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(1)(xiv) and 24(1)(xvi) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, School of Public Policy & Governance (SPPG). After due deliberations, the Academic Council resolved to approve the recommendations made by the Board of Studies rearding approval of the Indian Knowledge Systems course "Social Vision of Sant-poets of India" in light of Section 24(1)(vi), 24(1)(xiv) and 24(1)(xvi) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Agenda No.38.40: To consider the recommendations made by the Board of Studies, School of Public Policy & Governance (SPPG) regarding approval of the revised third semester programme structure of MA in Public Policy and Governance (MA PPG) Programme.

It was submitted to the Academic Council that the Board of Studies, School of Public Policy & Governance (SPPG) in its meeting held on 31.05.2025 (**Annexure-96)** had recommended the following revised third semester programme structure of MA in Public Policy and Governance (MA PPG) Programme of School of Public Policy & Governance (SPPG) (**Annexure-97 & Annexure-98.**

Semester-I	Semester-II	Summer Break	Semester-III	Semester-IV
Introduction to Public Policy (4 credits)	Introduction to Data Analysis and Database (4 credits)	Internship (6 credits)	Programme Evaluation (4 credits)	Elective 4 (4 credits)
The Indian Society: Themes and Perspectives (4 credits)	Public Policy Processes and Institutions in India (4 credits)		Politics of Social Policy: A Comparative Historical Perspective (4 credits)	Elective 5 (4 credits)
The State, Governance, and Policymaking (4 credits)	Inclusive Social Policies: Issues and Challenges (4 credits)		Elective 1 (4 credits)	Dissertation (8 credits)

Economics for Policy Studies (4 credits)	Qualitative Research Methods (2 credits)		Elective 2 (4 credits)	Dissertation Writing Workshop (2 credits)
	Economic Development in Developing Countries (4 Credits)		Elective 3 (4 credits)	
			Policy Hub (2 credits)	
16 (credits)	18 (credits)	6 (credits)	22 (credits)	18(credits)

The recommendations made by the Board of Studies, School of Public Policy and Goverance regarding approval of the revised third semester programme structure of MA in Public Policy and Governance (MA PPG) Programme placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(1)(xiv) and 24(1)(xvi) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, School of Public Policy & Governance (SPPG). After due deliberations, the Academic Council resolved to approve the recommendations made by the Board of Studies regarding approval of the revised third semester programme structure of MA in Public Policy and Governance (MA PPG) Programme in light of Section 24(1)(vi), 24(1)(xiv) and 24(1)(xvi) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Agenda No.38.41: To consider the recommendations made by the Board of Studies, School of Public Policy & Governance (SPPG) regarding the outline of the course "Policy Hub" MAPPG Core MAPPG, 2 Credits.

It was submitted to the Academic Council that the Board of Studies, School of Public Policy & Governance (SPPG) in its meeting held on 31.05.2025 (**Annexure-96)** had recommended the **outline of the course "Policy Hub" MAPPG Core MAPPG, 2 Credits at placed at (Annexure-99).**

The recommendations made by the Board of Studies, School of Public Policy and Goverance regarding regarding the outline of the course "Policy Hub" MAPPG Core MAPPG, 2 Credits were placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(1)(xiv) and 24(1)(xvi) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, School of Public Policy & Governance (SPPG). After due deliberations, the Academic Council resolved to approve the recommendations made by the Board of Studies regarding the outline of the course "Policy Hub" MAPPG Core MAPPG, 2 Credits in light of Section 24(1)(vi), 24(1)(xiv) and 24(1)(xvi) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Ratification Items

Agenda No 38.42: To ratify the decision taken by the Competent Authority in approving the recommendations of Board of Studies of regarding six courses offered under existing BA Programmes of School of Global Affairs and introduction of pre-approved course in place of Histories of Marginalisation

It was submitted to the Academic Council that the Board of Studies of School of Global Affairs in its 13th meeting held on 9th December 2024 **(Annexure-100)** had deliberated and recommended the following 6 courses in existing BA Programmes to be placed for approval:

i. BA Sem-6 DSC (BASS) Global Perspectives of Development - is a four credit core course which the key theories on development and the politics of it especially from the perspective of the Global South in the recent century **(Annexure-101).**

ii. BA Sem-6 DSC (BASU) Urban Health - is a four credit core course presents health through urban lenses by exploring health and well-being as an outcome of the complexities of the urban way of life, and how health justice may be ensured through structural and non-structural interventions. (**Annexure-102).**

iii. BA Sem-6 DSE (BASU & BASS) Understanding Caste in the City is a four credit elective course which talks about the caste system is an oldest form of social stratification in India which not only grades people one above the other by birth but also treat many as untouchables. There is a popular narrative that caste is more visible in the rural context and near invisible in urban areas. (**Annexure-103).**

iv. BA Sem-6 MDC Sociology (BASS & BASU) Social Movements - is a four credit MDC course which talks about Social movements in last few decades have emerged as the major area of scholarly research and theoretical enquiries in the domain of social science in general, and sociology in particular. (**Annexure-104).**

v. BA Sem-6 MDC History (BASS & BASU) Histories of Marginalisation

vi. BA Sem-2 DSC (BAGS) International Relations And Diplomacy: History, Theory And Practices is a four credit core course which will explore the impact of global history on contemporary international relations, diplomacy and India's interactions globally. It will delve into the history of colonialism, imperialism, and anti-colonial struggles that have significantly shaped the modern world. **(Annexure-105).**

It is submitted that the School of Global Affairs had sought the approval of the Competent Authority for placing the same before the Academic Council. However, the Competent Authority has not approved the course titled Histories of Marginalisation and suggested to replace the same with another course. In accordance with the suggestions and recommendations, the School has changed the course as "**Decolonisation of History"**, which is a pre-approved course.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, School of Global Affairs. After due deliberations, the Academic Council ratified the decision taken by the Competent Authority in approving the recommendations of Board of Studies regarding five courses(Sl No.(i),(ii), (iii), (v), (vi)) offered under existing BA Programmes of School of Global Affairs. As far as course at Sl No. (iii) is concerned, the Academic Council recommended to review the course titled "Understanding Caste in the City", revise its title, and place the same before the Academic Counil in its next meeting.

Agenda No 38.43: To ratify the decision taken by the Competent Authority in approving the recommendation of Board of Studies regarding adoption of following approved courses in the three BA programmes of SGA.

It was submitted to the Academic Council that the Board of Studies of School of Global Affairs in its 13th meeting held on 9th December 2024 (**Annexure-100)** had deliberated and recommended the following approved courses in three BA Programmes of the School of Global Affairs.

i. BA Sem-6 MDC Sociology (BASS & BASU) Sociological Theory (from BA Sociology SUS sem-5)
ii. BA Sem-6 MDC History (BASS & BASU) Modern and Post-Modern World (1750-2010)
iii. BA Sem-6 DSC (BASS) Religion and Society (from BA Sociology SUS sem-6)
iv. BA Sem 6 Course Political Thought in Contemporary India (MDC Political Science BA SU and SS) from BA SSH (SUS)

The decision taken by the Competent Authority in approving the recommendation made by the Board of Studies was placed before the Academic Council for ratification. After due deliberations, the Academic

Council ratified the decision taken by Competent Authority in approving the recommendation of Board of Studies regarding adoption of the approved courses with the recommended changes in the three BA programmes of SGA.

Agenda 38.44: To ratify the decision taken by the Competent Authority in approving the recommendation of Board of Studies regarding adoption of following MOOC courses for BA Value Added Courses (VAC)

It was submitted to the Academic Council that the Board of Studies of School of Global Affairs in its 13th meeting held on 9th December 2024 (**Annexure-100)** had deliberated and recommended the following MOOC courses for BA Value Added Courses (VAC) (**Annexure-106).**

i. Yoga for Concentration (credit-4)
ii. Yoga for Stress Management (credit-4)
iii. Overview and Perspectives of Values (credit-4)
iv. Group Dynamics (Credit-2 Jan-March 2025); and Science of Happiness and Well-being (credit-2 Feb-April 2025)

The decision taken by the Competent Authority in approving the recommendation of Board of Studies regarding adoption of following MOOC courses for BA Value Added Courses (VAC) is placed before the Academic Council for ratification.

Decision: The Academic Council ratified the decision taken by the Competent Authority in approving the recommendationmade by the Board of Studies regarding adoption of MOOC courses for BA Value Added Courses (VAC).

Agenda No 38.45: To ratify the decision taken by the Competent Authority in approving the recommendation of Board of Studies regarding placement/adoption of courses into the 6th semester of BA programmes of the School as per NEP revision.

It was submitted to the Academic Council that the Board of Studies of School of Global Affairs in its 13th meeting held on 9th December 2024 (**Annexure-100)** had deliberated and recommended placement/adoption of the following courses into the 6th semester of BA programmes (BAGS, BASU and BASS) of the School as per NEP revision.

6th SEMESTER BA COURSES		**Approval status**
BAGS (3DSC, 2GE)		
DSC13	Political Economy of Global Commodities	Approved
DSC14	Global Environmental Change	Approved
DSC15	Age of Digital Global	Approved

GE (Any two)	(Pol. Sc.) South Asian Trajectories of Modern State	Approved
	(History) Decolonisation in History	Approved
	(History) Modern and Post Modern World (1750-2010)	Approved (to be adopted from SUS)
BASU (2DSC, 1DSE, 2MDC/GE)		
DSC12	Urban Management and Finance	Approved
DSC13	Urban Health	To be approved
DSE2 (Any one)	Understanding Caste in the City	To be approved
	Urban Rural Linkages	Approved
BASS (2DSC, 1DSE, 2MDC/GE)		
DSC12	Global Perspectives of Development	To be approved
DSC13	Religion and Society	Approved (to be adopted from SUS)
DSE2 (Any one)	Understanding Caste in the City	To be approved
	Linguistic Diversity and Human Rights	Approved
MDC/GE (BASS & BASU) (2 courses)		
MDC	(Sociology) Sociological Theory	Approved (to be adopted from SUS)
	(Sociology) Social Movements	To be approved
	(Pol. Sc.) Political Thought in Contemporary India	Approved (to be adopted from SUS)
	(Pol. Sc.) South Asian Trajectories of Modern State	Approved
	(History) Decolonisation in History	Approved
	(History) Modern and Post Modern World (1750-2010)	Approved (to be adopted from SUS)

The decision taken by the Competent Authority in approving the recommendations of Board of Studies, School of Global Affairs regarding placement/adoption of courses into the 6th semester of BA programmes (BAGS, BASU and BASS), of the School as per NEP revision, was placed before the Academic Council for ratification.

Decision: The Academic Council ratified the decision taken by the Competent Authority in approving the recommendations made by the Board of Studies, SGA regarding placement/adoption of courses in the 6th semester of BA programmes of the School as per NEP revision.

Agenda No 38.46: To ratify the decision taken by the Competent Authority in approving the recommendations of Board of Studies of School of

Development Studies regarding adoption of following MOOC courses in different semesters of its MA Programme

It was submitted to the Academic Council that the Board of Studies of School of Development Studies in its 7th meeting held on 04th February 2025 (**Annexure-91)** had deliberated and recommended to adopt the following MOOC courses in different semesters of its MA Programme.

i. Water, Society and Sustainablity, IIT Kharagpur
ii. Cultural Studies, IIT Guwahati
iii. Population and Society, IIT Kanpur
iv. Disability Studies: An introduction, IIT Madras
v. Ecology and Society, IIT Guwahati
vi. Concepts and Theories, IIT Madras

The decision taken by the Competent Authority in approving the recommendations of Board of Studies of School of Development Studies regarding adoption of following MOOC courses in different semesters of its MA Programme were placed before the Academic Council for ratification.

Decision: The Academic Council ratified the decision taken by the Competent Authority in approving the recommendations made by the Board of Studies, SGA regarding adoption of MOOC courses in different semesters of its MA Programme.

Reporting Items

Agenda 38.47: To report the decision of the Vice Chancellor in approving the following recommendations of the Standing Committee Student Affairs (SCSA) held on 20.03.2025.

It was submitted to the Academic Council that the Standing Committee Students Affairs in its meeting held on 20.03.2025 had deliberated on the request of Mr. Nishant Mishra, Enrollment Number: SKG192E0062 student of BA(H) English Degree SUS regarding request made by him for extension of one year for completing the degree.

After deliberating the case, the Standing Committee Student Affairs recommended that the request of the student may not be entertained for the following reasons:-

- The student has provided a medical justification while also stating that he was working. The university does not have a provision for a part-time undergraduate program, and all students have to complete their courses as full-time students
- It is not possible within the structure of the university to complete 10 courses within a semester

The recommendations made by the SCSA and approved by the Competent Authority were placed before the Academic Council for information.

Decision: The Acadmeic Council noted the information.

Agenda No.38.48: To Note the signing Memorandum of Understanding (MoU) signed by Dr. B.R. Ambedkar University Delhi (India) with the FinTram Global.

It was informed that Dr.B. R. Ambedkar University Delhi has signed a Memorandum of Understanding (MoU) with the FinTram Global on 08.05.2025 to support a collaborative relationship aimed at enhancing international education in accounting and finance **(Annexure-107)**.
The agenda was placed before the Academic Council for information.

Decision: The Academic Council noted the information.

Table Agenda Items

Agenda No.38.49: To consider the recommendations made by the Board of Studies, School of Liberal Studies regarding starting of new MA in Political Science Programme.

It was submitted to the Academic Council that the Board of Studies of the School of Liberal Studies in its 12th meeting held on 02.06.2025 held on had deliberated on proposals inter-alia proposal regarding commencement of MA in Political Science Programme. The Board of Studies appreciated the idea of introducing a Master's Programme in Political Science and approved the programme with the followowing changes in the programme structure:-

- It was recommended that the credit structure should be equally distributed in each semester.
- It was recommended to introduce a core course on 'Democracy, Politics and the Electoral System'.

The recommendations made by the Board of Studies, School of Liberal Studies were placed before the Competent Authority wherein, it was directed to incorporate the changes as suggested by the Board of Studies. In accordance with the same, the School of Liberal Studies had incorporated the changes. The details of the MA in Political Science Course Structure placed before the Academic Council are as under:-

MA Political Science Programme is a 80 credits programme having 16 courses out of which 11 are compulsory courses having a weightage of 44 credits and remaining 05 are the Optional/Elective Courses having 20 credits. The Programme also comprises of Summer Internship of 04 credits and Written Dissertation of 12 credits. The

following course structure of the MA Political Science Programme was placed before the Academic Council.

Semester-I (20 credits)
Political Ideas and Ideologies
Modern Indian Political Thought
Indian Government and Politics
Theorizing International Relations
International Organizations

Semester-II (20 credits)
Indian and the World
Comparative Political Cultures
Western Political Thought
Summer Internship (4 credits)

Semester-III(24 credits)

Research Method
Dissertation Workshop
Public Administration

Semester-IV (Dissertation 12 credits)

The recommendations made by the Board of Studies and further changes incorporated by the School of Liberal Strudies regarding starting of a new MA in Political Science Programme was placed before the Academic Council in light of Section 24(1)(vi), 24(1)(xiv) and 24(1)(xvi) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, School of Liberal Studies and subsequent changes incorporated by the School regarding commencement of new MA Programme in Political Science. After due deliberations, the Academic Council resolved to approve the recommendations made by the Board of Studies regarding starting of new MA Programme in Political Science, in light of Section 24(1)(vi), 24(1)(xiv) and 24(1)(xvi) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Agenda No.38.50: To consider the recommendations made by the Board of Studies, School of Liberal Studies regarding consideration of new courses namely Digital Sociology in MA Sociology Programme.

It was submitted to the Academic Council that the Board of Studies of School of Liberal Studies had deliberated and recommended the following new course in MA Sociology programme:

i. **Digital Sociology (Elective, 4 credits)**: Grounded in the field of sociology, the course will examine the ways that information and digital technologies are penetrating everyday life at the level of groups, communities and institutions. The production, consumption, circulation and regulation of content embedded in digital technological products will be explored.

Course objectives

The following are the primary objectives of the course:

1. To demonstrate empirical ideas about the relationship between digital technologies and social interactions at the self, interpersonal, community and global levels
2. To identify how digital operates in work, relationships, security and representation–all important dimensions of 'sociological imagination'
3. To exemplify an understanding of how theoretical and methodological tools are used to analyze digital environments and social change
4. To conduct independent research and writing on the ways in which digital technologies are part of and transforming social relations

Expected learning outcomes:

The following will be the expected learning outcomes:

1. Applying the concept of 'sociological imagination' through analyzing and evaluating the impact of digital technologies on individuals and societies in everyday social world
2. Describing the concepts of 'social networks', 'virtual identity', and the 'presentation of everyday life'
3. Evaluating how digital technologies bring about social transformations at diverse levels (i.e. self, community, economy, state).
4. Analysing how digital qualitative research methods can be implemented to explore the relationship between changing social life and digital technologies
5. Understanding how government, corporate and digital think-tanks develop policies, strategies and negotiations with the digital world ethically and effectively

The recommendations made by the Board of Studies and further changes incorporated by the School of Liberal Strudies regarding consideration of new course i.e. Digital Sociology in MA Sociology Programme was placed before the Academic Council in light of Section 24(1)(vi), 24(1)(xiv) and 24(1)(xvi) of Dr. B. R. Ambedkar University Delhi Act, 2007.

Decision: After due deliberations, the Academic Council resolved to approve the recommendations made by the Board of Studies regarding consideration of new course i.e. Digital Sociology in MA Sociology programme, in light of Section 24(1)(vi), 24(1)(xiv) and 24(1)(xvi) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Agenda No.38.51: To deliberate on the Indian Knowledge System (IKS)/ Bhartiya Knowledge System (BKS) courses and development of a course compendium.

A status report on the Indian Knowledge System (IKS)/ Bhartiya Knowledge System (BKS) courses was presented and deliberated during the meeting of the Academic Council. It was informed that a Committee for BKS Courses under the Chairpersonship of the Hon'ble Vice Chancellor, comprising external experts, was constituted on 8 March 2024. Multiple calls inviting course proposals from the various Schools of study at the University were announced by the Committee during 2024 through the Planning Division. Based on their programmatic emphasis, the Schools developed the outlines of BKS courses. The Committee reviewed the courses in three rounds and provided detailed feedback to the Schools. This process spanned over a year, with meetings being held in April 2024, November 2024, and March 2025. A final review was conducted by the Chairperson on 29 May 2025 and the feedback was circulated to the Schools on 30 May 2025 by the Committee Convenor (Dy. Dean, Planning Division).

It was reported that a total of 54 BKS courses (including eight courses adopted from the AICTE IKS courses for BBA) have been proposed by the various Schools of the University and reviewed by the Committee. Of the total 54 courses, 20 courses have already completed the approval process. Eight courses were approved by the BoS of the respective Schools between 2 and 6 June 2025 and were presented for consideration in the 38th Meeting of the AC. The remaining courses are to be reviewed by the respective Boards of Studies.

Decision: The Academic Council deliberated on the BKS courses and appreciated the collective initiative that has led to the development of a unique set of courses. The Council recommended the inclusion of all the courses in the BKS Course Compendium being compiled by the IKS Committee Convenor, once the approval process is complete. It was recommended that the course compendium be designed and printed in collaboration with the Centre for Publishing. The updated status report of the following BKS courses along with the decision taken by the Academic Council is placed as under:

Sl. No.	Course Title	School	Status	Decision at the 38th Academic Council (9 June 2025)
1	Cultural Heritage of India	SHRM	Already existing course	The Academic Council took note of the course status and recommended it for inclusion in the BKS Compendium.
2	Architecture of India	SHRM	Already existing course	The Academic Council took note of the course status and recommended it for inclusion in the BKS Compendium.
3	Art of India	SHRM	Already existing course	The Academic Council took note of the course status and recommended it for inclusion in the BKS Compendium.
4	India and The World: Through the Ages	SHRM	Already existing course	The Academic Council took note of the course status and recommended it for inclusion in the BKS Compendium.
5	Proto-historic Culture and Vedic Age	SHRM	Already existing course	The Academic Council took note of the course status and recommended it for inclusion in the BKS Compendium.
6	Heritage Museum and Management - Concept, Planning and Presentation	SHRM	Already existing course	The Academic Council took note of the course status and recommended it for inclusion in the BKS Compendium.
7	Heritage Planning: Regulation Zoning and	SHRM	Already existing course	The Academic Council took note of the course status and recommended it for inclusion in the BKS

	Management			Compendium.
8	Heritage Tourism and Management	SHRM	Already existing course	The Academic Council took note of the course status and recommended it for inclusion in the BKS Compendium.
9	Public Awareness/Conservation of Archaeological Sites	SHRM	Already existing course	The Academic Council took note of the course status and recommended it for inclusion in the BKS Compendium.
10	Historical Archaeology	SHRM	Already existing course	The Academic Council took note of the course status and recommended it for inclusion in the BKS Compendium.
11	Epigraphy and Numismatics	SHRM	Already existing course	The Academic Council took note of the course status and recommended it for inclusion in the BKS Compendium.
12	Sanskrit Language and Cultural Heritage	SHRM	BoS approved. To be approved at the 38th AC Meeting on 9 June 2025.	The Academic Council approved the course and recommended it for inclusion in the BKS Compendium. [Enclosed at Annexure A]
13	Yoga and Understanding Self	SES	Already approved by the AC	The Academic Council took note of the course status and recommended it for inclusion in the BKS Compendium.
14	Understanding India: Indian Ethos & Knowledge Systems I	SES	Already approved by the AC	The Academic Council took note of the course status and recommended it for inclusion in the BKS Compendium.

15	Understanding India: Indian Ethos & Knowledge Systems II	SES	Already approved by the AC	The Academic Council took note of the course status and recommended it for inclusion in the BKS Compendium.
16	Evolution of Indian Education	SES	Already approved by the AC	The Academic Council took note of the course status and recommended it for inclusion in the BKS Compendium.
17	Being in the World, Knowing the World: Bhakti as Jñāna - Indian Women and their Spiritual Quests	SHS	Already approved by the AC	The Academic Council took note of the course status and recommended it for inclusion in the BKS Compendium.
18	Self and Psychology in the Indian Knowledge Traditions	SHS	Already approved by the AC	The Academic Council took note of the course status and recommended it for inclusion in the BKS Compendium.
19	भारतीय ज्ञान परंपरा: व्यवहार और वैचारिकी (Bhartiya Gyan Parampara: Vyavhar aur Viachariki)	SoL	Already approved by the AC	The Academic Council took note of the course status and recommended it for inclusion in the BKS Compendium.
20	भारतीय ज्ञान परंपरा: अवधारणा और सिद्धांत (Bhartiya Gyan Parampara:	SoL	Already approved by the AC	The Academic Council took note of the course status and recommended it for inclusion in the BKS Compendium.

	Avdharana aur Siddhant)			
21	भारतीय ज्ञान परंपरा (Bhartiya Gyan Parampara)	SoL	BoS approved. To be approved at the 38th AC Meeting on 9 June 2025	The Academic Council approved the course and recommended it for inclusion in the BKS Compendium. [Discussed and enclosed with the Agenda Item 34 (Annexure 75) of the 38th AC]
22	Indian Knowledge Traditions: Skills and Skilling [Formerly titled as: Introduction to Indian Knowledge System in Skill]	SVS	Already approved course. Only the title has been revised based on the feedback given on 30 May 2025. The title to be approved at the 38th AC Meeting on 9 June 2025	The Academic Council approved the course title change from "Introduction to Indian Knowledge System in Skill" to "Indian Knowledge Traditions: Skills and Skilling". The course was recommended for inclusion in the BKS Compendium. [Enclosed at Annexure B].
23	Indian Aesthetics: An Introduction	SCCE	BoS approved. To be approved at the 38th AC Meeting on 9 June 2025	The Academic Council approved the course and recommended it for inclusion in the BKS Compendium. [Enclosed at Annexure C].
24	Production and Redistribution in Ancient India	SDS	BoS approved. To be approved at the 38th AC Meeting on 9 June 2025	The Academic Council approved the course and recommended it for inclusion in the BKS Compendium. [Enclosed at Annexure D].
25	Bharat in World Affairs: Navigating India's International	SGA	BoS approved. To be approved at the 38th AC Meeting on 9 June 2025	The Academic Council approved the course and recommended it for inclusion in the BKS Compendium. [Enclosed at

	Relations			Annexure E].
26	Social Vision of Sant-poets of India	SPPG	BoS approved. To be approved at the 38th AC Meeting on 9 June 2025	It was suggested that Thiruvalluvar be also included in the Sant-poets. The Academic Council approved the course and recommended it for inclusion in the BKS Compendium. [Discussed and enclosed with Agenda Item 39 (Annexure 95) of the 38th AC].
27	Foundations of Bharatiya Political Philosophy and Ethical Consciousness	SUS	BoS approved. To be approved at the 38th AC Meeting on 9 June 2025	The Academic Council approved the course and recommended it for inclusion in the BKS Compendium. [Enclosed at Annexure F].
28	Reading Mahabharat	SUS	BoS approved. To be approved at the 38th AC Meeting on 9 June 2025	The Academic Council approved the course and recommended it for inclusion in the BKS Compendium. [Enclosed at Annexure G].
29	Indian Science, Technology and Medicine	SUS	To be revised by the School	The course to be presented to the AC after the BoS approval by the School.
30	Introduction to Indian Psychology	SUS	To be revised by the School	The course to be presented to the AC after the BoS approval by the School.
31	Indian Economic Thought	SUS	To be revised by the School	The course to be presented to the AC after the BoS approval by the School.
32	Sociology of	SUS	To be revised by	The course to be

	Indian Knowledge Systems		the School	presented to the AC after the BoS approval by the School.
33	Indian Social Thinkers	SLS	To be revised by the School	The course to be presented to the AC after the BoS approval by the School.
34	Sociology of Indian Law	SLPS	To be revised by the School	The course to be presented to the AC after the BoS approval by the School.
35	Jurisprudence of The Mahabharata	SLPS	To be revised by the School	The course to be presented to the AC after the BoS approval by the School.
36	Traditional Knowledge Systems of India	SHE	To be revised by the School	The course to be presented to the AC after the BoS approval by the School.
37	Ecological Thought in Indian Knowledge Systems	SHE	BoS approval in progress	The course to be presented to the AC after the BoS approval by the School.
38	Orientation to IKS and the Classical Thought of India	Deshik	BoS approval in progress (SoL)	The course to be presented to the AC after the BoS approval by the School.
39	Buddhist, Jain, Sikh and Islamic Thought	Deshik	BoS approval in progress (SoL)	The course to be presented to the AC after the BoS approval by the School.
40	History of Ideas and Inter-Civilizational Exchanges	Deshik	BoS approval in progress (SoL)	The course to be presented to the AC after the BoS approval by the School.

41	Bhakti Ideas and Visions of Indian Modernity	Deshik	BoS approval in progress (SoL)	The course to be presented to the AC after the BoS approval by the School.
42	Desh-Bhasha Conceptual Universes	Deshik	BoS approval in progress (SoL)	The course to be presented to the AC after the BoS approval by the School.
43	Indian Science, Technology and Aesthetics	Deshik	BoS approval in progress (SoL)	The course to be presented to the AC after the BoS approval by the School.
44	Indian Ethics	Deshik	BoS approval in progress (SoL)	The course to be presented to the AC after the BoS approval by the School.
45	Colonial Constructions of Indian Society and Tradition	Deshik	BoS approval in progress (SoL)	The course to be presented to the AC after the BoS approval by the School.
46	Practising Decolonisation – Agenda, Thinkers and Debates	Deshik	BoS approval in progress (SoL)	The course to be presented to the AC after the BoS approval by the School.
47	IKS-I: Introduction to Indian Culture and Civilization	SoM (AICTE)	Reporting to the BoS in progress	The course to be presented to the AC after the BoS approval by the School.
48	IKS-II: Indian Culture and Civilisation with its Knowledge Systems and Traditions	SoM (AICTE)	Reporting to the BoS in progress	The course to be presented to the AC after the BoS approval by the School.
49	IKS-III: Vision	SoM	Reporting to the	The course to be

	for a Human Society	(AICTE)	BoS in progress	presented to the AC after the BoS approval by the School.
50	IKS-IV: Indian Science, Engineering and Technology – Past, Present & Future	SoM (AICTE)	Reporting to the BoS in progress	The course to be presented to the AC after the BoS approval by the School.
51	IKS-V: Indian Town Planning and Architecture	SoM (AICTE)	Reporting to the BoS in progress	The course to be presented to the AC after the BoS approval by the School.
52	IKS-VI: Indian Mathematics and Astronomy	SoM (AICTE)	Reporting to the BoS in progress	The course to be presented to the AC after the BoS approval by the School.
53	IKS-VII: Indian Aesthetics (including Music & Musical Instruments) / Arthashastra	SoM (AICTE)	Reporting to the BoS in progress	The course to be presented to the AC after the BoS approval by the School.
54	IKS-VIII: Indian Health, Wellness and Psychology – including Ayurveda	SoM (AICTE)	Reporting to the BoS in progress	The course to be presented to the AC after the BoS approval by the School.

Agenda No.38.52: To take stock of and deliberate on offering the fourth year of the four-year undergraduate programme

The Academic Council took stock of the number of students who have expressed interest in continuing to the fourth year of the FYUP, as per the NEP 2020. It was noted that student interest varies across programmes. In some programmes with lower student strength, fewer than 10 students have opted to continue to the fourth

year. It was discussed that, since the FYUP option was communicated at the time of admission in previous cycles, students who wish to continue to the fourth year will be allowed to do so. To rationalise the faculty workload in offering courses to cohorts smaller than 10, the Schools were advised to also explore other options, such as recommending MOOCs to the students for elective courses.

Decision: After due deliberation, the Academic Council recommended that from the 2025–26 admission cycle onwards, the fourth year of any UG programme will not be offered if fewer than 10 students opt for it. A corrigendum to the Admission Brochure will be issued on the university website by the SS Division on an urgent basis in this regard.

The meeting ended with a vote of thanks.
This issue with the approval of the Competent Authority.

3.7.25

Dr.Navlendra Kumar Singh

Registrar and Secretary to the Academic Council,

Dr.B.R.Ambedkar University Delhi

Dr. B. R. AMBEDKAR UNIVERSITY DELHI
SCHOOL OF EDUCATION STUDIES

Board of Studies Meeting Minutes
December 17, 2024, Lodhi Road Campus

The 23rd Meeting of the Board of Studies (BoS) of the School of Education Studies (SES) was held at 10:30 am on December 17, 2024 in the Reading Room, Lodhi Road Campus, Dr. B. R. Ambedkar University Delhi (AUD). The following were present:

Members of SES Board of Studies

Dr. Sunita Singh Dean (Officiating), SES, AUD	Chairperson
Professor Jyoti Raina Gargi College, University of Delhi	Member
Professor Jyoti Dalal Institute of Home Economics, Professor Jyoti Dalal	Member
Dr. Richa Awasthy School of Management	Member
Dr. Krishna Kalyan Dixit Centre for English Language Education, School of Letters	Member
Dr. Monimalika Day SES, AUD	Member
Dr. Manish Jain SES, AUD	Member

Regrets

Professor Suniti Sanwal Department of Elementary Education, NCERT	Member
Dr. Partha Saha School of Public Policy and Governance	Member
Dr. Shivani Nag SES, AUD	Member

Members of AUD Academic Council
Professor Amit K Mishra
School of Global Affairs

Professor Nakkeeran Nanjappan
School of Public Policy and Governance

Special invitees present in the meeting:
Dr. Gunjan Sharma
Dr. Rishabh K. Mishra
Dr. Prachi Nadda
Dr. Ambika Ram
Dr. Nidhi
Dr. Zahoor Ahmad Mir
Dr. Nisha Kirar
Dr. Minakshi
Dr Mansi Thapliyal

Agenda for the BoS Meeting

I. Courses of Integrated Teacher Education Programmes (BABEd BABEd Secondary)

1. Content-cum-Pedagogy of Geography at Secondary Stage I
2. Content-cum-Pedagogy of Geography at Secondary Stage II
3. Content-cum-Pedagogy of Geography at Secondary Stage III
4. Content-cum-Pedagogy of Political Science at Secondary Stage I
5. Content–cum-Pedagogy of Political Science at Secondary Stage II
6. Content-cum-Pedagogy of Political Science at Secondary Stage III
7. Content-cum-Pedagogy of History at Secondary Stage I
8. Content-cum-Pedagogy of History at Secondary Stage II
9. Content-cum-Pedagogy of History at Secondary Stage III
10. Content-cum-Pedagogy of Economics at Secondary Stage I
11. Content-cum-Pedagogy of Economics at Secondary Stage II
12. Content-cum-Pedagogy of Economics at Secondary Stage III

II. Credits for Disciplinary Courses (Major and Minor)

I. Discussion and feedback on the Courses

Overall Feedback

- The title of all the courses should be phrased according to the NCTE format of "Content cum Pedagogy of ___at Secondary Stage I/I/III"
- The assessment pattern for all courses should be uniform at 50%-50%. These are 2 credit courses and more than two assignments would be unmanageable for the students
- There should be uniformity across courses in placement of objectives/modules/description
- Use of podcasts and cinema in pedagogy could be explored across the courses

1. Content cum Pedagogy of Geography at Secondary Stage I

The course is concerned with exploring the aims and objectives of geography teaching. It is divided into three modules. Module one thoroughly explains changes and challenges to geography education at the world and India level. It shows how geography education is shaped over time and region. Against this backdrop, the second module elaborates on the nature of geographical knowledge presented through the school curriculum at various stages of schooling. The module will focus on visible and invisible factors that overrule the aims and objectives of teaching geography. The last module discusses various pedagogical

approaches and strategies related to teaching geography at the secondary level. This will be done in light of the recommendations given by NEP-2020 and NCFSE-2023

2. **Content cum Pedagogy of Geography at Secondary Stage II**
The course will equip prospective teachers to identify and integrate the teaching-learning resources available in their local environment and online. They will also know how to make resources or tailor existing ones for classroom teaching. It will enable them to critically analyse the text available for teaching geography to make informed decisions about what to teach and how to teach. It will give them hands-on experience of planning lessons for teaching geography at the secondary stage. It will also familiarise them with the ICT-based applications and resources for teaching geography.

3. **Content cum Pedagogy of Geography at Secondary Stage III**
The course will contribute to developing a robust understanding of the assessment and evaluation process related to secondary-level geography teaching. Further, it will enable students to reflect on their emerging professional identity as subject experts and foster their research inclination for geography education.

Feedback on the courses
- References need to be more recent
- Include hours in the module
- ICT resources need to be updated
- Linkages across modules need to be addressed
- Rethink the module on 21st century skills–what do we mean by 21st century; it could be merged with Module 2.
- Focus on school-based projects and reflective learning. A mere focus on skills without critically examining them may not be helpful for the students.
The BoS resolved to recommend the course for the consideration of the Academic Council after revisions were complete.

4. **Content cum Pedagogy of Political Science at Secondary Stage I**
This course introduces students to the methods and principles of teaching Political Science at the secondary level. It covers core pedagogical practices, curriculum design, and approaches to Political Science topics such as democracy, rights, governance, and citizenship. Emphasis is placed on inquiry-based and student-centered instructional techniques.

5. **Content cum Pedagogy of Political Science at Secondary Stage II**
This course highlights the distinct pedagogical requirements for teaching Political Science at the secondary level, utilising concepts from educational psychology, sociology, and philosophy. It focuses on the teachers function as a facilitator of inquiry and critical thinking, in accordance with the National Professional Standards for Teachers (NPST) and the National Mentoring Mission (NMM). The course provides students with the competencies to incorporate innovative pedagogical tactics, foster critical engagement, and conduct action research to enhance teaching practices. It also emphasises the need for continuous professional development (CPD) and the necessity to adapt to the increasing difficulties within the educational sector, especially in the context of the 21st century. In accordance with the National Education Policy (NEP) 2020, the course incorporates competency-based and comprehensive assessment methodologies, prioritising formative assessments that measure conceptual understanding, analytical skills, and critical thinking.

6. **Content cum Pedagogy of Political Science at Secondary Stage III**
This course will motivate students to develop 21st century skills to address various challenges. Students will also understand action research and will be able to conduct it for the improvement of Political Science practices. They will develop leadership attributes with psychological, sociological, and philosophical perspectives. Therefore, the course highlights the need and significance of continuous professional development of a teacher. Students will also understand about assessment which serves the dual purpose of tracking the performance of the learners as well as a feedback mechanism for effectiveness of teaching. This pedagogical course of Political Science provides details about the concepts of assessment and evaluation, tools and techniques of assessment in Political Sciences.

Feedback on the courses

- Would be helpful to provide a little background to the core courses in the introductory modules (semesters 5-6)
- Focus on how the theory of political science works
- Address the shrinking public space and their social, economic and political implications
- In today's context, it is also important to present a critical view on the use of AI
- Use of theatre, podcasts and cinema would be a helpful pedagogical tool
- The third objective of the second module may be removed (Course I)
- *The BoS resolved to recommend the course for the consideration of the Academic Council after revisions were complete.*

7. **Content cum Pedagogy of History at Secondary Stage I**
This course will empower secondary-level teacher trainees by equipping them with the skills and strategies needed to teach history effectively. It will delve into the nature, scope, and interdisciplinary significance of history, emphasizing its future role in fostering critical thinking and empathy. Trainees will explore diverse teaching methods, such as storytelling, role-playing, inquiry-based learning, and project work, which will enable them to create engaging and inclusive history lessons. The course will address potential challenges, such as misconceptions, biases, and the integration of digital tools for blended learning. Through a combination of lectures, discussions, workshops, and field activities, participants will develop innovative lesson plans and projects that will promote analytical and creative thinking. They will be prepared to deliver dynamic and impactful history lessons that connect with students in meaningful ways. By completing this course, participants will demonstrate a clear understanding of history's nature and scope, utilize primary and secondary sources, design history lessons with diverse methods, and foster critical, creative, and empathetic thinking in students. Additionally, they will learn to integrate interdisciplinary perspectives, address misconceptions, and employ digital tools to create a balanced and inclusive approach to history education.

8. **Content cum Pedagogy of History at Secondary Stage II**
This course will prepare secondary-level educators with advanced strategies for teaching history, focusing on innovative, interdisciplinary, and technology-integrated approaches. It will emphasize fostering critical inquiry, experiential learning, and reflective practices to address contemporary challenges in history education while cultivating a nuanced understanding of historical narratives. Through three comprehensive modules, the course will guide future educators in creating transformative and engaging learning experiences. The first module will explore diverse teaching and learning resources, emphasizing experiential and digital tools like augmented reality, multimedia, and historical fiction. It will demonstrate

how museums, heritage sites, and oral histories can enrich history education. The second module will focus on curriculum planning, pedagogical analysis, and lesson design, emphasizing the creation of inclusive and impactful unit and lesson plans aligned with learning outcomes. It will also highlight strategies for content enrichment and textbook analysis to ensure a robust understanding of historical narratives. The final module will delve into ICT integration, equipping educators with skills to utilize smart boards, AI, and digital platforms to enhance historical inquiry and teaching. It will emphasize TPCK-based lesson planning and the effective use of multimedia resources for both online and offline learning environments. By the end of the course, learners will be able to develop comprehensive lesson plans, employ modern teaching methods, conduct historical research, and continuously improve their teaching strategies through reflective practices.

9. Content cum Pedagogy of History at Secondary Stage III

This course is designed for secondary-level teacher trainees and aims to equip them with the knowledge and skills necessary to effectively teach history. It focuses on developing a deep understanding of historical thinking, critical analysis, and innovative teaching methodologies. The course will explore the relevance of history in addressing contemporary issues, the importance of assessment and evaluation, and the use of research and technology in history education

Feedback on the courses

Some readings and resources were suggested for the course. These are as follows:

- Course 1: 'itihas ke baare mein' by Lal bahadur Varma
- Consider including the US Bradley Commission for teaching history in schools that emphasised on a more inclusive, comprehensive and analytical approach to teaching history, including the diverse experiences and contributions of all groups, including African Americans. It emphasised that history should present multiple perspectives.
- Focus on the difference in history and story; how does one understand evidence and interpretation. The relationship between narrative and history. It will enable students to become familiar with this debate and reflect on the ways by which we construct and interpret history—and who gets to decide which stories are told.
- Some film suggestions: Garam hawa, Tamas
- Event, metaphor and memory by Shahid Amin–focus on how Gandhi became Mahatma; –Teaching What Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited About Doing History, Lies my teacher told me (James W. Loewen)
- Work on History by Eklavya (Mahabharat ek jivit mahakavya) by C N Subramaniam and P. K. Basant
- Game based learning of history (learning tool)
- Adam Matthew Digital collection
- Sea of Poppies by Amitav Ghosh
- Teaching History With Digital Historical Games: An Introduction to the Field and Best Practices by Jeremiah McCall
- *Some readings related to education were also suggested:*
- Education and Inequality: Historical and Contemporary Trajectories edited by Vikas Gupta, Ramakant Agnihotri, Minati Panda (section on Encounter with Modernity and Colonialism in the Domain of Education) Orient Blackswan
- Debating Education in India - Issues and Concerns by Maya John
- The Modern School (1920 – 2020): A Century of Schooling in India
- Visit to partition museum, visit to Nehru Memorial could be planned

The BoS resolved to recommend the courses for the consideration of the Academic Council after revisions were complete.

10. Content cum Pedagogy of Economics at Secondary Stage I

This pedagogical course in Economics is intended to enhance the pedagogical content knowledge of student teachers through different learning approaches and methods. This course comprises three units and a practicum. The course is devoted to developing an understanding of the nature and scope of Economics and the aims and objectives of teaching Economics and its linkages with other Inter/Multi/Trans-Disciplines.

11. Content cum Pedagogy of Economics at Secondary Stage II

This course comprises three units/modules and the practicum. The course is committed to introducing various teaching aids material types and uses for teaching the concepts of economics at secondary stage. Adequate space is provided to discuss different types of teaching aids/materials for teaching learning concepts of discipline. It focuses on learning resources in economics to enable student teachers to make use of available learning resources and also process to generate new resources for teaching and learning the concepts of economics. It also focuses on textbook analysis and planning for teaching economics and its pedagogical issues in the light of NEP 2020. Student-teachers are expected to identify various concepts and processes, list learning outcomes, find out about various activities. Accordingly, they are expected to develop lesson plan based on learning outcomes and experiential learning for classroom and online/hybrid mode of teaching. This pedagogical course of economics will enhance the pedagogical knowledge and skills of prospective teachers through different learning approaches and methods. Student-teachers are expected to identify various concepts and processes, list learning and behavioural outcomes, find out about various activities and experiments, and identify relevant evaluation techniques and strategies. It focuses on psychological, sociological and philosophical perspective of economics. In this course student-teachers will be able to learn how to plan different types of activities in online and/or offline mode. It emphasizes on how to integrate and use ICT in subject specific and diverse classrooms.

12. Content cum Pedagogy of Economics at Secondary Stage III

This course focuses on the contemporary need and scope to know how to learn the concepts of Economics. The students will understand the role of a teacher as a facilitator. They will reconcile themselves as per National Professional Standards for Teachers (NPST) and National Mentoring Mission (NMM). The teacher will enable the students to understand the importance of continuous professional development to meet the current challenges. The students will get motivated to participate in professional development activities to develop 21st century skills to deal with various issues. They will also understand action research and will be able to conduct it is for the improvement of Economic practices. They will develop leadership attributes to lead for a good cause keeping in view Indian values and ethos. This course focuses on how to learn Economics along with psychological, sociological, and philosophical perspectives. It also emphasizes innovative practices to enhance effective communication to be a dynamic and innovative Economics teacher. Therefore, the course highlights the need and significance of continuous professional development of a teacher to meet the current and forthcoming challenges. Assessment serves the dual purpose of tracking the performance of the learners as well as a feedback mechanism for effectiveness of teaching. National Education Policy (NEP) 2020 emphasizes on the formative assessment, which is more competency based, promotes

learning and holistic development of the students, and tests higher order skills such as analysis, critical thinking and conceptual clarity. It also focuses on assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, formative and summative assessment including 360◦ assessment. This pedagogical course of Economics aims to provide details about the concepts of assessment and evaluation, tools and techniques of assessment in Economics.

Feedback on the courses

- Review some of the readings for quality of content
- Policies may be included only where there is focus on economics
- Where are we placing economics? How is economics being taught? Would be helpful to conceptualise the course a little more. Reclaiming economics as a social science discipline is important. What is economics in contemporary times? Adam Smith's wealth of nation could be helpful to understand the discipline of economics. How do we humanise inequality? Thomas Piketty's recent writings focus on the growing concentration of wealth and the implications of the same for social and economic systems. He focuses on the dangers of rising inequality and the need for policies to address it.
- Use economics data and enable students to make sense of it. This is at the heart of social and economic life. Comparing data sources is a skill that has not been developed adequately in our system. Oxfam data would be helpful to make the course more contemporary
- Need more engagement with terms such as liberalization/globalization. The parliament debates are also very educative on these
- A discussion on the Washington consensus of 1989 its critique that it did not take into consideration the diverse political, cultural, and economic contexts in which countries operated would be helpful for perspective building.
- More publications from OECD could be included along with a critique

The BoS resolved to recommend the courses for the consideration of the Academic Council after revisions were complete.

II. Credits for Disciplinary Courses (Major and Minor)

In the existing programme structure, as recommended by NCTE and adopted by AUD, 64 credits are allocated to disciplinary/Interdisciplinary courses. Further, the ITEP programme structure of AUD recommends the distribution of these credits between the Major and Minor weighted, with 48 credits and 16 credits. In some universities, the total credits for ITEP programmes have been revised to exceed by 10-20%, and additional credits have been allotted to Education/ Disciplinary/Interdisciplinary courses. After due discussion, it was proposed to keep the credit structure for the disciplinary courses as suggested by the NCTE. The courses are offered from the existing BA programmes from the School of Undergraduate Studies (English, History, Political Science, Economics), School of Letters (Hindi) and School of Education Studies (Geography).

The BoS resolved to recommend the proposal for the consideration of the Academic Council
The meeting ended with a vote of thanks



Dean (Offg), School of Education Studies

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
Course title	**Content-cum-Pedagogy of Geography at Secondary Stage I**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory: Content-cum-Pedagogy
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter 2025 (Semester 4)
Course coordinator and team	Dr Rishabh Kumar Mishra

1. How does the course link with the vision of AUD?
The course is envisioned to empower prospective geography and social science teachers by providing them to explore the pedagogic dimensions of geography at the school level. It will enable them to be a reflective practitioner committed to equitable and inclusive teaching.

2. How does the course link with the specific programme(s) where it is being offered?
The course will be offered as part of pedagogy courses in ITEP programs. It aimed to enable prospective geography/social science teachers to develop their pedagogic knowledge and skills. It will allow the learners to reflect on how they can create a scope for quality learning through their efforts as teachers.

3. Does the course connect to, build on or overlap with any other courses offered in AUD? Yes. The course builds on the previous semester's disciplinary and education foundation courses and connects with content-cum-pedagogy courses of the preceding and succeeding semesters. 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) ITEP students with a major/minor in 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 long, 2 credits, with taught and practicum components

7. **Course Details:**
   a. **Summary:**

The course is concerned with exploring the aims and objectives of geography teaching. It is divided into three modules. Module one thoroughly explains changes and challenges to geography education at the world and India level. It shows how geography education is shaped over time and region. Against this backdrop, the second module elaborates on the nature of geographical knowledge presented through the school curriculum at various stages of schooling. The module will focus on visible and invisible factors that overrule the aims and objectives of teaching geography. The last module discusses various pedagogical approaches and strategies related to teaching geography at the secondary level. This will be done in light of the recommendations given by NEP-2020 and NCFSE-2023.

b. Objectives:

The objectives of the course are:

- to appraise how geography is an essential component of the curriculum at the school level.
- to familiarize students with the aims and objectives of teaching geography at the secondary stage.
- to describe different approaches and methods of teaching geography.

c. Expected learning outcomes:

By the end of this module, learners will be able to:

- describe the evolutionary trajectory of geography as a school subject.
- elaborate on the place of geography in the school curriculum.
- explain the aims of geography education.
- present an informed view on the selection of pedagogical strategies for teaching geography.
- identify distinctive contributions that geography can make towards the achievement of educational goals.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course is designed as per the NCTE prescribed curriculum. Readings have been added. It is organised into 3 modules.

e. Course contents detailed in module-wise format:

Module 1: Development of Geography Education

In Indian schools, geography is taught as a social science subject along with history, political science, economics, and sociology. Therefore, the module will begin with a discussion on the nature of social science and the interrelationships among various subjects in social science. Further, the module will elaborate on the nature of geography as a social science discipline. The module will provide an overview of the development of geography education through the twentieth century and its emerging trends in the 21st century. This will be done by drawing parallels between Geography as an academic discipline and Geography as a school subject. It will present a historical perspective of the development of geography as a school subject and examine the influence of social, economic and political influences on it. While discussing this theme, the role of geography education in the colonial regime in India will be dealt with in detail. Further, it will also emphasize the theme of geography education in post-independence India. At the end of the module, some broad issues and challenges that geography teachers face will be discussed. The linkages of Geography Education with Critical Geography,

Children's Geographies, Citizenship Education and Education for Sustainable Development will also be addressed.

Essential Readings:

Kent, A. (2002). Geography: Changes and Challenges. In Smithe M. (2002) (ed.) *Teaching Secondary Geography in Schools: A Reader*, pp. 3-20, Routledge Palmer.
Alam, S. (2021). An overview of geography teaching in secondary schools of India. *International Journal of Geography and Geography Education*, 44, 91-101.
Kapur, A. (2004). Geography in India: A Languishing Social Science, Economic and Political Weekly, 39, (37), pp. 4187-4195
Batra, P. (2010) (ed.). *Social Science Learning in Schools Perspective and Challenges*. Sage (Chapter-1)

Suggested Readings:

Sunny, Y. & Dhuru S. (2025). *Social Science Education: Developing Social Scientific Perspective*. Routledge
Biddulph, M., Lambert, D., & Balderstone, D. (2020). *Learning to teach geography in the secondary school: a companion to school experience*. Routledge.
Butt, G. (Ed.). (2011). *Geography, Education and the Future*. Bloomsbury.
Lambert, D., & Jones, M. (Eds.). (2013). *Debates in Geography Education*. Routledge.

Module 2: Place of Geography in the School Curriculum

The module will focus on the curricular aspects of school geography in India. The module will engage the learners in the critical appraisal of National Curriculum Frameworks to explore how the aims of teaching geography as a social science subject are envisioned. How was the geographical knowledge reorganized and presented in the social science textbooks? What are its visible and invisible meanings about geographical knowledge and thinking? Keeping the recommendations of NCFSE (2023) in mind, the module will elaborate on the following themes: aims and objectives of teaching Geography at the secondary stage, learning outcomes and competencies of teaching Geography at the secondary stage, and linkages of Geography with other subjects.

Essential Readings:

Sunny, Y. (2006). Analysing Current Practices in Geography Education, *Economic and Political Weekly*, 41(3), pp. 270-278
Banerjee, B.K. (2006). Geography education in Indian schools, *Internationale Schulbuchforschung* , 28 (3) pp. 283-292
NCERT (2023). *National Curriculum Framework for School Education*. NCERT
NCERT (1987). *National Curriculum for Elementary and Secondary Education: A Framework*. NCERT
National Council of Educational Research and Training. (2006). *National Curriculum Framework*. NCERT
National Council of Educational Research and Training. (2000). *National Curriculum Framework for School Education*. NCERT
National Council of Educational Research and Training. (1973). *The Curriculum for the Ten-year School.* NCERT

Suggested Readings:

Lambert, D., & Morgan, J. (2010). *Teaching Geography 11-18: A Conceptual Approach*. Open University Press.

McInerney, M., Caldis, S., Cranby, S., Butler, J., Maude, A., Jones, S., Law, M. P., & Nicholas, R. (2022). *Teaching secondary geography*. Cambridge University Press.
Smith, M. (Ed.). (2002). *Aspects of Teaching Secondary Geography: Perspectives on practice*.

Module 3: Pedagogical Aspects of Geography
At the beginning of the module, the learners will be oriented to draw the implications of constructivism and experiential learning for teaching geography. It will also provide an overview of critical pedagogy, culturally responsive pedagogy and social pedagogy with reference to geography education. In light of the recommendations of the National Education Policy (2020) and the National Curriculum Framework (2023), the module will deal with the implications of various teaching approaches, i.e. inductive-deductive, constructivist and experiential learning for teaching-learning geography. It will elaborate on multiple learner-centric methods i.e. inquiry-based learning, problem-solving, concept mapping, collaborative & cooperative learning, role play etc. Besides, the module will also cover the following themes: Learning through Maps, Teaching and Learning through Fieldwork, Place-based Education, using Information Technology and New Technologies in Geography, especially the use of GIS in geographical education. Special emphasis will be placed on place-based education, keeping Delhi's unique palace-based features. The module will also discuss the following areas of alternative pedagogy suggested by NEP (2020): Art-integrated learning, Toy-based learning, Story-based learning and Sports-based learning. In this course, the learners will be motivated to read and reflect on the various pedagogic designs, innovative practices, and assessment strategies presented in various journals and magazines i.e. Teacher Plus, Pathshala Bheetar aur Bahar, Learning Curve, Geography, Primary Geography, Teaching Geography and The Geography Teacher, to name a few.

Essential Readings:
Fereretti, J. (2013). Whatever happened to the enquiry approach in geography? In D. Lambert & M. Jones (Eds.), *Debates in Geography Education* (103-115). Routledge
NCERT (2000). *A Training Package on the Geography for the Social Science Teachers at Secondary Level*. NCERT
Weeden, P. (1997). Learning through maps. D. Tillbury & E. Williams (Eds.). Teaching and Learning Geography (168-179). Routledge
Foskett, N. (1997). Teaching and learning through fieldwork. D. Tillbury & E. Williams (Eds.). *Teaching and Learning Geography* (189-201). Routledge
Freeman, D. (1997). Using information technology and new technologies in geography. D. Tillbury & E. Williams (Eds.). *Teaching and Learning Geography (*202-217). Routledge
Sunny, Y. (2008). Experience and Science in Geography Education, Economic and Political Weekly, 43 (24) pp. 45-49.
सनी, यमुना (1996). भूगोल स्कूली किताबें और कुछ अनुभव, *संदर्भ* 8, पृष्ठ 51-58.

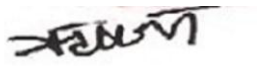
Suggested Readings:
Batra, P. (2010). *Social science learning in schools: Perspective and Challenges*. Sage
Rogers, D. (2017). *100 Ideas for Secondary Teachers: Outstanding Geography Lessons* Bloomsbury Publishing.
Smith, M. (Ed.). (2002). *Aspects of Teaching Secondary Geography: Perspectives on practice*. The Open University Press

(ii) Assessment Plan (weight, mode, scheduling) for the course:
Assessment 1 (Reading responses/Presentations/ Field based assignment): 50%

Assessment 2 (End term examination): 50%

8. **Pedagogy:**

a. Instructional strategies: Constructivist instructional strategies will be used for classroom discussion. Reflective reading, group-based assignments, classroom seminars 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 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): linkage with field-based organisations



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) 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 the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through BoS 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
Course title	**Content-cum-Pedagogy of Geography at Secondary Stage II**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory; content cum pedagogy
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon 2025 (semester 5)
Course coordinator and team	Dr Rishabh Kumar Mishra

1. How does the course link with the vision of AUD?
The course is envisioned to empower prospective geography and social science teachers by providing them to explore the pedagogic dimensions of geography at the school level. It will enable them to be a reflective practitioner committed to equitable and inclusive teaching.

2. How does the course link with the specific programme(s) where it is being offered? The course will be offered as part of pedagogy courses in ITEP programs. It aimed to enable prospective geography/social science teachers to develop their pedagogic knowledge and skills. It will allow the learners to reflect on how they can create a scope for quality learning through their efforts as teachers.

3. Does the course connect to, build on or overlap with any other courses offered in AUD? Yes. The course builds on the previous semester's disciplinary and education foundation courses and connects with content-cum-pedagogy courses of the preceding and succeeding semesters. 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) ITEP students with a major/minor in 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 long, 2 credits, with taught and practicum components

7. **Course Details:**

a. Summary:

The course will equip prospective teachers to identify and integrate the teaching-learning resources available in their local environment and online. They will also know how to make resources or tailor existing ones for classroom teaching. It will enable them to critically

analyse the text available for teaching geography to make informed decisions about what to teach and how to teach. It will give them hands-on experience of planning lessons for teaching geography at the secondary stage. It will also familiarise them with the ICT-based applications and resources for teaching geography.

b. Objectives:

- To equip learners with the skill of identifying, developing and integrating learning resources for teaching geography.
- To describe the significance of content analysis focusing on the significant aspects of geography education.
- To familiarize with the various ways of planning the lesson.
- To engages with the ICT resources useful for geography teaching.

c. Expected learning outcomes:

- Identify and utilize online and other resources in teaching geography.
- Identify learning resources from the local environment and use them while teaching geography.
- Prepare lesson plans based on learning outcomes,
- Prepare ICT-integrated lesson plans for online classroom teaching using digital resources and multimedia.

d. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is designed as per the NCTE prescribed curriculum. Readings have been added. It is organised into 3 modules.

e. Course contents detailed in module-wise format:

Module 1: Planning for Teaching Geography

The module will have two interrelated parts. In the first part, the learners will be introduced to the method of textbook analysis. The module will provide examples of pedagogical analysis of content, taking examples from the geography textbooks of the secondary stage. It will enable the learners to critically analyse geography textbooks and other related material before using them as pedagogical tools in teaching and learning. The second part will introduce the concept, types and importance of unit and lesson planning. It will give hands-on experience of listing learning outcomes and competencies and planning and evaluating learning experiences in an inclusive setup. The learners will be introduced to various ways of planning geography lessons, focusing on the constructivist approach to lesson planning. They will also prepare the lesson using art-integrated, sports-based, and toy-based learning methods.

Essential Readings:

Sunny, Y. (2014). *Sprout: A Story of Spaces and Geograhia*. Eklavya
Mishra, R. K. (2023). *Vidyalaya Mein Samaj,* National Book Trust (Chapter-2, 5, 6, 7)
Bhog, D. (2012). Plotting the Contours of the Modern Nation: A Feminist Reading of Geography Textbooks, Contemporary Education Dialogue, 9 (1), pp. 39-61

Suggested Readings:

Butt, G. (Ed.). (2011). *Geography, Education and the Future*. Bloomsbury.
Lambert, D., & Jones, M. (Eds.). (2013). *Debates in Geography Education*. Routledge.

Module 2: Teaching Learning Resources

The module will elaborate on ways of developing and using resources for teaching geography at the secondary stage. It will cover textbooks, maps, atlases, statistical data and other information images, satellite images, aerial photographs, newspapers, diagrammatic sources, cartoons, models, artefacts, art-related sources and other vital resources that can help the learners plan and execute lessons for geography teaching. While dealing with these themes, identifying and using learning resources from the local environment will be prioritised. The learners will be familiarised with Delhi's place-based features and how to use it as a learning resource. The usage of film and documentaries as a tool for teaching geography will also be introduced in this module. They will also be introduced to the implications of Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources. They will also be familiarised with the ways to locate and contribute to the learning material from as Open Educational Resources (OERs) for offline/ online classrooms. They will also be introduced to the significance of the Geography Lab for teaching geography and social science.

Essential Readings:

Nawani, D. (ed.). (2016). *Teaching-Learning Resources for School Education.* Sage (Chapter-1)

Biddulph, M., Lambert, D. & Balderstone, D. (2021) *Learning to Teach Geography in the Secondary School: A Companion to School Experience*, 4th edition. Routledge. (Chapter 6)

Rayner, D. (2017). Resources.In Jones, M. (Ed.) *Secondary Geography Handbook*. Geographical Association. (Chapter 12).

Wilbey, R.L. and Esson, J. (2023). AI literacy in geographic education and research: Capabilities, caveats, and criticality, *The Geographical Journal*, 190 (1), pp. 1-8

Tomáš B. (2023). Storytelling within Documentaries as a Tool for Teaching Climate Change Impacts, *The Geography Teacher*, 20 (3), pp.136-140.

Yemuna S. (2020) Nature-Society Series: Maharashtra. Eklavya

Yemuna S. (2020) Nature-Society Series: Odisha. Eklavya

Yemuna S. (2020) Nature-Society Series: Lakshadweep. Eklavya

Yemuna S. (2020) Nature-Society Series: Rajasthan. Eklavya

Suggested Readings:

Butt, G. (Ed.). (2011). *Geography, Education and the Future*. Bloomsbury.

Lambert, D., & Jones, M. (Eds.). (2013). *Debates in Geography Education*. Routledge.

Module 3: ICT Integration and Applications

At the outset, the module will discuss the scope and importance of using ICT in the learning process of Geography. It will highlight how the ICT integration and application can support learners to think geographically. It will elaborate and provide hands-on experience with the tools, software, and platform for teaching learning of geography at the secondary stage. Further, the module will enable the learners to develop ICT-integrated lesson plans for classroom and online teaching using digital resources and multimedia. The module will share the role of GIS in teaching learning geography. The learners will explore how GIS is used effectively in a geography classroom. It will introduce the Bhuvan portal for map-based learning. It will scaffold learners in designing lessons using the Bhuvan portal. The module will critically analyse Artificial Intelligence's role in teaching learning geography.

Essential Readings:

Li, Y., & Laxman, K. (2009). GIS Enabled PBL Pedagogy: the Effects on Students Learning in the Classroom. *I-manager S Journal on School Educational Technology*, *5*(2), 15–27. https://doi.org/10.26634/jsch.5.2.1028

Rogers, D. (2017). *100 Ideas for Secondary Teachers: Outstanding Geography Lessons*, Bloomsbury

Suggested Readings:

Walshe, N. & Healy, G. (2020) (Eds.). *Geography Education in the Digital World,* Routledge.

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

Assessment 1 (Reading responses/Presentations/ Field based assignment): 50%
Assessment 2 (End term examination): 50%

8. **Pedagogy:**

a) Instructional strategies: Constructivist instructional strategies will be used for classroom discussion. Reflective reading, group-based assignments, classroom seminars and workshops will be organised.
b) In this course, the learners will be motivated to read and reflect on the various pedagogic designs, innovative practices, and assessment strategies presented in various journals and magazines i.e. Teacher Plus, Pathshala Bheetar aur Bahar, Learning Curve, Geography, Primary Geography, Teaching Geography and The Geography Teacher, to name a few.
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
d) Linkages with external agencies (e.g., with field-based organizations, hospital; any others): linkage with field-based organisations

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) 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 the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through BoS 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
Course title	**Content-cum-Pedagogy of Geography at Secondary Stage III**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory—content cum pedagogy
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter 2026 (semester 6)
Course coordinator and team	Dr Rishabh Kumar Mishra

1. How does the course link with the vision of AUD?
The course is linked with the vision of AUD as it supports prospective teachers in developing an informed understanding and skills for professional practice. It will prepare the students for their future roles as geography 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 compulsory Content-cum-Pedagogy course for Geography major/minor students of ITEP programmes. It will enable the prospective geography teachers to develop their pedagogical practices for teaching Geography at the secondary level.

3. Does the course connect to, build on or overlap with any other courses offered in AUD? Yes. The course builds on the previous semester's disciplinary and education foundation courses and connects with content-cum-pedagogy courses of the preceding and succeeding semesters. 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) ITEP students with a major/minor in 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 long, 2 credits, with taught and practicum components

7. **Course Details:**

a. Summary:

The course will contribute to developing a robust understanding of the assessment and evaluation process related to secondary-level geography teaching. Further, it will help them

to reflect on their emerging professional identity as subject experts and foster their research inclination for geography education.

b. Objectives:

The course will enable the learners to

- critically analyse assessment practices in geography.
- allow them to design and implement effective and innovative assessment tools.
- familiarize them with the various methods of research in geography education.
- explain the contours of the professional identity of the geography teachers.

c. Expected learning outcomes:

By the end of this module, learners will be able to:

- Analyse the relevance of 21st-century skills for teaching.
- Devise and develop assessment strategies for assessing their learners in geography classrooms.
- Appreciate how reflective practice will enable them to sustain inclusive and equitable pedagogic practices.

d. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is designed as per the NCTE prescribed curriculum. Readings have been added. It is organised into 3 modules.

e. Course contents detailed in module-wise format:

Module 1: Assessment and Evaluation in Geography

The module will familiarise the learners with the tools and techniques of assessment applied in geography. They will be introduced to various forms of assessment, i.e., formative and summative assessments, tools related to them, and their relevance. They will be given an opportunity to develop and implement various assessment tools. In this module, they will be familiarised with the procedural aspects of school-based assessment at the secondary level. It will enable them to appraise the concepts of assessment as/of/for learning critically.

Further, they will learn how to develop, implement, and report formative and summative assessments in a real classroom context. At this stage, themes related to performance-based assessment, such as assessment of group activities, field observations, and evaluation of lab skills, will also be discussed. Alternative and innovative assessment strategies, such as online assessment and portfolio management tools, will be addressed.

Essential Readings:

Lane, R. & Bourke, T. (2019). Assessment Practices in Geography Education, *International Research in Geographical and Environmental Education*, 28(1), 22-36

NCERT (2019).*Continuous and Comprehensive Evaluation (CCE) Guidelines*. NCERT

CBSE (2010). Formative Assessment Manuals for Social Science Teachers. CBSE

Alam, S., & Sukhvinder. (2020). Analyzing Evaluation Process in Secondary School Geography of India. *National Geographical Journal of India*, *66*(1), 69–80.

Suggested Readings:

Lambert, D., & Jones, M. (Eds.). (2013). *Debates in Geography Education*. Routledge.

Smith, M. (Ed.). (2002). *Aspects of Teaching Secondary Geography: Perspectives on practice*. The Open University Press

Module 2: Research and Innovative Practices in Geography Education

The module will introduce the significance of research in geography education and appraise the geography teachers' role as researchers. The module will elaborate on the recent trends of research in geography education. Against this backdrop, Action Research, Experimental Research, and other classroom-based research methods will be discussed. Further, they will also be engaged to harness their research writing skill in this course.

Essential Readings:

Lache, N. M. (2011). Geography education: Outcomes, trends and challenges about geography didactics, *Problems of Education in 21st Century*, 27, pp. 75-81

Pauw, I. (2014). Educating for the future: the position of school geography, *International Research in Geographical and Environmental Education*, 24(4), pp. 307-324

Suggested Readings:

Biddulph, M., Lambert, D., & Balderstone, D. (2020). *Learning to teach geography in the secondary school: a companion to school experience*. Routledge.

Lambert, D., & Jones, M. (Eds.). (2013). *Debates in Geography Education*. Routledge.

Lambert, D., & Morgan, J. (2010). *Teaching Geography 11-18: A Conceptual Approach*. The Open University Press.

Smith, M. (Ed.). (2002). *Aspects of Teaching Secondary Geography: Perspectives on practice*. The Open University Press

Module 3: Understanding and Responding 21st-Century Skills for Learning

The module will familiarise the learners with the relevance of 21st-century skills for learners and geography teachers. It will enable them to think critically about the same so that they can make informed decisions on how to incorporate it into their teaching. Further, it will introduce the idea of a reflective practitioner and elaborate on the professional identity of geography teachers. It will help them to understand how reflection will address their beliefs and transform their pedagogic practice. It will also underline the significance of continuous professional development focusing on geography education as a professional domain.

Essential Readings:

Nagel, P. (2008).Geography: The Essential Skill for the 21st Century, *Social Education* 72(7), pp. 354 358

Martin, F. (2018). Geography into the twenty-first century, *Teaching Geography*, 43 (2), pp. 80-83

Patidar, J. (2019). *Reflective Teaching: A handbook towards preparing a Reflective Teacher*, NCERT. (Cahpter- 3 and 8)

Suggested Readings:

Butt, G. (Ed.). (2011). *Geography, Education and the Future*. Bloomsbury.

Rogers, D. (2017). *100 ideas for Secondary Teachers: Outstanding Geography Lessons*. Bloomsbury Publishing.

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

Assessment 1 (Reading responses/Presentations/ Field based assignment): 50%

Assessment 2 (End term examination): 50%

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. In this course, the learners will be motivated to read and reflect on the various pedagogic designs, innovative practices, and assessment strategies presented in various journals and magazines i.e. Teacher Plus, Pathshala Bheetar aur Bahar, Learning Curve, Geography, Primary Geography, Teaching Geography and The Geography Teacher, to name a few.

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): schools/ linkage with field-based organisations

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) 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 the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through BoS 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
Course title	**Content-cum-Pedagogy of Political Science at Secondary Stage I**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory—content cum pedagogy
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter 2025 (semester 4)
Course coordinator and team	Manish Jain (C), Zahoor Ahmad Mir
School/Centre proposing the course	School of Education Studies

1. How does the course link with the vision of AUD?
AUD is a university established to promote study and research in the Social Sciences through disciplinary, interdisciplinary and multidisciplinary programmes and courses. The proposed course is the first of the three sequentially arranged courses that focus on both content and pedagogy of Social Sciences at the Secondary Stage taught from semester four of the Integrated Teacher Education Programme. This specific course aims to equip future educators with pedagogical skills tailored explicitly to develop an understanding of Social Science in general and teach Political Science at the secondary level. By emphasizing critical thinking, contextual understanding, and analytical skills, the course contributes to AUD's mission of fostering knowledge and educational practices that prepare students to engage thoughtfully with democratic and social issues.

2. How does the course link with the specific programme(s) where it is being offered?
The course strengthens the *ITEP* curriculum by training future educators in both content and pedagogy specific to Social Science and Political Science. It addresses essential stage and subject-specific teaching aspects, such as developing lesson plans, assessing student understanding, and employing diverse instructional methods. This preparation enables educators to approach Political Science with a critical and pedagogical lens, which is crucial for engaging students effectively.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
Yes. The course builds on the disciplinary and education foundation courses taught in the previous semesters and connects with content-cum-pedagogy courses of the succeeding semesters. 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:
ITEP students with a major/minor in Political Science who will teach Political Science as a school subject at secondary level during school experience.

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

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
Semester-long course, combining lectures, workshops, and seminars.

7. Course Details
a. Summary:
This course introduces students to the methods and principles of teaching Political Science at the secondary level. It covers core pedagogical practices, curriculum design, and approaches to Political Science topics such as democracy, rights, governance, and citizenship. Emphasis is placed on inquiry-based and student-centered instructional techniques.

b. Objectives:
- To provide an understanding of how to teach foundational concepts in Political Science at the secondary level.
- To enable future educators to design and implement effective Political Science lessons.
- To cultivate skills for engaging students in critical thinking and democratic dialogue on political issues.

c. Expected learning outcomes:
- Design and execute lesson plans that effectively teach Political Science concepts.
- Utilize a range of pedagogical strategies suited to Political Science instruction.
- Critically evaluate and adapt Political Science curricula to meet diverse student needs.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):
The course is divided into four modules, each addressing a distinct area of Political Science pedagogy:

Module 1: Nature, Scope, and Historical Perspective of Social Sciences and Political Science
Political science is one of the social science disciplines, and at the senior secondary school stage, a teacher often teaches it along with history, geography, and economics. This module engages with the nature, scope and history of social science and political science with reference to their object of inquiry, and their historical development as an academic subject globally and in India. It will also examine the nature of Political Science as a discipline concern with both description and analysis of state and other political institutions and processes associated with the imagination of a political community and the mechanisms associated with power, governance, and civic life.
Module Objectives:
- Understand the nature and purpose of Social Science and Political Science.
- Students will be able to develop an understanding of different branches of social science in relation to Political Science.

Essential Readings:

Batra, P. (2010) (Ed.). *Social science learning in schools*: *Perspective and challenges* (pp. 3-41). New Delhi: Sage.
Gupta, D. (2016). Social Science and democracy: An elective affinity. *Economic and Political Weekly* 51 (4), pp. 31–37. http://www.jstor.org/stable/44003106.
Shah, G. (2001). Political Science in India: A Discipline and Intellectual Pursuit. *The Indian Journal of Political Science*, *62*(1), 11–23. http://www.jstor.org/stable/42753650
Tiwari, Nidhi (2008). The lens that Social Science conferred upon me. *Learning Curve*, 15, pp. 131-133. https://publications.azimpremjiuniversity.edu.in/657/
Tiwari, Nidhi (2011). सामाजिक विज्ञान के चश्मे से जो मुझे मिला. *Shaikshanik Sandarbh*, 75, pp. 35-42. https://www.eklavya.in/pdfs/Sandarbh/Sandarbh_75/35-42_Lens_That_Social_Science_Conferred_Upon_Me.pdf

Module 2: Social Science and Political Science in School Curriculum

The key questions raised in this module are: Are the goals of a discipline as a domain of knowledge similar at the university or at school? How does an academic discipline find space in the school curriculum? How are their histories as school subjects since nineteenth century with the development of mass schooling enmeshed with the development of modern nation-state? Do the shifting understandings of and approach to the discipline also lead to change in the school curriculum? In what ways, the aims and purposes of teaching a school subject and the approaches to teaching it have similarities, continuities or changes over time and across different countries as evident in the different school curriculum documents? What are the competencies and learning outcomes expected at the secondary stage (e.g. analytical skills, political literacy, and ethical reasoning)? Historically, Social Science at the school stage has often been called Social Studies. This module also discusses how the two overlap and differ. To situate the idea of Social Science and its expectations in the recent National Curriculum Framework for School Education (NCFSE) 2023, a historical overview of the recommendations and suggestions of various committees, commissions, and policies in reference to Social Sciences are also undertaken. In a former colony like India, Political Science as a school subject appeared as Civics and has been reimagined as Political Science since 2005.

Module Objectives:

- Students will understand the overlaps and difference between Social Science and Social Studies.
- Students will be able to compare continuities and shifts in the understanding and objectives of teaching Social Science, Social Studies, Political Science and civics as a school subject at different historical junctures.

Essential Readings:

Jain, M. (2005). Social Studies and Civics: Past and present in the curriculum. *Economic and Political Weekly*, 40 (19), 1939-1942.
Kadiwal, L. & **Jain, M.** (2020). Civics and Citizenship Education in India and Pakistan. In: Sarangapani, P.M. & Pappu, R. (Eds.), *Handbook of Education Systems in South Asia* (pp. 1647-1673). Singapore: Springer Singapore.
Kharat, S., Beg, M. A., & Kopardekar, G. (2014). Syllabi and Textbooks of Political Science: Three Notes. *Studies in Indian Politics,* 2(1), 99-104. https://doi.org/10.1177/2321023014526097
National Steering Committee for National Curriculum Frameworks (2023). *national curriculum framework for school education* (pp. 320-344). Bengaluru: National Steering Committee for National Curriculum Frameworks.

Sunny, Y. and Dhuru. S. (2025). Approaches to teaching social sciences: Why, what, and how? In *Social Science education: Developing social scientific perspective* (pp. 85-130). London and New York: Routledge.

Module 3: Pedagogical approaches to teach Political Science

The recent National Education Policy (2020) and the National Curriculum Framework for School Education (2023) have emphasized on promotion of interdisciplinary and holistic learning. At the secondary level, the focus is on thematic treatment of issues cutting across different disciplines. This module explores diverse pedagogic approaches, such as inductive-deductive reasoning, constructivism, field visits, group activities, discovery and discussion, role play and concept mapping to teach Political Science. and interdisciplinary tailored to Political Science. Debates and project methods too will be used as effective ways to teach the subject. To introduce and engage students with these diverse pedagogic approaches, the course will do the following: a) introduce these as ideas and examine are the assumptions about learner and the role of teacher, b) what are the cognitive and affective skills they aim to develop, c) what are the different inputs and preparations required, d) in what ways do they develop a social science perspective, e) enact them in class by organising classes with focus on a particular pedagogy, f) show materials and resources that adopt them, and d) plan presentations and evaluation around these.

Module Objectives:

- Students will design different pedagogic approaches to teach Political Science at the secondary stage.
- Students will reflect, critique and appreciate the epistemological basis and preparation necessary to use a particular pedagogy.

Essential Readings:

Eklavya (1994). *Samajik Adhyayan Shikshan Ek Prayog*. Hoshangabad: Eklavya. https://www.eklavya.in/pdfs/SSTP/samajik_adhyan_shikshan.pdf

Kingsbury, M. A. (2019). The Pedagogy and Benefits of Using Current Affairs Journals in Introductory International Relations Classes. *Journal of Political Science Education*, *17*(4), 614–622. https://doi.org/10.1080/15512169.2019.1660986

Rosen, A.M. (2024). Techniques for Teaching Political Science. In: *Teaching Political Science: A Practical Guide for Instructors.* Political Pedagogies. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-031-58290-5_6

Novak, J. D. (n.d.). Concept Maps: What the heck is this? https://cf.psl.msu.edu/ctools/novak.html

रजनी (2023). स्कूल / कक्षा में संवैधानिक मूल्यों का शिक्षण कैसे हो? *पाठशाला: भीतर और बाहर*, 5 (15) (पृष्ठ 105-119).

e. Course contents detailed in module-wise format:

(See modules outlined above.)

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

- Assessment 1 (Class participation and reflective reading responses): 50%
- Assessment 2 (Compare pedagogic approaches and their assumptions): 50%

8. Pedagogy:

a) Instructional strategies: The course will employ a constructivist and experiential approach. Reflective readings, group discussions, lesson planning workshops, and in-class simulations will be central to the course.

b) Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom with ICT facilities and access to digital Political Science resources.
c) Expertise in AUD faculty or outside: This course can be taught by faculty with expertise in Political Science and Education.
d) Linkages with external agencies: Collaborations with secondary schools for practicum or observation sessions are suggested.

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) 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 the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through BoS 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
Course title	**Content-cum-Pedagogy of Political Science at Secondary Stage II**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory—content cum pedagogy
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon 2025
Course coordinator and team	Manish Jain (C), Zahoor Ahmad Mir

1. How does the course link with the vision of AUD?
This course provides students with specialised pedagogical skills for teaching Political Science, in accordance with AUD's vision of promoting holistic and research-oriented education. It prioritises 21st-century competencies, contextual comprehension, and critical thinking, thereby empowering educators to equip students with the necessary skills for active and informed citizenship, which is consistent with the mission of AUD to foster intellectual and social development.

2. How does the course link with the specific programme(s) where it is being offered?
The course is essential to the ITEP program, concentrating on providing students with subject matter expertise and pedagogical techniques pertinent to Political Science. It tackles educational difficulties, encourages interdisciplinary learning, and equips secondary student teachers with strategies that enhance analytical thinking and civic consciousness.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
The course complements *Foundations of Education* and *Teaching Methods* offered in the ITEP program by providing a subject-specific lens on pedagogy for Political Science, focusing on effective strategies for classroom instruction and assessment.

4. Specific requirements on the part of students who can be admitted to this course:
Admission to this course is restricted to ITEP students, preferably those with a background or prior coursework in Social Sciences.

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

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

Semester-long course, combining lectures, workshops, and seminars.

7. Course Details

a. Summary:

This course highlights the distinct pedagogical requirements for teaching Political Science at the secondary level, utilising concepts from educational psychology, sociology, and philosophy. It highlights the teacher's function as a facilitator of inquiry and critical thinking, in accordance with the National Professional Standards for Teachers (NPST) and the National Mentoring Mission (NMM). The course provides students with the competencies to incorporate innovative pedagogical tactics, foster critical engagement, and conduct action research to enhance teaching practices. It also emphasises the need of continuous professional development (CPD) and the necessity to adapt to the increasing difficulties within the educational sector, especially in the context of the 21st century. In accordance with the National Education Policy (NEP) 2020, the course incorporates competency-based and comprehensive assessment methodologies, prioritising formative assessments that measure conceptual understanding, analytical skills, and critical thinking.

b. Objectives:

- To provide an understanding of effective methods for teaching Political Science.
- To enable educators to design engaging and effective lesson plans.
- To develop skills for facilitating discussions on complex political and social issues.

c. Expected learning outcomes:

Upon completion, students will be able to:

- Utilize various teaching-learning resources, including ICT, for effective classroom instruction in Political Science.
- Prepare lesson plans based on learning outcomes and experiential learning principles.
- Conduct content analysis and create pedagogical frameworks for teaching Political Science.
- Integrate digital tools and multimedia resources into teaching to enhance student engagement.
- Identify and apply learning resources from local and community environments.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course is divided into three modules, each addressing a distinct area of Political Science pedagogy:

Module I: Teaching-Learning Resources for Political Science

This module focuses on the diverse teaching aids and resources that enhance the learning experience in Political Science education. It examines the concept, types, and importance of teaching aids, ranging from traditional print materials like textbooks and worksheets to non-print and digital tools, including animations, videos, and AI-based platforms. The module also emphasizes place-based pedagogy, particularly leveraging Delhi's rich political and cultural resources to provide experiential learning opportunities. It explores the role of Political Science clubs, projects, fairs, and field visits in enriching learning and highlights the integration of multimedia and digital tools to foster collaborative and interactive classrooms.

A. Teaching Aids and Their Role

- Concept, Types, and Importance: Exploring how teaching aids enhance understanding and engagement in Political Science.
- Print Materials: Using textbooks, handbooks, charts, and worksheets to support structured learning.
- Non-Print and Digital Materials: Incorporating theatre, podcasts, animations, videos, and AI-based tools to make learning dynamic and engaging.

B. Leveraging Local Resources for Place-Based Pedagogy in Delhi

- Utilizing Delhi's Rich Political and Cultural Environment:
  - Visits to Parliament, Delhi's legislative assembly, India Gate, Raj Ghat for contextual learning.

C. Role of Political Science Clubs, Projects, Fairs, and Field Visits

- Simulation Activities: Organizing parliamentary debates and model UN sessions with expert guidance.
- Field Visits: Exploring Delhi-based institutions like the Supreme Court/Election Commission/Press Club of India to understand governance and policy-making processes.

Module Objectives:

- Students will analyze and identify diverse teaching aids and resources to enhance engagement and comprehension in Political Science education.
- Students will integrate place-based pedagogy and digital tools to design experiential, interactive, and contextually relevant learning activities.

Essential Readings:

Arora, S. (2016). Drama in the classroom: Provocations and possibilities. In Nawani D. (ed.) *Teaching learning resources for school education* (pp. 225-237). New Delhi: Sage.

Bhog, D., & Ghose, M. (2014). Writing gender in: reflections on writing middle-school political science textbooks in India. *Gender & Development*, *22*(1), 49–62. https://doi.org/10.1080/13552074.2014.891830

National Youth Parliament Scheme (n.d.). Conducting youth parliament. https://nyps.mpa.gov.in/2024/images/pdf/Conducting%20Youth%20Parliament.pdf

George, A. M. (2011). oh! panchayat: lessons learned while teaching some chapters in social science textbooks. *Shaikshanik Sandarbh*, 73, pp. 19-28. https://www.eklavya.in/pdfs/Sandarbh/Sandarbh_73/01-04_Oh_Panchayat_Loose_Lessons_While_Doing_Social_Science_Textbooks.pdf

George, A. M. (2011). ओह! पंचायत: समाज विज्ञान की पाठ्य पुस्तकें तैयार करने में मिले कुछ बिखरे सबक. *Shaikshanik Sandarbh*, 73, pp. 19-28. https://www.eklavya.in/pdfs/Sandarbh/Sandarbh_73/19-28_Oh_Panchayat_Loose_Lessons_While_Doing_Social_Science_Textbooks.pdf

George, A. M. (2019). Political Science and images in schooling: Personal reflections on textbook making process. *Contemporary Education Dialogue*, 16(1), pp. 5–25.

George, A. M. (2012). समाज विज्ञान की पाठ्य पुस्तकों में कार्टून. *Shaikshanik Sandarbh*, 83, pp. 57-65. https://www.eklavya.in/pdfs/Sandarbh/Sandarbh_83/57-65_Cartoons_In_Social_Science_Textbooks.pdf

Hegde, R. (2021). Constructing citizenship through textbooks**.** *Learning Curve* (9). pp. 16-21. https://publications.azimpremjiuniversity.edu.in/2609/1/4_Constructing%20Citizenship%20Through%20Textbooks_Rupamanjari_Hegde.pdf

Jain, M. (2004). Civics, citizens and human rights: Civics discourse in India. *Contemporary Education Dialogue*, 1 (2), 165-198.

Oluwagbohunmi, M. F., & Alonge, R. A. (2023). 21st century skills and its applicability to social studies. *Asian Journal of Education and Social Studies*, *41*(3), 37-43. http://science.sdpublishers.org/id/eprint/377
Subramaniam, C. N. (2016). Multiple dilemmas of textbook development and use. In Nawani D. (ed.) *Teaching learning resources for school education* (pp. 129-148). New Delhi: Sage.

Module II: Content Analysis and Planning for Teaching

This module focuses on planning to teach the class by focusing on a lesson plan and undertaking unit planning. This will also involve pedagogical analysis of content taking examples from topics of subject textbooks of secondary stage, identification of concepts, listing learning outcomes and competencies, planning and evaluating learning experiences in an inclusive setup. Given the increasing focus on experience and integration with arts and sports, it will discuss the pedagogic strategies for this purpose.

Module Objectives:

- Students will understand and develop a teaching plan.
- Understand the fundamental principles of teaching in Political Science and their role in enhancing critical thinking and analytical skills.
- Students will develop the ability to analyse content and learning outcomes for the class
- Design and implement integrated pedagogic strategies.

Essential Readings:

George, A. M. and Madan. A. (2009). *Teaching Social Science in schools* (pp. 35-52). New Delhi: SAGE.
Milkova, S. (n.d.) Strategies for effective lesson planning. https://crlt.umich.edu/gsis/p2_5
University of Delhi (2001). *Bachelor of Elementary Education: Programme of study* (pp. 202-203). Delhi: Maulana Azad Centre for Elementary and Social Education, Central Institute of Education, University of Delhi.
Arora, P. (2018). *Pedagogy of Political Science*. New Delhi: Shipra Publications.

Module III: ICT and Innovative Teaching Strategies in Political Science

This module focuses on the effective integration of digital technologies into Political Science teaching. It emphasizes the transformative role of digital tools in enhancing student engagement, comprehension, and overall learning outcomes. The module begins by exploring the scope and significance of digital technologies in Political Science education, including the use of online platforms and resources for delivering quality education. It then delves into specific tools and applications, such as smart boards, AI-based technologies, and multimedia resources, with a focus on developing Technological Pedagogical Content Knowledge (TPCK)-based lesson plans. Lastly, the module provides practical classroom strategies for implementing digital technologies in both physical and virtual environments ensuring interactive, collaborative, and immersive learning experiences.

A. Role of Digital Technologies in Teaching Political Science

- Exploring the scope and importance of digital tools in improving student learning and engagement.
- Utilizing online platforms and digital resources such as e-learning modules, virtual classrooms, and open educational resources (OERs) to support Political Science education.

B. Tools and Applications of Digital Technologies

- Leveraging smart boards for dynamic, real-time teaching enhancements.

- Incorporating AI-based applications to provide personalized learning experiences, adaptive assessments, and data-driven feedback.
- Employing multimedia tools such as videos, animations, and simulations to simplify complex Political Science concepts and promote active learning.

C. Classroom Strategies for Integrating Digital Technologies

- Implementing blended learning models that combine in-person instruction with online components for a more flexible and engaging learning environment.
- Utilizing flipped classroom approaches to encourage active participation and independent exploration of Political Science topics.
- Using collaborative tools, discussion forums, and digital polling systems to foster interactive and inclusive virtual classroom experiences

Module Objectives:

- Students will explore and analyze the role of digital technologies in enhancing the teaching and learning of Political Science.
- Students will acquire the skills to design and implement innovative classroom strategies, to effectively integrate digital tools in both physical and virtual learning environments.

Essential Readings:

Chandran, M. G. (2016). Digital resources for teachers' professional learning: Some lessons. In Nawani D. (ed.) *Teaching learning resources for school education* (pp. 405-421). New Delhi: Sage.

Florez-Morris, M., and Irene Tafur. 2010. "Using Video Production in Political Science Courses as an Instructional Strategy for Engaging Students in Active Learning." *Journal of Political Science Education* 6(3): 315–19. doi:10.1080/15512169.2010.494472.

Mancillas, Linda K., and Peter W. Brusoe. 2016. "Born Digital: Integrating Media Technology in the Political Science Classroom." *Journal of Political Science Education* 12(4): 375–86. doi:10.1080/15512169.2015.1096792

Sunny, Y. and Dhuru. S. (2025). Technology, teaching, and the practice of social sciences. In *Social Science education: Developing social scientific perspective* (pp. 131-158). London and New York: Routledge.

e. Course contents detailed in module-wise format:

(See modules outlined above.)

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

- Assessment 1 (Class participation and reflective reading responses): 50%
- Assessment 2 (Lesson plan design and presentation, examining sequencing and progression of concepts in textbooks and resources, diverse learning capacities, planning project, mock parliament, excursion activity, developing podcasts): 50%

8. Pedagogy:

a) Instructional strategies: The course will employ a constructivist and experiential approach. Reflective readings, group discussions, lesson planning workshops, and in-class simulations will be central to the course.

b) Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom with ICT facilities and access to digital Political Science resources.

c) Expertise in AUD faculty or outside: This course can be taught by faculty with expertise in Political Science and Education.

d) Linkages with external agencies: Collaborations with secondary schools for practicum or observation sessions are suggested.



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) 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 the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through BoS 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
Course Title	**Content cum Pedagogy of Political Science at Secondary Stage III**
Course code	
Total Credits	2
Course type	Compulsory—content cum pedagogy
Level (Pre-doctoral/MA/PG Diploma/Certificate/UG)	UG
Proposed date of launch	Winter 2026
Course coordinator and team	Manish Jain (C); Nisha Kirar

1. How does the course link with the vision of AUD?
This course will enable the students to develop innovative skills for teaching Political Science at the secondary level. Students will understand the importance of continuous professional development to meet the challenges around them. They will inculcate leadership skills while maintaining good values and ethos.

2. How does the course link with the specific programme(s) where it is being offered?
The course strengthens the *ITEP* curriculum by training student teachers to develop 21st century skills of teaching Political Science. It makes them understand the need and importance of assessment and evaluation. They will know about the psychological, sociological and philosophical perspective of teaching political Science.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
This course complements the *Foundations of Education* and *Teaching Methods* courses offered within the programme, focusing specifically on the pedagogical strategies and content knowledge required to teach Political Science effectively at the secondary level.

4. Specific requirements on the part of students who can be admitted to this course:
Admission to this course is restricted to ITEP students, preferably those with a background or prior coursework in Social Sciences.

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

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long course, combining lectures, workshops, and seminars.

7. Course Details

a. Summary:

This course will motivate students to develop 21st century skills to deal with various challenges. Students will also understand action research and will be able to conduct it for the improvement of Political Science practices. They will develop leadership attributes with psychological, sociological, and philosophical perspective. Therefore, the course highlights the need and significance of continuous professional development of a teacher. Students will also understand about assessment which serves the dual purpose of tracking the performance of the learners as well as feedback mechanism for effectiveness of teaching. This pedagogical course of Political Science provide details about the concepts of assessment and evaluation, tools and techniques of assessment in Political Sciences.

b. Objectives:

- To develop an understanding of the scope of research and innovation for political science pedagogy
- To develop innovative practices to enhance effective communication to be a dynamic and innovative Political Science teacher.
- To integrate ICT in transaction of political science pedagogy and reflect on it
- To develop an understanding on skills required for political science teacher
- To understand and use different methods of assessment

c. Expected learning outcomes:

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

- demonstrate an understanding about the need and scope of research in teaching-learning of political science
- plan and conduct action research in teaching-learning of political science,
- describe the meaning, need and scopes for innovations in teaching-learning of political science
- develop and use innovative activities in teaching-learning of political science
- enumerate the characteristics of innovative practices
- plan action research to improve practices of Political Science
- Critically examine and apply the different methods of assessment in teaching learning process.
- Construct and administer achievement test

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course is divided into three modules, each addressing a distinct area of Political Science pedagogy:

Module 1: 21st Century Skills for Learning

In the contemporary education policy and curriculum discourse, a lot of emphasis is laid on the 21st Century skills. These are presented as skills and competencies required to deal with the evolving society and changing environment. 21st Century skills include critical thinking, analyzing problems, creativity, innovation, communication, flexibility, adaptability, cooperation, collaboration, leadership qualities, technical and digital understanding, social interaction, life skills with ethics, morality etc. This module will also focus on the psychological, sociological, and philosophical perspective of teaching and learning Social Sciences. From a philosophical perspective, we may discuss questions about care, morality,

democracy, ideological indoctrination, teachers' biases, and controversial teaching issues. The sociological perspective may focus on the selection of knowledge and representation of different social groups' voices, experiences and aspirations. Thus, questions of gender, caste and culture may be brought in. The psychological dimensions may engage with the appropriate stage to introduce certain themes, about the selection of the pedagogic approaches, and content. The qualities of a Social Sciences teacher as a professional for enhancing teaching learning skills and promoting constitutional, democratic, humanistic values that form the key rationale of Social Science and Political Science will be discussed. For this purpose, both conceptual dimensions of professionalism and certain biographical accounts of school teachers will be brought in. This will pave way for discussing the role of a teacher in facilitating learning and creating dynamic learning environment of Social and Political Science.

Essential Readings:

Aggarwal, P. (2011). We and the socially marginalized. https://www.eklavya.in/pdfs/Sandarbh/Sandarbh_74/01-08_We_and_The_Socially_Marginalized.pdf

Aggarwal, P. (2011). सामाजिक रूप से वंचित लोग और हम. Shaikshanik Sandarbh, 74, pp. 69-80. https://www.eklavya.in/pdfs/Sandarbh/Sandarbh_74/69-80_We_and_The_Socially_Marginalized.pdf

Gulati, N. (2024). Questioning Gender Boundaries in School. *Learning Curve*, August, pp. 12-14. https://publications.azimpremjiuniversity.edu.in/5744/1/Nidhi%20Gulati.pdf

Spreen, C. A. and Monaghan, C. (2016). History and Civic Education in the Rainbow Nation: Citizenship, Identity, and Xenophobia in the New South Africa. In James H. Williams and Wendy D. Bokhorst-Heng (Eds.) *(Re)Constructing Memory: Textbooks, Identity, Nation, and State* (pp. 199-218). Rotterdam: Sense Publishers.

National Steering Committee for National Curriculum Frameworks (2023). *national curriculum framework for school education* (pp. 320-344). Bengaluru: National Steering Committee for National Curriculum Frameworks.

NCTE (2009). *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher*. NCTE, New Delhi

Newell, R. (2003). *Passion for Learning: How project-based learning meets the needs of 21st century students, what should we assess and how shall we assess it* (pp. 1-10, 55-62). Maryland: Scarecrow Education.

Noronha, A. (2010): Education for democracy, The relevance of social science education in schools. *Learning Curve*, XV, pp. 23-27.

सरदाना, अरविन्द (2023) *सामाजिक अध्ययन के शिक्षकों को याद करते हुए.* *Pathshala Bheetar Aur Bahar*, 5 (16). pp. 59-63. https://publications.azimpremjiuniversity.edu.in/5097/1/08%20%E0%A4%B8%E0%A4%BE%E0%A4%AE%E0%A4%BE%E0%A4%9C%E0%A4%BF%E0%A4%95%20%E0%A4%85%E0%A4%A7%E0%A5%8D%E0%A4%AF%E0%A4%AF%E0%A4%A8%20%E0%A4%95%E0%A5%87%20%E0%A4%B6%E0%A4%BF%20%E0%A4%95%E0%A5%8D%E0%A4%B7%E0%A4%95%E0%A5%8B%E0%A4%82%20%E0%A4%95%E0%A5%8B%20%E0%A4%AF%E0%A4%BE%E0%A4%A6%20%E0%A4%95%E0%A4%B0%E0%A4%A4%E0%A5%87%20%E0%A4%B9%E0%A5%81%E0%A4%8F.pdf

Sunny, Y. and Dhuru. S. (2025). Teachers, society, and the classroom. In *Social Science education: Developing social scientific perspective* (pp. 185-227). London and New York: Routledge.

https://manodarpan.education.gov.in/assets/img/pdf/21st_Century_Skill_Handbook.pdf

https://ncte.gov.in/website/PDF/NPST/NPST-Book.pdf

Additional sources:

Balagopalan, S. (2009). "'Unity in Diversity': Social cohesion and the pedagogical project of the Indian state." In Mokubung Mokubung Nkomo and Saloshna Vandeyar (Eds.), *Thinking diversity, building cohesion: A transnational dialogue* (pp.133–50). Amsterdam: Rozenberg Publishers.

Sarukkai, S. (n.d.) A Teacher Who Thinks
https://www.historyforpeace.pw/post/a-teacher-who-thinks-sundar-sarukkai

Sarukkai, S. (n.d.) The Social Life of Democracy
https://www.historyforpeace.pw/post/the-social-life-of-democracy-sundar-sarukkai

Module 2: Assessment and Evaluation in Political Science

This module delves into the fundamental concepts and practices of assessment and evaluation in Political Science education. It emphasizes the role of assessment in enhancing teaching and learning outcomes while fostering critical thinking and analytical skills among students. The module also highlights the importance of formative and summative evaluations, ensuring that assessments are designed to align with the disciplinary goals of Political Science. Additionally, it underscores the significance of content mastery for educators, recognizing its centrality in effective teaching and evaluation.

A. Meaning of Assessment and Its Importance in Political Science Education
   - Concepts and Definitions: Exploring what assessment entails and its theoretical underpinnings.
   - Importance in Political Science Education: Understanding the role of assessment in achieving educational objectives specific to Political Science.

B. Types of Assessment in Political Science
   - Formative and Summative Assessments: Differentiating between ongoing and final evaluations, with examples from Political Science teaching.
   - Diagnostic and Benchmark Assessments: Addressing specific learning gaps and measuring progress against standards.

C. Assessment of Critical Thinking and Analytical Skills
   - Aligning Assessments with Disciplinary Goals: Techniques for evaluating students' ability to analyze political systems, events, and theories.
   - Tools for Measuring Analytical Skills: Strategies such as debates, case studies, and essays to foster critical engagement with content.

D. Enrichment of Content Knowledge
   - The Teacher's Role in Content Mastery: Examining how a robust understanding of Political Science concepts enhances teaching efficacy and assessment quality.
   - Linking Content Knowledge to Evaluation: Strategies for ensuring assessments reflect the depth and breadth of the subject matter.

Module Objectives:

- Students will understand the fundamental principles and types of assessment in Political Science and their role in enhancing critical thinking and analytical skills.
- Students will develop the ability to design and implement effective assessment strategies aligned with disciplinary goals, emphasizing content mastery and ethical evaluation practices.

Essential Readings:

Batra. P, and Nawani, D (2010). Social Science Texts: A pedagogic perspective. In P. Batra (Ed.) *Social science teaching in schools: Challenges and perspectives* (197-262). New Delhi: Sage.

Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *The Phi Delta Kappan, 80*(2), 139-144, 146-148. https://www.jstor.org/stable/20439383

Newell, R. (2003). *Passion for Learning: How project-based learning meets the needs of 21st century students, what should we assess and how shall we assess it* (pp. 21-34,). Maryland: Scarecrow Education.

Paliwal, R. (2010). Assessment of Social Science in Schools - Our Experiences, Experiments and Learning. *Learning Curve*, August. https://publications.azimpremjiuniversity.edu.in/591/1/Assessment%20of%20Social%20Science%20in%20Schools-Our%20Experiences%2C%20Experiments%20and%20Learnings2010IssueXV.pdf

Sunny, Y. and Dhuru. S. (2025). Can classrooms transform?. In *Social Science education: Developing social scientific perspective* (pp. 162-184). London and New York: Routledge.

सामाजिक अध्ययन कार्यक्रम (Samajik Adhyayan Kaaryakram) (1995). परीक्षा तो थी फिर भी. *Shaikshanik Sandarbh*, अंक 3, पृष्ठ 34 – 40. https://www.eklavya.in/pdfs/Sandarbh/Sandarbh_03/34-40_Exam_Was_There.pdf

Classroom Assessment Technique: Concept Maps https://www.youtube.com/watch?v=Gm1owf0uGFM

Suggested Readings

Black, P. (2013). Formative and summative aspects of assessment: Theoretical and research foundations in the context of pedagogy. In McMillan, J. H. (Ed.). *Sage Handbook of Research on Classroom Assessment* (pp. 167-178). California, London: Sage.

NCERT. (2006). Position paper of the National Focus Group on Teaching of Social Sciences. NCERT. (Relevant selections for pedagogy)

Voparil, C. J. (2008). Assessing for understanding: Toward a theory of assessment as learning. In M. D. Deardorff, K. Hamann, & J. Ishiyama (Eds.), *Assessment in Political Science* pp. 17–37. American Political Science Association. https://apsanet.org/Portals/54/files/Books/APSA%20Assessment%20in%20Political%20Science_2008.pdf

Module 3: Research and Innovative Practices of Teaching Political Science

Research and innovation will help student teachers in developing new ideas, approaches and implementing them to the changes around us. Students will understand various approaches, methods and techniques to reflect, examine and attempt to solve the problems around them. This can help to understand the diversity of learners and learning experiences. These researches may focus on how students understand concept and what knowledge do they bring to the classroom across different schools. This may also take the form of action research.

Essential Readings:

Bignami, F., Dif-Pradalier, M., Tiberghien, J. (2024). Skills Development as a Political Process: Towards New Forms of Mobilization and Digital Citizenship Among Platform Workers. In: Mezzadra, S., Cuppini, N., Frapporti, M., Pirone, M. (eds) *Capitalism in the Platform Age*. Springer Studies in Alternative Economics. Springer, Cham. https://doi.org/10.1007/978-3-031-49147-4_14

George, A. (2007). *Children's perception of Sarkar: A Critique of civics textbooks*. Bhopal: Eklavya.

Srinivasan, M. V. (2019). Social science education in Indian schools: Review of research and public discourse. *Indian Educational Review*, 57 (1), pp. 5-36.

Thornton, S. (2005). *Teaching Social Studies that Matters: Curriculum for Active Learning*. United Kingdom: Teachers College Press.
Yadav, Y. 2007. Loktantra Aur Schoolee Shiksha. *Shiksha Vimarsh*, July-August: pp. 5–14. https://www.digantar.org/uploads/shiksha-vimarsh/articles/2007_07_02.pdf
https://ncte.gov.in/oer/Forms/OERDocs/OERDoc/OERDoc_761_80506_11_08_2021.pdf

Suggestive Practicum (Any Three)
1. Prepare, administer, and analyze scores of an achievement test.
2. Prepare an E-Portfolio of a student of Secondary Stage.
3. Development of multidisciplinary projects and presentation by PowerPoint.
4. Apply innovative practices in classroom teaching
.5. Plan action research for Continuous Professional Development (CPD)
6. New ways of assessment using educational technologies focusing on 21st century skills.
7. Write a detailed report on field trip evaluating the learning processes.
8. Any other project assigned by HEI.

(ii) Assessment Plan (weight, mode, scheduling) for the course:
- Assessment 1 (reflections/class test on readings): 50%
- Assessment 2 (Analysis of assessments in textbooks and examination and designing assessment): 50%

8. Pedagogy:
a. Instructional strategies: Lecture cum discussion, observation, project approach, field based, inquiry approach, experimentation, problem solving, concept mapping, audio-visual aid collaborative approach
b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom with ICT facilities and access to digital Political Science resources.
c. Expertise in AUD faculty or outside: This course can be taught by faculty with expertise in Political Science and Education.
d. Linkages with external agencies: Collaborations with secondary schools for practicum or observation sessions are suggested.



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) 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 the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through BoS 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
Course title	**Content-cum-Pedagogy of History at Secondary Stage I**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory—content cum pedagogy
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter 2025
Course coordinator and team	Dr. Manish Jain (C); Dr. Minakshi

1. How does the course link with the vision of AUD? The course is linked with the vision of AUD as it supports prospective teachers in developing an informed understanding and skills for professional practice. It will prepare the students for their future roles as History 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 compulsory Content-cum-Pedagogy course for History major/minor students of ITEP programmes. It will enable the prospective History teachers to develop their pedagogical practices for teaching History at the secondary level.

3. Does the course connect to, build on or overlap with any other courses offered in AUD? Yes. The course builds on the previous semester's disciplinary and education foundation courses and connects with content-cum-pedagogy courses of the preceding and succeeding semesters. 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): ITEP students with a major/minor in History.

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, with taught and practicum components

7. **Course Details:**

a. Summary:

This course will empower secondary-level teacher trainees by equipping them with the skills and strategies needed to teach history effectively. It will delve into the nature, scope, and

interdisciplinary significance of history, emphasizing its future role in fostering critical thinking and empathy. Trainees will explore diverse teaching methods, such as storytelling, role-playing, inquiry-based learning, and project work, which will enable them to create engaging and inclusive history lessons. The course will address potential challenges, such as misconceptions, biases, and the integration of digital tools for blended learning. Through a combination of lectures, discussions, workshops, and field activities, participants will develop innovative lesson plans and projects that will promote analytical and creative thinking. They will be prepared to deliver dynamic and impactful history lessons that connect with students in meaningful ways. By completing this course, participants will demonstrate a clear understanding of history's nature and scope, utilize primary and secondary sources, design history lessons with diverse methods, and foster critical, creative, and empathetic thinking in students. Additionally, they will learn to integrate interdisciplinary perspectives, address misconceptions, and employ digital tools to create a balanced and inclusive approach to history education.

b. Objectives:

Upon successful completion of this course, students will be able to:

- Demonstrate a comprehensive understanding of history: Define history, identify primary and secondary sources, and analyse historical periods and events.
- Articulate clear learning objectives: Develop specific, measurable, achievable, relevant, and time-bound (SMART) learning objectives for history education.
- Employ effective teaching methodologies: Utilize a range of instructional strategies, including inquiry-based learning, project-based learning, and technology-integrated approaches, to engage students in the study of history.
- Assess student learning effectively: Design and implement a variety of assessment tools, such as quizzes, tests, essays, projects, and performance-based assessments, to evaluate student understanding and skills.
- Engage in ongoing professional development: Reflect on teaching practices, seek out opportunities for professional growth, and stay current with trends and best practices in history education.

c. Expected learning outcomes:

Upon successful completion of this course, students will be able to:

- Demonstrate a clear understanding of the nature, scope, and significance of history in education.
- Identify and utilize primary and secondary sources effectively in historical inquiry.
- Design and implement history lessons using diverse teaching methods, including storytelling, role-play, and inquiry-based approaches.
- Foster empathy, analytical thinking, and creativity among students by encouraging them to evaluate, interpret, and synthesize historical narratives.
- Address and mitigate biases, stereotypes, and misconceptions in history education.
- Incorporate digital tools and blended learning techniques to enhance the teaching and learning of history.
- Promote diverse narratives, including gender, cultural, and global perspectives, to foster a more inclusive understanding of history.
- Address sensitive and controversial topics with a balanced and unbiased approach.
- Create detailed lesson plans that reflect interdisciplinary and learner-centric methodologies.

– Engage students through field-based learning, collaborative projects, and active discussions.

d. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is designed as per the NCTE prescribed curriculum. Readings have been added. It is organised into 3 modules.

e. Course contents detailed in module-wise format:

Module 1: Nature and Scope of History

This module will explore the definition, significance, and educational value of history, emphasizing its role in fostering critical thinking and historical consciousness. It will examine the nature and definition of history, focusing on what will constitute history and its importance in education. The module will delve into the sources of historical knowledge, highlighting the distinction between primary and secondary sources and their anticipated role in reconstructing historical narratives. It will also address the concept of periodization, explaining how dividing history into periods will enhance teaching and understanding. Furthermore, the module will emphasize the development of historical consciousness and interpretation skills, encouraging learners to engage with key historiographies and cultivate a deeper understanding of the past. It will also explore the interdisciplinary connections between history and social sciences, discussing the nature of social sciences and their role in fostering a comprehensive and integrated approach to learning.

- Definition and Nature of History: Understanding what constitutes history and its educational significance; discuss the interdisciplinary nature of history and its integration with social sciences.
- Sources of Historical Knowledge: Exploring primary and secondary sources and their role in reconstructing history.
- Periodization in History: Understanding the division of history into periods for effective teaching.
- Historical Consciousness and Thinking: Developing skills in historical interpretation and thinking, and examining key historiographies.

Essential Readings:

- Andrews, Thomas, and Flannery Berk (2007). "What does it mean to think historically in Perspectives in History,*" The Newsmagazine of American Historical Association*, January issue. https://www.historians.org/perspectives-article/what-does-it-mean-to-think-historically-january-2007/
- Andrews, Thomas, and Flannery Berk (2008). *Itihas Ki Drishti Se Sochane Ka Arth*, *Siksha Vimarsh*. November-December, Page 23-27. https://www.digantar.org/uploads/shiksha-vimarsh/articles/2008_11_06.pdf
- Batra, P. (Ed. 2010). *Social Science Learning in Schools: Perspective and Challenges*. New Delhi: Sage Publications India Pvt. Ltd.
- Lemon, M. C. (2003). *Philosophy of History*. New York: Routledge.
- Marwick, Arthur (1989). *The Nature of History*. Chicago: Lyceum Books, Inc., Chapters 1, 3, 4, 5. (Also available in Hindi). https://archive.org/details/isbn_9780925065001/page/n5/mode/1up
- Menon, N. (2010). "*History, Truth and Nation: Contemporary Debates on Education in India."* In Vinayak, A. and R. Bhargava (Eds.), *Understanding Contemporary India: Critical Perspectives*. New Delhi: Orient Blackswan.

- NCERT (1970). *Teaching History in Secondary Schools: A Handbook for History Teachers*. Chapters 1, 2.
- Ravikant (2008). "Samajik Vigyan Ka Shikshan: Sandarbh Itihas." *Siksha Vimarsh*, November-December, Page 53-55. https://www.digantar.org/uploads/shiksha-vimarsh/articles/2008_11_10.pdf
- Singer, Alan J. (2003). *Social Studies for Secondary Schools: Teaching to Learn, Learning to Teach*. New Jersey: Lawrence Erlbaum Associates, Chapters 1 & 2.
- Tosh, John (2015). *The Pursuit of History: Aims, Methods and New Directions in the Study of History*. London: Pearson, Chapters 1-8. https://archive.org/details/91288819ToshPursuitOfHistory5thEd/page/n5/mode/1up
- ओझा, सीमा शुक्ला (2023). "पाठ्यपुस्तकें और इतिहास की निष्पक्षता." *अधिगम*, मार्च, अंक-27, पेज- 35-44.
- वर्मा, लाल बहादुर (1984). *इतिहास के बारे में*. नई दिल्ली: प्रकाशन संस्थान.
- सुब्रहमण्यम, सी. एन. एवं पी. के. बसंत (2006). "महाभारत पर कुछ विचार: **इतिहास के स्रोत**." *सन्दर्भ*, अंक-3 (56), पेज-71-83. https://www.eklavya.in/pdfs/Sandarbh/Sandarbh_56/71-83%20Mahabhrat%20Par%20Kuch%20Vichar-5_%20C.N.%20Subhramanyam%20and%20P.K.Basant.PDF

Suggested Readings:

- Aggarwal, J. C. (2008). *Teaching of History: A Practical Approach*. Vikas Publishing. Chapter-1.
- Bloch, Marc.(1953, rept. 2017). *The Historian's Craft*, Delhi: Aakar Books.
- Carr, E. H. (1961). What is History, University of Cambridge and Penguin, India. (Also available in Hindi as Itihaas kya hai Published by McMillan)
- Misra, Salil and Ashish Ranjan (2012). "Teaching of Social Sciences: History, Context and Challenges." In Vandana Saxena (Ed.), *Nurturing the Expert Within*. Delhi: Pearson.
- Singh, Y. K. (2011). *Teaching of History: Modern Methods*. New Delhi: APH Publishing, Chapter 2, 3.
- Sreedharan, E. (2004). *A Textbook of Historiography 500 B.C. to A.D. 2000*. New Delhi: Orient Longman.
- Thapar, Romila (2024). *Our History, Their History, Whose History?*. Delhi: Seagull Books.
- Wallerstein, I. (1996). *Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences*. Delhi: Vistaar Publications.
- Webb, Keith (1995). *An Introduction to problems in the philosophy of social sciences*. London: Pinter.

Module 2: Aims and Objectives of Teaching History

This module will focus on the aims of teaching history, emphasizing the development of knowledge acquisition, critical thinking, and fostering a deeper understanding of the past. It will highlight the interdisciplinary connections of history, showcasing its intellectual, moral, and aesthetic value. The module will outline the aims and objectives of teaching history, such as encouraging critical analysis, building historical understanding, and imparting knowledge. It will also project the expected learning outcomes and competencies to be developed at the secondary level. Additionally, it will explore history's place within the school curriculum,

emphasizing its connections to other disciplines, and will discuss the intellectual, utilitarian, moral, aesthetic, and environmental significance of history as a subject.

- Aims and Objectives of Teaching History: Knowledge acquisition, critical thinking, and fostering historical understanding.
- Learning Outcomes and Competencies: Skills and competencies expected at the secondary level.
- Interdisciplinary Aspects: Understanding history's place within the school curriculum and its connections to other disciplines.
- Value of History: Intellectual, utilitarian, moral, aesthetic, and environmental significance.

Essential Readings:

- Batabyal, Rakesh (2020). *The Modern School (1920–2020): A Century of Schooling in India*. Chennai: Westland Publications.
- Bradley Commission on History in Schools Records, 1982-1992.
- Gupta, Vikas, Rama Kant Agnihotri and Minati Panda (2021, Eds.), *Education and Inequality: Historical and Contemporary Trajectories*. Hyderabad: Orient BlackSwan, Part-1 & 2.
- Hunt, Martin (2007). *A Practical Guide to Teaching History in the Secondary School*. New York: Routledge, Chapter-2.
- Kumar, Krishna (2001). *Prejudice and Pride: School Histories of the freedom Struggle in India and Pakistan*. New Delhi: Penguin (Also available in Hindi as Mera Desh Tumhara Desh published by Rajkamal in 2007).
- Stearns, Peter N. (2008). "Itihas Kyon Paden?". *Siksha Vimarsh,* November-December, Page-28-34. https://www.digantar.org/uploads/shiksha-vimarsh/articles/2008_11_07.pdf
- Singh, Y. K. (2011). *Teaching of History: Modern Methods*. New Delhi: APH Publishing, Chapter 4.
- *Teaching History in Secondary Schools.* A handbook for history teachers. NCERT (1970). Chapter 9,10.
- Tosh, John (2015). *The Pursuit of History: Aims, Methods and New Directions in the Study of History.* London: Pearson, Chapter- 2. https://archive.org/details/91288819ToshPursuitOfHistory5thEd/page/n5/mode/1up

Suggested Readings:

- Aggarwal, J. C. (2008). *Teaching of History: A Practical Approach*. New Delhi: Vikas Publishing, Chapter-6.
- Ghate, V.D. (1995). *The Teaching of History.* Calcutta: Oxford University Press, Chapter-2
- Kochhar, S.K. (1984). *Teaching of History*. New Delhi: Sterling Publishers Private Limited, Chapter-2.

Module 3: Pedagogical Aspects of History

This module will introduce various teaching methods, including inductive, deductive, constructivist, and experiential learning approaches. It will emphasize the use of innovative strategies to enhance teaching, promote interdisciplinary learning, address misconceptions, and encourage higher-order thinking skills. The module will explore experiential learning through field visits and collaborative projects, offering practical connections to historical concepts. It will present approaches to teaching history that integrate methods such as discovery, project-based learning, and art. The module will also aim to link history with other

subjects for a holistic understanding, implement strategies to address biases and misconceptions, and employ teaching methods like role-play, problem-solving, inquiry-based learning, debates, and concept mapping. Furthermore, it will promote critical, creative, and analytical thinking to engage learners with historical narratives in a meaningful way.

- Approaches to Teaching History: Inductive, deductive, constructivist, and experiential learning methods.
- Innovative Strategies: Integration of art, field visits, discovery, and project-based approaches.
- Interdisciplinary Learning: Linking history with other subjects of social sciences to provide a holistic understanding.
- Addressing Misconceptions: Strategies for unbiased and accurate historical understanding.
- Methods of Teaching: Role-play, problem-solving, inquiry-based learning, debates, and concept mapping.
- Experiential Learning: Collaborative projects and field-based activities for real-world connections.
- Promoting Higher-Order Thinking: Encouraging critical, creative, and analytical engagement with historical narratives.

Essential Readings:

- Arthur, James and Robert Phillips (2004). *Issues in History Teaching*. London: Routledge Falmer.
- Barton, Keith C. and Linda S Levstik (2004). *Teaching History for the Common Good*. New Jersey: Taylor & Francis, Chapter-10.
- Batra. P, and D. Nawani (2010). "Social Science Texts: A pedagogic perspective." In P. Batra (Eds.), *Social Science Teaching in Schools: Challenges and Perspectives.* New Delhi: Sage, pp. 197-262.
- Van Sledright, Bruce (2008). "Itihas Adhyayan Ki Jadata." *Siksha Vimarsh*, November-December, Page-18-20. https://www.digantar.org/uploads/shiksha-vimarsh/articles/2008_11_04.pdf
- Champion, Erik. (2009). "Game-Based Historical Learning". In Richard E. Ferdig, *Handbook of Research on Effective Electronic Gaming in Education*, IGI Global, pp. 219-234. https://www.researchgate.net/publication/315119677_Game-Based_Historical_Learning
- Gupta, Vikas, Rama Kant Agnihotri and Minati Panda (2021, Eds), Education and Inequality: Historical and Contemporary Trajectories. Hyderabad: Orient Black Swan, Chapter-4, 6.
- Haydn Terry, Arthur James and Hunt Martin. (2002), Learning to Teach History in the Secondary School: A companion to school experience, Routledge, Falmer. New York: Taylor and Francis group.
- Hunt, Martin (2007). A Practical Guide to Teaching History in the Secondary School. New York: Routledge, Chapter- 4 to 9.
- Loewen, James W. *Teaching what Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited about Doing History*. New York: Teachers College Press.
- Phillips, Robert (2002). Reflective Teaching of History, 11-18, Continuum Studies, in Reflective Practice and Theory, Continuum, London, New York.
- Phillips, Ian (2008). Teaching History. Sage: South Asia Edition, Delhi.

- Pathak, S.P. (2005). Teaching of History: The Paedo Centric Approach, Kanishka Publishers, New Delhi.
- Kumar, Krishna (1992, Third Edition in 2004).What is Worth Teaching. Delhi: Orient Blackswan.
- Vishwambhar (2008). "Itihas Ka Shikshan." *Siksha Vimarsh,* November-December, Page-3-4. https://www.digantar.org/uploads/shiksha-vimarsh/articles/2008_11_01.pdf
- Vishwambhar (2008). "School Star Par Itihas Shikshan Ka Nazariya" (C. N. Subhrahniyam Se Vishwambhar Ki Baatcheet). *Siksha Vimarsh,* November-December, Page-62-74. https://www.digantar.org/uploads/shiksha-vimarsh/articles/2008_11_12.pdf

Suggested Reading:

- Aggarwal, J. C. (2008). *Teaching of History: A Practical Approach*. Delhi: Vikas Publishing, Chapter 4, 5, 14.
- Barton, Keith C, and Linda S. Levstik (2004). *Teaching History for the Common Good*. New Jersey: Taylor & Francis. Chapter 10.
- Kochhar, S.K. (1984). *Teaching of History*. New Delhi: Sterling Publishers Private Limited, Chapter. 4,7,
- *Teaching History in Secondary Schools: A Handbook for History Teacher*s. NCERT (1970). Chapter 8.
- Tyagi, Gurusharan Das (1995). *Itihas Shikshan*. Agra: Vinod Pustak Mandir.(In Hindi)
- Ghate, V.D. (1895). *The Teaching of History.* Calcutta: Oxford University Press. Chapter. 3, 11.

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

Assessment 1 (Reading responses): 50%

Assessment 2 (Presentations/ Field based assignment): 50%

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, library, classroom/others instructional space; any other – please specify): Classroom equipped with good ICT facilities.

c) Expertise in AUD faculty or outside: AUD faculty Linkages with external agencies (e.g., with field-based organizations, Archives; 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) 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 the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through BoS 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
Course title	**Content-cum-Pedagogy of History at Secondary Stage II**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon 2025
Course coordinator and team	Dr. Manish Jain (C), Dr. Minakshi

1. How does the course link with the vision of AUD?
The course is linked with the vision of AUD as it supports prospective teachers in developing an informed understanding and skills for professional practice. It will prepare the students for their future roles as History 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 compulsory Content-cum-Pedagogy course for History major/minor students of ITEP programmes. It will enable the prospective History teachers to develop their pedagogical practices for teaching History at the secondary level.

3. Does the course connect to, build on or overlap with any other courses offered in AUD? Yes. The course builds on the previous semester's disciplinary and education foundation courses and connects with content-cum-pedagogy courses of the preceding and succeeding semesters. 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) ITEP students with a major/minor in History.

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, with taught and practicum components

7. **Course Details:**

a. Summary:

This course will prepare secondary-level educators with advanced strategies for teaching history, focusing on innovative, interdisciplinary, and technology-integrated approaches. It

will emphasize fostering critical inquiry, experiential learning, and reflective practices to address contemporary challenges in history education while cultivating a nuanced understanding of historical narratives. Through three comprehensive modules, the course will guide future educators in creating transformative and engaging learning experiences. The first module will explore diverse teaching and learning resources, emphasizing experiential and digital tools like augmented reality, multimedia, and historical fiction. It will demonstrate how museums, heritage sites, and oral histories can enrich history education. The second module will focus on curriculum planning, pedagogical analysis, and lesson design, emphasizing the creation of inclusive and impactful unit and lesson plans aligned with learning outcomes. It will also highlight strategies for content enrichment and textbook analysis to ensure a robust understanding of historical narratives. The final module will delve into ICT integration, equipping educators with skills to utilize smart boards, AI, and digital platforms to enhance historical inquiry and teaching. It will emphasize TPCK-based lesson planning and the effective use of multimedia resources for both online and offline learning environments. By the end of the course, learners will be able to develop comprehensive lesson plans, employ modern teaching methods, conduct historical research, and continuously improve their teaching strategies through reflective practices.

b. Objectives:

Upon successful completion of this course, students will be able to:

- Deepen Historical Understanding: Develop a sophisticated grasp of historical inquiry by exploring its philosophical and methodological foundations.
- Explore History's Role in Society: Analyze history's impact on societal transformation, cultural identity, and nation-building.
- Enhance Research and Analytical Skills: Cultivate advanced skills in historical research, critical analysis, and source interpretation.
- Leverage 21st-Century Tools: Address the challenges of globalization and technological advancements in history education

c. Expected learning outcomes:

Upon successful completion of this course, students will be able to:

- Develop comprehensive unit and lesson plans that integrate experiential learning and align with learning outcomes.
- Identify key concepts and learning objectives for effective instruction.
- Design strategies that address diverse learning needs and enrich historical understanding.
- Use smart boards, AI, and machine learning to enhance teaching.
- Create lesson plans using Technological Pedagogical Content Knowledge for interactive teaching.
- Assess the effectiveness of ICT strategies in promoting engagement and learning.
- Conduct and analyze historical research.
- Continuously improve teaching strategies through reflective practice.
- Implement modern teaching methods, integrating technology and interdisciplinary approaches
- Continuously improve teaching strategies through reflective practice.
- Implement modern teaching methods, integrating technology and interdisciplinary approaches

d. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is designed as per the NCTE prescribed curriculum. Readings have been added. It is organised into 3 modules.

e. Course contents detailed in module-wise format:

Module 1: Teaching Learning Resources for History

This module will explore the diverse teaching and learning resources available for history education, emphasizing the use of innovative, experiential, and digital tools to foster student engagement. It will focus on the concept, definition, and importance of teaching aids in history education, highlighting how well-chosen resources will enhance the teaching-learning process. The module will categorize teaching aids into various types, such as print media, including textbooks and teachers' manuals; non-print and digital media, such as radio, television, websites, animations, audio-visual resources, simulations, and digital repositories; and emerging technologies like Augmented Reality (AR), Virtual Reality (VR), Artificial Intelligence (AI), and Open Educational Resources (OERs). It will also incorporate reflective and visual aids, including charts, 2D/3D models, games, toys, flashcards, worksheets, and multimedia materials. The module will demonstrate the use of historical fiction and multimedia to create immersive learning experiences that will make history more relatable and engaging. Additionally, it will emphasize the value of museums, monuments, heritage sites, and archives, encouraging both physical and virtual visits to enhance experiential learning and foster a stronger connection to history. Finally, the module will explore the use of oral histories and interviews, incorporating first-hand accounts to provide living perspectives on historical events, thus enriching students' understanding of the past through diverse and dynamic methods.

- Teaching Learning Aids/Materials:
  - Concept, definition, and importance of teaching aids in history education.
  - Enhancing the teaching-learning process with well-chosen resources.
- Types of Teaching Learning Aids/Materials:
  - *Print Media:* Textbooks, teachers' manuals, and other print resources.
  - *Non-Print and Digital Media:* Radio, television, websites, animations, audio-visual resources, simulations, and digital repositories.
  - *Emerging Technologies:* Augmented Reality (AR), Virtual Reality (VR), Artificial Intelligence (AI), and Open Educational Resources (OERs).
  - *Reflective and Visual Aids:* Charts, 2D/3D models, games, toys, flashcards, worksheets, and multimedia materials.
- Historical Fiction and Multimedia:
  - Using narratives and multimedia to create immersive learning experiences.
- Museums, Monuments, Heritage Sites, and Archives:
  - Leveraging physical and virtual visits for experiential learning and fostering a connection to history.
- Oral Histories and Interviews:
  - Incorporating first-hand accounts to provide living perspectives on historical events.

Essential Readings:

- Amim, Shahid (1992). "Gandhi as Mahatma: Gorakhpur District, Eastern UP, 1921-2." Delhi: Oxford University Press.

https://jan.ucc.nau.edu/sj6/AminGandhiasMahatma.pdf (Also available in Hindi in Nimnavargiya Prasang by Rajkamal Publication.)
- Batra, P. (Ed. 2010). *Social Science Learning in Schools: Perspective and Challenges*. New Delhi: Sage Publications India Pvt. Ltd., Chapter-5. https://archive.org/details/poonam-batra-social-science/page/196/mode/1up
- Daniel, Cohen (2006). *Digital history : a guide to gathering, preserving, and presenting the past on the Web.* Philadelphia: University of Pennsylvania Press. Chapter. 3.
- Huang, Ronghuai, J. Michael Spector and Junfeng Yang (2019). *Educational Technology A Primer for the 21st Century*. Singapore: Springer, Part-IV, Page-231-241.
- Hunt, Martin (2007). *A Practical Guide to Teaching History in the Secondary School*. New York: Routledge, Chapter- 9.
- Marcus, Alan S., Scott Alan Metzger, Richard J. Paxton and Jeremy D. Stoddard (2018). *Teaching History with Film Strategies for Secondary Social Studies*. New York: Routledge, Part-I, Page-1-17.
- Nawani, Disha (2016). *Teaching-Learning Resources for School Education*. New Delhi: Sage.
- Singh, Y. K. (2011). *Teaching of History: Modern Methods*. New Delhi: APH Publishing. Chapter 5, 10, 11,12
- गोयल, जितेंद्र सिंह (2024). "सीखने और शिक्षण में संवर्धित वास्तविकता (ए. आर.) का विकास: दशा एवं दिशा." *अधिगम*, मार्च, अंक-30, पेज- 69-81.
- सुब्रह्मण्यम, सी. एन. एवं पी. के. बसंत (2005). "महाभारत: एक जीवित महाकाव्य." *सन्दर्भ*, अंक-3 (51), पेज-77-83. https://www.eklavya.in/pdfs/Sandarbh/Sandarbh_51/76-83%20Mahabharat-1%20by%20Subbu%20&%20Basant.PDF
- शर्मा, मृदुला (2024). "शिक्षक पुनर्निर्माण: एकीकृत शिक्षक शिक्षा कार्यक्रम में तकनीकी क्षिक्षा शस्त्र और विषयवस्तु ज्ञान (टीपैक) का सहक्रियात्मक संलयन." *अधिगम*, मार्च, अंक-30, पेज- 35-44.

Websites:
Archaeological Survey of India: https://asi.nic.in/
National Museum, New Delhi : https://nationalmuseumindia.gov.in/en
National Archive of India: https://nationalarchives.nic.in/about-NAI/history
The 1947 Partition Archive: https://in.1947partitionarchive.org/

Field visit at least one Place: National Archive of India, National Museum Delhi, Partition Museum
Some Movies: Garam Hawa, Tamas

Suggested Readings:
- Aggarwal, J. C. (2008). *Teaching of History: A Practical Approach*. Delhi: Vikas Publishing, Chapter-34.
- Kochhar, S.K.(1979). *Teaching of History*. New Delhi: Sterling Publishers Private Limited,. Chapter 5, 6 & 11. https://archive.org/details/in.ernet.dli.2015.108308/page/n10/mode/1up

- McInerney, Dennis M. and Arief Darmanegara Liem (2008 Ed.). *Teaching and Learning: International Best Practice*. United States: Information Age Publishing, Incorporated.
- Russell, S. J. and P. Norvig (2003). "Artificial Intelligence: A Modern Approach." *Applied Mechanics and Materials*, No. 263(5), pp. 2829–2833.
- Urvashi Butalia (1998). *The other side of silence*. Delhi: Penguin, Intro.

Module 2: Content Analysis and Planning for Teaching History

This module will emphasize systematic curriculum planning, pedagogical analysis, and lesson design to deliver impactful and effective history education. It will focus on the importance of unit and lesson planning, explaining their definition, types, and significance in enhancing the teaching-learning process. The module will guide learners in conducting a pedagogical analysis of content by identifying key concepts, competencies, and learning outcomes. It will also emphasize designing inclusive and diverse learning experiences and analyzing secondary-level history textbooks to plan effective and engaging instruction. Learners will develop unit and lesson plans that will integrate These plans will align with clearly defined learning outcomes and inclusive teaching strategies, ensuring that the diverse needs of all students are addressed. Additionally, the module will focus on content enrichment in history, highlighting ways to address gaps in historical narratives and ensuring a comprehensive understanding of the subject. Through these approaches, learners will acquire the skills necessary to create meaningful and impactful history lessons.

- Unit and Lesson Planning:
  - Definition, types, and significance in the teaching-learning process.
- Pedagogical Analysis of Content:
  - Identifying key concepts, competencies, and learning outcomes.
  - Designing inclusive and diverse learning experiences.
  - Analyzing secondary-level history textbooks to plan effective instruction.
- Developing Unit and Lesson Plans:
  - Crafting comprehensive plans integrating experiential learning, art, and sports.
  - Aligning plans with learning outcomes and inclusive strategies.
- Content Enrichment in History:
  - Addressing gaps and ensuring a robust understanding of historical narratives.

Essential Readings:

- Batra, Poonam (2010). *Social Science Learning in Schools: Perspective and Challenges*. New Delhi: Sage Publication, Chapter 5. (History Curriculum and Textbooks written by Tripta Wahi)
- Hunt, Martin (2007). *A Practical Guide to Teaching History in the Secondary School*. New York: Routledge, Chapters 3 & 4.
- Kalu Ram Sharma (2019). "Lesan Plan: Kitne Saarthak?." *Siksha Vimarsh*, January-February, No. 1, pp. 41-44. https://www.digantar.org/uploads/shiksha-vimarsh/articles/2019_01_07.pdf
- Paliwal Rashmi and C.N. Subramanian (2010). "Texts in Schools, in Learning Curve, Issue XV," *August-Special issue on Social Science in Schools*. Bangalore: Azim Premji Foundation.
- Ranjan, Ashish (2009). "History curriculum." In T. Geetha (Ed.), *A Comparative Study of Curriculum in I.B., C.I.S.C.E. And C.B.S.E. Boards,* Project Report of The International Baccalaureate, Singapore.
- Singh, Y. K. (2011). *Teaching of History: Modern Methods*. New Delhi: APH Publishing, Chapters 8, 13.

Suggested Reading:

- Aggarwal, J. C. (2008). *Teaching of History: A Practical Approach*. New Delhi: Vikas Publishing, Chapters- 20, 27, 30, 31, 32.
- Apple, Michael W., and Christian L. Smith (Eds.). *The Politics of the Textbook*. New York: Routledge.
- Arthur, James, and Robert Phillips (2004). *Issues in History Teaching*. London: Routledge.
- Bhog, Dipta (2002). "Gender and Curriculum: Review of Women Studies." *Economic and Political Weekly*, No. 37(17), pp. 1638-1642.
- Kochhar, S. K. (1979). *Teaching of History*. New Delhi: Sterling Publishers Private Limited, Chapter-16. https://archive.org/details/in.ernet.dli.2015.108308/page/n10/mode/1up
- Seminar (#522, February 2003). *Rewriting History: A Symposium on Ways of Representing Our Shared Past*. Articles by Neeladri Bhattacharya, Sumit Sarkar, C. N. Subramaniam, Rashmi Paliwal, Tanika Sarkar, Kumkum Roy, Urvashi Butalia, Krishna Kumar, Partha Chatterjee, and others.

Module 3: ICT Integration and Application

This module will delve into the strategic integration of Information and Communication Technology (ICT) in history education, focusing on modern tools and techniques to transform the classroom experience. It will explore the scope and importance of ICT in enhancing historical inquiry, emphasizing how digital tools can enrich the teaching and learning process. The module will introduce learners to various classroom ICT tools, such as smart boards, artificial intelligence (AI), and machine learning, which will be utilized to engage students effectively. Furthermore, the module will examine the use of ICT tools and platforms, including software, apps, and digital resources, tailored to the needs of history teaching at the secondary stage. It will emphasize the development of lesson plans based on the TPCK (Technological, Pedagogical, and Content Knowledge) framework, ensuring a seamless integration of technology with pedagogy and content knowledge. Additionally, the module will guide learners in employing multimedia and digital resources for both online and offline teaching environments, preparing them to create interactive and engaging learning experiences for students.

- ICT in History Education: Exploring the scope and importance of ICT for enhancing historical inquiry.
- Classroom ICT Tools: Utilizing smart boards, AI, and machine learning to engage students.
- ICT Tools and Platforms: Leveraging software, apps, and digital platforms for history teaching at the secondary stage.
- TPCK-Based Lesson Planning: Developing lesson plans that seamlessly integrate technological, pedagogical, and content knowledge.
- Employing multimedia and digital resources for online and offline teaching.

Essential Readings:

- Gupta, Dhriti Sundar and Wangjo Bosai (2024). "National Education Policy 2020 : Technology Use and Integration." *Adhigam*, No. 30, pp. 130-139.
- Khosrow-Pour, Mehdi (2015). *Curriculum Design and Classroom Management: Concepts, Methodologies, Tools, and Applications*. Hershey: Information Science Reference, Chapter- 4, 10, 15, 22, 23, 86.

- McCall, J. (2016). "Teaching History With Digital Historical Games: An Introduction to the Field and Best Practices." *Simulation & Gaming*, No. 47(4), 517-542. https://doi.org/10.1177/1046878116646693
- Terry Haydn and Christine Counsell (2003*) History, ICT and Learning in the Secondary School*. London: Routledge, Chapter 2 to 7.
- *Understanding of ICT in Education*, State Council of Educational Research and Training. New Delhi.
- Cohen Daniel (2006) *Digital history : a guide to gathering, preserving, and presenting the past on the Web.* Philadelphia: University of Pennsylvania Press, Chapter- 1, 6.
- सिंह, शिरीष पाल सिंह और अभिषेक वर्मा (2024). 'ऑनलाइन शिक्षण में शिक्षकों की संलग्नता.' *अधिगम*, मार्च, अंक-30, पेज न.- 96-108.

Website: Eda Mathew collection https://www.amdigital.co.uk/

Suggested Readings:

- Akkerman, S., Admiraal, W., Huizenga, J. (2009). "Storification in History education: A Mobile Game in and About Medieval Amsterdam." *Computers & Education,* No. 52(2), pp. 449–459.
- Huang, Ronghuai, J. Michael Spector and Junfeng Yang (2019). *Educational Technology: A Primer for the 21st Century*. Singapore: Springer.

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

Assessment 1 (Reading responses): 50%
Assessment 2 (Presentations/ Field based assignment): 50%

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, 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, Archives; 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) 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 the primary School.

3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through BoS 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
Course title	**Content cum Pedagogy of History at Secondary Stage III**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter 2026
Course coordinator and team	Dr. Manish Jain (C); Dr. Minakshi

1. How does the course link with the vision of AUD?
The course is linked with the vision of AUD as it supports prospective teachers in developing an informed understanding and skills for professional practice. It will prepare the students for their future roles as History 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 compulsory Content-cum-Pedagogy course for History major/minor students of ITEP programmes. It will enable the prospective History teachers to develop their pedagogical practices for teaching History at the secondary level.

3. Does the course connect to, build on or overlap with any other courses offered in AUD? Yes. The course builds on the previous semester's disciplinary and education foundation courses and connects with content-cum-pedagogy courses of the preceding and succeeding semesters. 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) ITEP students with a major/minor in History.

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, with taught and practicum components

7. **Course Details:**

a. Summary:

This course is designed for secondary-level teacher trainees and aims to equip them with the knowledge and skills necessary to effectively teach history. It focuses on developing a deep understanding of historical thinking, critical analysis, and innovative teaching methodologies. The course will explore the relevance of history in addressing contemporary issues, the

importance of assessment and evaluation, and the use of research and technology in history education.

b. Objectives:

The course will enable the learners to

- To develop students' abilities to think critically about historical events, analyze primary and secondary sources, and evaluate historical arguments.
- understand the principles of effective assessment in history, including both formative and summative assessment techniques, and to develop the ability to design and implement meaningful assessments.
- To introduce students to historical research methods, including primary source analysis, archival research, and the use of digital tools.
- To explore a variety of innovative teaching strategies, such as inquiry-based learning, project-based learning, and the use of technology, to engage students in the study of history.

c. Expected learning outcomes:

Upon successful completion of this course, students will be able to:

- Demonstrate the ability to foster 21st-century skills
- Demonstrate a deep understanding of historical thinking and critical analysis.
- Design and implement effective assessment strategies in history education.
- Conduct historical research using primary and secondary sources.
- Utilize innovative teaching methodologies to engage students in history.
- Analyze and interpret historical events and developments.
- Collaborate with colleagues to improve history teaching practices.
- Reflect on their own teaching practices and seek professional development opportunities.

d. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is designed as per the NCTE prescribed curriculum. Readings have been added. It is organised into 3 modules.

e. Course contents detailed in module-wise format:

Module 1: 21st-Century Skills for Historical Learning

This module will enhance students' critical thinking, creativity, communication, and collaboration skills within the context of history education. It will define 21st-century learning skills and investigate how these competencies will be integrated into historical inquiry projects and group activities. Students will explore the relationship between historical thinking and critical thinking, design innovative historical inquiry projects that foster creativity, and develop strategies to promote effective collaboration and communication through group work. By engaging with these themes, participants will be prepared to apply advanced pedagogical approaches in history education.

- Define the 21st century learning skills
- Exploring the relationship between historical thinking and critical thinking
- Designing historical inquiry projects that promote creativity and innovation
- Fostering collaboration and communication through historical group work

Essential Readings:

- *CBSE (2020). 21st-Century Skills :A Handbook*. Delhi. https://cbseacademic.nic.in/web_material/Manuals/21st_Century_Skill_Handbook.pdf
- Chu, Samuel Kai Wah, Rebecca B. Reynolds, Nicole J. Tavares Michele Notari and Celina Wing Yi Lee (2017). *21st Century Skills, Development Through, Inquiry-Based Learning : From Theory to Practice*. Singapore: Springer, Part-I & III, pp.- 4-13, 109-124.
- Ravenscroft, Andrew, Stefanie Lindstaedt, Carlos Delgado Kloos and Davinia Hernández-Leo (Ed. 2012). New York: Springer, pp. 3-8, 292-305, 365-370.
- Roy Kumkum (2020) *The Challenge of Democratization: Learning and Teaching History in the 21st Century*. New Delhi.
- Singh, Y. K. (2008). *Teaching of History: Modern Methods*. New Delhi: APH Publishing. Chapter- 5, 7.
- कुमार, राजीव और नरेन्द्र कुमार (2023). "विद्यार्थीयों में 21 वीं सदी के कौशल विकसित करने की आवश्यकता." *अधिगम*, मार्च, अंक-26, पेज- 35-44.

Suggested Readings:

- Griffin, Patrick and Esther Care (2015 Ed.). *Assessment and Teaching of 21st Century Skills: Methods and Approach*. New York: Springer.
- Huang, Ronghuai, J. Michael Spector and Junfeng Yang (2019). *Educational Technology: A Primer for the 21st Century*. Singapore: Springer.
- Lee, Bih Ni (2023). "Adapting History Education for the 21st Century: Integrating Technology and Critical Thinking Skills," *SPEKTA* (Jurnal Pengabdian Kepada Masyarakat Teknologi dan Aplikasi) No. 4(2), pp. 216-224
- Wagner, Peter (1999). "The Twentieth Century – the Century of the Social Sciences?". In Ali Kazancigil and David Makinson (Eds.), *World Social Science Report*. London: Elsevier.
- Zevin, J., (2000). *Social Studies for the Twenty First Century*. London: Lawrence Erilbaum Associates Publishers.

Module 2: Assessment and Evaluation in History

The upcoming module will focus on the principles and practices of assessment and evaluation in history education. It will explore essential topics such as learning indicators, performance-based assessment, continuous evaluation strategies, and structured feedback mechanisms. Learners will work on developing specific learning indicators aligned with historical concepts, maintaining detailed observation records, and assessing analytical and interpretive skills to deepen their understanding of history. The module will also emphasize continuous assessment through various methods, including school-based, formative, summative, formal, informal, and 360-degree approaches, ensuring a comprehensive evaluation of students' historical knowledge and skills. Performance assessment will include evaluating group discussions, historical field visits, observation skills, and other interactive activities. It will involve recording findings, managing portfolios, and assessing projects, assignments, and presentations that focus on historical interpretation and analysis. Additionally, the implementation of structured feedback systems will aim to enhance students' learning experiences and critical thinking abilities, fostering an enriched and dynamic approach to history education.

- Learning Indicators and Performance: Based Assessment: Developing specific learning indicators tailored to historical concepts, maintaining learners' records of observations, and evaluating their analytical and interpretive skills.

- Continuous Assessment Strategies: Utilizing school-based, formative, summative, formal, informal, and 360-degree assessment methods to ensure comprehensive evaluation of historical understanding and skills.
- Performance Assessment: Assessing group discussions, historical field visits, observation skills, and activities. Recording and reporting findings, managing portfolios, and evaluating projects, assignments, and presentations focused on historical analysis and interpretation.
- Feedback Mechanisms: Establishing structured feedback systems to enhance students' learning experience and critical thinking in History education.

Essential Readings:

- CBSE (2010). Formative Assessment Manuals for Social Science Teachers. Delhi: CBSE.
- Chu, Samuel Kai Wah, Rebecca B. Reynolds, Nicole J. Tavares Michele Notari and Celina Wing Yi Lee (2017). *21st Century Skills, Development Through, Inquiry-Based Learning : From Theory to Practice.* Singapore: Springer, Part- III, Page- 163-189.
- Ghate, V.D. (1995). *The Teaching of History.* Calcutta: Oxford University Press, Chapter- 17.
- Nawani, Disha (2015). "Re-thinking Assessments in Schools." *Economic & Political Weekly*, Vol. I, No. 3, pp. 37-41. https://dms.tiss.edu/jspui/bitstream/123456789/315/1/07_Rethinking_Assessments_in_Schools.pdf
- NCERT (2019).Continuous and Comprehensive Evaluation (CCE) Guidelines. Delhi: NCERT.

Suggested Readings:

- Aggarwal, J. C. (2008). *Teaching of History: A Practical Approach*. Delhi: Vikas Publishing, Chapter 14, 25.
- Kochhar, S.K. (1984). *Teaching of History*. New Delhi: Sterling Publishers Private Limited, Chapter 15.

Module 3: Research and Innovative Practices in History Education

This module will highlight the importance of research in history education and explore the role of history educators as researchers. It will examine recent trends and methodologies in historical research and their implications for effective teaching. The module will introduce participants to Action Research, Experimental Research, and other classroom-based research approaches relevant to history education. Participants will also engage in activities to develop and refine their historical research and writing skills. Emphasis will be placed on applying these skills to analyze historical narratives, evaluate primary and secondary sources, and design innovative classroom practices that foster critical thinking and inquiry among students. Through this module, participants will be equipped to contribute to advancing history education through reflective and research-driven practices.

- Significance of Research in History Education:
  - Understand the role of research in enhancing history teaching and learning.
  - Explore the role of history educators as researchers to contribute to the field.
  - Recent Trends in Historical Research
  - Examine contemporary methodologies and approaches in history education research.

    - Assess their implications for classroom instruction and pedagogy.
- Classroom-Based Research Methods
    - Introduction to Action Research: Identifying and solving instructional challenges in history teaching.
    - Overview of Experimental Research: Applying and evaluating innovative teaching techniques.
    - Exploration of other practical, research-based approaches for history classrooms.
- Developing Historical Research and Writing Skills
    - Training in analyzing historical narratives and evaluating primary and secondary sources.
    - Designing research projects that integrate inquiry-based learning and critical analysis.
- Application of Research to Classroom Practices
    - Creating innovative lesson plans and activities that foster historical thinking skills.
    - Enhancing teaching strategies through reflective and evidence-based practices.

Essential Readings:

- Bassey, M. (1998). "Action Research for Improving Educational Practice." In R. Halsall (Ed.). *Teacher research and school improvement: Opening doors from the inside*, Buckingham: Open University Press, 93-108.
- Clark, J. Spencer, Suzanne Porath, Julie Thiele and Morgan Jobe (N/A). What is Action Research for Classroom Teachers?. CADC: E-book. https://kstatelibraries.pressbooks.pub/gradactionresearch/chapter/chapt1/
- Gallois, William (2016). *Ethics and Historical Research: Research Methods for History*, Edinburgh: Edinburgh University Press, pp. 229-246.
- Kochhar, S. K.(1984). *Teaching of History*. New Delhi: Sterling Publishers Private Limited, Chapter-7.
- Mertler, C. A. (2008). *Action research: Teachers as researchers in the classroom*. Delhi: Sage Publication.
- Terry Haydn, Alison Stephen, James Arthur, Martin Hunt (2014). *Learning to Teach History in the Secondary School: A Companion to School Experience.* New York: Routledge, Chapter-6.
- Sabyasachi Bhattacharya (2011). *Approaches to History: Essays in Indian Historiography*. Delhi: Primus Books.

Suggested Readings:

- Aggarwal, J. C. (2008). *Teaching of History: A Practical Approach*. Delhi: Vikas Publishing, Chapter 6.
- Barton, Keith C., and Linda S. Levstik (2004). *Teaching History for the Common Good*. London: Taylor & Francis.
- Chitnis, K. N. (1990). *Research Methodology in History*. Delhi: Atlantic Publishers and Distributors.
- Ghate, V. D. (1995). *The Teaching of History*. Calcutta: Oxford University Press, Chapter 2.
- Joseph, Nicholas (2024). *New Studies in the History of Education: Connecting the Past to the Present in an Evolving Discipline*. New York: Routledge.
- NCERT (1970). *Teaching History in Secondary Schools: A Handbook for History Teachers*. Chapter 9, 10.

- O'Leary, Z. (2004). *The Essential Guide to Doing Research*. London: Sage Publication.
- Seixas, Peter, and Tom Morton (2013). *The Big Six: Historical Thinking Concepts*. Toronto: Nelson Education.
- Singh, Y. K. (2008). *Teaching of History: Modern Methods*. New Delhi: APH Publishing, Chapters 5, 7.
- Terry Haydn, Alison Stephen, James Arthur, and Martin Hunt (2014). *Learning to Teach History in the Secondary School: A Companion to School Experience*. New York: Routledge.

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

- Assessment 1 (Reading responses): 50%
- Assessment 2 (Presentations/ Field based assignment): 50%

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, 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, Archives; any others)

Signature of Course Coordinator(s): Manish Jain

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) 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 the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through BoS 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
Course title	**Content-cum-Pedagogy of Economics at Secondary Stage I**
Course code	
Total Credits	02
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter 2025; Semester IV
Course coordinator and team	Dr. Prachi Nadda

1. **How does the course link with the vision of AUD?**
   The course focuses on the all-round development of the learners in the domain of psycho-social and emotional through Economics learning. It will provide student-teachers with a conceptual background to understand and explore various approaches and factors related to Economics Teaching. The vision of the course completely aligns with the vision of the university which is to prepare mature & 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 citizens characterized by their courage, humility, honesty, commitment and integrity.

2. **How does the course link with the specific programme(s) where it is being offered?**
   This Content-cum-Pedagogy in Economics course is intended to enhance the pedagogical and content knowledge of student-teachers through different learning approaches and methods. This course comprises three units/modules and a practicum. The course is devoted to developing an understanding of the nature and scope of Economics and the aims and objectives of teaching Economics and its linkages with other Inter/Multi/Trans-disciplines.

3. **Does the course connect to, build on or overlap with any other courses offered in AUD?** The course connects with the other Economics (Major) courses as well as pedagogical courses offered in the various semesters of the programme. It will connect to the individual as well as collective, pertaining to economics and 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) As per the NCTE norms for admission (ITEP)

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

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, presentations, Reflective readings, experiential learning, etc.

7. **Course Details:**

a. Summary:

The focus of the National Education Policy (NEP) 2020 is on the holistic development of the students. To achieve this objective, interventions from quality teachers are essential. Teacher education programme strongly emphasizes pedagogy, its principles, and the practices of teaching and learning. Sound content and pedagogical knowledge are the determinants of a teacher's quality and professionalism. Pedagogical knowledge and approaches refer to the specialized knowledge of the teacher for creating an active, learner centric, and inclusive teaching-learning environment for the students and need to be developed among the student teachers. This pedagogical course in Economics is intended to enhance the pedagogical content knowledge of student teachers through different learning approaches and methods. This course comprises three units and a practicum. The course is devoted to developing an understanding of the nature and scope of Economics and the aims and objectives of teaching Economics and its linkages with other Inter/Multi/Trans-disciplines.

Objectives:

- To understand the meaning and importance of Social Science (in general) and Economics (in specific) and its importance in daily life and practice.
- Develop teaching competencies and ability to use different approaches and strategies related to economics teaching at secondary level.
- Develop an understanding for diversity, differences, human rights, economic justice, and an appreciation for values with the constitutional imperatives.

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

- Explain the nature and scope of Social Sciences in general and Economics in particular
- Examine the pedagogical aspects of the subject of economics
- Elaborate the aims and objectives of the Social Sciences in the axis of economics,
- Analyse the historical perspective and inherent values in economics
- Identify the importance/significance of economics in daily life
- Develop learning objectives and outcomes in tune with graduate attributes.
- Differentiate between Economics and other areas of social sciences
- Determine the suitability of the methods for teaching learning economics
- Apply approaches and strategies of teaching learning economics at the secondary stage.

a. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course is organised into the following three comprehensive and interlinked modular parts. The first module focuses on the Nature, Scope, and Historical

Perspective of economics. Aims and Objectives of Teaching Social Sciences as well as economics are discussed in module second and Critical, creative, and analytical pedagogical concerns in teaching economics with special reference to higher-order thinking are placed in module three.

30 Hours (02 credits) is to be dedicated to address aforesaid concern in following manner-

- Module-I: Nature, Scope, and Historical Perspective of Economics
- Module-II: Aims and Objectives of Teaching Economics
- Module-III: Pedagogical Aspects of Economics

b. **Course contents details are**:

Module-I: Nature, Scope, and Historical Perspective of Economics

This module will explore the subject of Social Science and Economics in general and particular. It will engage and explore the nature, concept and historical perspective of economics as well as social science in following ways-

- Nature of Social Sciences and Economics.
- Historical development of Economics (ancient/modern/neo-classical)
- Economics & Economic reform in contemporary times (Need, Scope and significance)
- Economics as an disciplines and its inter-relationship with social science
- Trends and policies in poverty; inequality and unemployment.
- Recommendations and suggestions of various policies National and International (The Washington Consensus, NCFSE-2005, NEP-2020, NCF-2023)

Essential readings:

- Gualerzi, David (2012), Development Economics: A Theoretical and Historical Perspective Economía & Región, Vol. 6, No. 1, (Cartagena, junio 2012), pp. 27-48.
- Smith, Adam (2007), An inquiry into the nature and causes of the The wealth of Nation, edited by S.M. Soares, metalibri Digital Library pg 8-15
- Williamson, John (2003), The Washington Consensus and beyond, EPW 2003, April 12, 1475-78
- Spring, J. (2015). Economization of Education: Human capital, global corporations, skills-based schooling. Routledge, Chapter 1 (1-29)
- Batra., Poonam (2008) Social Science Learning in Schools: Perspective and Challenges, Sage Publication, chapter 1
- Sardana A.(2019). Teaching Economics in Schools in India: Issues, Controversies and Dilemmas. Retrieved from
    - http://llt.org.in/wp-content/uploads/2019/llt16/LLT_16_article1.pdf
- Srinivasan, M,V.(2013) Teaching Economics in India. New Delhi: NCERT pg 12-22
- Bhagwati, J., Panagariya, A. (2012). India's tryst with destiny, Collins Business.
- Centre for Sustainable Employment. (2018). State of working India 2018. Azim Premji University.
- Desai, S. (2015). Demographic deposit, dividend and debt. The Indian Journal of Labour Economics, 58, 217-232.

- Dreze, J., Khera, R. (2017). Recent social security initiatives in India, World Development, 98, 555-572.
- Verick, S. (2018). Female labor force participation and development. IZA World of Labor, 2, 1-11.
- New Voices in Public Policy, The Washington Consensus, Centre for Public Policy Vol.5, 2010, pp 1-20
- National Education Policy -2020, MoE, GoI, New Delhi, Preamble

Suggested readings:

- Hazlitt, Henry (1988), 'Economics in One Lesson' Currency; paperback Edition UK-India pg 1-16
- Jandhyala B.G. Tilak (1987), The Economics of Ineqality in Education, New Delhi: Beverly Hills : Sage Publication, chapter 1
- Roy, T. (2011). The Economic History of India 1857-1947, 3rd ed. Chapters 3, 5, 6, 11. Orient Longman.
- Piketty, T., Saez, E. (2014). Inequality in the long run, Science, 344
- Sen, A. (2000). Development as freedom. Oxford University Press
- Ministry of Finance. (2016). Universal basic income: A conversation with and within the mahatma. Chapter 9 in Economic Survey, 172-212.
- Panagariya, A., Mukim, M. (2014). A comprehensive analysis of poverty in India. Asian Development Review, 31, 1-52.
- Rangarajan Committee. (2014). Report of the expert group to review the methodology for measurement of poverty. Government of India
- Karl E. Case and Ray C. Fair, Principles of Economics, Pearson Education Inc., 8th Edition, 2007.
- N. Gregory Mankiw, Economics: Principles and Applications, India edition by South Western, a part of Cengage Learning, Cengage Learning India Private Limited, 4th edition, 2007.
- Joseph E. Stiglitz and Carl E. Walsh, Economics, W.W. Norton & Company, Inc., New York, International Student Edition, 4th Edition, 2007.
- Epistemology of Social Sciences, the scientific status, values and Institutionalisation, Vol. XXXVI, UNESCO publications, (1984)
- Spring, J. (2015). Economization of Education: Human capital, global corporations, skills-based schooling. Routledge, Chapter 6

Module-II: Aims and Objectives of Teaching Economics

This module will explore the aims and objectives of teaching economics and its importance in learning. It will engage the learner in finding linkages of economics with the other subjects of social science and help in building a strong value system in the individual. The entire module consist of the following issue based deliberations-

- Aims and objectives of teaching Economics at secondary stage.
- Learning outcomes and competencies of teaching Economics at secondary stage.
- Linkages of Economics with other subjects and its place in school curriculum.
- Values of Economics such as intellectual, utilitarian, moral & aesthetic and environmental.

Essential readings:

- Srinivasan, M,V.(2013) Teaching Economics in India- A Teachers Handbook. NCERT. Retrieved from https://ncert.nic.in/dess/pdf/Teaching_Economics_in_India.pdf
- Batra., Poonam (2008) Social Science Learning in Schools: Perspective and Challenges, Sage Publication, chapter 1
- NCERT. (2006). Position Paper-National Focus Group on Teaching of Social Sciences. New Delhi: NCERT

Suggested readings:

- Learning Framework of Economics, A CBSE Publication, New Delhi pg 1-142
- Eric A. H., Stephen M. & Ludger W. (2016) Economics of Education, Vol. V, Elsevier B.V. pg 1-64
- O'Connor, J. (1970). The meaning of economic imperialism. Pages 101 – 111. In R. Rhodes (ed.): Imperialism and underdevelopment. Monthly Review Press
- NCERT Textbooks of Social Sciences for Classes IX - XII

Module-III: Pedagogical Aspects of Economics

This module will explore the pedagogical aspect of economics with focus on various approaches to teaching economics, and critical, creative and analytical pedagogical concerns in teaching Economics with special reference to higher-order thinking.

- Implication of various approaches- inductive deductive, constructivist, experiential learning, art-integrated learning, sports integrated learning, field visit, discovery, project methods for learning of the selected chapters/concepts in Economics textbooks.
- Moving towards more holistic, interdisciplinary, and multidisciplinary approaches of learning economics, learning exclusive of pre-conceptions and misconceptions, blended learning.
- Methods of teaching Economics: learner-centric and group-centric, activity based, discussion, problem-solving, role play, inquiry approach, problem-solving, concept mapping, collaborative & cooperative learning approach, field based experiential learning and applications of suitable methods for learning the selected chapters/concepts in economics textbooks.
- Critical, creative and analytical pedagogical concerns in teaching the Economics with special reference to higher-order thinking.

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c. Essential readings:

- तिवारी. शालिनी (2021) अर्थशास्त्र शिक्षण की विधियाँ, ठाकुर पब्लिकेशन प्रा. लिमिटेड, लखनऊ पृष्ठ 1-17, 26-43
- Batra, Poonam (2008) Social Science Learning in Schools: Perspective and Challenges, Sage Publication chapter 1, 3, 4
- Dr Brinia Vasiliki (2016) A New Teaching Method for Teaching Economics in Secondary Education, IOSR Journal of Research & Method in Education, e-ISSN: 2320–7388, Volume 6, Issue 2 Ver. I (Mar. - Apr. 2016), PP 86-93
- David Colander (2004) The Art of Teaching Economics in International Review of Economics Education. Volume 3, Issue 1,Pg 63-76.
- Bose, S. (2012). Method versus Meaning: Economics Teaching at the Higher Secondary Level. Contemporary Education Dialogue, 9(1), 5-37
- https://egyankosh.ac.in/bitstream/123456789/46727/1/Unit-9.pdf

- Mishra, S., & Basantia, T.K. (2003). The Modalities of Teachers' empowerment for organizing Creative activities for Development of Various abilities in Elementary school Children. The Primary Teacher, 28(4), 43-47.

Suggested readings:

- Bose, S. (2013). Teaching poverty: a poverty of perspective. International Journal of Pluralism and Economics Education, 4(4), 371-386.
- Batra., Poonam (2008) Social Science Learning in Schools: Perspective and Challenges, Sage Publication
- Epistemology of Social Sciences, the scientific status, values and Institutionalisation, Vol. XXXVI, UNESCO publications, (1984)

Suggestive Practicum (Any Three)

- Develop write-ups on the teaching of economics using interdisciplinary and multidisciplinary approaches as suggested in NEP 2020.
- Develop learning objectives and learning outcomes for the concepts of economics at the secondary stage.
- Design an excursion activity to transact concepts of economics.
- Prepare a detailed project on the curricular integration of skills, capacities, and values in economics.
- Demonstrate different pedagogical approaches and strategies for transacting concepts of economics
- Analyse the different recommendations of policies/commissions in context to economics.

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

Students will be assessed in continuous and comprehensive assessment mode on the basis of their participation in class.

Assignment-I	Project /Practicum/Assignment (Experiential learning based)	50 %
Assignment-II	End Term Examination	50 %

a. Pedagogical methods and approach:

- Lectures with discussion,
- Hands-on activities/project approach,
- Problem-solving, concept mapping,
- Collaborative & cooperative approach,
- Experiential learning, and toy/art/sports integrated learning

The mode of transaction will be designed to ensure that a balance between theoretical knowledge and practical skill/s is provided. The approaches to curriculum transaction may include the following:

- Active learning which will encourage student teachers to participate in discussions, brainstorming sessions, and problem-solving activities that help them develop critical thinking and problem-solving skills.
- Collaborative learning involving group projects and tasks that encourage student teachers to work collaboratively and learn from each other.
- Experiential learning /field based practicum

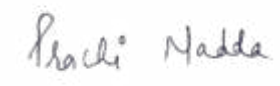
Annexure-11

c. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
   - Social Science/Economics Lab
   - Course related books and journals

Annexure-11

d. Expertise in AUD faculty or outside :
   - Subject Specific Faculty of Economics from respective university departments
   - Subject matter experts

e. Linkages with external agencies (e.g., with field-based organizations/community organisation/local market/hub/central business centre (CBC), any others)



Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (BoS) 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 the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted 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
Course title	**Content cum Pedagogy of Economics at Secondary Stage (II)**
Course code	
Total Credits	02
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Semester V
Course coordinator and team	Dr. Prachi Nadda

1. **How does the course link with the vision of AUD?**
The course focuses on the all-round development of the learners in the domain of social, emotional, cognitive through Economics as an Idea and practice. It will provide student-teachers with a conceptual background to understand and explore various approaches and factors related to Economics teaching & learning. The vision of the course completely aligns with the vision of the university which is to prepare mature & 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 citizens characterized by their courage, humility, honesty, commitment and integrity with the axis of multi/inter-discipline.

2. **How does the course link with the specific programme(s) where it is being offered?**
This pedagogical course in Economics is intended to enhance the pedagogical content knowledge of student-teachers through different teaching-learning approaches and methods. This course comprises three units and a practicum. The course is devoted to developing an understanding of the nature and scope of Economics and the aims and objectives of teaching Economics and its linkages with other Inter/Multi/Trans-disciplines

3. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
The course connects with the other Economics (Major) courses as well as pedagogical courses offered in the various semesters of the programme. It will connect to the individual as well as collective, pertaining to economics and 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)** As per the NCTE norms for admission (ITEP)

5. **No. of students to be admitted (with justification if lower than usual cohort size is proposed): usual cohort size** As per the NCTE norms for admission (ITEP)

2. **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, presentations, Reflective readings, experiential learning etc.

3. **Course Details:**

a. **Summary:**

This course comprises three units/modules and the practicum. The course is committed to introducing various teaching aids material types and uses for teaching the concepts of economics at secondary stage. Adequate space is provided to discuss different types of teaching aids/materials for teaching learning concepts of discipline. It focuses on learning resources in economics to enable student teachers to make use of available learning resources and also process to generate new resources for teaching learning the concepts of economics. It also focuses on textbook analysis and planning for teaching economics and its pedagogical issues in the light of NEP 2020. Student-teachers are expected to identify various concepts and processes, list learning outcomes, find out about various activities. Accordingly, they are expected to develop lesson plan based on learning outcomes and experiential learning for classroom and online/hybrid mode of teaching. This pedagogical course of economics will enhance the pedagogical knowledge and skills of prospective teachers through different learning approaches and methods. Student-teachers are expected to identify various concepts and processes, list learning and behavioural outcomes, find out about various activities and experiments, and identify relevant evaluation techniques and strategies. It focuses on psychological, sociological and philosophical perspective of economics. In this course student-teachers will able to learn how to plan different types of activities in online and/or offline mode. It emphasizes on how to integrate and use ICT in subject specific and diverse classroom.

Objectives

- To understand the meaning and importance of economics and its importance in daily life.
- Develop teaching competencies and ability to use different approaches and strategies related to economics teaching at secondary level.
- Develop an understanding for diversity, differences, human rights, economic justice, and an appreciation for values in a democratic society.

b. **Expected Learning Outcomes:** after completion of this course, student teacher will be able to:

- Utilize the formal/informal/contextual resources in the teaching-learning process of Economics,
- Prepare lesson plans based on learning outcomes,
- Identify the *in-situ* learning resources and apply the concepts of Economics in daily life and practice,
- Utilize teaching learning resources effectively in teaching Economics content at the secondary stage,
- Prepare ICT integrated lesson plans for online/offline/blended classroom teaching using digital resources and multimedia.

b. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course is organised into the following three comprehensive and interlinked modular parts. The first module focuses on the Teaching Learning resources used in the teaching of Economics. Content Analysis and planning for teaching are discussed in module two and ICT Integration and application in teaching economics are placed in module three.

30 Hours are to be dedicated to address aforesaid concern in following manner-

- Module-I: Teaching Learning Resources
- Module-II: Content Analysis and Planning for Teaching Economics
- Module-III: ICT Integration and Application

c. **Course contents details are**:

Module – I: Teaching Learning Resources

This module will focus on the concept, role and importance of Teaching-learning aids and materials that are essential for effective curriculum transaction in Economics, as they will help simplify complex concepts and create engaging learning experiences. The resources will include a diverse range of print, non-print, and digital media such as textbooks, teacher guides, videos, simulations, AR/VR, and Open Educational Resources (OERs). Local environmental resources, interactive activities like projects, fairs, and exhibitions, as well as Economics laboratories and virtual labs, will also be discussed. By integrating these tools and activities, prospective teachers will be able to foster interactive, meaningful, and experiential learning in Economics classrooms**.**

- Teaching learning aids/materials: concept, definition, role, and importance in classroom teaching learning of Economics.
- Types of teaching learning aids/ materials: print media such as textbook, teachers' manual/ handbook and other print materials, non-print and digital media such as radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classroom teaching learning (reflective journals, charts, 2-D and 3-D models, games, toys, flash cards, worksheets, multimedia etc.)
- Identification and use of learning resources in Economics from the local environment.
- Economics projects, clubs, local fairs, exhibitions and visit places (markets, Delhi Stock Exchange, banks, commercial places etc.) of historical and geographical importance, Economics laboratory and museum as a learning resource including virtual laboratories, community resources and pooling of learning resources with reference to economic activity.

Essential Readings

- Watson, D.M. (2001), Pedagogy before technology: Rethinking the relationship between ICT and teaching, Education and Information Technologies, Vol. 6/4, pp. 251-266.
- Aderson, L.W., & Krathwohl, D.R.,et al. (eds.) (2001), Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. Boston: Allyn & Bacon. Chapter 1 & 2
- Enz, M. (2021). Moving the Science of Learning from Face-to-Face to Online. Journal of Economics Teaching, 5(4), 171-177. DOI: 10.58311/jeconteach/4577dc4202d786ad82019b0faa256ec77e8f9c83

Suggestive Reading Material

- Srinivasan, M,V.(2013) Teaching Economics in India. New Delhi: NCERT pg 1-11
- Chiang, E., & Vazquez, J. (2018). Using Technology to Complete the Natural Learning Path in a Principles of Economics Course. Journal of Economics Teaching, 2(2), 104-114. DOI: 10.58311/jeconteach/71308009523c8b5ec3fa543db96c017f39ee766d.

Module – II: Content Analysis and Planning for Teaching Economics

Module II will lay emphasis on effective Economics teaching with focus on unit and lesson planning to align content with learning outcomes and foster experiential learning through art and sports integration. It will also delve into the pedagogical analysis of secondary-level topics, focusing on concepts, outcomes, and competencies, by ensuring inclusive and engaging experiences.

- Concept, types and importance of unit and lesson planning.
- Pedagogical analysis of content taking examples from topics of subject textbooks of secondary stage, identification of concepts, listing learning outcomes and competencies, planning and evaluating learning experiences in an inclusive setup.
- Developing unit plans and lesson plans based on learning outcomes and experiential learning (art and sports integration) of Economics.
- Need for enrichment of content knowledge in Economics.

Essential Readings

- Handbook for Economics Teacher (2018), 'How the Economy Works', NCERT Publication, pg 13-23
- Agarwal Manju (2008), Planning for Effective Economics Teaching in Srinivasan, M,V.(2013) Teaching Economics in India. New Delhi: NCERT pg 23-29
- Agarwal Manju (2008), Teaching a Topic in Indian Economy Using Unit Plan Approach, in Srinivasan, M,V.(2013) Teaching Economics in India. New Delhi: NCERT pg 30-56
- Babu Muthuja et al. (2009). Teaching of Economics - II. New Delhi: Centrum Press. Introduction, Pg 13-24, 34-54
- Wooten, J., & Al-Bahrani, A. (2021). Economics in a Crisis: A Cautious Approach to Being Relevant. Journal of Economics Teaching, 5(4), 142-151. DOI: 10.58311/jeconteach/194492d686c6368d58bc577a882ddc12c9648d3b
- Mujibul Hasan Siddiqui. (2004). Teaching of Economics. New Delhi: Ashish Publishing House. 1-19, 36-54

Suggestive Reading Material

- O'Roark, B. (2017). Super-Economics Man! Using Superheroes to Teach Economics. Journal of Economics Teaching, 2(1), 51-67. DOI: 10.58311/jeconteach/59c103378fbce8cf7065a7cca4bab7ed5fc49b21
- Srinivasan, M,V.(2013) Teaching Economics in India. New Delhi: NCERT pg 1-11
- Yetter, E. (2016). Using the Berenstain Bears to Teach Economics in the Elementary Classroom. Journal of Economics Teaching, 1(1), 41-70. DOI: 10.58311/jeconteach/64127ae27e95582fae485f6c2556be47a4e2c3b0
- OECD (2015b), Students, Computers and Learning: Making the Connection, OECD Publishing, Paris, http://dx.doi.org/10.1787/9789264239555-en.
- OECD (2013), Innovative Learning Environments, OECD Publishing, Paris, http://dx.doi.org/10.1787/9789264203488-en.

Module – III: ICT Integration and Application

This module will integrate ICT in Economics education which will help enhance learning by making concepts interactive, accessible, and engaging. Tools like Artificial Intelligence, machine learning, and smart boards will be discussed. Focus will be on developing ICT-integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) which will help in ensuring effective classroom teaching by leveraging digital resources and multimedia, making Economics education more dynamic and impactful**.**

- Scope and importance of using ICT in learning process of Economics.
- Understanding and analysing Data : Qualitative and Quantitative, Primary and secondary
- Use of ICT in the classroom: Artificial Intelligence, machine learning, smart boards for student development.
- Tools, software, and platform for teaching learning of Economics at secondary stage (use of excel sheet etc.).
- Developing ICT integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching using digital resources and multimedia.

Essential Readings

- Singh, Kartar (2008), Simulation Games and Teaching Economics in Srinivasan, M.,V. (2013) Teaching Economics in India. New Delhi: NCERT pg 83-95
- Gulati, Ambika (2008), Using Media and Technology in Economics Classrooms in Srinivasan, M,V.(2013) Teaching Economics in India. New Delhi: NCERT pg 96-125
- Kuester, D. (2024). Learning Outside the Classroom: Driving Student Involvement and Engagement in an Economics Club. Journal of Economics Teaching, 9(3), 194-201. DOI: 10.58311/jeconteach/54d016327fd31b8d881330c13124e9a110081dd1
- Cviko, A., S. McKenney and J. Voogt (2014), Teacher roles in designing technology-rich learning activities for early literacy: A cross-case analysis", Computers and Education, Vol. 72, pp. 68-79.
- Davis, N. (2008), How may teacher learning be promoted for educational renewal with IT ?, in J. Voogt and G. Knezek (eds.), International Handbook of Information Technology in Primary and Secondary, pp. 507-519, Springer, Boston, MA.

Suggestive Reading Material

- Srinivasan, M,V.(2013) Teaching Economics in India. New Delhi: NCERT pg 1-11
- Freitas, K., & Murdock, J. (2024). Teaching and learning communities of practice in economics. The Journal of Economic Education, 1–11. https://doi.org/10.1080/00220485.2024.2422407
- Law, N. (2008b), Technology-supported pedagogical innovations: The challenge of sustainability and transferability in the information age, in C.-H. Ng and P. Renshaw (eds.), Reforming Learning: Issues, Concepts and Practices in the Asian-Pacific Region, pp. 319-343, Springer, New York.
- https://www.researchgate.net/profile/Micheal-Van-Wyk/publication/275209145_Teaching_Economics/links/5b9ce64492851ca9ed0b12ed/Teaching

Suggestive Practicum (Any Three)

- Prepare one working model/toy/game on the concepts of Economics.
- Preparation and handling Data/Data Report with the help of ICT

- Create an e-content on any two concepts of Economics at secondary stage.
- Prepare a lesson plan keeping in view blended learning approach for the concepts of Economics followed by presentation in the class.
- Select a topic for teaching learning of Economics and develop a write up (name of unit, name of theme/topic, learning outcomes, material used and procedure).
- Identify and use learning resources from the surroundings in Economics and write a detailed report.
- Prepare lesson plans based on learning outcomes and experiential learning by selecting two topics from the Economics textbooks at secondary stage.
- Assignment on Indigenous economics and economical practices

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

Students will be assessed in continuous and comprehensive assessment mode on the basis of their participation in class.

Assignment-I	Project /Practicum/Assignment (Experiential learning based)	50 %
Assignment-II	End Term Examination	50 %

a. Pedagogical methods and approach: Lectures with discussion, Hands-on activities, project approach, problem-solving, concept mapping, collaborative & cooperative approach, experiential learning, and toy/art/sports integrated learning.

The mode of transaction will be designed to ensure that a balance between theoretical knowledge and practical skills is provided. The approaches to curriculum transaction may include the following:

- Active learning which will encourage student teachers to participate in discussions, brainstorming sessions, and problem-solving activities that help them develop critical thinking and problem-solving skills.
- Collaborative learning involving group projects and tasks that encourage student teachers to work collaboratively and learn from each other.

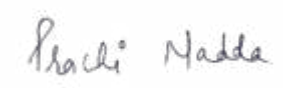
b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

- Social Science/Economics Lab
- Course related books and journals / (e-material)
- Context based Teaching learning Material

c. Expertise in AUD faculty or outside :

- Subject Specific Faculty of Economics from respective university departments
- Subject matter experts

d. Linkages with external agencies (e.g., with field-based organizations, Local market/community shopping centre/trade centre; any others)



Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies 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 the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted 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
Course title	**Content-cum-Pedagogy of Economics at Secondary Stage III**
Course code	
Total Credits	02
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Semester VI
Course coordinator and team	Dr. Prachi Nadda

1. **How does the course link with the vision of AUD?**

The course focuses on the all-round development of the learners in the domain of social, emotional, cognitive through Economics as an Idea and practice. It will provide student-teachers with a conceptual background to understand and explore various approaches and factors related to Economics teaching & learning. The vision of the course completely aligns with the vision of the university which is to prepare mature & 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 citizens characterized by their courage, humility, honesty, commitment and integrity with the axis of multi/inter-discipline.

2. **How does the course link with the specific programme(s) where it is being offered?**

This pedagogical course in Economics is intended to enhance the pedagogical content knowledge of student-teachers through different teaching-learning approaches and methods. This course comprises three units and a practicum. The course is devoted to developing an understanding of the nature and scope of Economics with the objective of making 21st century teachers and its linkages with other Inter/Multi/Trans-disciplines

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

The course connects with the other Economics (Major) courses as well as pedagogical courses offered in the various semesters of the programme. It will connect to the individual as well as collective, pertaining to economics and 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)** As per the NCTE norms for admission (ITEP)

5. **No. of students to be admitted (with justification if lower than usual cohort size is proposed): usual cohort size:** As per the NCTE norms for admission (ITEP)

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, presentations, Reflective readings, experiential learning etc.

Course Details

a. Summary:

This course focuses on the contemporary need and scope to know how to learn the concepts of Economics. The students will understand the role of a teacher as a facilitator. They will reconcile themselves as per National Professional Standards for Teachers (NPST) and National Mentoring Mission (NMM). The teacher will enable the students to understand the importance of continuous professional development to meet the current challenges. The students will get motivated to participate in professional development activities to develop 21st century skills to deal with various issues. They will also understand action research and will be able to conduct it for the improvement of Economic practices. They will develop leadership attributes to lead for a good cause keeping in view Indian values and ethos. This course focuses on how to learn Economics along with psychological, sociological, and philosophical perspective. It also emphasizes innovative practices to enhance effective communication to be a dynamic and innovative Economics teacher. Therefore, the course highlights the need and significance of continuous professional development of a teacher to meet the current and forthcoming challenges. Assessment serves the dual purpose of tracking the performance of the learners as well as feedback mechanism for effectiveness of teaching. National Education Policy (NEP) 2020 emphasizes on the formative assessment, which is more competency based, promotes learning and holistic development of the students, and tests higher order skills such as analysis, critical thinking and conceptual clarity. It also focuses on assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, formative and summative assessment including 360◦ assessment. This pedagogical course of Economics aims to provide details about the concepts of assessment and evaluation, tools and techniques of assessment in Economics.

Objectives

- To understand the meaning and concept of assessment and evaluation in economics and its importance.
- Develop competencies and ability to use different tools and techniques related to economics teaching at secondary level.
- Develop an understanding for the need and role of teacher in facilitating learning for Economics.

b. Expected Learning Outcomes: *After completion of this course, student teacher will be able to:*

- Discuss the meaning and need of how to learn the concepts of Economics,
- Identify the role of teacher in facilitating learning for Economics,
- Enumerate the characteristics of innovative practices in teaching-learning process of Economics,
- Plan action research to improve practices of Economics,
- Compare and apply the different types/modes of assessment,
- Develop the learning indicators and construct test items to measure learning achievement,
- Construct and administer achievement test,
- Apply tools and techniques of assessment in teaching learning process.

a. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course is organised into the following three comprehensive and interlinked modular parts. The first module focuses on the 21st Century Skills for Learning which can be used in the teaching of Economics. Assessment and Evaluation are discussed in module two and Research and Innovative Practices in Teaching Economics are placed in module three.

30 Hours are to be dedicated to address aforesaid topics in following manner-

- Module-I: 21st Century Skills for Learning
- Module-II: Assessment and Evaluation
- Module-III: Research and Innovative Practices in Teaching Economics

Module - I: 21st Century Skills for Learning

The module will focus on the need and importance of teaching and learning 21st century skills in Economics like critical thinking, adaptability, and collaboration for both students and teachers. It will also discuss the psychological, sociological, and philosophical perspectives of effective Economics education. Further, professionalism and qualities of an Economics teacher which are vital in enhancing teaching strategies and learning outcomes will be deliberated. By the end of the module the prospective teachers will understand how to create dynamic and engaging environment which plays a crucial role in facilitating meaningful learning experiences and preparing students for real-world challenges.

- 21st century skills : Meaning, Concept and Nature
- Need for and importance of how to learn 21st century skills for learners and teachers of Economics.
- Psychological, sociological, and Philosophical perspective of teaching and learning Economics.
- Qualities of an Economics teacher as professional for enhancing teaching learning skills.
- Role of a teacher in facilitating learning and creating dynamic learning environment of Economics.

Essential Readings:

- Becker, W. (2000). Teaching economics in the 21st century. *Journal of Economic Perspectives*, 14(1), 109-119.
- Corno, L. and E.B. Mandinach (1983), "The role of cognitive engagement in classroom learning and motivation", Educational Psychologist, Vol. 18/2, pp. 88-108.
- Lieberman, A., C. Campbell and A. Yashkina (2015), Teachers at the center: Learning and leading, The New Educator, Vol. 11/2, pp. 121-129.
- Understanding innovative pedagogies: key themes to analyse new approaches to teaching and learning, OECD Education Working Paper No. 172, (2018) 8-12
- UNESCO (2017). Education and Skills for the 21st century. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000250117_eng
- https://manodarpan.education.gov.in/assets/img/pdf/21st_Century_Skill_Handbook.pdf
- Burton, D. (2007), "Psycho-pedagogy and personalised learning", Journal of Education for Teaching, Vol. 33/1, pp. 5-17
- Campbell, R.J. et al. (2007), "Personalised learning: Ambiguities in theory and practice", British Journal of Educational Studies, Vol. 55/2, pp. 135-154.

Technology-enhanced innovative pedagogy: The challenge

Suggested Readings:

- Ancho, I. V., & Serbo, R. S. (2019). Authentic learning in teaching economics. *Journal of Research, Policy & Practice of Teachers & Teacher Education*. Vol. 9, No. 1, June 2019, pp. 1-11
- Dumont, H. and D. Istance (2010), "Analysing and designing learning environments for the 21st century", in The Nature of Learning: Using Research to Inspire Practice, OECD Publishing, Paris, 26-39
- NCERT (2023) National Curriculum Framework of School Education
- NCTE (2009) National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher. NCTE, New Delhi.
- UNESCO, (1984) Epistemology of Social Science, the Scientific Status, Values and Institutionalization, Vol. XXXVI, UNESCO Publications.
- de Corte, E. (2010), "Historical developments in the understanding of learning", in The Nature of Learning: Using Research to Inspire Practice, OECD Publishing, Paris 17-32
- Looi, C.K., W.Y. Lim and W. Chen (2008), Communities of practice for continuing professional development in the 21st century, in J.M. Voogt and G.A. Knezek (eds.), International Handbook of Information Technology in Primary and Secondary Education, pp. 489-505, Springer, New York.

Module - II: Assessment and Evaluation

The module will focus on Assessment and evaluation which are essential in Economics education to measure learning outcomes, identify gaps, and enhance teaching strategies. The main emphasis will be on: developing learning indicators and performance-based assessments, along with maintaining detailed observation records. Effective strategies will include continuous and school-based assessments, incorporating both formative and summative methods, as well as formal, informal, and 360-degree assessments. Performance assessments such as group activities, field observations, projects, and presentations will be discussed. Tools like unit tests based on Tables of Specification (TOS), thoughtful question paper design, varied test items, and clear answer keys which play a critical role in ensuring fair evaluation and constructive feedback for student development will be discussed.

- Assessment and evaluation: need for and importance in Economics.
- Development of learning indicators, performance-based assessment, learners' records of observations.
- Strategies for continuous assessment, school-based assessment, formative and summative assessment, formal, informal and 360o assessment.
- Performance assessment: assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.
- Tools and techniques of assessment and evaluation; unit test based on Table of Specification (TOS) and its importance; basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching learning of Economics.

Essential Readings:

- Matsagouras , I., (2004). "Interdisciplinary in teaching practice: What, why and how?" Records of workshop: Curriculum Framework - Flexible Zone, p. 98-140, Ioanina, DOE, 17 May.
- CBSE (2021): Handbook of Assessment and Evaluation: Best Practices in Item Design and Test Development. pp1-86. Retrieved from https://cbseacademic.nic.in/web_material/Manuals/Assessment-Evaluation_handbook.pdf

- UGC (2020). Guidelines for .Innovative Pedagogical Approaches & Evaluation Reforms. PP1-36. Retrieved from https://www.ugc.gov.in/pdfnews/1031121_Guidelines-Innovative-Pedagogical-Approaches-Evaluation-Reforms.pdf

Suggestive Readings:

- OECD : Trends in evaluation and assessment. Retrieved from : https://www.oecd-ilibrary.org/docserver/9789264190658-5-en.pdf?expires=1733392073&id=id&accname=guest&checksum=662AC478DA6579041B2000182BCCCC8D
- Economic Development and Education (2014), Encyclopedia of Education Economics and Finance. Free press (Entry 26)
- Chalkley, B. , Haigh, M.J. & Haggitt D. (2010), Education for sustainable development , London: Routledge Chapter-1
- OECD (2011), PISA 2009 Results: Students Online: Digital Technologies and Performance (Volume VI), OECD Publishing, Paris, http://dx.doi.org/10.1787/9789264112995-en.

Module - III: Research and Innovative Practices in Teaching Economics

Enhancing the quality of learning in Economics requires fostering divergent thinking and innovation through psychological, sociological, and philosophical perspectives. This module will lay emphasis on the recent trends in research which have aided in improving teaching and learning experiences in the subject of Economics. It will also focus on Action research, with its emphasis on systematic inquiry, which holds significant potential for addressing classroom challenges, with steps like planning, implementation, and evaluation. Further deliberation and discussion on Evidence-based practices, reflective teaching, and school-based research in Economics will provide practical insights, enabling educators to adapt strategies for improved outcomes.

- Teacher as a Researcher and Reflective being
- Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences.
- Recent trends in research related to teaching learning of Economics.
- Action research: meaning, significance, steps and planning.
- Evidence-based practices and reflection, school-based research in Economics.

Essential Readings:

- Chaudhury P (2020): Best Practice and Innovations in Economics Education. Retrieved from: https://ctale.org/wp-content/uploads/2020/05/chaudhury-chapter-for-website.pdf pp-1-18.
- Brinia Vasiliki, Kalogri P., Stavrakouli K. M (2016), A New Teaching Method for Teaching Economics in Secondary Education, IOSR Journal of Research & Method in Education (IOSR-JRME) ISSN: 2320–737X, Volume 6, Issue 2 Ver. I Mar. - Apr. 2016), PP 86-93
- Greeno, J. (1998), The situativity of knowing, learning, and research, American Psychologist, Vol. 53/1, pp. 5-26.
- Neil Shanks (2020): "Starting Points Matter": Humanizing Economics Pedagogy through New Economic Paradigms, The Social Studies, DOI: 10.1080/00377996.2020.1757600
- Paris, S.G. and A.H. Paris (2001), Classroom Applications of Research on Self-Regulated Learning, Educational Psychologist, Vol. 36/2, pp. 89–101

- https://www.aeaweb.org/conference/2009/retrieve.php?pdfid=57#:~:text=Using%20examples%20from%20The%20Simpsons,economics%20is%20all%20around%20us

Suggestive Readings:

- Kivunja, C. (2014). Innovative pedagogies in higher education to become effective teachers of 21st-century skills: Unpacking the learning and innovation skills domain of the new learning paradigm. *The International Journal of Higher Education*, 3(4), 37-48.
- Dumont, H., D. Istance and F. Benavides (eds.) (2010), The Nature of Learning: Using Research to Inspire Practice, OECD Publishing, Paris
- Brinia, V. (2007). The Introduction of Project Method in Teaching Economics. Athens: Gutenberg. Chapter 2/3
- Brinia, V., Vikas, E., (2014). Innovations in the teaching methodology of the economic science in Secondary Education: The introduction of art in teaching the course 'Principles of the Economic Theory', Athens: Gutenberg chapter-2
- Randi, J. and Corno, L. (2005), "Pedagogy - learning for teaching: Teaching and learner variation", British Journal of Educational Psychology, Monograph Vol 2/3, pp. 47-69.

Suggestive Practicum (Any Three)

- Prepare, administer, and analyze scores of an achievement test.
- Explore AI based assessment tools and prepare an E-Portfolio of a student of Secondary Stage.
- Explore development of multidisciplinary projects and present using PowerPoint in Economics.
- Apply innovative practices in classroom teaching learning of Economics.
- Plan action research for Continuous Professional Development (CPD) of Economics teacher.
- Pilot new ways of assessment using educational technologies focusing on 21st century skills.
- Organize a field trip and write a detailed report evaluating the learning processes.

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

Students will be assessed in continuous and comprehensive assessment mode on the basis of their participation in class.

Assignment-I	Project /Practicum/Assignment (Experiential learning based)	50 %
Assignment-II	End Term Examination	

a) Pedagogical methods and approach: Lectures with discussion, Hands-on activities, project approach, problem-solving, concept mapping, collaborative & cooperative approach, experiential learning, and toy/art/sports integrated learning. The mode of transaction will be designed to ensure that a balance between theoretical knowledge and practical skills is provided. The approaches to curriculum transaction may include the following:

-Active learning which will encourage student teachers to participate in discussions, brainstorming sessions, and problem-solving activities that help them develop critical thinking and problem-solving skills.

-Collaborative learning involving group projects and tasks that encourage student teachers to work collaboratively and learn from each other.

b) Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
Social Science/Economics Lab
Course related books and journals

c) Expertise in AUD faculty or outside : Subject Specific Faculty of Economics from respective university departments; Subject matter experts

d) Linkages with external agencies (e.g., with field-based organizations, market survey, Shopping centre, Community based /local market, 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) 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 the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through BoS to the Academic Council.

Recommendation of the School of Studies:

Suggestions:



Signature of the Dean of the School

Proposal for offering online course through the SWAYAM: "Retail and Channel Management"

- Proposal for Offering the SWAYAM Online Course on 'Retail and Channel Management'.

- To be offered as: An additional course/Elective for students pursuing B.Voc Retail Management programme in semester-7 in the School of Vocational Studies.

Course Details:

- ✓ Course Name: Retail and Channel Management
- ✓ Course nature: Optional in 2nd semester, Job role: Team Leader
- ✓ Duration: 12 Weeks (09 January 2025 – 30 April 2025)
- ✓ Enrollment Deadline: 28 February 2025
- ✓ Exam Date: 17 May 2025
- ✓ Credit: 4
- ✓ NCrF Level 5.0,
- ✓ Level: Undergraduate (Elective Course)
- ✓ Industry Relevance: Retail Sector

Link: **https://onlinecourses.swayam2.ac.in/cec25_mg02/preview**

Background:

The course *Retail and Channel Management* is aligned with the curriculum of B.Voc Retail Management and offers a comprehensive understanding of retail marketing, consumer behavior, merchandising, and retail analytics.

This course is categorized under Retail *Management Studies*, offering 4 credit and is aligned with NCrF Level 5.0, making it highly relevant for our undergraduate students in vocational education.

Coordinator: Dr. Yamini Karmarkar and Dr. Geeta Nema
University name: Devi Ahilya Vishwavidyalaya, Indore

Course layout (As proposed by the Course designer/coordinator):

Week 1
In the Week 1, Learner will be able to:
• Understand the impact of retail space and retail marketing in reaching out to customers.
• Explore the opportunities for marketers.
• Recognize the use of digital media for the creation of products and services.
• Differentiate factors that influence the consumer.
• Distinguish the different elements that make the consumer for retailers

W1_L1 Marketing : An Introduction
W1_L2 Basics of Consumer Behavior
W1_L3 Introduction to Retail Marketing

Week 2

In the Week 2, Learner will be able to:

• Identify the functions of the retail.
• Understand the history of origin of retail in India.

• Explain various channels and recognize main issues involved in channel design and management.
• Describe various forms of multi channel and omni channels.

W2_L1 Role of Retailer
W2_L2 Retail Channel Management
W2_L3 Multi-channel and Omni-channels Retailing
W2_L4 Evolution of Retail in India

Week 3

In the Week 3, Learner will be able to:

• Differentiate between different formats of retail industry in India
• Identify the activities involved in Consumer Behaviour in retail.
• Summarize the patterns of Consumer Behavior in retail.
• Understand components of retail strategy framework.

W3_L1 Retail formats
W3_L2 Wheel of Retailing & Retail Life Cycle
W3_L3 Consumer Behavior in Retail
W3_L4 Retail Strategy Framework Part-1
W3_L5 Retail Strategy Framework Part-2

Week 4

In the Week 4, Learner will be able to:

• Explain the significance of retail location and site decisions.
• Infer the importance of promotion mix elements
• Apply various elements of promotion mix in positioning of retailer and increasing the customer traffic.

W4_L1 Retail Location and Site Decisions - Part 1
W4_L2 Retail Location and Site Decisions - Part 2
W4_L3 Advertising and sales promotion in retail
W4_L4 Sales Promotion Part-1
W4_L5 Sales Promotion Part-2 Personal Selling

Week 5

In the Week 5, Learner will be able to:

• Analyse retail services provided for customer satisfaction.
• Discuss and Create right portfolio of customers.
• Design customer relationship management strategies as per the market requirements.

W5_L1 Managing Services (Retail)
W5_L2 Customer Relationship Management Part-1
W5_L3 Customer Relationship Management Part-2 Customer Portfolio Management

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Week 6

In the Week 6, Learner will be able to:

• Identify the elements of store design and layout.
• Observe the role of visual merchandising to attract more footfalls.
• Understand and analyse different retail pricing methods for attracting and retaining customers

W6_L1 Elements of Store Design and Layout & Visual Merchandising Part-1
W6_L2 Elements of Store Design and Layout & Visual Merchandising Part-2
W6_L3 Store Layout

Week 7

In the Week 7, Learner will be able to:

• Describe EDLP as a pricing strategy to increase store traffic.
• Identify elements of HRM process.
• Discuss the role of HRM in fulfilling personal, organizational and societal objectives

W7_L1 Retail Pricing Part - 2 - EDLP
W7_L2 Retail Pricing Part - 3 - Price Adjustments
W7_L3 Human Resource management in Retail, Significance of HRM part-1
W7_L4 Human Resource management in Retail, Significance of HRM Part-2 : Process of Human Resource Management

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Week 8

In the Week 8, Learner will be able to:

• Describe significance of information technology in retailing.
• Explain the sustenance of demand and supply of goods in retail sector?
• Appraise the importance of retail image in product or brand sales.
• Compare various strategies of customer experiences management.

W8_L1 Information Technology in Retailing Part-1
W8_L2 Information Technology in Retailing Part-2
W8_L3 Customer Experiences Management
W8_L4 Supply Chain Management in Retailing
W8_L5 Retail Image

Week 9

In the Week 9, Learner will be able to:

• Identify ways to do merchandise planning
• Describe types of merchandising.
• List the sources where merchandise buying can be made
• Understand retail merchandising management process.

W9_L1 Merchandise Planning
W9_L2 Category Management
W9_L3 Merchandise Buying

Week 10

In the Week 10, Learner will be able to:

• List the methods of identifying retail performance.
• Identify sources for collecting retail data.
• Conduct studies and researches to understand customers.
• Formulate strategies for improvement in retail performance.
• Apply retail analytics help to make smarter decisions towards higher profits, better customer satisfaction and having a more awesome store overall

W10_L1 Retail Analytics I – Sources for collecting data
W10_L2 Retail Analytics II – Evaluating Retail performance
W10_L3 Retail Analytics III – Understanding customers

Week 11

In the Week 11, Learner will be able to:

• Understand significance of online retailing.
• Compare different business models of retailing.
• Comprehend the challenges of retail.
• Understand the role of exclusive retail on consumer buying behaviour.

W11_L1 Online Retailing
W11_L2 Long tail of retailing (Business Models)
W11_L3 Retail Challenges - 1
W11_L4 Retail Challenges - 2

Week 12

In the Week 12, Learner will be able to:

• Analyze applications of retailing through case studies
• Analyse and appraise overall course of retail management.

W12_L1 Case study - 1 (Sanddy)

W12_L2 Case study - 2
W12_L3 Case study - 3
W12_L4 Review of Retail management course

- Link: https://onlinecourses.swayam2.ac.in/cec25_mg02/preview

Benefits to the Programme:

1. Industry-Relevant Curriculum: The course focuses on critical areas of retail management, such as consumer behavior, multi-channel retailing, customer relationship management, visual merchandising, and retail analytics, which are crucial for preparing students for the retail industry.
2. Skill Enhancement: The course will provide practical insights into modern retail challenges, emerging trends like online retailing, and the role of information technology in retail, enhancing students' employability.
3. Cost-Effective Learning: Being an online course, students can access it at a nominal cost while earning credits, allowing flexibility in learning.
4. Bridging the Faculty Gap: The course will supplement faculty efforts by providing content developed by domain experts, reducing the dependency on guest faculty.
5. Interdisciplinary Exposure: Encourages interdisciplinary learning through integration with digital marketing, supply chain management, and human resource management in retail.

Proposed Implementation and Integration with existing programme:

1. Offering: The course can be offered as an additional course for B.Voc Retail Management 2nd semester students in the WS-2025, providing them with the option to enhance their understanding of retail concepts.
2. Credit Integration: The credits earned upon successful completion of the course can be integrated into the student's academic record, following university guidelines.

Given the alignment of the *Retail Management* course with our existing curriculum and its relevance to the retail industry, the School proposes offering this SWAYAM course as an elective to B.Voc Retail Management students. This initiative will not only enrich their academic experience but also equip them with industry-specific skills, thereby enhancing their employability.

The Board of Studies is requested to approve the above-mentioned proposal for the MOOC course.

Agenda Item No.18.6: Reporting on the observation of the 35th meeting of the Academic Council held on 7th Aug.2024 regarding creation of additional faculty in SVS and considering the proposal of the school on the matter.

In the 17th meeting of the Board of Studies (BoS) of School of Vocational Studies (SVS) held on 17th May 2024 had approved creation of 08 additional core faculty positions in the SVS (01 Professor, 02 Associate Professor and 05 Asstt. Professor) based on the student-faculty ratio as notified by the UGC. This was necessitated as two new academic programmes namely (i) BVoc Accounting & Finance and (ii) MVoc Tourism & Hospitality Management, were launched in the academic year 2020-21 and 2021-22 respectively by the School. The agenda and the minutes of the 17th Meeting of the BoS are placed at Annexure-. The matter was placed before the 35th Meeting of the Academic Council held on 7th Aug.2024 for necessary consideration and approval. The observation of the Academic Council is presented as below:

> The Academic Council **referred** the agenda **back** to the Board of Studies of the SVS for providing adequate justification on the matter. The Academic Council further **authorized** the Vice Chancellor to take necessary action in the matter.
> The Academic Council also recommended that the School should send faculty requirements to the competent authority without delay.

It is a matter of record that as early as 2021-22 the School submitted the proposal for creation of new faculty positions for the above mentioned newly launched academic programmes with full justification. Based on the recommendations of the School the HR Division of the University submitted the proposal for creation of posts for newly launched academic programmes to Government of NCT of Delhi. This information was not available with the School. However, after continuous follow up with the HR Division of the University, it has been informed by the Division vide its email dt. 03rd Oct. 2024 that the proposal for creation of following additional faculty positions has been submitted to the Govt. of NCT of Delhi for the School of Vocational Studies:

EWS positions All BVoc Programmes	Asstt. Professor – 02
BVoc A&F Programme (2020-21):	Asstt. Professor- 04
	Associate Professor- 01
MVoc Programme (2021-22) :	Asstt. Professor -04
	Associate Professer – 01
Total Additional Posts Proposed	**12**

(Asstt Professor -10 & Associate Professor – 02)

Since the university has already **created the above mentioned academic programmes and** submitted the proposal to the Govt. of NCT of Delhi for creation of additional 12 faculty positions, the proposal submitted by the School in the 17th BoS meeting for creation of positions for new academic programmes may please be allowed to withdraw. Further, till regular positions are filled-up by the University, the School may be permitted to engage Contract/Guest Faculty for meeting additional and immediate requirements of the faculty for smooth transaction of the teaching-learning activities in the School.

The Board of Studies is requested to approve the above-mentioned proposal.

79/C

School of Heritage Research and Management

Minutes of the Second Board of Studies, March 11, 2025

The 02nd meeting of the SHRM Board of Studies was held on 11 March 2025, from 2.00pm onwards at SHRM, Qutab Campus.

The following attended the meeting

1.	Prof. Rukmini Sen, Dean SHRM	Chairperson
2.	Prof. Anupa Pande, Indian Institute of Heritage	Member
3.	Prof. Achal Pandya, IGNCA	Member
4.	Prof. Amit Mookerjee, Delhi Technological University	Member (Online)
5.	Prof. Seema Bawa, University of Delhi	Member (Online)
6.	Prof. Nilabh Sinha, INTACH	Member (Online)
7.	Dr. Sunita Singh, Dr. B. R. Ambedkar University Delhi	Member
8.	Dr. Urfat Anjem Mir, Dr. B. R. Ambedkar University Delhi	Member, Academic Council AUD (Online)
9.	Dr. Kritika Mathur, Dr. B. R. Ambedkar University Delhi	Member Academic Council AUD (Online)
10.	Dr. Shalini Awasthi, Dr. B. R. Ambedkar University Delhi	Member

1.	Dr. Sima Yadav, Dr. B. R. Ambedkar University Delhi	Special Invitee
2.	Dr. Anand Burdhan, Dr. B. R. Ambedkar University Delhi	Special Invitee

Regrets:

Prof. Dhirendra Datt Dangwal, Dr. B R Ambedkar University Delhi

Prof. Rukmini Sen, Dean SHRM welcomed the members of the Board of Studies. Prof Sen gave an overview of the recent initiatives taken at SHRM and how the strength of the student cohort has increased in the last one year. Adding that in the PhD Heritage Studies programme the number of students enrolled in 2024 cycle is 6 including 4 JRF holders. Details regarding the field activities for students with the Department of Archaeology, GNCTD, and the National Research Laboratory for Care and Conservation of Cultural Property, Lucknow, were shared with the members. The creation of the student-led SHRM Placement Brochure 2025 was appreciated by all present, along with the proposed Alumni meet in April 2025.

Agenda Item 1. Increase of Credits and Nomenclature change in Masters Programmes running at SHRM

a) Masters in Archaeology and Heritage Management
b) Masters in Conservation, Preservation and Heritage Management (Name Change of this programme is proposed to Masters in Conservation, Museology and Heritage Management)

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I. Both the Masters programmes currently are running with 64 credits. After merger of erstwhile DIHRM with SHRM there has not been a comprehensive programme revision, which is long overdue with demands of NEP and the IKS components to be formalised within the existing courses, as well as adding MOOC courses as part of the programme. Both the two year Masters programmes are proposed to go up to 90 credits.

II. The rationale for change of the nomenclature for the Programme Masters in Conservation, Preservation and Heritage Management to Masters in Conservation, Museology and Heritage Management are the following:

- UGC-NET exam is held for the course 'Museology and Conservation'
- Number of employment opportunities for students are available in the museum sector

The title of the programme reflecting Museology would benefit the students both in UGC-NET as well as for seeking future employment.

Resolution:

I. The BOS accepted the need to revise and update the programmes with a total credit of 94, including MOOCs as part of the programme document for all students to take.

II. The BOS accepted the proposed change in nomenclature and resolved that the programme will henceforth be called Masters in Conservation, Museology and Heritage Management.

III. The changes to be implemented from 2025 Admission cycle onwards

Agenda Item 2. Revision of Masters Programme in Archaeology and Heritage Management

Discussion: The Course titles listed were discussed in detail to ensure that the focus on heritage, interdisciplinarity, specialisation in Archaeology and management aspects covered within most courses. The programme outcomes and course outcomes needed to be in sync with all these components. It was suggested that Dissertation should be the title of three courses, rather the components need to be clarified. Also the 4th semester final dissertation was suggested to be of 6 credits, making total dissertation 12 credits worth. Members felt that the Dissertation is the most important research output as part of Masters and hence both rigour and seriousness and concomitant credit load needs to be attached to it.

Resolution:

I. The following revised programme has been approved: (changes proposed by BOS are highlighted in bold)

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Masters in Archaeology and Heritage Management

Semester	Course Title	Credits	Total credits	Remarks
Semester I	Introduction to Heritage: Concepts and Applications	4		
Semester I	Architecture of India	4		
Semester I	Comparative Civilizations	4		
Semester I	Introduction to Archaeology: Methods, Techniques, Practices	4		
Semester I	Workshop on Basic Heritage Tools (with Department of Archaeology and IGNCA)	4	2	Credit reduced Common Course for Archaeology and Conservation
Semester I	MOOC Course: Tourism Planning and Sustainable Development (41) https://ugcmoocs.inflibnet.ac.in/index.php/courses/view_ug/337		2	New addition
		Semester I	20	20
Semester II	Heritage Laws in India and International Conventions	4		
Semester II	Art of India	4		
Semester II	Sanskrit Language and Cultural Heritage	4		
Semester II	Field Archaeology	4		
Semester II	Workshop on Academic Writing	2		Course Title to change to: Research

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				Methods
Semester II	Heritage Management	2		Course Title to change to: Heritage Site Management
	Summer Internship	6		
		Semester II	26	26
Semester III	Pre-history and Paleo Sciences	4		
Semester III	Trade Routes and Cultural Interactions	4		
Semester III	Epigraphy	4		Course Title to change to: Palaeography and Epigraphy
Semester III	Heritage Tourism: Practices and Planning	4		Course Title to change to: Heritage Tourism Management: Practices and Planning
Semester III	Dissertation Proposal (Source & Site)	4		Course Title to change to: Heritage Research Writing
Semester III	Fieldwork during Winter break and Field Documentation	2		
		Semester III	22	22
Semester IV	Numismatics	4		

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Semester IV	Proto-history and Harappan Civilizations	4		
Semester IV	Studying Delhi: Heritage, History, Civilization	4		
Semester IV	Historical Archaeology	4		
Semester IV	Excavation Training or Excavated Site Field Exposure with Department of Archaeology or Archaeological Survey of India	2		
Semester IV	MOOC Course: IPRs and Arts and Culture - A Management Perspective in Digital Era https://onlinecourses.swayam2.ac.in/imb25_mg02/preview	2	2	New Addition
Semester IV	Dissertation Submission	6		
		Semester IV	26	
		Total Programme Credits	94	

Agenda Item 3. Masters Programme in Conservation, Museology and Heritage Management

Discussion: The Course titles listed were discussed in detail to ensure that the focus on heritage, interdisciplinarity, and specialisation in conservation and museology were reflected and management aspects covered within most courses. The programme outcomes and course outcomes needed to be in sync with all these components. It was suggested that Dissertation should be the title of three courses, rather the components need to be clarified. Also the 4th semester final dissertation was suggested to be of 6 credits, making total dissertation 12 credits worth. Members felt that the Dissertation is the most important research output as part of Masters and hence both rigour and seriousness and concomitant credit load needs to be attached to it.

Resolution:
I. The following revised programme has been approved: (changes proposed by BOS are highlighted in bold)

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Masters in Conservation, Museology and Heritage Management

Semester	Course Title	Credits	Total Credits	Remarks
Semester I	Introduction to Heritage: Concepts and Applications	4		
Semester I	Architecture of India	4		
Semester I	Comparative Civilizations	4		
Semester I	Introduction to Conservation: Methods, Techniques, Practices	4		
Semester I	Workshop on Basic Heritage Tools (with Department of Archaeology and IGNCA)	4	2	Credit reduced Common Course for Conservation and Archaeology
Semester I	MOOC Course Subject: Tourism Planning and Sustainable Development (41) https://ugcmoocs.inflibnet.ac.in/index.php/courses/view_ug/337		2	New addition
		Semester I	20	20
Semester II	Heritage Laws in India and International Conventions	4		
Semester II	Art of India	4		
Semester II	Sanskrit Language and Cultural Heritage	4		
Semester II	Conservation: Material Studies and Dynamics	4		
Semester II	Workshop on Academic Writing	2		Course Title to change to: Research Methods

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Semester II	Heritage Management	2		Course Title to change to: Heritage Site Management
	Summer Internship	6		
		Semester II	26	26
Semester III	Heritage Cities: Landscape and Ecology	4		
Semester III	Museum : Theory and Practice	4		
Semester III	Heritage Monuments and Conservation Practices	4		
Semester III	Heritage Tourism: Practices and Planning	4		Course Title to change to: Heritage Tourism Management: Practices and Planning
Semester III	Dissertation Proposal (Source & Site)	4		Course Title to change to: Heritage Research Writing
	Fieldwork during Winter break and Field Documentation	2		
		Semester III	22	22
Semester IV	Museum: Methods and Techniques	4		
Semester IV	Intangible Cultural Heritage: Histories and Contexts	4		
Semester IV	Studying Delhi: Heritage,	4		

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	History, Civilization			
Semester IV	Conservation of Objects: Manuscripts, Ceramics, Metals, Textiles, Audiovisual	4		
Semester IV	Conservation Training at NRLCC	2		
Semester IV	MOOC Course: IPRs and Arts and Culture - A Management Perspective in Digital Era https://onlinecourses.swayam2.ac.in/imb25_mg02/preview	2	2	New Inclusion
Semester IV	Dissertation Submission	4	6	
		Semester IV	22	26
		Total Programme Credit	90	94

Agenda Item 4. Courses of the first semester of both the above mentioned Masters programme

Discussion: A total of 7 courses to be offered in MS 2025 for the fresh cohort, were discussed in-depth.

Resolution:

I. General resolution

A) All Courses should ensure that Reading lists reflect the recent publications, and indicate chapters or page numbers, especially when the reference is a book

B) The readings have to be bifurcated into essential and suggested readings

C) The assessment pattern should be clearly mentioned in all courses, with the End term examination being not less than 50% and the other assessment situations clearly indicated with weightage

II. Course Specific resolution

A. MA Archaeology and Heritage Management

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Semester	Course Title	Credits	Remarks
Semester I	Introduction to Heritage: Concepts and Applications	4	Approved
Semester I	Architecture of India	4	Approved
Semester I	Comparative Civilizations	4	Approved with suggested Revision
Semester I	Introduction to Archaeology: Methods, Techniques, Practices	4	Approved, with the inclusion of one module on more contemporary discussions on Maritime Archaeology
Semester I	Workshop on Basic Heritage Tools (with Department of Archaeology and IGNCA)	2	Combined Course for both MA Programmes (Archaeology and Conservation) With the inclusion one module on Conservation
Semester I	MOOC Subject: Tourism Planning and Sustainable Development (41) https://ugcmoocs.inflibnet.ac.in/index.php/courses/view_ug/337	2	New Inclusion
		Total Credits Semester I 20	Total Credits Semester I 20

B. MA in Conservation, Museology and Heritage Management

Semester	Course Title	Credits	Remarks
Semester I	Introduction to Heritage:	4	Approved

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	Concepts and Applications		
Semester I	Architecture of India	4	Approved
Semester I	Comparative Civilizations	4	Approved with Suggested Revisions
Semester I	Introduction to Conservation: Methods, Techniques, Practices	4	Approved with Suggested Revisions
Semester I	Workshop Basic Heritage Tools (with Department of Archaeology and IGNCA)	2	Combined Course for both Conservation and Archaeology Programmes
Semester I	MOOC Subject: Tourism Planning and Sustainable Development (41) https://ugcmoocs.inflibnet.ac.in/index.php/courses/view_ug/337	2	New Inclusion
		Total Credits Semester I 20	Total Credits Semester I 20

Agenda Item 5. Approval of MOOC Courses for students at SHRM

Discussion: The selection of MOOC Courses was appreciated. It was suggested that 02 Courses should be introduced as a first step. The visibility of the Courses, Course content and url should be part of the Minutes document.

I. Resolution:

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The 02 Courses approved for introduction are

1. Tourism Planning and Sustainable Development (41)
https://ugcmoocs.inflibnet.ac.in/index.php/courses/view_ug/337

2. IPRs and Arts and Culture - A Management Perspective in Digital Era
https://onlinecourses.swayam2.ac.in/imb25_mg02/preview

The details are placed Course-wise as below, with url availability, accessed on 11 March 2025

1 Subject: Tourism Planning and Sustainable Development (41)
https://ugcmoocs.inflibnet.ac.in/index.php/courses/view_ug/337

M01: Levels, type and process of planning
M02: Conceptualization, Background Analysis, In-depth Research and Analysis Phase
M0 3: Tourism project feasibility study
M0 4: Synthesis phase and preparation of statements in Destination planning
M05: Policy making bodies in India
M06: Involvement of Local community in tourism Development
M07: National Tourism Policy, 1982
M08: Destination development and its component
M09: The latest policy document on tourism
M10: Tourism Planning at International, National and State Level
M11: An Outline of L K Jha Committee, 1963
M12: National action Plan on Tourism, 1992
M13: Tourism and Five year plans in India
M14: Objective Setting, Goal Setting, Strategy setting and Plan writing in Destination Planning
M15: Techniques of Plan Formulation
M16: Planning for tourism Destinations
M17: Tourism planning, significance, Constraints, Grey areas and Scope
M18: Destination Life Cycle Concept
M19: Sources of Funding, Incentives & Concessions Extended For Tourism
M20: Economics of Tourism
M21: Positive and Negative Impacts of Tourism (Environmental, Economic and Socio-Cultural)
M22: Concept of Mass Tourism
M23: Emergence of Alternative Tourism, Conventional Versus Alternative Tourism
M24: Mass Vis-à-vis Selective Tourism (E-Text, Not Found)
M025: Synergism between Tourism Promotion and Nature Conservation
M26: Environment and Tourism areas of conflict, symbiosis and synergy (E-Text, Not Found)
M27: Tourism in various bio-geographic realms and specific situation of environmental concern
M28: United Nations Conference on Environment and Development
M29: Sustainable Development: Historical background
M30: The Nature and Scope of Sustainable Tourism
M31: Towards a New Approach to Sustainable Tourism Management

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M32: Global Warming and Sustainable Development
M33: Environmental Dimension
M34: Economic Dimensions
M35: Social Dimensions
M36: Sustainable Tourism Development- Guiding Principles for Planning and Management
M37: Empowering Community through Tourism
M38: Community Based Tourism
M39: Eco Tourism
M40: Future of Sustainable Tourism

2. IPRs and Arts and Culture - A Management Perspective in Digital Era
https://onlinecourses.swayam2.ac.in/imb25_mg02/preview

Summary

Course Status :	Ongoing
Course Type :	Core
Language for course content :	English
Duration :	6 weeks
Category :	o Management Studies
Credit Points :	3
Level :	Postgraduate
Start Date :	24 Jan 2025
End Date :	30 Apr 2025
Enrollment Ends :	28 Feb 2025
Exam Date :	24 May 2025 IST
Translation Languages :	English
NCrF Level _:	6.5
Industry Details :	Information Technology (IT)
Exam Shift :	1

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Course Layout
Week 1 Arts, culture and civilization
Week 2: Policy Landscape: Cultural and Natural Heritage
Week 3: Foundations of Managing Arts and Culture Enterprises
Week 4: Managerial Challenges: Finance and Competition
Week 5: Global Perspectives on Arts and Culture

Other list of MOOC Courses which were placed for approval are:

1. Indian Culture and History https://ugcmoocs.inflibnet.ac.in/index.php/courses/view_ug/288
2. City and Metropolitan Planning https://ugcmoocs.inflibnet.ac.in/index.php/courses/view_ug/336
3. Urban Disaster Risk Mitigation & Climate Resilient Development https://ugcmoocs.inflibnet.ac.in/index.php/courses/view_ug/289
4. Art Appreciation: An Introduction to Indian Art NITTR https://onlinecourses.swayam2.ac.in/cec25_hs21/preview
5. Indian Knowledge System: Humanities and Social Sciences, IIMB https://onlinecourses.swayam2.ac.in/imb25_mg18/preview

Resolution

I. It was resolved that the above mentioned courses will be shared with the students stating that they can take it as additional courses, and report to the School office about their successful completion

Agenda Item 6. Approval of Extra-Mural Fund of Rs 5000 to be charged from SHRM students, as part of University norms

Resolution: The BOS resolved that the proposal to introduce extra-mural funds will contribute to enhancing the learning experience and therefore the Dean may seek the approval of the competent authority.

Agenda Item 7. Feedback on proposed BA Programme in Heritage, Tourism and Management

All BOS members agreed that a Bachelor's programme is indeed necessary and would fill an existing gap in this broader interdisciplinary area. It was also discussed that the School should not replicate existing BA programmes that exist in Ancient History, Culture and Archaeology; rather create a more unique area in connection with the needs of the current interdisciplinary NEP and thrust areas connected to employability. The BOS also emphasised that there needs to be faculty positions created and space rationalised in the existing campus to begin a Bachelor's programme.

Resolution: The School was encouraged to begin an under-graduate Programme on " Cultural Heritage Tourism and Management". The Dean was authorised to work out the modalities and

details of the programme in sync with the University norms and return to the BOS for further necessary action.

Agenda Item 8: Any other matter

BOS members unanimously felt that for both the Masters programme there should be an exit option with PG Diploma at the end of one year. The BOS authorised the Dean to propose the one year PG Diploma in sync with the basic objectives and learning outcomes of the two interdisciplinary programmes currently running, including some core theoretical and practical courses needed for a one-year Diploma.

The meeting ended with a Vote of Thanks

65/C

Minutes of SHRM BOS held on March 11, 2025

Dean SHRM <deanshrm@aud.ac.in> Mon, Mar 24, 2025 at 1:50 PM
To: achal pandya <achalpandya@hotmail.com>, anupa.pande.nmi@gov.in, pande.anupa@gmail.com, Seema Bawa <bawaseema@gmail.com>, pdmhintach@gmail.com, Amit mookerjee <amookerjee@dtu.ac.in>, Sunita Singh <sunitasingh@aud.ac.in>, Dhirendra Datt Dangwal <dhirendra@aud.ac.in>, Urfat Anjem Mir <urfat@aud.ac.in>, Kritika Mathur <kritika@aud.ac.in>, Shalini Awasthi <sawasthi@aud.ac.in>
Cc: SHRM OFFICE <shrmoffice@aud.ac.in>

Dear members of the BOS,

I want to first thank you for all your detailed engagement with the programme structures and course outlines at the 2nd SHRM BOS held on March 11, 2025

Please find attached the Minutes of the BOS meeting for your approval.

The programme documents have been revised with learning outcomes incorporating issues raised by all of you

Some of the courses which required revisions have also been done in consonance with the discussions in the BOS.

Kindly, respond in this email thread by **Tuesday 25th March, 12 noon** for onward submission to the Academic Council agenda.

Looking forward to your cooperation.

thanks and regards
Rukmini

On Sat, Mar 8, 2025 at 5:12 PM Dean SHRM <deanshrm@aud.ac.in> wrote:

Dear SHRM BOS members,

Thank you for agreeing to be part of the BOS No. 2 of SHRM on 11th March 2025 from 2pm.

The following will be the agenda for the BOS:

1. Revision of Masters Programmes running at SHRM (attached Comprehensive SHRM Masters Programme Revision 2025 Cohort)
a) Masters in Archaeology and Heritage Management
b) Masters in Conservation, Preservation and Heritage Management (**Name Change** of this programme is proposed to Masters in Conservation, Museology and Heritage Management)
2. Masters Programme in Archaeology and Heritage Management
3. Masters Programme in Conservation, Museology and Heritage Management
4. Courses of the first semester of both the above mentioned Masters programme (Total 7 courses attached)
5. Approval of MOOC Courses for students at SHRM (list to be shared at the meeting)
6. Approval of Extra-Mural Fund of Rs 5000 to be charged from SHRM students, as part of University norms (Policy to be discussed at the meeting)
7. Feedback on proposed BA Programme in Heritage, Tourism and Management (Basic idea to be presented at the meeting)

For those who will be joining online, I will be sharing the link Monday evening.

I look forward to your valuable engagements with these courses and the plans for the future.

Looking forward to meeting you all on Tuesday 11th March 2025

thanks and regards
Rukmini

9 attachments

- **Minutes SHRM BOS 2 March 2025.docx** 1376K
- **Masters Archaeology and HM Programme Revision Documents March 2025.docx** 1379K
- **Masters Conservation Museology HM Programme Document March 2025.docx** 931K
- **Architecture of India.docx** 28K
- **Comparative Civlisations Course Outline.docx** 49K
- **Introduction to Archaeology.docx** 36K
- **Introduction to Heritage.docx** 33K
- **Workshop on Basic Heritage Tools.docx** 23K
- **Introduction to Conservation .docx** 18K

Nilabh Sinha <pdmhintach@gmail.com> Mon, Mar 24, 2025 at 7:02 PM
To: Dean SHRM <deanshrm@aud.ac.in>

Dear Prof. Sen,
The minutes are in line with discussions. Kindly consider it as approved.
Regards.
—
Nilabh Sinha

> On 24 Mar 2025, at 1:50 PM, Dean SHRM <deanshrm@aud.ac.in> wrote:
>
> <Minutes SHRM BOS 2 March 2025.docx>
> <Masters Archaeology and HM Programme Revision Documents March 2025.docx>
> <Masters Conservation Museology HM Programme Document March 2025.docx>
> <Architecture of India.docx>
> <Comparative Civlisations Course Outline.docx>
> <Introduction to Archaeology.docx>
> <Introduction to Heritage.docx>
> <Workshop on Basic Heritage Tools.docx>
> <Introduction to Conservation .docx>

Anup Pande <pande.anupa@gmail.com> Mon, Mar 24, 2025 at 7:09 PM
To: Dean SHRM <deanshrm@aud.ac.in>
Cc: achal pandya <achalpandya@hotmail.com>, anupa.pande.nmi@gov.in, Seema Bawa <bawaseema@gmail.com>, pdmhintach@gmail.com, Amit mookerjee <amookerjee@dtu.ac.in>, Sunita Singh <sunitasingh@aud.ac.in>, Dhirendra Datt Dangwal <dhirendra@aud.ac.in>, Urfat Anjem Mir <urfat@aud.ac.in>, Kritika Mathur <kritika@aud.ac.in>, Shalini Awasthi <sawasthi@aud.ac.in>, SHRM OFFICE <shrmoffice@aud.ac.in>

Minutes approved

Achal pandya <achalpandya@hotmail.com> Mon, Mar 24, 2025 at 7:11 PM
To: Dean SHRM <deanshrm@aud.ac.in>, "anupa.pande.nmi@gov.in" <anupa.pande.nmi@gov.in>, "pande.anupa@gmail.com" <pande.anupa@gmail.com>, Seema Bawa <bawaseema@gmail.com>, "pdmhintach@gmail.com" <pdmhintach@gmail.com>, Amit mookerjee <amookerjee@dtu.ac.in>, Sunita Singh <sunitasingh@aud.ac.in>, Dhirendra Datt Dangwal <dhirendra@aud.ac.in>, Urfat Anjem Mir <urfat@aud.ac.in>, Kritika Mathur <kritika@aud.ac.in>, Shalini Awasthi <sawasthi@aud.ac.in>
Cc: SHRM OFFICE <shrmoffice@aud.ac.in>

Minutes are fine and I approve the minutes attached in the trailing mail.

Regards

Achal Pandya

Sent from Outlook for Android

From: Dean SHRM <deanshrm@aud.ac.in>
Sent: Monday, March 24, 2025 3:20:54 PM
To: achal pandya <achalpandya@hotmail.com>; anupa.pande.nmi@gov.in <anupa.pande.nmi@gov.in>; pande.anupa@gmail.com <pande.anupa@gmail.com>; Seema Bawa <bawaseema@gmail.com>; pdmhintach@gmail.com <pdmhintach@gmail.com>; Amit mookerjee <amookerjee@dtu.ac.in>; Sunita Singh <sunitasingh@aud.ac.in>; Dhirendra Datt Dangwal <dhirendra@aud.ac.in>; Urfat Anjem Mir <urfat@aud.ac.in>; Kritika Mathur <kritika@aud.ac.in>; Shalini Awasthi <sawasthi@aud.ac.in>
Cc: SHRM OFFICE <shrmoffice@aud.ac.in>
Subject: Minutes of SHRM BOS held on March 11, 2025

Amit mookerjee <amookerjee@dtu.ac.in> Mon, Mar 24, 2025 at 11:25 PM
To: Achal pandya <achalpandya@hotmail.com>
Cc: Dean SHRM <deanshrm@aud.ac.in>, "anupa.pande.nmi@gov.in" <anupa.pande.nmi@gov.in>, "pande.anupa@gmail.com" <pande.anupa@gmail.com>, Seema Bawa <bawaseema@gmail.com>, "pdmhintach@gmail.com" <pdmhintach@gmail.com>, Sunita Singh <sunitasingh@aud.ac.in>, Dhirendra Datt Dangwal <dhirendra@aud.ac.in>, Urfat Anjem Mir <urfat@aud.ac.in>, Kritika Mathur <kritika@aud.ac.in>, Shalini Awasthi <sawasthi@aud.ac.in>, SHRM OFFICE <shrmoffice@aud.ac.in>

The attached minutes are fine with me.
With regards,
Amit Mookerjee

Shalini Awasthi <sawasthi@aud.ac.in> Tue, Mar 25, 2025 at 10:32 AM

62/C

To: Amit mookerjee <amookerjee@dtu.ac.in>
Cc: Achal pandya <achalpandya@hotmail.com>, Dean SHRM <deanshrm@aud.ac.in>, anupa.pande.nmi@gov.in, pande.anupa@gmail.com, Seema Bawa <bawaseema@gmail.com>, pdmhintach@gmail.com, Sunita Singh <sunitasingh@aud.ac.in>, Dhirendra Datt Dangwal <dhirendra@aud.ac.in>, Urfat Anjem Mir <urfat@aud.ac.in>, Kritika Mathur <kritika@aud.ac.in>, SHRM OFFICE <shrmoffice@aud.ac.in>

Approved

Regards

Sunita Singh <sunitasingh@aud.ac.in> Tue, Mar 25, 2025 at 11:55 AM
To: Shalini Awasthi <sawasthi@aud.ac.in>
Cc: Amit mookerjee <amookerjee@dtu.ac.in>, Achal pandya <achalpandya@hotmail.com>, Dean SHRM <deanshrm@aud.ac.in>, anupa.pande.nmi@gov.in, pande.anupa@gmail.com, Seema Bawa <bawaseema@gmail.com>, pdmhintach@gmail.com, Dhirendra Datt Dangwal <dhirendra@aud.ac.in>, Urfat Anjem Mir <urfat@aud.ac.in>, Kritika Mathur <kritika@aud.ac.in>, SHRM OFFICE <shrmoffice@aud.ac.in>

Approved
-
With Regards

Kritika Mathur <kritika@aud.ac.in> Tue, Mar 25, 2025 at 1:59 PM
To: Sunita Singh <sunitasingh@aud.ac.in>
Cc: Shalini Awasthi <sawasthi@aud.ac.in>, Amit mookerjee <amookerjee@dtu.ac.in>, Achal pandya <achalpandya@hotmail.com>, Dean SHRM <deanshrm@aud.ac.in>, anupa.pande.nmi@gov.in, pande.anupa@gmail.com, Seema Bawa <bawaseema@gmail.com>, pdmhintach@gmail.com, Dhirendra Datt Dangwal <dhirendra@aud.ac.in>, Urfat Anjem Mir <urfat@aud.ac.in>, SHRM OFFICE <shrmoffice@aud.ac.in>

Approved.

Dean SHRM <deanshrm@aud.ac.in> Tue, Mar 25, 2025 at 8:00 PM
To: Urfat Anjem Mir <urfat@aud.ac.in>

please see the change made as per your suggestion.
Will place this for approval

thanks
Rukmini

Final Minutes SHRM BOS 2 March 2025.docx
1376K

Urfat Anjem Mir <urfat@aud.ac.in> Tue, Mar 25, 2025 at 8:00 PM
To: Dean SHRM <deanshrm@aud.ac.in>
Cc: achal pandya <achalpandya@hotmail.com>, anupa.pande.nmi@gov.in, pande.anupa@gmail.com, Seema Bawa <bawaseema@gmail.com>, pdmhintach@gmail.com, Amit mookerjee <amookerjee@dtu.ac.in>, Sunita Singh <sunitasingh@aud.ac.in>, Dhirendra Datt Dangwal <dhirendra@aud.ac.in>, Kritika Mathur <kritika@aud.ac.in>, Shalini Awasthi <sawasthi@aud.ac.in>, SHRM OFFICE <shrmoffice@aud.ac.in>

61|C

I too endorse the resolutions!

Dr. Arfat Anjem Mir
Associate Professor, SLS
Room no: 41 Teachers Gallery, Kashmere Gate Campus
Dr. B. R. Ambedkar University Delhi
Lothian Road, Kashmere Gate Delhi-110006, India

Ambedkar University Delhi

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

School	Heritage Research and Management
Programme Name	MA in Conservation, Museology and Heritage Management
Programme Type (Professional/Liberal/Research/ etc.)	Liberal
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	MA
Total Credits	90 credits
Proposed date of launch	2025
Programme coordinator and team	Prof Rukmini Sen Dean and Dr. Shalini Awasthi

1. Specific requirements on the part of students who can be admitted (Qualifications; prior knowledge level; any others – please specify): Students with graduate degrees (from any disciplinary background) in science, social science, and humanities are eligible for the programme. Graduates in conservation, museology, art history, heritage studies, history, ancient history, management, museology, sociology, or allied disciplines may seek admission into the programme.

2. Entrance process (test, interview, cut-offs, etc.): As per university and UGC norms

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): 30

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

5. What are the intended aims of the programme?
   The grant of post-graduate degree to all the enrolled students

   Dr B R Ambedkar University, Delhi, envisages that knowledge becomes socially productive by transcending barriers of gender, caste, creed and class. Inspired by the vision of AUD, the School of Heritage Research and Management intends to take the next step forward by building on its knowledge dissemination through a master's programme focused on knowledge creation in Archaeology and Heritage Management.
   The proposed Masters programme focuses on interdisciplinary/ multidisciplinary Heritage Management with specialization and interconnectedness in archaeology, art and architecture, conservation, preservation, museology, tourism, and culture. The programme is structured to facilitate meaningful professional skills and research ideas to intersect practical models, visions and applications relevant to nation/society.

The master's programme will be in sync with the broader vision of National Education Policy 2020. NITI AYOG, in its 2020 report on 'Improving Heritage Management in India', proposed an all-encompassing inclusive multisectoral and multidisciplinary approach involving the entire gamut of heritage stakeholders from the myriad custodians and a range of heritage experts and professionals interested in generating knowledge database, new technologies, developing site museums, facilitating revenue generation models through tourism and liaising with all the essential institutions in heritage management in India.

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

   The launch of a revised and updated Programme in Conservation, Museology and Heritage Management Programme, under NEP 2020, which imparts skill-training with theoretical knowledge at SHRM. The programme is integrally linked with the university mandate on interdisciplinary research, practice-oriented pedagogy, and the development of employability skills among students. The programme offers students an opportunity to understand the rich heritage of India, the dynamic interplay between conservation techniques, museum design and education and heritage management.

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?

   At SHRM, the masters' students will be educated on the theoretical and practical process, taught the ethos for critical thinking and trained to use heritage research tools and resources. The following are the broad areas in archaeology and heritage management that can be explored, focused on, and contextualized based on the interests of the students and the expertise of the current faculty and future faculty joining the school. These broad areas are in sync with the programmatic scheme connected to the other Masters programmes currently offered in the school—Archaeology and Heritage Management and with others that will be provided in future.

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)?

   This is a unique Programme which is not offered by other Schools of the university, However, courses within the programmes will be relevant for students of School of Global Affairs, School of Design and School of Liberal Studies–there are interconnections with urban geography, design and museology and history and conservation.

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

   There are institutions which impart courses or diplomas in Museology (Indian Institute of Heritage, Rabindra Bharati University, Kolkata MSU, Baroda, Deccan College, Pune, Aligarh Muslim University. However, SHRM and Dr B R Ambedkar University Delhi is unique since it is offering an interdisciplinary programme bringing together conservation and museology, with an outcome oriented towards heritage management.

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

There is enough knowledge, resources and literature richly developed around Conservation, museums and tourism. The reason for conceptualizing this programme is to emphasize the interdisciplinary interconnection between these specific disciplinary areas and to explore opportunities for newer areas connecting heritage to disaster and risk, heritage with digital and Artificial Intelligence or heritage with constitutional ethos. This interdisciplinary area is also field-based, and much knowledge is already generated, with scope for much more, through the documentation of heritage sites.

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

- Ph. D degree from India or Universities abroad leading to jobs in HEI's.
- Employment with Research labs and similar agencies engaged in the fields of conservation
- As Curators in Museums, Art galleries, and Archives, both public and private
- As professional curator-restorers, and as self-employed entrepreneurs.
- Opportunities in the Government sector: Ministry of Culture, Ministry of Human Resource and Developments, Ministry of Tourism (Center and State), ASI, State Department of Archaeology, National and State Museums, IGNCA, National Mission of Monuments, TIFR.
- Opportunities in the Private Sector: Corporate Firms, INTACH, Aga Khan trust, Infosys, Indian organizations and Trust/Societies working in the fields of archaeology, conservation, Preservation, numismatics, epigraphy, rock art, architecture, private museums and art galleries, conservation labs etc.
- Civil society organizations: Shahpedia, Kalamandir, Indian Trust for Rural Heritage and Developments, RATH and NGOs working in the fields of heritage.
- International Organisations: UNESCO, British Council, Embassies.
- Registered National and International Foundations.
- Starting Heritage and Cultural Entrepreneurship.
- Heritage Tourism Organizations and Agencies.

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

The school has the in-house resources to launch the master's programme, including a library, in-house laboratory, campus infrastructure, and dedicated faculty members to teach the students. The School has an MOU with Delhi Development Authority, regularly sends their students to NRLC, Lucknow and ties up with the Department of Archaeology, Govt of NCT of Delhi as well as with IGNCA for hands-on training. The School will explore linkages with NIFT Delhi,

National Museum, National Archives and Delhi Archives, National Rail Museum for more exposure for the students.

13. Rationale for the nomenclature of the programme

Ensuring edibility to appear for the UGC-NET examination, and employability in the broader area pertaining to Heritage Studies and Heritage Management .

14. **Programme Details:**

a. Concept (attach concept note, if needed):

b. Objectives:

1. To the disseminate of new knowledge in museology, conservation and heritage management
2. To contextualise and impart the knowledge of existing theoretical frameworks these subjects in an Indian Paradigm, with Indian case studies.
3. To generate valid knowledge creation and critical thought processes in the interdisciplinary domain of social science in general and museology conservation and heritage management in particular
4. To equip students with skills to preserve and protect cultural heritage
5. To make students understand the importance of monuments, paper, painting, textiles, other artefacts and a vast resource of intangible cultural heritage

c. Expected learning outcomes:

1. Acquire specialised knowledge in the facets of museology, conservation and heritage management
2. Acquisition of practical skills in the conservation of heritage objects (organic and inorganic) such as manuscripts, paintings, stone objects, terracotta objects, bone, ivory etc.
3. Skills in documentation of heritage structures, preparing conditional assessment reports and conservation of heritage structures.
4. Acquisition of skills as curators, gallery managers and archivists
5. Enabling further research in the science of conservation and preservation
6. Developing leadership skills as heritage managers and gallery designers

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

Masters in Conservation, Museology and Heritage Management

Semester	Course Title	Credits	Total Credits	Remarks
Semester I	Introduction to Heritage: Concepts and Applications	4		
Semester I	Architecture of India	4		

Semester I	Comparative Civilizations	4		
Semester I	Introduction to Conservation: Methods, Techniques, Practices	4		
Semester I	Workshop on Basic Heritage Tools (with Department of Archaeology and IGNCA)	2		
Semester I	MOOC Course Subject: Tourism Planning and Sustainable Development (41) https://ugcmoocs.inflibnet.ac.in/index.php/courses/view_ug/337	2		
		Semester I	**20**	**20**
Semester II	Heritage Laws in India and International Conventions	4		
Semester II	Art of India	4		
Semester II	Sanskrit Language and Cultural Heritage	4		
Semester II	Conservation: Material Studies and Dynamics	4		
Semester II	Research Methods	2		
Semester II	Heritage Site Management	2		
	Summer Internship	6		
		Semester II	**26**	**26**
Semester III	Heritage Cities: Landscape and Ecology	4		
Semester III	Museum : Theory and Practice	4		
Semester III	Heritage Monuments and Conservation Practices	4		

Semester III	Heritage Tourism Management: Practices and Planning	4		
Semester III	Heritage Research Writing (Source & Site)	4		
	Fieldwork during Winter break and Field Documentation	2		
		Semester III	**22**	**22**
Semester IV	Museum: Methods and Techniques	4		
Semester IV	Intangible Cultural Heritage: Histories and Contexts	4		
Semester IV	Studying Delhi: Heritage, History, Civilization	4		
Semester IV	Conservation of Objects: Manuscripts, Ceramics, Metals, Textiles, Audiovisual	4		
Semester IV	Conservation Training at NRLCC	2		
Semester IV	MOOC Course: IPRs and Arts and Culture - A Management Perspective in Digital Era https://onlinecourses.swayam2.ac.in/imb25_mg02/preview	2		
Semester IV	Dissertation Submission	6		
		Semester IV	**26**	
		Total Programme Credit	**94**	**94**

15. **Teaching-learning:**

a. **Instructional strategies**:

- Learner-centric teaching pedagogy with a participative and collaborative approach
- Promote self and active learning to develop the scholars' higher-order thinking abilities. Readings from various sources like books, journals, magazines, archives, newspapers, policy documents, reports, etc., related to the topic of discussion shall be provided. The participants shall be expected to read, search supplementary readings, and discuss in groups, followed by classroom discussions. Participants shall develop an understanding of concepts individually or in collaboration with other scholars. Through classroom discussions, they shall be encouraged to focus on the inquiries they will develop while reading. The inquiry mode of discussion will sharpen their thinking and research skills and help them develop appropriate research questions.

- Different modes of assessments, such as seminar presentations, group work, live projects, fieldwork, reflective writings, review reports and presentations, etc., shall be used. The assessment methodology shall enable the participants to reflect on their learning and help them articulate it.

Instructional design:

This course will be facilitated through participative pedagogies.

- through lectures and discussions using seminal papers, literature reviews, critiques and cases from Indian and world heritage sites and monuments.
- Field Visits, Surveys, and documentation of sites and monuments.
- Special needs facilities, requirements in terms of software, studio, lab, library, classroom/other instructional space as per requirements of the course.
- Expertise in AUD faculty or outside faculty may be called in collaboration.
- Linkages with external agencies and field-based organizations related to Heritage Studies and Management, Archaeology and Conservation.

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

- Special needs facilities, requirements in terms of software, studio, lab, library, classroom/other instructional space as per requirements of the course.
- State-of -the-art Conservation Lab at SHRM

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

- IGNCA
- NRLC
- INTACH

- NAI
- Delhi Archives
- CSMVS
- National and State Museums
- Public and Private Museums and art Galleries
- NGOs in Conservation and allied fields

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

Note:

1. Modifications on the basis of deliberations in the Board of Studies 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.

Recommendation of the Board of Studies:

Suggestions:

Signature of the Dean of the School

Appendix 4

Ambedkar University Delhi

Proposal for Launch of a Programme

(To be approved by the Academic Council)

School	Heritage Research and Management
Programme Name	Archaeology and Heritage Management (MAHM)
Programme Type (Professional/Liberal/Research/ etc.)	Professional
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	MA
Total Credits	94 credits
Proposed date of launch	2025
Programme coordinator and team	Prof Rukmini Sen Dean and Dr. Sima Yadav PC, SHRM

1. Specific requirements on the part of students who can be admitted (Qualifications; prior knowledge level, any others – please specify):
   Students with graduate degrees (from any disciplinary background) in science, social science, and humanities are eligible for the programme. Graduates in archaeology, conservation, museology, art history, heritage studies, history, ancient history, tourism, anthropology, management, sociology, or allied disciplines may seek admission into the programme.

2. Entrance process (test, interview, cut-offs, etc.):
   All are as per university norms and UGC norms.

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

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

5. What are the intended aims of the programme? The grant of Master's degrees to all the enrolled students—
   Dr B R Ambedkar University, Delhi, envisages that knowledge becomes socially productive by transcending barriers of gender, caste, creed and class. Inspired by the vision of AUD, the School of Heritage Research and Management intends to take the next step forward by building on its knowledge dissemination through a master's programme focused on knowledge creation in Archaeology and Heritage Management.
   The proposed MAHM programme focuses on interdisciplinary/ multidisciplinary Heritage Management with specialization and interconnectedness in archaeology, art and architecture, conservation, preservation, museology, tourism, and culture. The programme is structured to facilitate meaningful professional skills and research ideas to intersect practical models, visions and applications relevant to nation/society. The conceptualization of the master's programme should address heritage management issues across domains of tangible and intangible heritage of India and the world. The programme is in keeping with the recent approaches to studying the past, focusing on dealing with the emergence, dissemination, changes and transformation in heritage management through historical and archaeological investigations.

The master's programme in Archaeology and Heritage management will be in sync with the broader vision of National Education Policy 2020. NITI AYOG, in its 2020 report on 'Improving Heritage Management in India', proposed an all-encompassing inclusive multisectoral and multidisciplinary approach involving the entire gamut of heritage stakeholders from the myriad custodians and a range of heritage experts and professionals interested in generating knowledge database, new technologies, developing site museums, facilitating revenue generation models through tourism and liaising with all the essential institutions in heritage management in India. The interdisciplinary MAHM seeks to undertake courses on introduction to heritage. Comparative civilisations: understanding society and culture, field archaeology, prehistory and protohistory, Harappan archaeology, trade routes and cultural interactions, field and case study-based dissertation, art and architecture, world heritage and civilization, Conservation, museology, heritage tourism management and marketing, cultural heritage and tradition, Indian knowledge system, built and natural heritage structures, forms, materials, heritage landscapes and environments immersed in fieldwork combined with the latest scientific research methodology and technology.

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

The launch of the new Master's Programme in Archaeology and Heritage Management by the SHRM is in sync with the University vision, NEP 2020 and UGC Regulation for postgraduate courses. The MAHM is integrally linked with the university mandate on interdisciplinary research, practice-oriented pedagogy, and the development of employability skills among students. The programme offers students an opportunity to understand the rich heritage of India, the dynamic interplay between archaeology and heritage management and the societies that created and engaged with them.

Heritage management is centrally positioned to impact both the production of new knowledge and to test the continued relevance of existing theoretical frameworks. By placing this course in the context of valid knowledge creation and the learning and research process that yields this knowledge, the master student shall be equipped with the tools necessary to develop relevant skills, professional training, research in the interdisciplinary domain of social science in general and heritage management in particular.

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?

At SHRM, the masters' students will be educated on the theoretical and practical process, taught the ethos for critical thinking and trained to use heritage research tools and resources. The following are the broad areas in archaeology and heritage management that can be explored, focused on, and contextualized based on the interests of the students and the expertise of the current faculty and future faculty joining the school. These broad areas are in sync with the programmatic scheme connected to the other Masters programmes currently offered in the school—Conservation, Museology and Heritage Management and with others that will be provided in future.

• To encourage students to understand the discipline/study that may span temporal and spatial diversity, reflecting the cultural context of archaeological and heritage studies by focusing on archaeological sites and monuments, ethnoarchaeology, historical Archaeology, environmental and landscape archaeology, digital archaeology, sciences in archaeology, field archaeology,

Harappan archaeology, popular/people's Archaeology, epigraphy, numismatics with interdisciplinary approaches that intersect with science and social science disciplines.

•To undertake interdisciplinary/multidisciplinary professional skills in preventive and onsite archaeological material, conservation, and preservation. The conservation and preservation of material conservation in organic and inorganic materials, conservation of museum artefacts, metal and stone objects, paper, bone, pottery, sculptures, archaeological artefacts, manuscripts, paintings, and textiles. Contemporary techniques and updated conservation laboratories support protecting and preserving heritage structures, buildings, materials, forms, and designs.

•To undertake and develop understanding and professional skills in Archaeological site museums, archival studies, manuscripts, and oral traditions to create an appreciation of heritage resources, their documentation and interpretations, theories, practices and methods in heritage studies.

•To acquaint and produce knowledge in alignment with UNESCO World Heritage sites, national and international antiquarian conventions, laws, policies and regulations, plural living traditions, tangible and intangible manifestations in its natural habitat and environments related to heritage management and Fundamental Duties of the Indian Constitution

•To involve and facilitate interdisciplinary/multidisciplinary professional skills in mapping and linking cultural and natural heritage sites, as well as the role and usage of technology in heritage management, disaster management of heritage sites, monuments, historic urban conservation, heritage towns, and town planning.

•To collaborate and promote the development of adequate outreach and capacity-building measures by enhancing the participation of the communities with archaeology and heritage to increase their involvement and support towards heritage protection and preservation and public awareness about heritage-related subjects. The dynamic interplay of heritage with the communities that created and engaged with it. The programme reflects societal norms, values, context communities, and their traditional knowledge system.

8. Does the programme connect to, build on or overlap with any other programmes offered in the University? Is it provided in collaboration with any School/Centre at AUD (if yes, please specify the nature of collaboration)?
   The courses on Archaeology and Heritage Management are uniquely designed under the broader umbrella term of 'Heritage' moving away from a specific master's degree related to the study of past cultures, enabling students from different disciplinary backgrounds to join the programme, learning the foundations of heritage and exploring their interdisciplinary area of professional skills and research. This programme, therefore, does not overlap with other courses offered at AUD. However, it connects with other programmes from the schools of Urban Studies, Global Studies, and Liberal Studies, such as history and sociology, human ecology, and management.

9. This programme is not being offered in collaboration with any School/Centre at the University. The programme is offered at SHRM.

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

Some of the other universities and institutions awarding such master programmes in India are MSU Baroda (Archaeology and Ancient History), Deccan College (AIHC and Archaeology), BHU (Ancient Indian History and Archaeology), Shiv Nadar University (History and Archaeology), Indian Institute of Heritage (History of Art, Conservation) Centre of Heritage Management Ahmedabad University Gujarat and Human and Sciences (HSS) group at IITs offered training in archaeology and IKS. But under the Government of NCT of Delhi and among the other public universities in Delhi, Dr B R Ambedkar University Delhi will be the sole higher education institution to launch the MAHM programme. Delhi is the centre of higher education and the hub of culture and heritage engagement, and the programme will attract students from all over the country.

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

There is enough knowledge, resources and literature richly developed around archaeology, Conservation, and tourism. The reason for conceptualizing this programme as Archaeology and Heritage Management is to emphasize the interdisciplinary interconnection between these specific disciplinary areas and to explore opportunities for newer areas connecting heritage to disaster and risk, heritage with digital and Artificial Intelligence or heritage with constitutional ethos. This interdisciplinary area is also field-based, and much knowledge is already generated, with scope for much more, through the documentation of heritage sites.

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

There are various opportunities post a Master in Archaeology and Heritage Management:

•Teaching Positions in colleges and Universities in India and Foreign countries.

•International doctoral/research fellowships-Commonwealth, Charles Wallace, Fullbright, Ford, Smithsonian

•National Fellowships-Nehru Memorial Fellowship, Tagore National Fellowship for Cultural Research, India Foundation for Arts, ICSSR, ICHR, ICCR, Indian Philosophical Council

•Opportunities in the Government sector: Ministry of Culture, Ministry of Human Resource and Developments, Ministry of Tourism (Center and State), ASI, State Department of Archaeology, National and State Museums, IGNCA, National Mission of Monuments, TIFR.

•Opportunities in the Private Sector: Corporate Firms, INTACH, Aga Khan trust, Infosys, Indian organizations and Trust/Societies working in the fields of archaeology, Conservation, Preservation, numismatics, epigraphy, rock art, architecture, private museums and art galleries, conservation labs etc.

•Civil society organizations: Shahpedia, Kala Mandir, Indian Trust for Rural Heritage and Developments, RATH and other NGOs working in heritage management.

•International Organizations: UNESCO or ICCROM,

•Starting Heritage and Cultural Entrepreneurship, private and public museums.

•Working with or starting Heritage Tourism Organizations and Agencies.

Collaboration with state organisations to explore and excavate the site.

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

The school has the in-house resources to launch the master's programme, including a library, in-house laboratory, campus infrastructure, and dedicated faculty members to teach the students.

SHRM offers the two Masters degrees in two courses, i.e., Archaeology and Heritage Management and Conservation, Preservation and Heritage Management.

The School would like to establish linkages with various institutions connected to the field of heritage like the Archaeological Survey of India, Indian Institute of Heritage, Indira Gandhi National Centre for Arts, Dept of Archaeology, Govt. of NCT of Delhi, Department of Art, Culture and Languages, Delhi Archives, Govt of NCT of Delhi, Indian Institute of Research in Numismatics Studies, Indian National Trust for Art and Cultural Heritage, Aga Khan Trust for Culture, Partition Museum and Cultural Hub, Lalit Kala Academy, National Gallery of Modern Art, Delhi Development Authority, and various others.
There are two reasons for establishing these linkages: a) to have a pool of experts delivering talks and special lectures and organizing seminars and workshops wherever necessary,
and b) to be part of the guidance in research and dissertation supervision of the masters' student. Future MOUs with some of these institutions must be explored to facilitate this, and academicians in universities with whom there are already MOUs signed may be contacted.

14. Rationale for the nomenclature of the programme:
'Archaeology and Heritage Management' is an umbrella term encompassing interconnected disciplines like Historical Studies, Anthropology, Art, Architecture, Conservation and preservation, Museum Studies and Heritage Tourism, Cultural Studies and IKS. Students can opt to take the NET/SET examination in archaeology, museum and conservation, ancient history, heritage tourism, and heritage management.

15. **Programme Details:**

a. Concept (attach concept note, if needed):

The Masters in Archaeology and Heritage and Management aims to provide students (from any disciplinary background) with the opportunity to focus on the key disciplines within the humanities and social sciences. It delivers fundamental learning, field training, and professional skills and methods in archaeology, historical studies, anthropology, tourism, museology, conservation, and heritage management. The two-year programme emerges from a conviction that students must be trained to understand and contextualise the tangible and intangible heritage around them and relate them to the community that created and engaged with it. The student's encounters with theoretical and cutting-edge formulations of applied and emerging disciplines. They must also be learned in tandem with real-life observation, professional skills and fieldwork for the more significant benefits of protecting, preserving and restoring cultural and heritage sites, materials and property.

b. **Aims and Objectives:**

The various interdisciplinary/multidisciplinary branches of learning/courses are emerging in structuring two years of MAHM programmes into four semesters. Twenty-three courses were designed based on established and emerging learning trends. It will include the foundational and specialisation courses as per the list attached. Students will be provided with an opportunity to get professional skills, hands-on training, internship, research experience, and heritage entrepreneurship from experts in the fields through national and international networks and collaborations. The experienced faculty team provided them with information relevant to their chosen field of specialisation. The SHRM faculty with diverse expertise in history, archaeology,

anthropology, museology, Conservation, and tourism is uniquely equipped to offer a multidisciplinary Masters Program.

Students, after graduating with a Master's are equipped with a nuanced and deeper understanding of the discipline. Their learning and skills equip them for doctoral studies, policy work, corporate consultancy, and various jobs and research careers. It is important to note that the MAHM is listed for NET/SET examinations. However, the students can write NET/SET in allied disciplines. The school facilitates summer and winter internships and skilled-based workshops through industry connections, helps in student placement, and further supports students in identifying future trajectories.

To strengthen and expand the vision of SHRM in achieving well-rounded, broad-based, and excellent higher education, the MAHM Program is proposed for postgraduate students starting from the Monsoon semester of 2025. The Masters Program will introduce the theory and practice of humanities and social sciences research to help students complement their professional education with a critical understanding of global processes/transformations. The SHRM team believes that a program such as this is crucial in shaping students' career choices and perspectives and making the learning experience at AUD unique in the country. Finally, it is envisioned that this would facilitate dialogues between and within disciplines by capitalizing on AUD's science, technology and social sciences interface.

Indian Knowledge System

The National Educational Policy 2020 (NEP 2020) recommends the incorporation of the Indian Knowledge System (IKS) into the curriculum—the relevant component of IKS in all courses taught to MAHM students at SHRM. The deliberation of IKS components in these courses focuses on understanding the scientific value of the traditional knowledge of Bharata, promoting the youth to do research in the various fields of traditional knowledge systems, converting the ancient wisdom into applied aspects of the modern scientific paradigm and adding career, professional and entrepreneurship opportunities to the youth of India.

The IK system is often tied to the sustainable livelihood of the people. Generally, the system supports environmental sustainability because it represents generations of observations, analysis, and experimentation. IKS provides a powerful problem-solving mechanism for local communities and their living heritage traditions.

c. **Expected learning outcomes:**

The main goal of developing this programme is for students to develop skills in the following learning elements--problem, approach, theory, analysis, and application. These learning outcome-based elements will allow them to apply archaeology to societal issues and work towards making a better India.

- Acquaint themselves with the models and paradigms of rich Indian and world heritage studies and their management.
- Acquire an understanding of archaeology and heritage management, which involves preserving non-renewable cultural resources through policy, law, and public education.
- Evaluate an awareness of intercultural influences and exchanges between different cultural groups and the mechanisms through which these operated in the past.
- Comprehend the knowledge of the formation of the archaeological record and acquired skills to conduct archaeological excavation: how to record, investigate, analyse and interpret archaeologically derived remains.
- Apply the knowledge of the basic and specialised digital tools in the professional practice of archaeology, including graphic recording methods, GIS, Lidar, prospecting, cartography, statistics and 3D virtual reconstruction models.

- Acquire skills in observation, documentation, and interpretation of archaeological heritage. Interrelate recent contributions to archaeology from different disciplines: biology (physical anthropology and forensic archaeology, archaeozoology, archaeobotanical, palaeoecology), computer engineering (GIS, quantification)
- Recognize ethical and professional responsibilities in Heritage Site Management situations and commit to the professional ethics and norms of Heritage Site Management practice to make informed judgments.
- Apply modern project management, economic and decision-making techniques, and work effectively as a member or leader in teams, preferably in a multidisciplinary setting

d. Overall structure (programme template with course organization, course titles, credits, etc.):

Masters in Archaeology and Heritage Management

Semester	Course Title	Credits	Total credits	Remarks
Semester I	Introduction to Heritage: Concepts and Applications	4		
Semester I	Architecture of India	4		
Semester I	Comparative Civilizations	4		
Semester I	Introduction to Archaeology: Methods, Techniques, Practices	4		
Semester I	Workshop on Basic Heritage Tools (with Department of Archaeology and IGNCA)	2		
Semester I	**MOOC** Course: Tourism Planning and Sustainable Development (41) https://ugcmoocs.inflibnet.ac.in/index.php/courses/view_ug/337	2		
		Semester I	**20**	**20**
Semester II	Heritage Laws in India and International Conventions	4		

Semester II	Art of India	4		
Semester II	Sanskrit Language and Cultural Heritage	4		
Semester II	Field Archaeology	4		
Semester II	Research Methods	2		
Semester II	Heritage Site Management	2		
	Summer Internship	**6**		
		Semester II	**26**	**26**
Semester III	Pre-history and Paleo Sciences	4		
Semester III	Trade Routes and Cultural Interactions	4		
Semester III	Palaeography and Epigraphy	4		
Semester III	Heritage Tourism Management: Practices and Planning	4		
Semester III	Heritage Research Writing (Source & Site)	4		
Semester III	Fieldwork during Winter break and Field Documentation	2		
		Semester III	**22**	**22**
Semester IV	Numismatics	4		
Semester IV	Proto-history and Harappan Civilizations	4		
Semester IV	Studying Delhi: Heritage, History, Civilization	4		
Semester IV	Historical Archaeology	4		
Semester IV	Excavation Training or Excavated Site Field Exposure with	2		

	Department of Archaeology or Archaeological Survey of India			
Semester IV	MOOC Course: IPRs and Arts and Culture - A Management Perspective in Digital Era https://onlinecourses.swayam2.ac.in/imb25_mg02/preview	**2**		
Semester IV	Dissertation Submission	6		
		Semester IV	**26**	
		Total Programme Credits	**94**	

16. **Teaching-learning:**
    a. Instructional strategies: The courses in the programme will be taught through participative learning pedagogy, including extensive reading, seminars, lectures, group work, presentations, etc.

    b. Special needs for the programme (instructional space: studio, lab, clinic, workshop, etc.; equipment, software, any other – please specify): SHRM has a very resource-efficient library for research purposes
    c. While SHRM has a Conservation Laboratory, it needs to be updated so that conservation techniques and methods required for masters students may be ensured. Institutional linkages need to be established so that students can access and learn at the National Gallery of Modern Art conservation laboratory, the National Museum or private agencies like the Delhi Art Gallery, Department of Archaeology, Govt of Delhi, Archaeological Survey of India.

    d. Linkages with external agencies (e.g., with field-based organizations in heritage; any others): Institutions mentioned on page 5 in response to Question 13 would be external agencies with whom linkages/MOUs need to be established to enable:
    e. Field Training: Archaeological explorations and excavations
    f. Hands-on training in display techniques, modern tools, technology and digital methods
    g. Heritage tour, empirical study of monuments and interpretation briefs and documentation preparation.

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

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated, and the revised proposal should be submitted to the Academic Council with due recommendations.

2. Core courses that 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 by the Board of Studies and carried through the SCAP/SCPVCE/SCR of the primary school.

Recommendation of the School of Studies:
Suggestions:

Signature of the Dean of the School

Dr. B R Ambedkar University Delhi

School of Heritage Research and Management

Proposal for Launch of a Course

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

Introduction to Archaeology: Methods, Techniques and Practice

School/Centre proposing the course	**SHRM**
Programme (s)	**M.A.**
Course title	**Introduction to Archaeology: Methods, Techniques and Practice**
Course code	
Credits	**4 credits**
Course type (core/compulsory/ optional/any other – please specify)	**Core**
Level (Predoctoral /MA/PG Diploma/Certificate/UG)	**Masters**
Course coordinator and team	**Dr Anand Burdhan**

1. Course Details:
   a) **Summary:** This course elucidates various facets of archaeology as a cultural science that investigates the ancient evidences on the basis of scientific analysis of material culture of the humankind from the period of homonids to modern times. It covers up principles, theories and most importantly definitions of new archaeology or processual archaeology with focus on archaeology as a methodological science that constructs the chronological history based on archaeological remains and relics. It also highlights the archeological exploration and excavation methods with emphasis on stratigraphic study of an excavated site. The history of archaeology in India and formation of the Archaeological Survey are significant components of this course.

   b) **Objectives:** This course intends to provide students the fundamental and theoretical knowledge on archaeology as a scientific discipline, especially in Indian context. It focuses on evolution of archaeology from an antiquarian practice to a methodological science. The course offers a prolific discourse on colonial archaeology in India and its role in larger understanding of the historic culture of the sub-continent. Students will be able to learn the definition and theories of archaeology and will develop sound understanding of emerging trends in the field of study like processual archaeology, salvage archaeology, forensic archaeology, etc. This syllabus in an endeavor to make students well versed in evolution of human culture, chronological study of the past and material cultural analysis. It also purports to educate students about significance public archaeology its scope and prospects in India.

   Overall structure:
   Contents (brief note on each module; indicative reading list with core and supplementary readings)

Module 1: Theoretical Fundamentals of Archaeology.

This module envisages the definition of archaeology, its history and evolution as an academic discipline. It focuses on aims, objectives, scope, prospects, and significance of archaeology as an academic discipline. It also explains development of archaeology in Europe, America and India as well as significance of archeological writing and recording. This module will specifically highlight the modes and methods of colonial archaeology in India and role of eminent figures like Alexander Cunningham, John Marshall and Mortimer wheeler in Indian archaeology along with nationalist approach and contribution of Indian archeologists like Dayaram Sahni, Rakhal Das Banerjee, Madhoswaroop Vatsa, Amalanand Ghosh and Prof. G.R. Sharma.

Case Study

1. Archaeological surveying and recording by Alexander Cunningham.
2. Excavations at Takshila by John H. Marshall.

Reading List

Compulsory	
1	Renfrew, C.; *Theory and Explanation in Archaeology*, London 1998
2	Deetz, J.; *Invitation to archaeology*, New York, 1967.
3	Daniel, Glyn; *The origines and Growth of Archaeology,* London, 1967.
4	Hester, T. R.; *Field methods in Archaeology,* California, 1975.
5	Clarke, D. L.; *Analitical Archaeology,* London, 1978.

Suggested	
1	Murray, Tim; *Time and Archaeology*, New York, 1999.
2	Drewett, L. P.; *Field Archaeology: An Introduction*, London, 1999
3	Wheeler, M.; *Archaeology from the Earth*, London, 1956.

Module 2: Interdisciplinary Approach and Relation with other Sciences (Social & Natural)

Archaeology is an interdisciplinary science that incorporates practical learning of different subjects like, petrology, anthropology, paleo-botany, forensic dentistry, zoology, study of fossils, carbon dating; etc. Most importantly archaeology is often considered as a subject that is integral to history. Considering all the above mentioned facts this module intends to elaborately explain interrelation of archaeology with history as a resource and with anthropology as a cohesive field of knowledge in terms of understanding the evolution of humankind. It focuses on archaeology and its connection with paleosciences (paleo-botany, Zoology, petrology, etc.) in specific context of pre-historic studies.

Case Study

1. Paleoscience and Archaeology (visit to Birbal Sahni Institute of paleo-science, Lucknow).
2. Forensic Archaeology: Methods and Scope.

Reading List

Compulsory	
1	Barker, Philip; *Techniques of Archaeological Excavation*, New

	York,
2	D. P. Agarwal & A. Ghosh; *Radiocarbon and Indian Archaeology, Tata Institute of Fundamental Research* , Bombay, 1973.
3	Don, Brothwell & Eric Higgs; *Science in Archaeology*, London, 1969.
4	Sharma, I. K.; *Science of Archaeology in India*, Delhi, 2000.
5	Titley, C. & Shanks, M.; *Re-Constructing Archaeology: Theory and Practice,* London,1992

Suggested	
1	Renfrew, C. & Bahn, P.; *ArchaeologTheories Methods and Practice*, London
2	Vidula, Jayaswal; *Paleography of India*, Delhi, 1978.
3	K. P. Ockley; *Mam the tool Maker*, London, ndt.

Module 3: Field Methods in Archaeology.

This module endeavors to introduce students to the methods of archaeological investigation, material culture interpretation and practical methods for doing archaeological works. This module elucidates excavation techniques, stratigraphy, 3D recording, trench layout, section drawing and making of excavation plan. It also describes various exploration techniques and geo-physical methods of survey. Apart from that it introduces to students Harris Matrix method of recording and approach to report writing. As an outcome students will learn the basic methods of field survey, recording, and report writing. .

Case Study

1. Report writing on a pre-historic site.
2. Stratigraphic study of a Harappan site.

Reading List

Compulsory	
1	Dreman, D. R.; *Statistics for Archaeologist A commonsence approach*, New York, 1996.
2	Donell, G. P.; *Photography in Archaeology and Conservation*, London 1994.
3	Chakrabarti, D. K.; *Theoretical Issue in Indian Archaeology,* New Delhi, 1988.
4	Ghosh, A.; *An encyclopedia of Indian Archaeology (Vol I & II),* New Delhi.
5	Agarwal, D. P.& S. Kusungar; *Prehistoric Chronology and Radiocarbon Dating in India,* New Delhi, 1974

Suggested	
1	Barker, Philip; *Techniques of Archaeological Excavation*, New York,

2	Drewett, L. P.; *Field Archaeology: An Introduction,* London, 1999
3	Sujeet, Nayan; *Archaeology of Northeast India*, New Delhi, 2021.

Module 4: Archaeology and Cultural Evolution.

This module elaborately discusses the cultural evolution of humans from its African roots to the rise of civilizations in the world. It explains on pre-historic, proto-historic cultures and their material evidences in special context of Indian archaeological sites. Development of Paleolithic, Mesolithic, Chalcolithic and Neolithic cultures in India and abroad is the core issue of this module. It highlights development of cultures in different environmental continuums and evolution of agrarian economy. Students will also be made acquainted with tool technology and its role in cultural evolution.

Case Study

1. Study on evolution of Paleolithic tools of Sohan and Narmada Valley.
2. Study on Mesolithic tools and implements of Bhimbetaka.

Reading List

Compulsory	
1	Krishnaswami, K. D.; *'Stone age India' Ancient India, No. 3* 1974.
2	Krishnaswami, K. D.; *'Progress in Prehistory' Ancient India No. 9,* 1953.
3	Leakey, L. S. B.; *Adam's Ancesters,* London 1953.
4	Mcburney, C. B. M.; *The Stone Age of Northern Africa, Harmondsworth,* 196
5	Childe, V. Gordon; *The Prehistory of European Society* , London, 1962.

Suggested	
1	Childe, V. Gordon; *Man Makes Himself*, London, 1956.
2	Sankalia, H. D.; *Some Aspects of Prehistoric Technology in India, Science Academy*, New Delhi, 1970.
3	Clark, J. D.; *The Prehistory of Africa,* London 1970.

Module 5. Archaeology and Contemporary Trends.

This module purports to bring to the fore contemporary trends in world archaeology, i.e., evolution of archaeology from amateur antiquarianism to processual and post-processual archaeology. It defines different trends of archaeological research in the world archaeology such as classical Greek and Roman archaeology to post-modern and public archaeology. It also discusses the significance of public archeology and its importance in terms of public participation in heritage preservation. This module will focus on possibility of desirable change through public archaeology in cultural resource and heritage management. It will also explain methods and examples of salvage archaeology.

Case Study

1. Processual archeology and works of Pitt Rivers.
2. Salvage Archeology of Nagarjunakonda.

Reading List

Compulsory	
1	Singh, Shivajee; *Models, Paradigms and the New Archaeology,* Varanasi, 1985.
2	Raw, S. R.; *New Frontiers of Archaeology*, Mumbai, 1994.
3	Jain, V. K.; *Prehistory and Protohistory of India*
4	Chakrabarti, Dilip K.; *India an Archaeological History,* Delhi, 2009
5	Sankalia, H. D.; *An Introduction to Archaeology, Deccan College, Poona*, 1991.

Suggested	
1	*Niharika & Ajay Srivsatva, Bhartiya Puraratva*, (Hindi), Varanasi, 2013.
2	W. Killion (Edt.) *Opening Archaeology Repatriatian's Impact on Contemporary Research and Practice*, School of Advance Research Press, 2008.
3	Mac Donald, Cathy, Suzie Thomas & Jolene Debert; *Public Participation in Archaeology,* Boydell Press, 2014.

Field Visit Report and Presentation	**30+20**
End Semester Examination	**50**

Signature of Course Coordinator(s)
Dr Anand Burdhan

Note:

1. Modifications based on deliberations in the BOS and consultative meeting may be incorporated, and the revised proposal should be submitted to the Academic Council.

Recommendation of the BOS:

The BOS discussed the proposal in its meeting, which has been approved in the present form.

Signature of the Dean of the School

Dr. B R Ambedkar University Delhi

School of Heritage Research and Management

Proposal for Launch of a Course

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

Introduction to Conservation: Methods, Techniques and Practice

School/Centre proposing the course	**SHRM**
Programme (s)	**M.A.**
Course title	**Introduction to Conservation: Methods, Techniques and Practice**
Course code	
Credits	**4 credits**
Course type (core/compulsory/ optional/any other – please specify)	**Core**
Level (Predoctoral /MA/PG Diploma/Certificate/UG)	**Masters**
Course coordinator and team	

1. Course Details:
   a) **Summary:** This course intends to provide students a comprehensive knowledge of the theoretical frame of conservation, preservation and their scientific methods. This is a unique course as it explains various facets of heritage property, their materials and chemical components. It is, in fact, a foundation course that elaborates analytically the different forms of heritages, their aesthetic and utilitarian values and cultural significance. The students will have basic information on environmental, chemical and human factors responsible for deterioration of objects of cultural patrimony. This module will include various ethics, laws rules and regulations which are followed in India and abroad by conservation practitioners.

   b) **Objectives:** The primary objective of this course is to provide fundamental knowledge of preventive and chemical conservation with focus on method of handling cultural objects, archival materials and art works treated as art-treasurers. For this purpose SHRM in collaboration with IGNCA, Delhi will organise an exclusive training course for fifteen days that will make students acquainted with different tools, implements, devices apparatus, chemicals etc., used in conservation. The classes intended to be organised as 'hand on training' will educate students about preventive, mechanical, chemical, curative and restorative modes and methods for antiquities, and archival materials. The students will have exposure to cultural archive of IGNCA and will learn methods of visual storage. This exercise purports to train students in managing micro-environment, within museums and archives.

   Overall structure:
   Contents (brief note on each module; indicative reading list with core and supplementary readings)

Module 1: Theoretical Fundamentals of Conservation.

This module envisages the definition of conservation, preservation and restoration and their functional and theoretical rationality. It focuses on aims, objectives, scope, prospects, and significance of conservation as an academic discipline. It also explains evolution of art and structural conservation as a cultural science in Europe, America and India. This module will highlight ethics of conservation, international charters, conventions and professional parameters for conservation- practitioners. The theories by John Ruskin and William Morris on anti-restoration and minimum human and chemical intervention in conservation will also be elaborately discussed in this module.

This module will include guidelines of International Council of Monuments and Sites (ICOMOS) and International Centre for the Preservation and Restoration of Cultural Property (ICCROM). The conservations of International Council of Museums Committee for Conservation will also be part of the academic discourse that will make students aware with international laws, rules and regulations of conservation.

Case Study

1. Laboratory of IGNCA.
2. Laboratory of National Museum, New Delhi.

Reading List

Compulsory	
1	Feilden, Bernard, Guidelines for conservation; *A Technical Manual*, New Delhi, 2007.
2	Batra, N.L.; *Heritage Conservation, Aryan Books International*, New Delhi, 1997.
3	Cevat, Erder; *Our Architectural Heritage for Consciousness to Conservation,* 1986.
4	Feilden, Bernard, Management Guidelines for World Cultural Heritage Sites, ICCROM, ROME, 1998.
5	Biswas, S.S., *Protecting the Cultural Heritage, Aryan Books International,* NEW Delhi, 2002.

Module 2: Antiquities and Archival Materials: Their Material Configuration and Chemical Properties

This module will make students acquainted with the material configuration of cultural property, antiquities and archival materials, their methods of making and their physico-chemical properties. For example, this module will focus on metallic art objects, masonic art objects, and objects of composite nature with focus on taxonomical study as organic and inorganic materials. The basic purpose of this module is to teach students the chemistry of the heritage objects, their relation with environment, nature of decay and making of conservation status report on the basis of deterioration. This topic will also focus on methods of empirical, microscopic and chemical analysis to understand the material configuration of antiquities and archival materials made of metal, leather, word textile, palm leaves and paper.

Case Study

1. Paper, Vasali and photographs.
2. Leather, Parchment and Ivory Objects.

Reading List

Compulsory	
1	Andre, Jean Michal, *The Restorer's Hand Book of Sculpture,* New York.
2	Agarwal, O.P., and Shashi Dhavan (ed.), *Bio deterioration of Cultural Property,* New Delhi, 1991.
3	Lang, Jenet, *Radiography of Cultural Material*, Routledge, 2005.
4	Alchin B., *Conservation of the Indian Heritage*, new Delhi, 1989.
5	Singh A.P, *Conservation and Museum Techniques, Againkala Prakashan,* New Delhi, 2018

Module 3: Conservation of Heritage Monuments: Analysis of Materials, Methods and Their Environment.

This module will focus on building materials used in India during ancient, medieval and colonial period, methods for construction, and their relation with the local environment. This topic will, especially focus on Indian monuments, their bio-chemical and human continuum, modern development in the respective regions and causes for deterioration. It will introduce students to mud, wood, brick and stone structures and their forms, structural components, technologies, core and plastering materials, etc. The topic will also elaborate the environmental, chemical and urban factors, and their role in depredation, depletion and deterioration. The basic purpose of this topic is educate students about issues and challenges related to heritage monuments of India stituated in high altitude climatic conditions to coastal region. It will also focus on monuments situated in arid zone, and regions where there in high rainfall. Vernacular monuments made of wood, terracotta and other materials will also be taken as case studies.

Case Study

1. Konark Temple: Materials and Coastal Environment.
2. Oshiyan group of Temples: Monuments of Arid Zones and Air Abraison.

Reading List

Compulsory	
1	Amherst, John, *Conservation of building and Decorative Stone, Vol.I,* Routledge, 1998.
2	Feilden, Bernard, *Conservation of Historic Buildings,* Washington.
3	Mckee, Haley, *Recording Historic Building,* Washington.
4	Chandra, Satish, *History of Architecture and Ancient,* TBI, 2003.
5	Shashadri , A.K., *Conservation of Monuments in India, Book India Publishing,* Delhi

Module 4: Preventive Conservation.

For this module students will have classes in IGNCA, Janpath Hotel, New Delhi where students will gain hands on experience at IGNCA laboratory and its cultural archive. There they will understand the nature of fragility of various collections, viz., organic, inorganic and composite objects. They will be taught there, microscopy for analyzing internal structures, preventive conservations methods and remedial measures for deteriorating objects. This course will focus on practical exercise to reinforce theoretical concept and their better understanding.

Note

1. Practical training at IGNCA.

Reading List

Compulsory	
1	Agarwal, O.P., *Preservation of Art Objects and Library Materials,* NBT, Delhi.
2	Armstrong, Donglas R., *Practical Conservation of Archaeological Objects*, 2012.
3	Fink, Johannes Karl, *Chemicals and Methods for Conservation and Restoration*, Shrivener Publishing, 2017.
4	Singh, A.P., *Conservation and Museum Technique, Againkala Prakashan*, New Delhi
5	H.B. Pal, *Plunder of Art*, Abhinav Publication, Delhi 1992.

Module 5. Packaging, Transportation and Reorganization of Cultural Archives..

This module will be completely workshop-based and training oriented. This workshop will equip students with essential skill for enhancing their employability in museums, archives, cultural, informatics centers, etc. It will focus on comprehensive 'hands on training' on disaster management as well.

Note:

1. Reading materials and notes will be provided/suggested by IGNCA, Delhi

Field Visit Report and Presentation	**30+20**
End Semester Examination	**50**

Signature of Course Coordinator(s)
Dr Anand Burdhan

Note:

1. Modifications based on deliberations in the BOS and consultative meeting may be incorporated, and the revised proposal should be submitted to the Academic Council.

Recommendation of the BOS:

The BOS discussed the proposal in its meeting, which has been approved in the present form.

Signature of the Dean of the School

Appendix 3

Ambedkar University Delhi

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

School/Centre proposing the course	**School of Heritage Research and Management**
Programme(s)	**MAHM**
Course title	**Workshop on Archaeological Site Management"**
Course code	TBD
Total Credits	**4 credits**
Course type (core/compulsory/ elective/any other – please specify)	**Core**
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	**Masters**
Proposed date of launch	**August 2025**
Course coordinator and team	**Dr Sima Yadav**

1. How does the course link with the vision of AUD?

   This is a skilled-based course designed for MAHM master's programmes to help students understand Delhi's archaeological sites and monuments and their heritage in collaboration with the **Department of Archaeology Government of NCT Delhi**. This course follows the broader framework for developing professional skills offered at the Masters level.

2. How is the course linked to the specific programme(s) where it is being offered?
   The course is designed as per AUD vision and NEP 2020, where all master's programmes aim to impart interdisciplinary knowledge with exposure to field studies and acquire professional training and skills. The course seeks to provide theoretical and practical contours of various areas of knowledge and understanding of Delhi's heritage, cultures, and society, as well as its manifestations in the forms of tangible and intangible heritage. It has interdisciplinary/multidisciplinary potential and encourages master students to develop ideas by cross-utilising various fields and developing new skills.

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

   This is a field training course for MAHM. It does not overlap with any other course offered at the university. The primary thrust of the course is to familiarize MA students with the theoretical and practical foundations of Delhi's lesser-known monuments and heritage sites and structures, urban site landscapes and environments, crafts, the use of various sources and contemporary practices on Delhi's heritage monuments/sites and their management. It will focus on the transmission and evolution of Delhi's architecture and museums.

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 MA cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Monsoon Semester

7. Course Details:

Concept and summary:

Delhi is an organic city with continuous habitation spreading over a vast land chronologically and spatially. It comprises and interwinds the historical and modern landscape as a millennium and heritage city. It accommodates the remains of over a thousand years of buildings in a different state of preservation. Delhi's diverse historical, cultural, and environmental exigencies have created the city, which is recognized today as a cultural capital locally and globally. The city's personality and character result from centuries of growth in which new elements are constantly juxtaposed with older ones.

The Department of Archaeology, GNCTD's prime objective is to protect and conserve the monuments in Delhi that are not administered by the Archaeological Survey of India, Government of India. The Department's mission is to safeguard these monuments & sites for posterity while maintaining their authenticity and integrity.

The primary activities of the Department include field surveys, identification, documentation, protection, conservation, preservation and environmental development of ancient monuments of historical interest in the capital city, in conformity with the provisions of "The Delhi Ancient and Historical Monuments and Archaeological Sites and Remains Act 2004", (DAHMASR Act 2004); and also, setting up of historical as well as archaeological museums, exhibiting the material culture salvaged from the archaeological explorations and excavations conducted so far.

The Delhi Department of Archaeology conducts field-based practical training courses focusing on the monuments and sites of Delhi. Experts design this training course through lectures, presentations, workshops, field surveys, excavations and explorations of sites and monuments**.**

Objectives:

The unique feature of the course is the practical training imparted for the identification, assemblage analysis, recording and interpretation of heritage sites and stone tools with the help of actual artefacts belonging to various historical periods. This is accompanied by stone tool knapping sessions and field trips to understand alluvial geomorphology, quaternary deposits, landforms, historic site settings and landscape-environment. Hands-on experience in excavation methods through model trench and learning field survey techniques, recording methods and data collection of historic assemblages at landmark sites like Anangtal, Sanjay Van, Mehrauli, Mandoli, Bhorgarh and lesser-known monuments of Delhi.

a. Expected learning outcomes: On successful completion of the course, the students will be able to:

- On the successful completion of the Workshop, students will be able to learn:
- Hands-on training in the exploration of the historic sites of Delhi.
- Preventive conservation of the lesser-known monuments of Delhi.
- Understanding of the forms, materials and urban environments of monuments.
- Identifications of stone tools and artefacts.
- Preparation of documentation and status report of monuments,
- Learning about the aims and objectives of archaeology and heritage of Delhi
- Offer networking opportunities to students.
- Understanding the past environmental impact of climate change on Delhi's heritage sites and monuments as per SDGs.
- Acquiring knowledge of Delhi Tourism Policy and DDA master plans.

b. Overall structure (course organisation, rationale of organisation, brief module outlines):

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

Module 1: Introduction to Delhi's Archaeological Sites and Monuments.
This module introduces various types of major and minor monuments and sites in Delhi. Introduce participants to the basics of archaeological tools and techniques. The students visited the sites and learned different principles of heritage management that apply to the monuments of Delhi. It will also discuss challenges and strategies in the management of archaeological sites.
Case Study: Archaeological Sites of Delhi.
Readings List:

Module 2. Heritage Site Management Plans and Site Interpretations.
The module provides the onsite guiding principles and coordinated actions for activities like understanding the physical and social environments of the site, historical and aesthetic value of the site, maintenance, evaluation and interpretation of the site.
The learning about the mapping, documentation, and site interpretation of the monuments of Delhi through the onsite case study. The introduction of digital tools for heritage site management, such as GIS, 3D scanning, Google Earth, etc.
Case Study: Lessor Known Sites of Delhi.
Readings List:

Module 3. Disaster Management of the Heritage Sites of Delhi.
This module focuses on the onsite identification of the risk of potential disasters and how these might be countered, placing great emphasis on the need for preparedness and forward planning to protect heritage sites. The feasible study of preparedness, management and protection of cultural and built heritage from rapid urbanization, encroachment, threats of climate change, looting, and vandalism on the sites and monuments is part of practical training.
Case Study: Onsite study on the monuments of Delhi.
Readings:

Module 4. Photo-documentation and Preventive conservation of Sites and Monuments:
The module focuses on the onsite Photo-documentation and preventive conservation of the lesser-known monuments of Delhi on which the DOA is doing the preventive and restoration conservation.
Case study: Onsite Conservation, preservation and maintenance of the State protected monuments and sites of Delhi.
Readings:

Module 5. Management of Archaeological Sites and Museums.
The module focuses on practical training and acquiring the required skills and expertise in setting up Archaeological museums, Theme-based museums, Site museums, Memorabilia Museums, etc., for the students by the Department of Archaeology's
Case Study: Display techniques and design of Delhi's Museums.
Reading Skills:

Module 6. Role of Community Engagement Through the Heritage.

The module focuses on the study of onsite Cultural Impact Assessments and the role of communities in Delhi's heritage management. Students will design community outreach programs and public awareness models by highlighting the importance of local heritage. Participants identify heritage elements in their communities. Encouraging the adoption of State-protected monuments by the public/ private sectors for development works to increase the tourism potential of lesser-known sites in Delhi. The module also include the insurance of cultural property.

Case studies: Successful heritage conservation stories of Delhi.

Reading List:

(ii) Assessment Plan (weight, mode, scheduling) for the course: As per AUD and NEP 2020 guidelines.

Assessment Details with Weightage for Evaluation: 100 Marks

Report writing and Presentation. The Workshop will be structured around building/sharing knowledge through presentations, discussions, case studies, and the preparation of policy documents, among others. Participants must prepare a Site Report of the case study of intangible and tangible heritage site(s) after the Workshop. The Site Reports will be used as case studies during discussions. The Resource Persons participating from each site will lead discussions in the fields of their expertise.

8. **Pedagogy:**
   a. Instructional strategies: This course will be facilitated through participative pedagogies. It will be taught through lectures and discussions using seminal papers, literature reviews, critiques and cases from Delhi's heritage sites and monuments.
   Field Visits, Surveys, and documentation of sites and monuments**.**

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

   c. Expertise in AUD faculty or outside. Collaboration with the Department of Archaeology.

   d. Linkages with external agencies (e.g., with field-based organizations, any others) field-based organizations related to Heritage Studies and Management, Archaeology and Conservation. Collaboration with the Department of Archaeology, DDA, Delhi Tourism.

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

Appendix 3

Ambedkar University Delhi

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

School/Centre proposing the course	**School of Heritage Research and Management**
Programme(s)	**MAHM and MCPHM**
Course title	**Comparative Civilisations: Understanding Heritage and Culture.**
Course code	TBD
Total Credits	**4 credits**
Course type (core/compulsory/ elective/any other – please specify)	**Core**
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	**Masters**
Proposed date of launch	**August 2025**
Course coordinator and team	**Dr Sima Yadav**

1. How does the course link with the vision of AUD?

   This is a foundational course for the two master's programmes of MAHM and MCPHM on understanding world civilisations and their Heritage and their relevance in social sciences. This course follows the broader framework of an interdisciplinary pattern of other courses offered at the Masters level.

2. How is the course linked to the specific programme(s) where it is being offered?
   The course is designed as per AUD vision and NEP 2020, where all master's programmes aim to impart interdisciplinary knowledge with exposure to field and case studies. The course seeks to provide theoretical and practical contours of various areas of knowledge and understanding of world heritage, cultures and society and its manifestations in the forms of tangible and intangible Heritage. It has interdisciplinary/multidisciplinary potential and encourages master students to develop ideas by cross-utilising various fields and developing new research ideas.

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

   This is a core course for MAHM and MCPHM. It does not overlap with any other course offered at the university. The primary thrust of the course is to familiarize MA students with the theoretical and practical foundations of world heritage art and architecture, structures, past landscapes and environments, belief systems, scientific Heritage, the use of various sources and contemporary practices of UNESCO world Heritage monuments/sites and their management. It will focus on the transmission and evolution of world cultures and civilisations, as well as on the traditional knowledge systems of preserving and passing it to future generations, which will be beneficial in implementing and crystallizing research ideas in the minds of 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): None

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

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Monsoon Semester

7. **Course Details:**
    a. **Summary:** Studying world civilizations that cover the journey of five thousand years of civilisation development is essential for heritage management students. This process helps them better understand how and why the world became as it is today. It focuses on the coexistence of the historical past and shared Heritage of nations and regions. Studying world heritage helps students for future studies and international exposure and experiences. It helps to prepare them for the roles of Heritage Managers and custodians of past knowledge during this age of globalization and the emergence of new geopolitics.
    b. The course attempts to cover the essential areas that are strategic towards building a detailed overview of the World heritage, its comparative analysis and understanding of past cultures and society. The comparative understanding of tangible and intangible traits and disseminating knowledge of past cultures and societies and its relevance in the contemporary period. With its comprehensive focus on different yet relevant world heritage management areas, it attempts to give the participant an all-rounded knowledge essential to understanding the various facets of world heritage management philosophy. Thus, it would move from generic understanding to developing more concrete ideas in ancient and medieval world civilisations and facilitate students in generating research ideas pertinent to social sciences.
    c. **Objectives:** It gives conceptual clarity to understand the past societies and their tangible and intangible Heritage. The course focuses on a multidisciplinary approach and intends to help students appreciate the various aspects of world civilizations and their evolution through the dialogue of cultures in art and architecture, language and literature, Religion and philosophy, science and technology. They understand the interrelations and connections between geography, people and their ideas. The focus is on understanding how humans perceive, relate, receive and experience the world through scientific knowledge and ideas.
    d. This course aims to build a foundation across the various facets of comparative world civilisations' studies and management. This will help the students make a critical perspective, think about multiple components of world heritage and its resources, and find the way forward for research in the area of their choice.
    e. **Indian Knowledge System in Course:** The National Educational Policy 2020 (NEP 2020) recommends the incorporation of the Indian Knowledge System (IKS) into the curriculum.
    UNESCO has tabulated 46 ancient cultures and civilizations in the history of humanity. Out of these 46 civilizations, the streams of 45 civilizations are lost in sand dunes of time. Only one civilization that shares its antiquity with them has continued through the most challenging terrains of time and has survived, which is the civilization of India.
    India is the most ancient living civilization in the world. The liveliness of Indian Civilization is not spontaneous but is based on many eternal concepts of humanity. This course encourages the students to explore new frontiers of ideas for the sustainable development of society. Understanding India and world civilization may contribute much more to improving contemporary societies' socio-cultural, socio-economical, and ecological ambience.

India developed its knowledge system, tested it through practice, and verified and improved it over thousands of years for the well-being of all based on the concept of Vasudeva Kutumbakam (One Earth. One Family and one Future).

The IKS in this course focus on cross-disciplinarity, approaches, and methods to understand the concepts of India and world civilization for theoretical and practical purposes that change the course of history. These are as follows:

- Geographical and Environmental factors
- Origins and spreads of language and scripts,
- Art and Architecture,
- Religion and Philosophy,
- Calander System and Astronomy
- Sciences, Mathematics and Technological Inventions
-

The place of Indian civilization, among other classical civilizations and inter-civilizational exchange, is based on sources of authentic materials. Indian culture and philosophy have had a strong influence on the world. These rich legacies of world heritage must be nurtured and preserved for posterity, researched, enhanced, and put to new uses through our education system.

f. Expected learning outcomes: On successful completion of the course, the students will be able to:

- Acquire knowledge of the past environmental impact of climate change on world heritage sites and monuments and the SDGs associated with them.
- Assess the world heritage sites/monuments' types, forms, and management challenges per UNESCO guidelines.
- Adopts the relevance of world heritage in this period, which represents the evolution phase from localisation to globalization of cultural trends and identity.
- Acquainted with the comparative analysis of tangible and intangible world heritage resources and their representations.
- Acquainted with historians' and archaeologists' historical investigation/methods to understand the human past of varying lands and people.
- Acquire or improve advanced critical reading and thinking skills in classical and contemporary works.
- Applied the interdisciplinary approach to understanding the various aspects of Heritage from a world perspective and the diversity within their traditions.

g. Overall structure (course organisation, rationale of organisation, brief module outlines):

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

Module 1: Understanding the Geography and Culture of Civilisations.

Geography and culture are crucial to understanding the development and characteristics of a civilization, as the physical landscape and environmental factors significantly influence how societies form, interact, and develop their cultural practices and shape the making of social, economic and political institutions, essentially shaping the trajectory of civilization throughout history, where people settle, how they access resources, and the ways they adapt to their surroundings are all deeply tied to their geographic location and cultural norms. The interface of geography and culture became the basis of later states, nations, and empires.

Case Study:

- Rise of cities in ancient civilisation. The rise of cities in the ancient world was pivotal because they acted as centres for trade, cultural exchange, innovation, and social development, facilitating the advancement of civilizations by enabling large populations to live together, share ideas, and specialize in different skills.
- Water Management System in Mesopotamia and Indus Valley Civilisation. Essentially, it shapes the trajectory of societies by enabling them to thrive in often arid regions by harnessing river systems and managing water sources effectively; without proper water management, ancient cities and communities could not have flourished.

Reading List

- Bruce G. Trigger, 2003, understanding Early Civilisations, Cambridge University Press.
- Clive Ponting, 2000, World History: A New Perspective, Chatto and Windus, London.
- Albert M Craig, 2010, The Heritage of World Civilisations, Pearson Press.
- Clark Kenneth, 1969, *Civilization*, Penguin.
- Clark Kenneth, 1969, Civilizations, T.V. documentary series.
- Burn, Ralph, Leaver (ed) 2011, *World Civilization,* Vol. I-III, New York.
- A. Toynbee, 1934-1961. *A Study of History*, (12 vols), London.
- G. Roux,1993, *Ancient Iraq*, Penguins.
- H. Kees, 1978, *Ancient Egypt: A Cultural Topography*, London.
- Yuval Noah Harari,2011, *Sapiens: A Brief History of Humankind*, Harper Collins.
- Lal. B.B. 1997, *The Earliest Civilization of South Asia*, New Delhi.
- B. B. Lal, 2009, *How Deep Are the Roots of Indian Civilization*, New Delhi.
- UNESCO Charter for World Heritage Site http://whc.unesco.org/archive/convention-en.pdf.
- Daron Acemoglu and James, A Robinson, 2012, *Why Nations Failed,* Crown Publishers
- Robert J. Wenke, 1980, Pattern in Prehistory, Oxford.
- Stephanie Rost, 2017, Water management in Mesopotamia from the sixth till the first millennium B.C.: Water management in Mesopotamia, Wiley interdisciplinary.
- Bruce G. Trigger,1993, *Early civilisations; Ancient Egypt in Context*, Amer University, Cairo.

Module 2: Understanding the Scripts and Literary Heritage in World Civilisations.

A script and writing system are crucial for human civilization as they allow for the visual representation of spoken language, enabling communication across time and space, preserving knowledge, shaping cultural identities, and facilitating the development of complex societies by recording information and ideas that can be shared and accessed by people far apart and even across generations; essentially acting as a foundation for learning and progress beyond the limitations of oral communication alone. Written language allows for the recording and transmission of knowledge, history, and cultural traditions over long periods, with others geographically distant, fostering collaboration and exchange of ideas across different regions.

Case Study:

- Ancient scripts: Code of Hammurabi, Rosetta Stone, and Harappan Seals. The scripts enabled societies to record important information like laws, transactions, history, and religious beliefs, allowing for the preservation of knowledge.
- Literary Tradition: The Iliad and Odessey are from Greece, and the Ramayan and Mahabharata are from India. They are considered incredibly important as they are foundational works of Western and Eastern literature. They provide a deep insight into ancient Indian and Greek culture, mythology, and values through their epic tales.

Reading List

- Asko Parpola 2000 Deciphering the Indus Script, Cambridge University Press.
- Reading the past: Ancient Writing from Cuneiform to the Alphabet 1990, Berkeley University Press.
- Clyde Winters 2016 Archaeological Decipherment of Ancient Writing System. USA.
- Travis Wayne Goodsell, 2020 Deciphering the Ancient Scripts. USA
- Clive Ponting 2000, World History A New Perspective, London Chatt and Windus.
- Steven Roger Fischer, 2021, A History of Writing, Reaktion Books.
- E H Carr, 1961 What is History, Cambridge University Press
- G R Elton 1967, The Practice of History, Sydney University Press.
- Damrosch, David. 2009, How to Read World Literature. London: Blackwell.
- Damrosch, David. 2003, What Is World Literature? Princeton: Princeton University Press.
- Penguin Classical Literature series

Module 3: Understanding the religious and philosophical Heritage in World Civilisations.

The world's religious and philosophical Heritage is significant because it provides a deep understanding of human values, ethics, and the meaning of life. Societal structures across different cultures shape art, literature, and even scientific advancements while offering diverse perspectives on fundamental questions about existence and morality that continue to guide individuals and communities today, essentially acting as a rich historical record of human thought and experience across various civilizations. Religious and philosophical themes have profoundly influenced art, literature, music, and architecture across multiple cultures. Many religious and philosophical traditions have served as a driving force for social reform movements, advocating for human rights and justice.

Case Study:

- Greek Religion and Philosophy. Ancient Greek Religion and philosophy were important because they influenced Western culture, science, and art during the Ancient and Renaissance periods.
- Islamic Religion and Philosophy. Islamic philosophy and Religion were critical in the ancient world because they influenced the development of science, philosophy, and art.
- Chinese Religion and Philosophy: Chinese Religion and philosophy in the ancient world were vital because they influenced many aspects of society, including government, science, the arts, and social structure

Reading List

- Scott Parkinson ed. The Impact of World Civilisation on World History

- Karen Armstrong 1993 A History of God, Publisher Knopf
- Karen Armstrong 2016, the Great Transformation: The Beginning of Our Religious Traditions, Anchor books
- Arthur Cotterill, 2000, An Encyclopaedia Classical Civilizations, Penguin
- Anthony Andrews, 1971, Greek Society, Penguins.
- Douglass. L. Susan,2002. World Eras: Rise and spread of Islam, 622-1500, Thomson Press.
- Friedrich Heer, 1961, The Medieval World, London.
- Harlee Glessner Creel,1971, Chinese Thought, from Confucius to Mao Zedong, 1971.
- Garfield, Jay L. Edel Glass, William, eds. 2011. "Chinese Philosophy". The Oxford Handbook of World Philosophy. Oxford: Oxford University Press.
- Evans, C. Stephen 1985. Philosophy of Religion: Thinking about Faith. Intervarsity Press.
- Bertrand Russell, 1961 "Mysticism" From Religion and Science (Oxford University Press, 1961.
- Benton, Matthew; Hawthorne, John; Rabinowitz, Dani 2018. Knowledge, Belief, and God: New Insights in Religious Epistemology. Oxford: Oxford University Press.
- Ian McGreal editor, 1995, Great Thinkers of the Eastern World, Harper Collins.
- Corbin, H., 2014. History of Islamic philosophy. Routledge.
- Karen Armstrong, 2000, Islam: A Short History, Modern Library Chronicles.
- Hankins, James, (ed.), 2007 The Cambridge Companion to Renaissance Philosophy, Cambridge: Cambridge University Press.

Module 4: Understanding the artistic and architectural Heritage in World civilisations.

The artistry and architectural Heritage of the world are essential because they serve as a tangible link to our past, reflecting the values, beliefs, and achievements of past societies and civilizations, fostering cultural identity, providing inspiration for future design, and acting as a vital component of a community's shared history and memory; essentially, it tells the story of humanity through built structures and artistic expressions. Studying architecture provides insight into past societies, their technologies, social structures, artistic advancements, and aesthetic values, helping us learn from the past.

Case study:

- The Pyramids of Giza: A symbol of ancient Egyptian power and engineering prowess, reflecting their beliefs about the afterlife.
- The Parthenon in Athens: A landmark of Greek democracy and classical architecture, demonstrating the aesthetic ideals of ancient Greece.
- The Great Wall of China: The Great Wall is a symbol of the Chinese people's resilience, determination, and ingenuity. It also represents the collective effort and sacrifice required to construct it.

Reading List:

- Yajnanendra Pratap Singh, 2018 World Art and Architecture, Pub. World Heritage Inc.
- Michel Danino, 2008 New Insight into Harappan Town Planning, Proportions and Units with special reference to Dholavira in Man and Environment Vol XXXIII No 1, pp 66-79.
- J P Joshi 2008, Harappan Architecture and Civil Engineering. Rupa Publications.
- E H Gombrich ,1950 The story of Art, Phaidon.

- Gorden Cambell, 2004 Renaissance Art and Architecture, Oxford University Press.
- William Stevenson Smith, 1998 The Art and Architecture of Ancient Egypt, Yale University Press.
- Zainab Bahrani, 2016 Mesopotamia: Ancient Art and Architecture, London Thomas and Hudson.
- The Art and Architecture of Mesopotamia, 2007, New York Abbeville press.
- Robert Hillenbrand, 1999 Islamic Art and Architecture, Thomas and Hudson.
- Nancy Steinhardt, 2019 Chinese Architecture: A History, Princeton University Press.

Module 5. Understanding the ancient sciences and technological Heritage in World civilisations.

Ancient science and technology hold significant importance as they laid the foundation for modern advancements across various fields like mathematics, astronomy, medicine, metallurgy and engineering, leaving a lasting impact on world heritage by contributing fundamental concepts and practices that continue to influence our understanding of the world today; essentially, studying ancient scientific achievements allows us to trace the evolution of knowledge and appreciate the intellectual contributions of past civilizations. Studying ancient scientific advancements provides insight into the intellectual achievements of past civilizations, contributing to our understanding of their cultural development and societal structures.

Case study:

Medicine: medicine was crucial as it provided a means to treat illnesses, injuries, and ailments, even though often intertwined with religious beliefs and supernatural explanations, laying the foundation for modern medical practices by developing a basic understanding of the human body, identifying symptoms, and experimenting with natural remedies, which were later refined and built upon by later civilizations. Ancient Greek and Indian medical practices contributed significantly to the development of diagnosis and treatment methods, including the study of anatomy and herbal remedies.

Mathematics and Astronomy. In the ancient world, mathematics and astronomy were crucial for practical reasons like creating accurate calendars, navigating by the stars, predicting seasonal changes for agriculture, recording significant events and understanding the movement of celestial bodies, which often had religious and cultural significance, essentially laying the foundation for later scientific advancements. The decimal system developed in ancient India, including the concept of zero, is now universally used in mathematics.

Reading List:

- Dick Teresi, 2002, *Lost Discoveries: The Ancient Roots of Modern Science- from the Babylonians to the Maya,* Simon and Schuster Publishers.
- P Priyadarshi, 2007, *Zero is Not the Only Story,* India First Foundations.
- Filliozat, J. 1964 *The Classical Doctrine of Indian Medicine-Its Origins and Its Greek Parallels,* Translation, Munshiram Manoharlal Publishers. Delhi.
- Duncan, David E 1998, *The Calendar,* Fourth Estate, London.
- Hawking, Stephen, 1989, *A Brief History of Time,* Bantam Books, London.
- J.K. Fair Bank 1989, *East Asia, Traditions and Transformations*, London.
- E. Hobsbawm, *History of Humanity,* Vol-I-IV, UNESCO Publication.

(ii) Assessment Plan (weight, mode, scheduling) for the course: As per AUD and NEP 2020 guidelines.

Assessment Details with Weightage for Evaluation: 100 Marks

Assignment. 1- 30% ((Take away assignments based on fieldwork/projects/case studies/activities/Literature Review)

Assignment.2- 20% (Class Presentation/participation/Poster/PPT)

Assignments. 3- 50% (Semester End Examination with the combination of critical and analytical questions)

8. **Pedagogy:**
   a. Instructional strategies: This course will be facilitated through participative pedagogies. It will be taught through lectures and discussions using seminal papers, literature reviews, critiques and cases from Indian and world heritage sites and monuments.
   Field Visits, Surveys, and documentation of sites and monuments**.**

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

   c. Expertise in AUD faculty or outside

   d. Linkages with external agencies (e.g., with field-based organizations, any others) field-based organizations related to Heritage Studies and Management, Archaeology and Conservation.

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

School of Heritage Research and Management

Proposal for Launch of a Course

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

Architecture of India

School/Centre proposing the course	**SHRM**
Programme (s)	**M.A.**
Course title	**Architecture of India**
Course code	
Credits	**4 credits**
Course type (core/compulsory/ optional/any other – please specify)	**Core**
Level (Predoctoral /MA/PG Diploma/Certificate/UG)	**Masters**
Course coordinator and team	**Dr Anand Burdhan**

1. Course Details:
   a) **Summary:** This course elucidates within its purview various facets of archeology as a cultural science that investigates the ancient evidence on the basis of scientific analysis of material culture of the human kind from the period of homonids to modern times. It covers up definitions, theories and most importantly definitions of archeology and processnal archaeology with focus on archaeology as a methodological science that constructs the chronological history based on archaeological remains and relics. It also highlights the archaeological explorations and excavations with emphasis on stratigraphic study of an excavated site. The history of archaeology in India and formation of the archeological survey is another significant component of this course.

   b) **Objectives:** This course aims to provide students a wide spectrum of India's architectural heritage and their aesthetic-cultural significance. It will help students in understanding different cultural dimensions of architecture, their technological importance and process historic evolution. It elucidates the metaphysics of Hindu temples and principles of various other forms like Stupa, Chaitya, Jinayatan, Mahavilavas etc. The composite architectural forms like Indo-Persian and Indo-European are two other specific areas on that critical and analytical discussions will be made through various methods like isometric designs, PPT and in-situ lectures. This syllabus will focus on materials, techniques and methodologies use for various architectural forms, layouts, plans and architectonic designs of structures. These core issues will be discussed to make students understand the architectural technology and its significance. The paper will highlight the cultural-astronomic principles of architecture that will help students in having prolific

information on astro-archaeological significance of ancient monuments.

Overall structure:
Contents (brief note on each module; indicative reading list with core and supplementary readings)

Module 1: Canonical Literature and Metaphysics of Temple Architecture.
Temples in India are often considered as monuments representing the cosmos. Therefore, they are based on ritual cosmographs called *Mandalas*. Their forms are based on Vedic Cosmology that has been used by classical Indian texts on architecture like Mayamata, Manasara, Vastu Saramandana, etc. This module will focus on understanding various forms of temples like Nagara, Besara and Dravida, their layouts and the photosophic aspects of layouts, and designs significance of cultural astronomy in architectural context and ritual geometry and its relation with forms of temples. It will elaborately discuss the concept of *Vastu Purush* and its limbs in association with temple architecture.

Case Study

1. Konark Temple, Odisha and astronomic symbology.
2. Ajanta Cave: A Cultural astronomic analysis.

Reading List

Compulsory	
1	Kramrisch, S, 1976, *The Hindu Temple (2 Vols.)*, New Delhi.
2	Krishnadeva, 1990, *Temples of Khajuraho*, New Delhi.
3	Vatsyayan, K, 1991, *Concept of Space, Ancient and Modern*, New Delhi
4	Fergusson, J, 1910, *History of Indian and Eastern Architecture (2 Vols.)*, London
5	Acharya, P.K., 1993, *An Encyclopedia of Hindu Architecture*, New Delhi

Suggested	
1	Coomaraswamy, A.K. 1983, *Symbolism of Indian Architecture*, Jaipur
2	Coomaraswamy, A.K. 1991, *Early Indian Architecture*, New Delhi
3	Govind Chandra, R. 1996, *Indian Symbolism*, New Delhi

Module 2: Evolution of Indian Architecture from Proto-historic to Early Historic Age.

This module will focus on urban planning of the Harappan age with emphasis on massive brick architecture of ancient cities like Mohanjodaro, Harappa, Dholavira and Lothal. It will elucidate architecture of the period of second urbanisation with examples of Rajgir and Kausambi. Subsequent architecture of Mauryan period, especially evolution of rock-

cut caves, mud and brick stupas and imperial Ashokan columns will be discussed with focus on examples like, Rampurva, Sarnath and Sanchi.

This module will discuss the technoligical aspects of Hinayana caves of Pithal Khora, Bhaja, Karle, Ajanta, etc., with their apsidal forms and aesthetic design. Another important subject covered by this module will be development of Stupa architecture with focus on stupa of Sanchi, Bharhuta, Amaravati and Nagarjunikonda.

Case Study

1. Ajivaka Caves of Barabar, Bihar.
2. Buddhist Caves of Karle, Maharastra.

Reading List

Compulsory	
1	Brown, P. 1997, *Indian Architecture (Buddhist and Hindu Periods)*, Bombay.
2	Brown, P. 1996, *Indian Architecture (Islamic Period),* Bombay.
3	Nagaraju, S., 1981, *Buddhist Architecture of Western India*, Delhi.
4	Tadgell, C, 1990, *The History of Architecture in India*, Phaidon Press Ltd.
5	Fergusson, J, and Burgess, J, 1988, *The Cave Temples of India*, New Delhi.

Suggested	
1	Tamory E, 1989, *A History of Fine Arts in India and the West*, Madras.
2	Fergusson, J, 1910, *History of Indian and Eastern Architecture (2 Vols.)*, London.
3	Soundara Rajan, K.V. 1981, C*ave Temples of the Deccan*, New Delhi.

Module 3: Temple Architecture: Methods, Materials, Technologies and Forms.

This module will elaborately discuss the major architectural forms and their technological and aesthetic significance. The regional temple styles like Odishan, Lata, Madhyadesh, Mahameru, etc., will be discussed with relevant examples of temple sites like Bhubneshvara, Khojuraho, Mount Abu, etc.

Evolution of architecture under the ruling dynasties like Pallava, Chalukya, Chola, Hoyasala and Vijay Nagar will be a subject of comprehensive study under this module with focus on changes in forms of *Vimanas* and *Gopurams*. It will elaborately explain the evolution of subsidiary shrines like Kalyana-Mandapa, Amman-Mandappa, etc. Architecutral drawing of temples in another significant aspect of this module.

Case Study

1. Brihadisvara Temple, Tanjore, Tamilnadu.
2. Architecture of Hampi, Karnataka.

Reading List

Compulsory	
1	Krishnadeva, 1990, *Temples of Khajuraho*, New Delhi.
2	Krishnadeva, 1990, *Temples of India (2 Vols.),* New Delhi
3	Meister, H.W, & Dhaky, M.A. (eds.) 1991, *Encyclopedia of Indian Temple Architecture,* American Institute of Indian Studies.
4	Tadgell, C, 1990, *The History of Architecture in India*, Phaidon Press Ltd.
5	Hardy, A, 1995, *Indian Temple Architecture: Form and Transformation,* New Delhi.

Suggested	
1	Settar, S, 1992, *The Hoysala Temples (2 Vol.),* Dharwad.
2	Srinivasan, K.R. 1971*, The Temples of South India*, New Delhi.
3	Cousens, H., 1996, *The Chalukyan Architecture*, New Delhi.

Module 4: Rock-cut Temples of India.

This module will focus on Mahayana shrines of Ajanta and Ellora and evolution of Brahmanic shrines of Udaigiri, Mahabalipuram, Badami, Ellora and Elephanta. It will also cover up the rock-cut shrines having various forms and decorative elements that will be discussed to make students understand the difference between shrines of different cults. It will envisage the art-historic value of rock-cut shrines and their gracious splendor. This module will focus on comprehensive learning of Rath and Mandapa styles of rock-cut architecture with comparative study between Cave no.16 Ellora called Kailash temple and Trimurti Cave of Elephant.

Case Study

1. Kailash Temple, Ellora: Architectural design and symbology.
2. Elephanta Caves: Form, features, facade and ideological perspective.

Reading List

Compulsory	
1	Fergusson, J, and Burgess, J, 1988, *The Cave Temples of India*, New Delhi.
2	Soundara Rajan, K.V. 1981, C*ave Temples of the Deccan*, New Delhi.
3	Srinivasan, K.R, 1973, *Cave Temples of the Pallavas*, New Delhi.
4	Brown, P. 1997, *Indian Architecture (Buddhist and Hindu Periods)*, Bombay.
5	Nagaraju, S., 1981, *Buddhist Architecture of Western India*, Delhi.

Suggested	
1	Meister, H.W, & Dhaky, M.A. (eds.) 1991, *Encyclopedia of Indian Temple Architecture,* American Institute of Indian Studies.
2	Acharya, P.K., 1995, *A Dictionary of Hindu Architecture*, New Delhi.
3	Srinivasan, K.R. 1971*, The Temples of South India*, New Delhi.

Module 5. Syncreticism of forms in Indian Architecture.

This module discusses broadly the trends of assimilation and Indianization of foreign elements in Indian architecture, viz., Indo-Persian architecture and Indo-European architecture. It covers up evolution from Sultanate age to Mughal period. Considering the significance of regional styles, the architecture of Bengal, Jammu Kashmir, Malva, Ahmedabad and Champaner will be discussed to highlight the regional and vernacular forms. This module will discuss in details the medieval architecture of Delhi and Agra as imperial forms of architecture including mausoleums and forts. Forts of Rajasthan, Maharashtra, Banaras, etc., are also included as part of historic examples. It also offers a discourse on evolution of Indo-European architecture in India with emphasis on Victoria Memorial, Kolkata and Bom Jesus Church, Goa. .

Case Study

1. Architectural Complex of Fatahpur Sikri, and Agra.
2. Bom Jesus Church, Goa.

Reading List

Compulsory	
1	Asher, C.B, 1995, *Architecture of Mughal India*, Cambridge University Press.
2	Brand, M & Lowry, G.D, 1987, *Fatehpur Sikri*, Marg Publication.
3	Nath, R. 1994, *History of Mughal Architecture*, Delhi.
4	Page, J.A. et al 1997, *Monuments of Delhi (3 Vol.),* New Delhi.
5	Brown, P. 1996, *Indian Architecture (Islamic Period),* Bombay.

Suggested	
1	Dr. Lopamudra Maitra Bajpai, 2019, *Colonial Architecture*, Kolkata – Colombo, Doshor Publication.
2	Neeru Misra, 2003, *The Garden Tomb of Humayun*, Aryan Books International.
3	Md. Najibur Rahman, 2014, *Glimpses Of Colonial Architecture In Delhi*, VL Media Solutions.

Evaluation Structure:

Field Visit Report and Presentation	**30+ 20**
End Semester Examination	**50**

Signature of Course Coordinator(s)
Dr Anand Burdhan

Note:
1. Modifications based on deliberations in the BOS and consultative meeting may be incorporated, and the revised proposal should be submitted to the Academic Council.

Recommendation of the BOS:
The BOS discussed the proposal in its meeting, which has been approved in the present form.

Signature of the Dean of the School

Appendix 3

Ambedkar University Delhi

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

School/Centre proposing the course	**School of Heritage Research and Management**
Programme(s)	**MAHM**
Course title	**Workshop on Archaeological Site Management"**
Course code	TBD
Total Credits	**4 credits**
Course type (core/compulsory/ elective/any other – please specify)	**Core**
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	**Masters**
Proposed date of launch	**August 2025**
Course coordinator and team	**Dr Sima Yadav**

1. How does the course link with the vision of AUD?

   This is a skilled-based course designed for MAHM master's programmes to help students understand Delhi's archaeological sites and monuments and their heritage in collaboration with the **Department of Archaeology Government of NCT Delhi**. This course follows the broader framework for developing professional skills offered at the Masters level.

2. How is the course linked to the specific programme(s) where it is being offered?
   The course is designed as per AUD vision and NEP 2020, where all master's programmes aim to impart interdisciplinary knowledge with exposure to field studies and acquire professional training and skills. The course seeks to provide theoretical and practical contours of various areas of knowledge and understanding of Delhi's heritage, cultures, and society, as well as its manifestations in the forms of tangible and intangible heritage. It has interdisciplinary/multidisciplinary potential and encourages master students to develop ideas by cross-utilising various fields and developing new skills.

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

   This is a field training course for MAHM. It does not overlap with any other course offered at the university. The primary thrust of the course is to familiarize MA students with the theoretical and practical foundations of Delhi's lesser-known monuments and heritage sites and structures, urban site landscapes and environments, crafts, the use of various sources and contemporary practices on Delhi's heritage monuments/sites and their management. It will focus on the transmission and evolution of Delhi's architecture and museums.

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 MA cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Monsoon Semester

7. Course Details:

Concept and summary:

Delhi is an organic city with continuous habitation spreading over a vast land chronologically and spatially. It comprises and interwinds the historical and modern landscape as a millennium and heritage city. It accommodates the remains of over a thousand years of buildings in a different state of preservation. Delhi's diverse historical, cultural, and environmental exigencies have created the city, which is recognized today as a cultural capital locally and globally. The city's personality and character result from centuries of growth in which new elements are constantly juxtaposed with older ones.

The Department of Archaeology, GNCTD's prime objective is to protect and conserve the monuments in Delhi that are not administered by the Archaeological Survey of India, Government of India. The Department's mission is to safeguard these monuments & sites for posterity while maintaining their authenticity and integrity.

The primary activities of the Department include field surveys, identification, documentation, protection, conservation, preservation and environmental development of ancient monuments of historical interest in the capital city, in conformity with the provisions of "The Delhi Ancient and Historical Monuments and Archaeological Sites and Remains Act 2004", (DAHMASR Act 2004); and also, setting up of historical as well as archaeological museums, exhibiting the material culture salvaged from the archaeological explorations and excavations conducted so far.

The Delhi Department of Archaeology conducts field-based practical training courses focusing on the monuments and sites of Delhi. Experts design this training course through lectures, presentations, workshops, field surveys, excavations and explorations of sites and monuments**.**

Objectives:

The unique feature of the course is the practical training imparted for the identification, assemblage analysis, recording and interpretation of heritage sites and stone tools with the help of actual artefacts belonging to various historical periods. This is accompanied by stone tool knapping sessions and field trips to understand alluvial geomorphology, quaternary deposits, landforms, historic site settings and landscape-environment. Hands-on experience in excavation methods through model trench and learning field survey techniques, recording methods and data collection of historic assemblages at landmark sites like Anangtal, Sanjay Van, Mehrauli, Mandoli, Bhorgarh and lesser-known monuments of Delhi.

a. Expected learning outcomes: On successful completion of the course, the students will be able to:

- On the successful completion of the Workshop, students will be able to learn:
- Hands-on training in the exploration of the historic sites of Delhi.
- Preventive conservation of the lesser-known monuments of Delhi.
- Understanding of the forms, materials and urban environments of monuments.
- Identifications of stone tools and artefacts.
- Preparation of documentation and status report of monuments,
- Learning about the aims and objectives of archaeology and heritage of Delhi
- Offer networking opportunities to students.
- Understanding the past environmental impact of climate change on Delhi's heritage sites and monuments as per SDGs.
- Acquiring knowledge of Delhi Tourism Policy and DDA master plans.

b. Overall structure (course organisation, rationale of organisation, brief module outlines):

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

Module 1: Introduction to Delhi's Archaeological Sites and Monuments.
This module introduces various types of major and minor monuments and sites in Delhi. Introduce participants to the basics of archaeological tools and techniques. The students visited the sites and learned different principles of heritage management that apply to the monuments of Delhi. It will also discuss challenges and strategies in the management of archaeological sites.
Case Study: Archaeological Sites of Delhi.
Readings List:

Module 2. Heritage Site Management Plans and Site Interpretations.
The module provides the onsite guiding principles and coordinated actions for activities like understanding the physical and social environments of the site, historical and aesthetic value of the site, maintenance, evaluation and interpretation of the site.
The learning about the mapping, documentation, and site interpretation of the monuments of Delhi through the onsite case study. The introduction of digital tools for heritage site management, such as GIS, 3D scanning, Google Earth, etc.
Case Study: Lessor Known Sites of Delhi.
Readings List:

Module 3. Disaster Management of the Heritage Sites of Delhi.
This module focuses on the onsite identification of the risk of potential disasters and how these might be countered, placing great emphasis on the need for preparedness and forward planning to protect heritage sites. The feasible study of preparedness, management and protection of cultural and built heritage from rapid urbanization, encroachment, threats of climate change, looting, and vandalism on the sites and monuments is part of practical training.
Case Study: Onsite study on the monuments of Delhi.
Readings:

Module 4. Photo-documentation and Preventive conservation of Sites and Monuments:
The module focuses on the onsite Photo-documentation and preventive conservation of the lesser-known monuments of Delhi on which the DOA is doing the preventive and restoration conservation.
Case study: Onsite Conservation, preservation and maintenance of the State protected monuments and sites of Delhi.
Readings:

Module 5. Management of Archaeological Sites and Museums.
The module focuses on practical training and acquiring the required skills and expertise in setting up Archaeological museums, Theme-based museums, Site museums, Memorabilia Museums, etc., for the students by the Department of Archaeology's
Case Study: Display techniques and design of Delhi's Museums.
Reading Skills:

Module 6. Role of Community Engagement Through the Heritage.

The module focuses on the study of onsite Cultural Impact Assessments and the role of communities in Delhi's heritage management. Students will design community outreach programs and public awareness models by highlighting the importance of local heritage. Participants identify heritage elements in their communities. Encouraging the adoption of State-protected monuments by the public/ private sectors for development works to increase the tourism potential of lesser-known sites in Delhi. The module also include the insurance of cultural property.

Case studies: Successful heritage conservation stories of Delhi.

Reading List:

(ii) Assessment Plan (weight, mode, scheduling) for the course: As per AUD and NEP 2020 guidelines.

Assessment Details with Weightage for Evaluation: 100 Marks

Report writing and Presentation. The Workshop will be structured around building/sharing knowledge through presentations, discussions, case studies, and the preparation of policy documents, among others. Participants must prepare a Site Report of the case study of intangible and tangible heritage site(s) after the Workshop. The Site Reports will be used as case studies during discussions. The Resource Persons participating from each site will lead discussions in the fields of their expertise.

8. **Pedagogy:**
   a. Instructional strategies: This course will be facilitated through participative pedagogies. It will be taught through lectures and discussions using seminal papers, literature reviews, critiques and cases from Delhi's heritage sites and monuments.
   Field Visits, Surveys, and documentation of sites and monuments**.**

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

   c. Expertise in AUD faculty or outside. Collaboration with the Department of Archaeology.

   d. Linkages with external agencies (e.g., with field-based organizations, any others) field-based organizations related to Heritage Studies and Management, Archaeology and Conservation. Collaboration with the Department of Archaeology, DDA, Delhi Tourism.

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

Minutes of the 9th Board of Studies meeting of

School of Human Studies

Held on 02.12.2024 at 11:00 AM

Dr.B.R. Ambedkar University Delhi

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

No.F.AUD(SHS)/7-4(9)/2024/ **Dated: 02.12.2024**

The 9th Meeting of the SHS Board of Studies was held on 02.12.2024 at 11:00 am in the Committee Room 4, Dr. B.R. Ambedkar University Delhi, Kashmere Gate, Lothian Road, Delhi 110 006.

The following members were present during the meeting:

1. Prof Tanmoy Bhattacharya, University of Delhi
2. Prof Amit Dholakia, University of Baroda
3. Prof Krishna Menon, SHS, Dr. B. R. Ambedkar University Delhi
4. Dr. Diamond Oberoi Vahali, SoL, Dr. B. R. Ambedkar University Delhi
5. Dr. Anita Cherian, SCCE, Dr. B. R. Ambedkar University Delhi
6. Dr. Shivani Nag, SES, Dr. B. R. Ambedkar University Delhi (joined online)
7. Dr. Shubhra Nagalia, SHS, Dr. B. R. Ambedkar University Delhi
8. Dr. Bindu KC, SHS, Dr. B. R. Ambedkar University Delhi
9. Dr. Shifa Haq, SHS, Dr. B. R. Ambedkar University Delhi
10. Dr. Rachna Chaudhary, Dean (Offg.),SHS, Dr. B. R. Ambedkar University Delhi

Following members could not attend the BoS meeting:

Prof Jayanti Basu, Prof Madhulika Banerjee, Prof Radhika Chopra and Prof. Honey Oberoi Vahali could not attend the meeting due to leave/other prior commitments.

Introduction by Dean, SHS

Dean, SHS welcomed members of the BOS and shared details about the number of students who successfully completed their MA programme in Psychology/Gender Studies during 2024 and were to be awarded their degree in the then upcoming Annual Convocation on December 13, 2024. The details shared are given below:

MA Psychology (Psychosocial Clinical Studies) Degrees awarded- 45
MA Gender Studies Degrees awarded- 15
Total number of MA degrees awarded in 2024 - 60

Reporting items including Action Taken Report

1. The minutes of the 8th BOS meeting held on 22.03.2024 were confirmed as placed at Annexure-1.

2. Dean, SHS presented the Action Taken Report pertaining to the two Indian Knowledge System (IKS) courses, Being in the World, Knowing the World: Bhakti as Jñāna - Indian Women and their Spiritual Quests, 6th Century CE- 12th Century CE (4 Credits- MA Gender Studies), Self and Psychology in the Indian Knowledge Traditions (4 Credits- MA Psychology- Psycho Social Clinical Studies). The courses were discussed and approved in the 8th BoS (SHS) meeting. These courses were then submitted to the 34th Academic Council meeting held on 09/05/2024 for consideration and approval. The AC resolved that the courses be sent to the University Committee on IKS Courses and the feedback received was duly incorporated and the courses were resubmitted for approval to the 35th AC held on 07/08/2024. The ATR and the revised course-outlines are placed as Annexure 2 and 3.

a) Prof. Krishna Menon presented the revised IKS course for MA Gender Studies wherein she explained that to incorporate the suggestions made by the University Committee on IKS Courses, the preface has been sharpened; the connection between women saints and bhakti has been brought out more clearly; assessment and activities component has been added to the theoretical part of the course. Prof. Menon shared that this IKS course received very positive feedback and was well appreciated when it was presented at conferences in Banaras Hindu University and Guwahati.
b) MA Psychology programme faculty also detailed how their IKS course, was edited following the suggestions by the University IKS Committee. The changes included details of the linkages between the programme and the IKS course as the course emphasises on extensive examination of the conceptualization of self and well-being in various Indian traditions. The course will also help the students in engaging with diverse psycho-philosophical worldviews which are socio-culturally relevant.

Prof. Tanmoy Bhattacharya agreed that broader guidelines are always preferable to allow space to different faculty to be able to teach the same course.

Prof. Amit Dholakia suggested bringing out a publication to record the making of the IKS courses and also suggested that the courses can also be offered to the Ph.D. students.

Agenda Items for the 9th BOS, SHS

Prof Krishna Menon introduced the agenda item pertaining to proposed revision of total credit load of MA GS programme to 80 credits as being suggested during the Deans' Meetings with the Honourable Vice Chancellor. In view of this requirement, the following changes are proposed.

1. Introduction of two Programme specific core courses of four credits each

The following two Disability Studies courses that were hitherto open to all MA students of any programme in the University as electives, will now be adopted by MA Gender Studies as programme specific core courses:
1) Situating Disability- 4 credits (course outline approved by the BOS is attached as Annexure 4). This course will be taught to the cohort of MA second semester.
2) Gendering Disability Studies- 4 credits (course outline approved by the BOS is attached as Annexure 5).
This course will be taught to the cohort of MA in fourth semester.

The proposed changes are based on the following rationale:
Prof Menon reiterated that SHS is committed to interdisciplinary learning and MA Gender Studies is committed to furthering its interdisciplinary orientation by embracing new epistemological concerns that intersect with gender. SHS has had the distinction of pioneering Disability Studies (DS) in the university through electives in DS that have already been passed by the BOS and the Academic Council and have been offered as electives. She explained that two Disability Studies courses, developed and offered previously by Late Prof. Anita Ghai, have been added. Students of MA Gender Studies have in the past opted for the DS electives and have found the courses immensely useful as they were able to take up these issues further in their research, internship and employment areas. Hence, we believe that it would be appropriate to integrate the two DS courses as already passed by previous BOS and AC as Programme specific core courses to signal the centrality of the DS episteme as vital for a well-rounded understanding of Gender. These courses will be valuable additions to the programme structure. Once Gender Studies starts offering these electives, it will be possible for students from other MA programmes as well to opt for these courses as they are not being offered at present.

2. Students of MA Gender Studies are encouraged to engage with movements and campaigns for social change and transformation. Hence the foundational course Politics, Resistance and Transformation (4 credits) that was earlier offered as an optional course will now be a compulsory foundation course. The course has been approved by the BOS and the AC. Gender Studies students of earlier batches have been opting for this course. However, over time, due to logistical challenges and faculty non availability, the course was not offered as an elective. Making this course mandatory will ensure the teaching of the course and will enhance the understanding of the students with regard to social movements and campaigns. The course outline as approved by the BOS is attached as Annexure 6.

   Retaining all these courses will take the credit weightage of the MA GS programme to 80 credits from the present total credits of 68. Further additions can be made gradually and approved in subsequent meetings of the BOS.

Prof. Tanmoy Bhattacharya proposed that in future a workshop can be planned to develop more courses in the area of Disability Studies. Courses that were offered when Prof. Ghai was teaching at AUD, such as, 'Gender & Hindi Cinema' for the UG programme were very popular and introduced UG students to Disability Studies but they were later discontinued. Perhaps such courses can also be retained and in future, they can be upgraded to post-graduate level courses also.

Prof. Amit Dholakia highlighted that this field has expanded a lot in theoretical, empirical and policy dimensions. So many courses can be thought of in this area. Prof. Anita Ghai can be invited as a visiting Professor as this is a specialised field (unfortunately, she has since then passed away). If work in this domain is not continued and new courses are not developed, the risk of losing it altogether increases. So, workshops and brainstorming with experts and government officials working in this field will help.

Dr. Rachna Chaudhary suggested that independent standalone courses and electives can also be offered. She emphasised that the vision of the School also expands by bringing in all these perspectives.

3. Change of course codes: The four foundation courses ie., namely: The Ideas, Knowledge and Ethics, Experiencing the Self, Ways of Human and Politics, Resistance, Transformation mentioned in the table given below, are being taught in the two MA programmes at SHS, MA (Gender Studies) and MA (Psychology) and have identical course codes. Different course codes, aligning with the respective programme in which the foundation courses are being offered, have been assigned to facilitate clear demarcation while preparing results on the Samarth portal.

S.No	Course title and Credits	Course Code for MA Psychology	Course Code for MA Gender Studies
1.	Ideas, Knowledge and Ethics (4)	(SHS201701)	SHS202847)
2.	Experiencing the Self (4)	(SHS201702)	(SHS202848)
3.	Ways of Human (4)	(SHS201703)	(SHS202849)
4.	Politics, Resistance, Transformation (4)	(SHS201724)	(SHS202850)

4. Discussion was held on the increase in workload for existing faculty, resulting from the introduction of additional courses. A key suggestion was that more courses can be designed with focus on data analysis/collection in preparation of doing research as being done in courses like the Dissertation Workshop being offered to students of MA Gender Studies. Prof. Amit Dholakia shared the experience of their department where they offered research projects of 2 credits with focus on a specified area and this exercise has been very successful as huge data is gathered and published also.

Dean School of Human Studies concluded the meeting with vote of thanks to all the members.

Prof. Tanmoy Bhattacharya
(External member email endorsed)

Prof. Amit Dholakia
(External member email endorsed)

(Prof. Krishna Menon) (Dr. Diamond Oberoi Vahali) (Dr. Anita Cherian)

(Dr. Shivani Nag (Dr. Shifa Haq)) (Dr. Bindu KC)

(Dr. Shubhra Nagalia) (Dr. Rachna Chaudhary)
Dean (Offg.)

School of Human Studies

Dr. B.R Ambedkar University Delhi

Course Outline

Course Code: SHS202852

Title: Situating Disability

Type of Course: Core (Disability Studies)

No of Credits: 4

Semester in which course offered: 2nd Semester

Course Coordinator: to be decided

Aim: The course is designed with an approach to introduce the M.A students of varied disciplines to the discourse of Disability Studies. It will incorporate psycho - social, political and cultural perspectives. Through the exploration of these perspectives, the students will be asked to engage with concepts such as subjectivity and theories of disability and issues related to childhood, care, gender and culture. As per the AUD's vision, theory and practice will be woven into all the modules. Drawing from the work of scholars from both the west and India, personal and professional experiences, the programme will engage with students in a transformative process of reflection, debate and discovery. This course will encourage a field orientation in which students will write a long essay, a short story, a poem, a song or a biographical note in the context of the theoretical understanding that will evolve through the course.

Course Details:

a. Summary:

The course will examine core concepts of Disability Studies and the emergence of disability as an onto-epistemology. The aim is to immerse students in a highly participatory and provocative engagement with narratives, theory, policy, representation and culture seen through the lens of disability. The course begins with the question of what it means to be "human" and progresses to an understanding of disability in various contexts including childhood, the role of the family, the construction of subjectivity, personal narratives, and others. There will also be an engagement with questions of how culture and disability as well as gender and disability intersect. Further, the course will expose the students to key definitions, terminology, certification mechanisms and theoretical orientations that comprise current research and scholarship in Disability Studies.

b. Learning Outcomes:

1. The course will incorporate psycho - social, political and cultural perspectives on disability studies.

2. Through the exploration of discourse on disability ,the students will be asked to engage with concepts such as subjectivity and theories of disability

3. The course will emphasise on re childhood issues , care: dependance indepedance and interdependance , gender and culture.

4. As per the course vision, theory and practice will be woven into all the modules.

5. Drawing from the work of scholars from both the west and India, personal and professional experiences, the course will engage with students in a transformative process of reflection, debate and discovery.

6. This course will encourage a field orientation in which students will learn write a biography, short stories, poetry, songs in the context of the theoretical understanding that will evolve through the course.

Brief description of Modules and Reading list:

Module 1 – Introduction
Module 2 – Disability Narratives: Self and Subjectivity
Module 3 – Theorising Disability
Module 4 – Care in Indian Families
Module 5 – Gendering Disability
Module 6 – Education as the practice of freedom

Module 1: Introduction

This module will explore questions around what it is to be "human"? Is disability a human predicament? The module will attempt to understand disability as a fundamental human characteristic. To appreciate disability is to embrace the human condition. To fear disability is to fear our humanity. And that fear of who we are—of our potential—underlies the drive to eliminate foetuses with detectable possible disabilities. Very often we think of "human potential" in terms of those characteristics that we perceive as desirable: better-than-average academic performance, perfect bodies, no illness, better-than-average physical skills and others. But very few of us achieve better-than-average performance in anything. The reality is that all of us are likely to experience disability at some point in our lives. We would debate whether Human Studies can engage with questions such as how certain people are regarded as on the edge of all that counts as human.The human norm generally stands for normality, normalcy and normativity. We will therefore think beyond ideas of the human to consider new ways of building our understanding of disability. Similarly, Disability Studies explores how disabled people figure on the edge of the ordinary orders of daily life, including education, work, leisure, and love, and it studies how such exclusion is normalized. This module recognises a tradition of academic argument in which the presence of disability, no matter how we define it, has a profound impact on our construction of the human.

Readings

Goodley, D. and Runswick-Cole, K. (2014). Becoming dishuman: thinking about the human through dis/ability. *Discourse: Studies in the Cultural Politics of Education, 37(1),* pp. 1 – 15.

Shapiro, J. (1993). Introduction: You Just Don't Understand (pp. 3 – 11). In *No Pity: People with Disabilities Forging a New Civil Rights Movement*. New York: Random House.

Titchkosky, T. (2012).The Ends of the Body as Pedagogic Possibility.*Review of Education,*

Pedagogy, and Cultural Studies, *34(3 – 4),* pp. 82 – 93.

Braidotti, R. (2013). Introduction (pp. 1 – 12) *ThePosthuman.* Cambridge: The Polity Press.

Suggested readings

Hunt, P. (1966) Critical Condition (pp.1 – 10). In *Stigma: The Experience of Disability.* London: Geoffrey Chapman. Accessed fromhttp://disability-studies.leeds.ac.uk/files/library/Hunt-critical-condition.pdf.

film screening in class

Module 2: Disability Narratives: Self and Subjectivity

The understanding of narrative plays a crucial role in how we imagine social worlds. In Disability Studies, narratives enable us to develop a nuanced understanding of the lived realities of lives with disabilities.Any narrative is a story that influences human lives. Disability narratives teach us about what kinds of norms have historically been ascribed to bodies and minds.Disability scholars have developed a variety of models for understanding how narrative operates in the creation of disability as a socially contested category. Various kinds of relationships shall be explored in the course including the manner in whichthe narrative locates itself in relation to the self and vice versa, the relations among the characters and in relation to themselves. There shall also be an analysis of how a person with a disability strategically makes preferred identity claims and how identities are constructed and/or performed.The influence of the self on the development of the narrative and the associated interpretation of the narratives as well as the agency of the subject and the construct of "normalcy" shall be explored.This critical terrain of the self will be studied through the various narratives enlisted in this module as well from the discussions that will emerge in class. There shall also be an engagement with personal conflicts and self-doubts that may arise out of the narratives of people with disabilities. The student has to engage with one's own subjectivity as well as the subjectivity of the other who is different. For engaging with the disabled person's pain, we must enable ourselves to be self-reflexive and in touch with one's own emotions, which in turns enables a kind of sensitivity to be in tune with the needs and feelings of disabled Hopefully the interactions based on feelings of mutual respect and willingness to listen and learn can potentially transform the lives of persons with disabilities.

Readings

Couser, G. T. (2009). Chapter 3: Rhetoric and Self-Representation in the Disability Memoir (pp. 31 – 48). In *Signifying Bodies: Disability in Contemporary Life Writing*. Ann Arbor: University of Michigan Press.

Davis, L. J. (2008). Chapter 1: The Grain of Sounds (pp. 1 – 15), Chapter 2: Language and the Word of My Father (pp. 16 – 32). *My Sense of Silence: Memoirs of a Childhood with Deafness.* Urbana and Chicago: University of Illinois Press

Emanuel, C. (2016). Chapter 18: The Disabled and the Most Othered Other. In Goodman, D. M. and Severson, E. R. (Eds.).*The Ethical Turn: Otherness and Subjectivity in Contemporary Psychoanalysis* (pp. 270 – 285). New York: Routledge

Ghai, A. (2015). Chapter 2: An Autobiographical Note: My Own Journey in Rethinking Disability in India (pp. 1 – 19). *Rethinking Disability in India* New Delhi: Routledge.

Suggested readings

Chib, M. (2011).*One Little Finger.* New Delhi: Sage Publications.

Du Bois, W.E.B. (1903). Chapter 1: Of Our Spiritual Strivings (pp. 5 – 16), Chapter 2: Of the Dawn of Immortality (pp. 17 – 43). *The Souls of Black Folk.*Temple University: Some Good Press.

Gupta, S. (2014).*No Looking Back.* New Delhi: Rupa Publications

Grealy, L. (1994). *Autobiography of a Face.* New York: Harper Perennial.

Kanga, F. (1991).*Trying to Grow.*London: Bloomsbury.

Shildrick, M. (2009).Introduction (pp. 1 – 16), Corporealities (pp. 17 – 38).In *Dangerous Discourses of Disability, Subjectivity and Sexuality.* New York: Macmillan.

Module 3: Theorising Disability

Virtually all humans experience a significant illness or disability at some point in life. Yet, economic, political, social, and cultural factors complicate the medical frameworks through which societies normally address disabled bodies.Drawing on scholarship in sociology, history, psychology, anthropology, cultural studies, literature, and other academic fields, this module will understand the theories of disability. Theory is essentially a way to make sense of the world. We come to theories because we are hurting intensely and want to comprehend and grasp our disabling selves.Most importantly, we see in theory a location for healing. This model will discuss the theoretical conceptualisation of disability. We begin this with the medical model, which represents power. The essential underpinning of the medical model therefore ceases to understand disabled people as more than the specific problem. Notwithstanding the fact that medical science has and will play a key role in keeping many disabled people alive by reducing their pain and discomfort, the expertise tends to reduce disabled people to their impairments, thereby negating the humanness of disabled person. Further, the social understanding in which the problem of disability is to be located within society. Disability, therefore, will be studied in its social, cultural, and historical context as much as the personal conditions of impairment and functioning must be studied in their medical and educational context. This module analyses disability and impairment and the relationship between the biological an the social in the understanding of disability. Further, we discuss the issues of definitions, terminology, and certification in the Indian context.

Readings

Beauchamp-Pryor, K. (2011) Impairment, cure and identity: 'where do I fit in?'.*Disability and Society, 26(1).* pp. 5 – 17.

Davis, L.J. (2006). Constructing Normalcy: The Bell Curve, the Novel, and the Invention of the Disabled Body in the Nineteenth Century (pp. 3 – 16). In In Davis, L.J. (ed.) *The Disability Studies Reader.* New York: Routledge.

Gable, A. (2014). Disability Theorising and Real-World Educational Practice: A Framework for Understanding. *Disability and Society, 29(1).* pp. 86 – 100.

Ghai, A. (2015). Chapter 3: Theorizing Disability. (pp. 212 – 260). In *Rethinking Disability in India.*New Delhi: Routledge.

Suggested readings

Crow, L. (1996). Including all of our lives: Renewing the social model of disability (pp. 206 – 226).In J. Morris (Ed.).*Encounters with Strangers: Feminism and Disability*. London, UK: The Women's Press,. Download from: http://disability-studies.leeds.ac.uk/files/library/Crow-exploring-the-divide-ch4.pdf

Goffman, E. (2009). Chapter 1: Stigma and Social Identity (pp. 1 – 32). In *Stigma: Notes of the Management of a Spoiled Identity.* New York: Simon and Schuster.

Longmore, P. K. and Umansky, L. (2010). Introduction: Disability History: From the Margins to the Mainstream (pp. 1 – 32) .In *The New Disability History.*New York: New York Press.

Oliver, M. (1990). Chapter 1: Disability Definitions: The Politics of Meaning (pp. 20 – 34). In *The politics of disablement: A sociological approach.* New York: St. Martin's Press. Download from: http://disability-studies.leeds.ac.uk/files/library/Oliver-p-of-d-Oliver1.pdf

Shakespeare, T. (2006) Chapter 3: Critiquing the Social Model (pp. 29 – 53). In *Disability Rights and Wrongs.* London: Routledge.

Sheldon, A., Rannveig, T. and others.(2007) Disability Rights and Wrongs? Review Symposium. *Disability and Society, 22(2).*pp. 209 – 234.

Siebers, T. (2004).Disability as Masquerade.*Literature and Medicine, 23(1).* pp. 1 – 22.

Tremain, S. (2006).On the Government of Disability – Foucault, Power, and the Subject of Impairment (pp. 185 – 196). In Davis, L.J. (ed.) *The Disability Studies Reader.* New York: Routledge.

World Report on Disability (2011). Accessed from http://www.who.int/disabilities/world_report/2011/report/en/ Read Entire Summary. pp. 3 – 23.

Module 4: Care in Indian Families

This module explores the ethics of responsibility and the role played by the family, society and the culture in creating disabled identity and analyses disability within the context of childhood.

Childhood and Family:

Each reading will go beyond critiques of the deficit productions of disabled children's development. The aim of the course is to raise expectations around disabled children's childhoods. There will be an attempt to question the spectre of the 'normal child' and seek productive ways of moving beyond the 'normal'/'abnormal' binary.

There will be a discussion of family and disability in the Indian context. Families with a disabled household member are some of the most vulnerable groups of society. The birth of a baby with a disability or finding out that a child suffers from a disability can be a traumatic event for parents and can have profound effects on the entire family, especially when the family is poor and displaced. Notwithstanding the inner strength of the family, this section

will discuss the particular difficulties that inevitably arise in caring for the disabled as well as the coping mechanisms that these families use to cope with the challenges of everyday life. This module also analyses the role of the state in offering support to the families of children with disabilities.

Care:

Care and dependency will be discussed in context of support and assistance for people with disabilities. Who is available to do the labor of care and who gets the care? This is the guiding question of this section. In the dichotomy of cure and care, the quest for the process of the former has often been a long-drawn-out costly process and requires an extensive critique. Disability Studies has the potential to underscore the contested meaning of cure, dependency and care. Despite its empirical vicissitudes and even the violence that sometimes accompany it, care for disabled people is often demonized and its organization is regularly represented as a significant barrier to the emancipation and independence of disabled people as well as a burden to caregivers.

The contention of Disability Studies is that the feminization of care in a phallocentric culture makes participants in the caring relationship – regardless of gender identity – necessarily subordinate. Even if dependency is recognized as an essential part of the human condition this should not obscure the fact that some people's experience of some bodies (their impairment) places them at much greater risk of losing their human (and civil) rights than the majority of the population. Similarly, norms surrounding both the giving and receiving of care, while dictated in part by the nature of human need, is also conditioned by cultural and ethical understandings and by economic and political circumstances. The distribution of care therefore is a question of justice and the interactions between carer, the cared for, and the larger community are appropriate matters of ethical inquiry.

Culture:

Disability is defined by culture. The tendency to categorise all people with different impairments as ‘disabled’ is a fairly recent phenomenon emanating from the west. Many traditional societies do not have an exact equivalent in their own language for the word ‘disabled’, and they can seldom match the three-tier concepts in English of ‘impairment’, ‘handicap’ and ‘disability’ espoused by WHO and disability theorists; they usually do, however, have words for specific impairments such as ‘deaf’, ‘blind’, ‘lame’, and so on. For instance langra, aandha, behra and more recently divyang are the words that are used in disability discourse. We need to understand that what is counted as a ‘disability’ (ie. that which prevents someone from fulfilling the roles normally expected of them, especially as regards education, employment , marriage, motherhood), differs from one culture to another. The course will debate on how we understand the cultural differences of a disabled identity. This discussion sets the stage for our discussion of the disabled attempt to define themselves against both their particular cultural background.

The main objectives of this module are:Understanding the relation of culture to social and economic structures and to languageComprehending the relation between cultural aspects such as perfection and normative hegemony Is culture best understood as public or private—as within people’s minds, or within the symbols that convey meaning of disability between minds? In other words, the way societies think about disabled people is determined by a variety of cultural variables, including the nature of the impairment.

Readings

Chakravarti, U. (2008). Burdens of Caring: Families of the Disabled in Urban India. *Indian Journal of Gender Studies, 15(2),* pp. 341 – 363.

Goodley, D. and Lawthom, R. (2013). Chapter 13: The Disavowal of Uncanny Disabled Children: Why Non-Disabled People Are So Messed Up Around Childhood Disability. In Curran, T. and Runswick-Cole, K. (Eds.) *Disabled Children's Childhood Stories: Critical Approaches in a Global Context* (pp. 164 – 179). Hampshire, UK: Palgrave MacMillan.

McDermott, R. and Varenne, H. (1995).Culture "as" Disability. In *Anthropology and Education Quarterly, 26*(3), pp. 324 – 348.

Singh, V. and Ghai, A. (2009) Notions of Self: Lived Realities of Children with Disabilities. *Disability & Society, 24 (2)*, pp. 129 – 145.

Suggested readings

Adams, R., Reiss, B. and Serlin, D. (2015).Introduction (pp. 1 – 4), Disability (pp. 5 – 11). In Adams, R., Reiss, B. and Serlin (Eds.)*Keywords for Disability Studies.* New York: New York University Press.

Ahuja, A. and Vaidya, S. (2016)Chapter 1: Disembodied Mothers: Rewriting the Maternal Metaphor through Goddess Iconography. *Embodying Motherhood: Perspectives from Contemporary India.* New Delhi: Sage.

Campbell, F. K. (2015). Ability (pp. 12 – 13). In Adams, R., Reiss, B. and Serlin (Eds.)*Keywords for Disability Studies.* New York: New York University Press.

Home, A. (2002) Challenging hidden oppression: Mothers Caring for Children with Disabilities. *Critical Social Work, 3(1).* Accessed from www.uwindsor.ca/criticalsocialwork/

Sen, R. (2006). Chapter 4: Right to Care, Home and Family: Ethics of Responsibility towards Persons with Disability (pp. 65 – 76).In *Interrogating Disability in India: Theory and Practice*. Kolkata: Springer.

Film screening in class

Module 5: Gendering Disability

What is the need to understand about gender in Disability Studies? What is the relationship between gender and disability?
How do men's and women's experiences of disability relate to each other? How does normative heterosexuality affect gender identities of disabled people and how does a disability perspective be

used to question gender binaries and normative notions of sexuality? In this module, we understand that the experience of disability is always gendered. This is not to say that disabled people have no common ground, no shared experiences of disablism, but that the forms of disablism are always refracted in some way through the prism of gendered locations and gender relations. It is true though that disabled women, in general, do not deal with the same oppressions that non-disabled women do primarily because disabled women are not seen as women in an able-bodied society. For example, women with disabilities have not been 'ensnared' by many of the social expectations that feminists have challenged.However, this confinement is actually indicative of a negative rendering of their lives as the usual roles such as marriage and motherhood are out of bounds for them. While it is true that the specific issues for women with disabilities may vary from those of non-disabled women, the reality of womanhood which includes the usual experiences and fears of a patriarchal society are bound to be similar. However, with a body that does not 'measure up' to societal norms, the situation becomes precariously unbalanced. Further, we debate about ethical questions concerning genetic testing, selective abortion, reproductive health, sexuality and others from a disability lens.An attempt shall also be made to understand the differences in the discourses of disablism and ableism in matters of sexuality. A "disablist" perspective would provide for an analysis of how impairment and bodily difference decenter dominant notions of sexuality. An ableist perspective would focus on how the hegemony of certain discourses of sexuality premised on narrow definitions of embodied desirability and normative heterosexuality pose restrictions to the construction and expression of sexuality *across* social groups including disabled people. Thus, both disablism and ableism together shape the understanding of lived sexualities of disabled people.

Readings

Garland-Thomson, R. (2006). Integrating Disability, Transforming Feminist Theory (pp. 353 – 373). In Davis, L.J. (ed.) *The Disability Studies Reader.* New York: Routledge.

Ghai, A. (2002) Disabled Women: An Excluded Agenda of Indian Feminism. *Hypatia: Feminism and Disability, Part 2, 17(3),* pp. 49 – 66.

Hubbard, R. (2006). Abortion and Disability: Who Should and Should Not Inhabit the World?.In Davis, L.J. (ed.) *The Disability Studies Reader.* (pp. 107 – 119)

Wendell, S. (2006). Towards a Feminist theory of Disability. pp. (336 – 352) In Davis, L.J. (ed.) *The Disability Studies Reader.* New York: Routledge.

Additional readings

Ghai, A. and Johri, R. (2008). Prenatal Diagnosis: Where Do We Draw the Line?.*Indian Journal of Gender Studies, 15(2).*New Delhi: Sage.

Saxton, M. (2006). Disability Rights and Selective Abortion (pp 147 – 159). in Davis, L.J. (ed.) *The Disability Studies Reader.* New York and London: Routledge.

Module 6: Education as the Practice of Freedom

This module would attempt to explore the development of "special" segregated education and the subsequent challenges to this approach arising from educational issues of people with disabilities. Education continues to fight many battles of access, affordability and exclusion specifically of students with disabilities. While policies have advocated inclusion, CWD are still constructed as the "problems", thereby making a mockery of the supposed mainstreaming. This represents what is called an add-on approach or an afterthought approach in that the child is simply added to the programme. Thus the child is "in but not of the class" (p. 284). The disabled child is really not a functional member of the class or an active participant in its activities. Thus, it is not the system that gets transformed: rather it is left to the disabled child to adjust. Disability Studies has to engage with the format of dividing students into standard and non-standard populations. It is a ranked notion of ability that disrupts the notion of true diversity. Acts such as the RTI needs a lot of research bandwidth so that Disability Studies can conceptualize inclusive education both as an ideological commitment, as well as pedagogical issues of inclusion.

Readings

Bhattacharya, T. (2010) Re-examining Issue of Inclusion in Education.*Economic and Political Weekly , 45(16).*pp. 18 – 23, 25.

Gabel, S. L. (2005). Introduction: Disability Studies in Education (pp.1 – 20). In Gabel, S. L. (Ed.). *Disability Studies in Education: Readings in Theory and Method.* New York: Peter Lang.

Ghai, A. (2006) Education in a globalising era: Implications for disabled girl. *Social Change, 36(3)*, pp. 161 – 176.

Wolbring, G. and Ghai, A. (2015) Interrogating the impact of scientific and technological development on disabled children in India and beyond. *Disability Global South, 2*, pp. 667 – 685.

film screening

Young, Setlla. "Inspiration porn and the objectification of disability." https://www.youtube.com/watch?v=SxrS7-I_sMQ

Module 4: Disability as Legal/State Problem

In this module, the focus will be on the framing of disability as part of the state's regulation. This shall include debates on the ideas of citizenship and justice. What are the qualifications for citizenship?What is the significance of equal rights for all citizens?How do the concepts of public/private feature in the context of citizenship?What constitutes justice in the case of disabled citizenship?What challenges do disabled people face in claiming access to citizenship and justice?The current frameworks of disability and justice are strongly predicated on the idea of normalcy and of an ideal citizen who is non-disabled.This entails assumptions about certain notions of ability, autonomy, critical thinking, independent decision-making and the pathologizing of dependence. The denial of individuality of disabled people and the apparent incompatibility between citizenship and relational autonomy have posed particular problems for the status of disabled people as citizens.Although disability rights advocacy and Disability Studies have emerged, the latter will develop along a

different trajectory. While the rights discourse has demanded the establishment of laws and policies that assist people with disabilities as equal and valued citizens. DS has created the intellectual and creative groundwork to reimagine disability not as a biological defect but as a valued form of human variation that exists within and is deeply affected by its social context.

Readings

Das,V. and Addlakha, R. (2007). Disability and Domestic Citizenship: Voice, Gender and the Making of the Subject (pp. 128 – 148). In Ingstad, B. and Whyte, S. R. (Eds.). Disability in Local and Global Worlds. Berkeley: University of California Press.

Erevelles, N. (2002). Chapter 8: (Im)material Citizens: Cognitive Disability, Race and the Politics of Citizenship (pp. 145 – 176). Foundations of Disability Studies. New York: Palgrave MacMillan.

Michalko, R. (2002). Chapter 4: Coming Face-to-Face with Suffering (pp. 73 – 111). *The Difference that Disability Makes*. Philadelphia: Temple University Press.

Module 8: Emancipatory Research and Practice

Is research important for understanding disability? This course will discuss the understanding of research which is troubled by "giving voice" to the disabled and many marginalized constituencies. So what does "participation" truly mean in terms of research? The potential of Disability Studies is that instead of attempting to "give voice" we need to "facilitate voice and agency" in the theoretical frameworks and research endeavours. Research in Disability Studies has to be transformative to the extent that disabled people (and other marginalized groups) are able to use such research as an aid to bringing about changes in the status quo. It is only when we understand the nuances of being disabled that we can appreciate the contextualization of the lives of people with disabilities in myriad of economic, political and cultural factors. The course will point out several important methodological questions that are raised in the context of researching disability. The general critique shows that the present disability research has taken place within a positivist and essentialist theoretical paradigm, which is oppressive for the disabled people.Several researchers note the scarcity of emancipatory research in Disability Studies. Emancipatory Research becomes a transformative endeavour unembarrassed by the label "political" and unafraid to achieve a relationship with emancipatory consciousness. Thus, rigorous research should struggle for good practices. In contrast to traditional beliefs that separate academia from activism, this approach necessitates the generation and production of meaningful and accessible knowledge about structural components such as economic, political, cultural, and environmental, which create unlivable conditions for the disabled people and their families.

Readings

Brown, S. C. (2001). Participatory Action Research (pp. 145; 160 – 162). In Albrecht Seelman& Bury (eds), *Disability Studies Handbook*. Thousand Oaks: Sage.

Davis, J.M. (2000). Disability Studies as Ethnographic Research and Text: Research Strategies and Roles for Promoting Social Change?.*Disability & Society,15(2),* pp. 191– 206.

Mehorotra, N. (2012). Methodological Issues in Disability Research: An Introduction. *Indian*

*Anthropologist, 42(1).*pp. 1 – 10.

Mercer, G. (2002). Emancipatory Research (pp. 228 – 232). In Barnes, C., Oliver, M., & Barton, L. *Disability Studies Today*. Cambridge, UK: Polity Press.

Dr. B.R Ambedkar University Delhi

Course Outline

School: School of Human Studies

Programme with title: **M.A.**

Semester to which offered: 4TH semester

Course Title: Gendering Disability Studies

Credits: 4

Course Code: SHS202851

Type of Course: Core

Course Coordinator and Team: To be decided

Pre-requisites: There are no official prerequisites for the course except a willingness and curiosity to engage with the human predicament. A background in gender studies would be an added advantage.

Aim: The course is designed with an approach to introduce the postgraduates of varied disciplines to the discourse of Disability Studies and gender. Both disability and gender will be taught through psycho-social, political and cultural perspectives. Embodied with these perspectives, the students will be asked to engage with concepts like subjectivity and theories of disability, addressing issues related to the body, reproductive health, sexuality, lived reality and cultural understanding. Understanding the heterogeneity of disability as well as the significance of the intersection of disability with other social categories such as caste, class, gender and sexual orientation are also major objectives of the course. This course will encourage field orientation in which students will write a short story, a poem, a song or a biographical note in the context of the theoretical understanding that will evolve through the course.

Brief description of modules/ Main modules/Readings:

Module 1

Introduction

This module will explore questions of disability and gender. It will begin with an understanding of the concept of a marginal identity and then proceed to an analysis of the intersection of gender and disability in the construction of marginality.

The GS programme in AUD tries to draw upon the disability perspective by reflecting its concerns in various courses that it offers such as 'Bodies and Sexualities'. However, it would be very important to have distinct courses for specific social groups who constitute minorities within the category of gender, as well. The attempt is to make inroads into existing programmes and courses while also seeking to create spaces for distinct disciplinary domains with a unique interdisciplinary focus. This is the aim of both Gender Studies and Disability Studies. The module will, therefore, reflect on the skewed attitude of mainstream Gender Studies which, while sensitively exploring distress as a major component of a woman's life experience, excluded disabled women from focus.
There shall also be a close engagement with the reasons why the concerns of disabled women have been excluded from Gender Studies (GS) programmes. While there was/is a strong emphasis on mainstreaming women's concerns for self-development in the GS curriculum, the paradox of a hierarchy within a hierarchy is always evident because discussions about certain groups of women considered lower class and caste, tribal, and minority and disability continue to be couched in "welfare" terms.

It is important to mention, however, that while disabled women have been identified as a distinctly marginalized category, the role of disability in the construction of masculinity shall also be interrogated. There shall also be an exploration of the reasons why studies on the intersection of disability and gender have disproportionately tended to focus on women than on men.

Readings

Garland-Thomson, R. (2017). Chapter 2: Theorizing Disability: Feminist Theory, the Body and the Disabled Figure (p. 19 – 30). *Extraordinary Bodies: Figuring Physical Disability in American Culture and Literature.* New York: Columbia University Press.

Ghai, A. (2002). Disabled Women: An Excluded Agenda of Indian Feminism. *Hypatia:*

Feminism and Disability, Part 2, 17(3) .pp. 49 – 66.

Ghosh, N. (2016). Chapter 2: Gender and Disability: Exploring Intersections (pp. 15 – 41). In *Impaired Bodies, Gendered Lives: Everyday Realities of Disabled Women.* New Delhi: RatnaSagar.

Shuttleworth, R., Wedgewood, N. and Wilson, N. J. (2012). The Dilemma of Disabled Masculinity.*Men and Masculinities, 15(2),* pp. 174 – 194.

Suggested readings

Clare, E. (1999). Part 1: Place (pp 17 – 28). *Exile and Pride: Disability, Queerness and Liberation.* Cambridge, MA : South End Press.
Ghai, A. (2003) Chapter 3: Disabled Women: Issues, Concerns and Voices from Within (pp. 56 – 90). In *Dis Embodied Form: Issues of Disabled Women.* New Delhi: HarAnand Publishers.

Mairs, N. (1997).*Waist-High in the World: A Life Among the Non-disabled.* Boston, MA: Beacon Press. (pp. 40-63) will be added

Wade, C. M. (2013). Chapter 39: 'I am Not One of The' and 'Cripple Lullaby' (pp. 592 – 593). In Davis, L. (ed.).*The Disability Studies Reader, Fourth Edition.*New York: Routledge.

Wendell, S. (1989). Toward a Feminist Theory of Disability.*Hypatia, 4(2).*pp. 104 – 124.

Module 2

Can Feminist Disability Studies Heal?

As survival issues for women with disabilities remain significant, theoretical considerations about disability issues have not evolved in the disability discourse in India. As disability activists and academics have raised concerns, an in-depth study of disability theory is absent in social enquiries. The module will attempt to understand the healing aspect of disability theory.

Two major theoretical orientations that shall be explored in the module are disablism and ableism. Disablism studies adopts a difference discourse to analyse the ways in which people with disabilities are spatiallymarginalised within society. Ableism studies focuses on the manner in which a norm comes to be privileged over all other norms and social efforts are garnered towards ensuring adherence to the norm irrespective of individual differences. Both these schools of thought are not mutually exclusive but provide alternative frameworks to analyse issues within Disability Studies. Besides, an attempt is made to question the category of normality and foreground theory as a mode of healing by making sense of the nature of discrimination and the heuristics of formulating an emancipatory praxis.

Feminist disability studies allows for the exploration of several key aspects of disability studies. These include the ethics of care, the notion of relational autonomy, the relationship between the biological and the social in the construction of identity as well as the heterogenenity and the

intersectional nature of disability. Thus, feminist approaches to disability allow for a deeper understanding of the meaning of embodiment as well as allow for a critical study of the intersection of disability with various other social categories such as class, caste, gender and sexual orientation.

Readings

Garland-Thomson, R. (2002). Integrating Disability: Transforming Feminist Theory. *NWSA Journal, 14(3).* pp. 1 – 32.

Ghai, A. (2015). Chapter 3: Theorizing Disability (pp. 212 – 260). In *Rethinking Disability in India.* New Delhi: Routledge.

Hall, K. Q. (2011). Introduction: Reimagining Disability and Gender through Feminist Disability Studies (pp. 1 – 10). in Hall, K. (ed.). *Feminist Disability Studies.*

Siebers T. (2008). Chapter 4: Disability Studies and the Future of Identity Politics (pp. 70 – 95). *Disability Theory*. University of Michigan Press.

MODULE 3

Embodiment, Abuse and Violence

This module will discuss embodiment with respect to disability. To mention biology, to admit pain and to confront impairments have been to risk the oppressive seizing of evidence that disability is really about physical limitations after all. In order to validate the impaired body within Disability Studies, the module will reflect on the notion of fluidity on which embodied subjectivity is formed and reformed.

This module will draw students' attention to how disembodied and embodied beings utilize their bodies as a means of organizing insights regarding the circumstances surrounding them. Some of the questions to be discussed shall entail 'What is a "normal" body? How are disabled bodies objectified, exploited, and regulated? The students can engage with the experience of having a disabled body. An attempt shall be made to explore the status of the body as the site of memory and how illness and disability, depending on the stage of life at which they occur and the mode of occurrence, complicate the experience and memory of the body. Thus, efforts shall be made to help students interrogate the manner in which naturalised categories such as normal/abnormal and abled/disabled are constructed and to actually experience the lived realities created by these categories.

It is critical that an unavoidable fact of human embodiment is that we break the boundary of the stability of body to imagine the possibilities of the new space that is established by deconstructing the dichotomy between the able and the disabled bodies. Through the readings and the classroom discussions, an attempt will be made to understand how the vulnerability of certain bodies and subjectivities poses a greater risk for violence and what the symbolic significance of that violence is. An attempt is also made to analyse different forms of violence that affect people with disabilities and the significance of these different forms.

Readings

Breckenridge, C. A., and Vogler, C. (2001). The Critical Limits of Embodiment: Disabilities Criticism. *Public Culture,13*(3), pp. 349 – 357.

Daruwalla, N., Chakravarty, S., Chatterji, S., More, N. S., Alcock, G., Hawkes, S., and Osrin, D. (2013). Violence Against Women With Disability in Mumbai, India: A Qualitative Study. *Sage Open, 3(3),* pp. 1 – 9. Retrieved July 2013.

Inckle, K. (2014). A lame argument: profoundly disabled embodiment as critical gender politics. *Disability & Society, 29(3),* pp. 388 – 401.

Peuravaara, K. (2013). Theorizing the body: conceptions of disability, gender, and normality. *Disability and Society, 28(3)*, pp. 408 – 417.

Suggested readings

Malowney, T. and Garner-Williams, A. (2012, February 12th). *Violence against women with disabilities* [Video file]. Retrieved from https://www.youtube.com/watch?v=EovgP4YXjL8. Last accessed on April 22nd 2017.

MODULE 4

Care, Dependence and Interdependence

Care and dependence will be discussed in the context of support and assistance for women with disabilities. Who is available to do the labor of care and who gets the care they require is contingent on the political and social organizations? Similarly, norms surrounding both the giving and receiving of care, while dictated in part by the nature of human need, have also been conditioned by cultural and ethical understandings and by economic and political circumstances. The distribution of care, therefore, is a question of justice and the interactions between carer, the cared for, and the larger community an appropriate matter of ethical enquiry. The affective response of loved ones and caregivers to the diagnosis or onset of disability or severe illness and the implications of their responses shall also be explored.The responses of caregivers to the slow onset of illness or disability in a loved one and the complex feelings of fear, confusion and guilt experienced by the receivers of care raise important questions about the relationship between caregiving, selfhood and dynamic embodiment.

One of the major concerns that shall be addressed in this module are the intrinsic nature of disability to the human condition and the simultaneous to emphasize the autonomous self. While care and interdependence are crucial to the lives and subjectivities of people with disabilities,

this does not delegitimize the importance of autonomy, independence and the final responsibility of the autonomous self in the case of people with disabilities. However, care and interdependence do provide opportunities to rigorously interrogate the hegemony of autonomy and independence without delegitimizing them.

Readings

Bittman, M. and Folbre, N. (2004). Introduction . In Bittman, M. and Folbre, N. (eds.). *Family time: the social organization of care* (pp. 1 – 4). London: Routledge.

Chakravarti, U. (2008). Burden of Caring Families of the Disabled in Urban India'. *Indian Journal of Gender Studies, 15(2)*, pp. 341 – 363.

Fine, M. and Glendinning, C. (2005).Dependence, Independence or Interdependence? Revisiting the concepts of 'care' and 'dependency'. *Ageing and Society, 25*. pp. 601 – 621.

Ghai, A. (2011). *Women and Disability: conceptualizing a policy of care. "Unpublished report, NMML*".

Suggested readings

Erevelles, N. (2011). Chapter 6: The "Other" Side of the Dialectic: Toward a Materialistic Ethic of Care (p. 173 – 198). In *Disability and Difference in Global Contexts: Enabling a Transformative Body Politic.* New York, USA: Palgrave MacMillan.

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MODULE 5

Desire and Sexuality

Sexuality for disabled people, and specifically for disabled women in India, is as much of a concern as it is for the West. This module will underscore the fact that the normative society has been a conspiracy of silence about the sexuality of disabled women. Sexuality has not been rated as being a high priority issue even amongst those who are active advocates of the cause of disability.

Sexuality with respect to disability will be understood historically, culturally and discursively. The students will explore and question various issues affecting the sexual lives and subjectivities of women with disabilities including issues of forced desexualisation, sexual vulnerability and sexual and romantic relationships.

Readings

Chib, M. (2015). Chapter 4: I Feel Normal Inside. Outside, My Body Isn't! In Hans, A.

(Ed.).*Disability, Gender and the Trajectories of Power* (pp. 93 – 112).New Delhi: SAGE.

Ghai, A. (2015). Chapter 4: At the Periphery: Marginalized Disabled Lives (pp. 101 – 165). In *Rethinking Disability in India*. India: Routledge.

Kafer, A. (2012). Desire and Disgust: My Ambivalent Adventures in Devoteeism. In McRuer, R. and Mollow, A. (Eds.) *Sex and Disability* (pp. 331 – 354). Durham: Duke University Press.

Shildrick, M. (2004). Silencing Sexuality: The Regulation of the Disabled Body. In Carabine, J. (Ed.) *Sexualities: Personal Lives and Social Policy* (pp. 123 – 156). The University of Bath: The Open University Press.

Suggested readings

Kanga, F. (1991). *Trying to Grow*. New York. Bloomsbury. *page numbers will be added

Sanders,T. (2007). The politics of sexual citizenship: commercial sex and disability. *Disability & Society. 22(5)*, p. 439 – 455.

Shakespeare, T., Gillespie S. Keith., and Davies D. (1996). Chapter 2: Barriers to Being Sexual (pp. 16 – 43). In *The Sexual Politics of Disability: Untold Desires*. London, New York: Cassell.

Tarshi. (2010). *Sexuality and disability in the Indian context.*Working paper. Retrieved from http://www.tarshi.net/downloads/Sexuality_and_Disability_in_the_Indian_Context.pdf. Last accessed on March 16th 2017.

Vaidya, S. (2015). Sex and sexuality.*The Tribune*. Retrieved from: http://www.tribuneindia.com/news/spectrum/society/sex-and-sexuality/80439.htmlLast accessed on March 16th 2017.

Module 6

Reproductive Health

This module explores the concerns of eugenics and reproductive health care experiences faced by women with disabilities and explains how the reproductive health issue has often been ignored by the mainstream society. Ableist constructions of reproductive health tend to view women with disabilities as asexual and infertile and, therefore, the need for reproductive health facilities and services is deemed redundant for them. The right to motherhood shall also be discussed since hysterectomies have become a common solution to regulate pregnancy in disabled women. In a certain sense, hysterectomies legitimize violence against women with disabilities in that they undermine sexual abuse that does not result in pregnancy.

There shall be an effort to appreciate and respect the different/diverse reproductive health situations of disabled women situated in a variety of cultural contexts from an interdisciplinary perspective. In India, prenatal selection on the grounds of sex is banned. However, selection on

the basis of disability is permitted. The module will debate about the choice of selection on the grounds of disability. The question, both practical and ethical is that if women have the right to choose, how can a distinction between abortion and selection be maintained? These and other pertinent questions shall be debated in this module.

Readings

Asch, A. and Geller, G. (1996). Chapter 11: Feminism, bioethics and genetics. In S.M. Wolf (Ed.) *Feminism, bioethics: Beyond reproduction* (p. 318 – 350). Oxford, UK: Oxford University Press.

Ghai, A. and Johri, R. (2008). Prenatal Diagnosis: Where Do We Draw the Line?.*Indian Journal of Gender Studies, 15(2),* pp. 291 – 316.

Glover, J. (2006). Chapter 19: Disability and Genetic Choice. In *Choosing Children: Genes, Disability, and Design* (pp. 4 – 36). Suffolk, UK: Oxford University Press.

Saxton, M. (2002). Disability Rights and Selective Abortion. In Davis, L. (ed.) *The Disability Studies Reader, 2nd edition* (pp. 105 – 116).New York: Routledge.

Suggested readings

Smith, B. G. (2004). Introduction. In Smith, B. G and Hutchison, B. (Eds.) *Gendering Disability* (pp. 1 – 8). New Jersey: Rutgers University Press.

Assessment:

Tentative Assessment schedule with details of weightage:

S.No	Weightage	Date/period in which Assessment will take place	Assessment
1	30%	February	Assessement 1 (one reflective piece of writing)
2	30%	March	Assessement 2 (One creative task)
3	30%	May	Assessement 3 (Final write-up)
4	10%		Readingss

भारत रत्न डा बी.आर.
अम्बेडकर विश्वविद्यालय, दिल्ली

Bharat Ratna Dr B.R.
Ambedkar University, Delhi

Dr. B. R. AMBEDKAR UNIVERSITY DELHI

MINUTES OF 20th BOARD OF STUDIES (BOS) MEETING OF

SCHOOL OF UNDERGRADUATE STUDIES
(SUS)

held on 15th Jan 2025

KASHMERE GATE CAMPUS

The 20th Board of Studies meeting of the School of Undergraduate Studies, Dr. B. R. Ambedkar University Delhi, was held on 15th January 2025 at 11 am in Committee Room-III, 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. Satish Kumar, Indira Gandhi National Open University, Delhi- Joined Online
3.	Prof. Surender Kumar, Head, Department of Economics, Delhi School of Economics, Delhi University- Joined Online
4.	Prof. Farhat Nasreen, Head, Department of History, Jamia Millia Islamia - Joined Online
5.	Prof. Harpreet Bhatia, Prof., Department of Psychology, Keshav Mahavidyalaya, University of Delhi
6.	Prof. Satyaketu Sankrit, Dean, Academic Affairs and Dean, School of Letters (AC Member)
7.	Prof. Geetha Venkataraman, School of Liberal Studies (Internal Member of BOS)
8.	Prof Lawrence Liang, School of Law Governance and Citizenship (AC Member) Joined Online
9.	Dr. Sunita Singh, Dean (O) School of Education Studies (AC Member)
10.	Dr. Santosh Kumar Singh, Dean, School of Liberal Studies/Student Services
11.	Prof. Tanuja Singh, Program Coordinator, B.A (H) in Political Science (Internal Member of BOS) - Joined Online
12.	Dr. Salvin Paul, Associate Professor, SLGC (Internal Member of BOS)
13.	Dr. Gunjan Sharma, Associate Professor, SES (Internal Member of BOS)
14.	Dr Usha Mudiganti, Assistant Professor, SoL (Internal Member of BOS)
15.	Dr. Priyasha Kaul, Programme Coordinator, B.A (H) in Sociology, SUS, (Special Invitee)
16.	Dr. Pallavi Chakravarty, Assistant Professor & Program Coordinator, B.A (H) in History, SUS, (Special Invitee)
17.	Dr. Kopal, Assistant Professor & Program Coordinator, B.A (H) in English, SUS, (Special Invitee)
18.	Dr. Taposik Banerjee, Assistant Professor & Program Coordinator, B.A (H) in Economics, SUS, (Special Invitee)
19.	Dr. Balchand Prajapati, Assistant Professor & Program Coordinator, B.A (H) in Mathematics, SUS, (Special Invitee)
20.	Ms. Thokchom Bibinaz Devi, Assistant Professor & Program Coordinator, B.A (H) in Psychology, SUS, (Special Invitee)
21.	Dr. Monal Manik Dewle, Assistant Professor & Program Coordinator, B.A

	(H) in SSH, SUS, (Special Invitee)
22.	Dr. Sapna Dudeja, Assistant Professor and Dy. Dean, SUS, (Special Invitee)
23.	Sh. Manoj Kaumar, Assistant Professor and Dy. Dean, SUS, (Special Invitee)

Leave of Absence – Internal Members

Prof. Sanjay Kumar Sharma, School of Liberal Studies, could not attend the meeting.

Opening Remarks

The chair Dr. Urfat Anjem Mir, Dean (O), SUS welcomed the experts, the programme coordinators, and the special invitees and began the proceeding. The programme coordinator/faculty members were invited to present their courses as per the scheduled agenda.

Agenda Item No. 1: Reporting on Confirmation of the Minutes of the 19th Meeting of the Board of Studies held on 30th July 2024.

It was reported to the Board that the minutes of the 19th BOS meeting, after seeking approval of the board members, were submitted for the approval of the competent authority and were subsequently reported to the Academic Council.

Agenda Item No. 2: To consider the B.A (H) Economics Programme courses under FYUP, SUS.

a. To discuss and consider the 6th-semester courses under the DSC category placed at Annexure I.
b. To discuss and consider the 6th-semester courses under the DSE category placed at Annexure II-IV.

Dr. Taposik Banerjee, Programme Coordinator, presented the following courses for consideration:

Indian Economy (DSC) – NSUS1EC114
Issues in Social Policy (DSE) – NSUS1EC135
Monetary Economics (DSE) – NSUS1EC136
Game Theory (DSE) – NSUS1EC134

Resolution no. 2A:

The Board members resolved that the course Indian Economy (Annexure-I) as 6th-semester DSC courses in the prescribed format is recommended for approval.

Resolution 2B:

The board members resolved that the course outlines of Issues in Social Policy (Annexure II), Monetary Economics (Annexure III) and Game Theory (Annexure IV) as 6th-semester DSE courses in the prescribed format are recommended for approval.

Agenda no 3. To consider the courses of the BA (H) English Programme under FYUP, SUS.

a. To discuss and consider the 6th-semester courses under the DSC category placed at Annexure V-VI
b. To discuss and consider the 5th-semester courses under the DSE category placed at Annexure VII-IX

Dr. Kopal, Programme Coordinator, presented the following courses for consideration:

Literature and Cinema (DSC) – NSUS1EN212
Postcolonial Literatures (DSC) – NSUS1EN213
Written for Children and Yound Adults (DSE) – NSUS1EN233
Modern Movements in Arts (DSE) – NSUS1EN234
Literary Translation in Contemporary India (DSE) – NSUS1EN235

Resolution 3A:

The Board members resolved that the course outlines of Literature and Cinema (Annexure V) and Postcolonial Literatures (Annexure VI) 6th-semester DSC courses in the prescribed format and after incorporating the suggestions are recommended for approval.

Resolution 3B:

The board members resolved that the course outlines of Written for Children and Yound Adults (Annexure VII), Modern Movements in Arts (Annexure VIII) and Literary Translation in Contemporary India (Annexure IX) as 6th-semester DSE courses in the prescribed format after incorporating the suggestions are recommended for approval.

Agenda Item No. 4: To consider the B.A (H) History Programme courses under FYUP, SUS.

a. To discuss and consider the 6th-semester courses under the DSC category placed in Annexure X-XI
b. To discuss and consider the 6th-semester courses under the DSE category placed in Annexure XII-XIV

Dr. Pallavi Chakravarty presented the following courses for consideration:

Contemporary India, 1947-1992 (DSC) – NSUS1HS412
Wars and Revolutions in the Twentieth Century (DSC) – NSUS1HS413
Caste and Indian Modernity (DSE) – NSUS1HS433
Decolonisation in History (DSE) – NSUS1HS434
Introduction to Indian Art and Architecture (DSE) – NSUS1HS435

Resolution no. 4A:

The Board members resolved that the course outline of Contemporary India, 1947-1992 (Annexure-X) and Wars and Revolutions in the Twentieth Century (Annexure-XI) as 6th-semester DSC courses in the prescribed format are recommended for approval.

Resolution no. 4B:

The board members resolved that the course outlines of Caste and Indian Modernity (Annexure-XII), Decolonisation in History (Annexure XIII) and Introduction to Indian Art and Architecture (Annexure XIV) as 6th-semester DSE courses in the prescribed format are recommended for approval.

Agenda Item No. 5: To consider the BA (H) Mathematics Programme courses under FYUP, SUS.

a. To discuss and consider the 6th-semester courses under the DSC category placed at Annexure XV-XVI
b. To discuss and consider the 6th-semester courses under the DSE category placed in Annexure XVII-XIX
c. To discuss and consider the 6th-semester courses under the GE category placed in Annexure XX-XXI

Dr. Balchand Prajapati presented the following courses for consideration:

Linear Optimisation and Applications (DSC)– NSUS1MA511
Advanced Algebra (DSC) – NSUS1MA539
Number Theory and Cryptography (DSE) – NSUS1MA515
Mathematics for Computer Sciences (DSE) - NSUS1MA534
Partial Differential Equations (DSE) – NSUS1MA542
Lattices and Boolean Algebra (GE) – NSUS1MA513
Mathematical Finance (GE) – NSUS1MA536

Resolution no. 5A:

The board members resolved that the course outline of Linear Optimisation and Applications (Annexure-XV) and Advanced Algebra (Annexure-XVI) as 6th-semester DSC courses in the prescribed format are recommended for approval.

Resolution no. 5B:

The board members resolved that the course outlines of Number Theory and Cryptography (Annexure XVII), Mathematics for Computer Sciences (Annexure XVIII) and Partial Differential Equations (Annexure XIX) 6th-semester DSE courses in the prescribed format are recommended for approval.

Resolution no. 5C:

The board members resolved that the course outlines of Lattices and Boolean Algebra (Annexure XX) and Mathematical Finance (Annexure XXI) as 6th-semester GE courses in the prescribed format are recommended for approval.

Agenda Item No. 6: To consider the BA (H) Political Science Programme courses under FYUP, SUS.

a. To discuss and consider the 6th-semester courses under the DSC category placed at Annexure XXII-XXIII
b. To Discuss and consider the 6th-Semester Course Under the DSE category placed in Annexure XXIV
c. To Discuss and consider the 6th-Semester Course Under the GE category placed in Annexure XXV

Dr. Urfat Anjem Mir presented the following courses for consideration:

International Governance and Institutions (DSC) – NSUS1PO612
Introduction to Research Methods (DSC) – NSUS1PO613
Social and Political Movements in Contemporary India (DSE) – NSUS1PO633
Introduction to Diaspora Studies (GE) – NSUS1GE009

The board members gave the following suggestions:

1. In general, the brief description of each module, learning outcomes, complete details of readings as per the prescribed citation style and the assessment details must be included in the course outlines.

Resolution no. 6A:

The board members resolved that the course outline of International Governance and Institutions (Annexure-XXII) and Introduction to Research Methods (Annexure-XXIII), after incorporating the suggestions given by the board members, as 6th-semester DSC courses in the prescribed format are recommended for approval.

Resolution no. 6B:

The board members resolved that the course outlines of Social and Political Movements in Contemporary India (Annexure XXIV), after incorporating the changes, as 6th-semester DSE courses in the prescribed format are recommended for approval**.**

Resolution no. 6C:

The board members resolved that the course outline of the GE course Diaspora and Migration (Annexure XXV), after incorporating the changes, is recommended for approval.

Agenda Item No. 7: To consider the B.A (H) Psychology Programme courses under FYUP, SUS.

a. To discuss and consider the 6th-semester courses under the DSC category placed in Annexure XXVI-XXVIII
b. To discuss and consider the 6th-Semester Course Under the DSE category placed in Annexure XXIX

Dr. Vatsala Saxena, JPC, presented the following courses for consideration:

Psychological testing (DSC) – NSUS1PS712
Counseling Psychology (DSC) – NSUS1PS713
Organizational Behavior (DSC) – NSUS1PS714
Critical Developmental Psychology (DSE) – NSUS1PS733

Resolution no. 7A:

The Board members resolved that the course outlines of Psychological testing, (Annexure-XXVI), Counseling Psychology (Annexure XXVII) and Organizational Behavior (Annexure XXVIII) as 6th-semester DSC courses in the prescribed format are recommended for approval.

Resolution no 7B:

The board members resolved that the course outlines of Critical Developmental Psychology (Annexure XXIX) 6th-semester DSE course in the prescribed format is recommended for a1pproval.

Agenda Item No. 8: To consider the BA (H) Sociology Programme courses under FYUP, SUS.

a. To discuss and consider the 6th-semester courses under DSC category placed at Annexure XXX-XXXI
b. To discuss and consider the 6th-semester courses under DSE category placed at Annexure XXXII-XXXIII

Dr. Priyasha Kaul presented the following courses for consideration:

Sociological Theory II (DSC) – NSUS1SC812
Academic Reading and Writing for Sociology (DSC) – NSUS1SC813
Engendering Peace and Justice Studies in South Asia (DSE) – NSUS1SC833
Sociology of Disaster and Risk Mitigation (DSE): NSUS1SC834

Resolution no. 8A:

The board members resolved that the course outline of Sociological Theory II (Annexure-XXX) and Academic Reading and Writing for Sociology

(Annexure-XXXI), as 6th-semester DSC courses in the prescribed format, are recommended for approval.

Resolution no. 8B:
The board members resolved that the course outlines of Engendering Peace and Justice Studies in South Asia (Annexure XXXII) and Sociology of Disaster and Risk Mitigation (Annexure XXXIII) as 6th-semester DSE courses after incorporating the changes and in the prescribed format are recommended for approval.

Agenda Item No. 9: Any other matter with the permission of the chair.
With no other agenda items, the meeting ended with a vote of thanks to the members.

(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	School of Undergraduate Studies
Programme(s)	B.A Honours
Course title	Indian Economy
Course code	NSUS1EC114
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 2025
Course coordinator and team	Dr. Krishna Ram, Dr. Jyotirmoy Bhattacharya

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
   No

2. Specific requirements on the part of students who can be admitted to this course:
   (Pre requisites; prior knowledge level; any others – please specify)
   None

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

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: Jan 2025

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

   This course is offered to introduce various issues related to Indian economy during the post independence period. An interdisciplinary approach of teaching is prescribed so that the students can understand various dimensions of Indian economy and become aware of the challenges emerging from inequality, social exclusion, underdevelopment etc.

7. Course Details:

a. Summary:

This course shall highlight and analyze the key features of Indian economic development after independence and the major contemporary issues confronting it. Issues pertaining to individual sectors like agriculture, industry and services, and to their mutual interaction in development, and problems like unemployment, poverty and inequality, etc. shall be discussed with reference to government economic policy and its evolution.

b. Objectives

This course shall help the students understand the evolution and present state of their immediate economic milieu—the Indian Economy. The course will help students apply the ideas they have learnt in their earlier courses to this concrete context and help them understand the dynamics the Indian economy both as conscious citizens and as professionals.

c. Expected learning outcomes: At the end of the course students will be able to

i. Describe the economic and socio-political background behind the planning models.

ii. Describe the need for structural changes in agriculture and industrial sectors i.e heavy industrialization, technical interventions in agriculture in the planning era.

iii. Describe the economic reasons behind the economic reforms and their criticisms.

iv. Describe and analyze the agrarian, industrial and service sector specific developments after the reform.

v. Describe and debate the socio-political challenges e.g. caste and gender in the economy.

vi. Describe and analyze the trade aspects and trade relations of India in this globalized world.

vii. Describe and analyze the issue of mass poverty, inequality and unemployment in India

d. Overall structure:

This course provides a comprehensive understanding of the Indian economic developments since independence. The course includes

discussion on economic policies during the planning era, economic reforms, issues relating with agriculture sector, manufacturing and service sector. Additionally, the course covers the issues of poverty, employment and inequality and discusses major program and policies launched by government of India to tackle these.

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

Week	Topic	Description	Readings
1	Indian economy during the colonial period	This module explores economic conditions during the colonial period. This module discusses how economic policy of colonial period resulted in the problems of inequalities, underdevelopment and mass poverty during the post-independence period of India.	Bagchi, Amiya K. Colonialism and Indian Economy, OUP, 2010 (Chapter 2, 8, 9).
2-4	Indian Economy in the post-Independence period	This module provides a comprehensive analysis of India's planning process aimed to addressing economic and social challenges of independent India. Topics include key economic policies for sectoral development and transformative liberalization policies of 1990s. Topics include a discussion on the technology aspects in modern India.	Byres, Terence J. The Indian economy: Major debates since independence. Oxford University Press, 2000 (Chapter 3, 4) Chakravarty, Sukhamoy. Development planning: the Indian experience. OUP (1998) (Chapter 1, 2, 3, 4) Sukumar, A.M., Midnight's Machines – A political history of technology in India, Penguin Viking (2019)
5-6	Issues in agricultural development	This module focuses on the agriculture sector. It considers the challenges posed to the agrarian sector from the very beginning of independence. The development of the	Byres, Terence J. The Indian economy: Major debates since independence. Oxford University Press, 2000 (Chapter 5) Srinivasan, T. N. Eight lectures

		agrarian sector during the planning period, introduction of new technology, productivity and growth, stagnation, challenges by the WTO regime, regional distribution, commercialization are included in the discussion.	on India's economic reforms. Oxford University Press, 2000 CH-2 Fan, S., Gulati, A., & Thorat, S. (2008). Investment, subsidies, and pro- poor growth in rural India. Agricultural Economics, 39(2), 163-170. Swaminathan, M. (2024). The Agrarian Economy: Perceptions Versus Reality. Social Change, 54(4), 475-486. Economic Survey 2023-24, Ch-9
7-8	Industrialization: Trends, pattern, and challenges	Examines the phases of industrialization, including the heavy industrialization era, development of small and medium scale industries, post liberalization developments. Special attention is given to structural changes and constraints in a globalized economy.	Byres, Terence J. The Indian economy: Major debates since independence. Oxford University Press, 2000 (Chapter 6) Srinivasan, T. N. Eight lectures on India's economic reforms. Oxford University Press, 2000 CH-1 Kochhar, K., Kumar, U., Rajan, R., Subramanian, A., & Tokatlidis, I. (2006). India's pattern of development: What happened, what follows?. Journal of monetary economics, 53(5), 981-1019. Bloom, N., Eifert, B., Mahajan, A., McKenzie, D., & Roberts, J. (2013). Does management matter? Evidence from India. The Quarterly journal of economics, 128(1), 1-51. Economic Survey 2023-24, Ch-10
9-10	Growth of the service sector	Analyze the expansion and growing significance of the service sector, particularly after liberalization. Discussion include the emergence of duality between the formal and informal segments and the sector's role in economic development.	Eichengreen, B., & Gupta, P. (2011). The service sector as India's road to economic growth (No. w16757). National Bureau of Economic Research. Arnold, J. M., Javorcik, B., Lipscomb, M., & Mattoo, A. (2016). Services reform and manufacturing performance:

			Evidence from India. The Economic Journal, 126(590), 1-39. Economic Survey 2023-24, Ch-11
11-12	International trade and development	The module investigates trade policy evolution from the planning phase to liberalization. It evaluates the performance of key sectors in the global market and their impact on the India's economic development.	Topalova, Petia, and Amit Khandelwal. "Trade liberalization and firm productivity: The case of India." Review of economics and statistics 93.3 (2011): 995-1009. Srinivasan, T. N. Eight lectures on India's economic reforms. Oxford University Press, 2000 CH-8
13	Employment and Unemployment	This module track-down and discusses the overall employment and unemployment situation across gender and caste in post-independence India. The module address issues like Labour force participation, workforce participation and unemployment challenges.	India Employment Report , 2024, published by Institute for Human Development and International Labour organisation (ILO). Ch-2 & Ch-3 State of Working India 2023, Azim Premji University, CH-2, 3, 4 Economic Survey 2023-24, Ch-8
14-15	Poverty & Inequality	India inherited mass poverty and unemployment along with social inequality at the time of independence. Thus, from the very beginning the challenges to the policy makers are to eradicate these problems. But over the period it is observed that although absolute poverty has declined, inequality has gone up tremendously. According to many economists' things have become worse after liberalization. This module discusses the problems of poverty and inequality, and policies adopted to tackle those problems	Dev, S. M., & Ravi, C. (2007). Poverty and inequality: All-India and states, 1983-2005. Economic and Political weekly, 509-521. Bharti, N. K., Chancel, L., Piketty, T., & Somanchi, A. (2024). Income and Wealth Inequality in India, 1922-2023: The Rise of the Billionaire Raj. Himanshu. (2007). Recent trends in poverty and inequality: Some preliminary results. Economic and political weekly, 497-508. Himanshu. 2015. Inequality in India. Seminar. Available at: http://www.india-seminar.com/2015/672/672_himanshu.htm Economic Survey 2023-24, Ch-

			7

Suggested readings (Additional references (books/articles) shall be added according to need):

Krishna, K. L., and Uma Kapila, eds. *Readings in Indian Agriculture and Industry*. Academic Foundation, 2009 (Chapter 1,3,5,10,12,13,16,20).

Kapila, Uma, ed. *Indian economy since independence*. Academic Foundation, 2009.

Goyal, Ashima, eds. *Handbook of the Indian Economy in the 21st Century: Understanding the Inherent Dynamism*. Oxford University Press, 2014 (Chapter 2,6,7,8,11,12).

Balakrishnan, Pulapre , eds. *Economic Growth and Its Distribution in India.* Orient Blackswan, 2015 (Chapter 2, 3, 10, 12, 14, 20).

Drèze, J., & Sen, A. (2013). *An uncertain glory: India and its contradictions*. Princeton University Press.

Basu, K., & Maertens, A. (2012). *The new Oxford companion to economics in India*. Oxford University Press.

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): None.
c. Expertise in AUD faculty or outside: expertise exists within AUD faculty to teach this course.
d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): None.

2. Assessment structure
Mid Term Exam- 50 %
End-Semester Exam-50 %

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies 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 primary School.

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

Recommendation of the School of Undergraduate 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-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 Economics
Course title	Issues in Social Policy in India
Course code	NSUS1EC135
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	January 2025
Course coordinator and team	Dr. Jyotirmoy Bhattacharya

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This course builds on the foundation courses offered in the BA programme such as ‗Contemporary Indian Political Thought' (CIPT) and ‗Indian Constitution and Democracy' (ICD) as well as the foundational elective course Introduction to the ‗Indian Economy' in the BA programmes (first year). This course introduces students specifically to issues and debates around social policy in India.

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

   NA

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

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
   As per course scheduling norms for BA Economics program.

5. How does the course link with the vision of AUD?
   The course contributes to the vision of AUD to ‗mould its students into informed and sensitive professionals who will engage with their social responsibilities and will react to the

needs of the marginalised sections of our society'. This course will expose students to contemporary issues facing social policy in India, the issues in implementation of various schemes and programmes of the poor and vulnerable. Further, this course also imbibes the spirit of AUD's emphasis on interdisciplinary learning. The course will be available for all students of the BA programme.

6. How does the course link with the specific programme(s) where it is being offered?
The BA Economics programme at AUD is designed to provide students a rigorous undergraduate training in economic analysis, with an emphasis on issues confronting developing economies like India. This course will expose students to current debates in social policy in India, linking it to questions of economic policy, development economics and Indian economy. This way it complements other courses offered by the programme such as Introduction to the Indian Economy, Issues in Indian Economy and Development Economics.

7. Course Details:
   a. Summary:
   This course aims to help students get familiar with the components of the welfare state in India, the shortcomings in the implementation of social policy in the country, develop an appreciation of the progress (over time and across states) in strengthening the implementation of these programmes and the current and emerging challenges.

   b. Objectives:
      i. To understand contemporary issues of social policy in India
      ii. To discuss the relationship between economic growth and human development outcomes and the role of social policy
      iii. To introduce students to components of welfare state in India, with a special focus on women, children and socially marginalized groups
      iv. To understand the shortcomings in the implementation of social policy in the country
      v. To understand the components of policy design (through examples of good practices from different states in India) that aid better implementation

   c. Expected learning outcomes:
   At the end of the course students should be able to:

      i. Explain the role of social policy in development
      ii. Describe main components of the welfare delivery in India
      iii. Analyse the gaps in existing schemes and programmes in India.
      iv. Evaluate budget allocations and expenditure of government of India on welfare schemes
      v. Illustrate aspects of design of programmes for reaching the poorest
      vi. Describe and recognise regional as well as caste and gender-based differences in policy emphasis and outcomes

d. Overall structure (course organisation, rationale of organisation; outline of each module):

The course will start with the basics of social policy introducing students to the role that social policy plays in economic development. The course will then build towards an exposure and understanding of social policy in India in different sectors, and their evaluation from the perspective of the vulnerable and marginalised. Given the wide scope of the issues involved.

Tthe attempt is to provide students an exposure to as many sectors as possible but not going in- depth into everything. For e.g. school education includes multiple issues related to legislation, quality, equity, private provision, regulation, child labour etc. The course will only focus on the aspects of public vs private provisioning. Based on this understanding the following are the modules in the course:

vi. Introduction: Growth, Development and Social Policy

In this module, the students will be introduced to the conceptual understanding of a two-way relationship between growth and development and non-income related factors that affect human development outcomes. It will also include an understanding of India‘s position globally and over time in terms of human development outcomes, those which would be the focus of attention of social policy specifically those discussed in the rest of the modules.

vii. Intersectionalities (Caste, Gender) and Social Policy in India

This module will introduce students to intersectionality and determinants of welfare outcomes as well as implementation of social policy. Issues of caste and gender discrimination will be discussed. This is an introductory module and while the different sectors are being discussed in the rest of the course, various examples of social policy will be used to analyse how they can be sensitive or insensitive to these differences.

viii. Inter-state Variations

There is a wide variation in India by states in terms of their human development outcomes. Some broad trends and the explanations for the same will be discussed. Some case studies will be discussed.

ix. Health and Education

In this module, some issues related to health and education policy in India will be discussed. In the case of health, the focus will be on the role of government funded health insurance schemes vs. direct provisioning by government. In case of education, the debates on private vs public schooling will be discussed. Both, will expose students to the literature around privatisation and the universal provision of basic services.

x. Food Security and Employment Guarantee

In this module, the basic issues facing India in terms of income, employment and food security will be discussed. Two important legislations which drive social policy around this, the National Food Security Act (NFSA) and the National Rural Employment Guarantee Act (NREGA) will be discussed. The schemes through which the entitlements in these legislations are enacted will be discussed as well as the critique of the limitations of these legislations along with alternatives and improvements that have been proposed.

xi. Social security, cash transfers and universal basic income

The concepts of social security and social protection will be introduced. Within this the debate on the desirability of a universal basic income scheme in India will be discussed. Existing cash transfers schemes in India for social security such as old age pensions, maternity benefits will also be discussed.

e. Contents (week wise plan with readings):

The readings for the course will be a combination of books and articles. Given the nature of the course, students will also be recommended to read a number of editorial/opinion pieces in newspapers and web-portals (these are not included in the list below). For the schemes that are discussed, students will also be trained to look at budget documents, MIS systems, annual reports etc.

Essential readings in the list below are marked with a *. Some additional supplementary readings will be added each semester to incorporate new articles and policy debates.

Weeks	Topic	Readings
1-2	Introduction: Growth, Development and Social Policy	◦ Drèze and Sen (2013), *An Uncertain Glory: India and its Contradictions* (Princeton: Princeton University Press) [Chapter 1-3] ◦ Drèze, Jean (Ed.) (2016), *Social Policy* (Hyderabad: Orient Black Swan). (Introduction)
3-4	Caste, Gender and Social Policy in India	◦ Drèze and Sen (2013). Chapter 8 ◦ Deshpande, A. (2011). *The grammar of caste: Economic discrimination in contemporary India*. Oxford University Press. ◦ Pellissery, S., Pampackal, A. J., & Bopaiah, P. (2015). Caste and distributive justice: Can social policy address durable inequalities? *Social Policy & Administration*, *49*(6), 785-800.
5-6	Interstate variations	◦ Sinha, D (2016). *Women, Health and Public Services in India: Why are States Different?*, Routledge UK. ◦ Ramachandran, V. K. (2000). ―Human development achievements in an Indian state: A case study of Kerala.‖ In *Social Development and Public Policy* (pp. 46-102). Palgrave Macmillan, London.
7-8	Health and Education	◦ Drèze and Sen. (2013). Chapter 5 and 6] ◦ Srivastava, P. (2010). ―Public–private partnerships or privatisation? Questioning the state's role in education‖ in India. *Development in Practice*, 20(4-5), 540-553. ◦ Rao, S. (2004). ―Health insurance: concepts, issues and challenges.‖ *Economic and Political Weekly,* 3835- 3844. ◦ Dasgupta, Monica (2005), ―Public Health in India: Dangerous Neglect‖, *Economic and Political Weekly*
9-11	Food Security and Employment Guarantee	◦ Drèze and Sen (2013). (Chapter 7) ◦ Narayanan, S., & Gerber, N. (2017). ―Social safety nets for food and nutrition security in India.‖ *Global food security*, 15, 65-76. Himanshu and Sen, A. (2011). ―Why not a universal food security legislation?‖. *Economic and Political Weekly*, 38-47. ◦ Sen, A. (1992). *The political economy of targeting*. Washington, DC: World Bank.

12-13	Social security, cash transfers and universal basic income	◦ Drèze, J., & Khera, R. (2017). ―Recent social security initiatives in India.‖ *World Development*, 98, 555-572. ◦ Bardhan, P. (2017). ―Universal basic income– its special case for India.‖ *Indian Journal of Human Development*, 11(2), 141-143.
13-15	Review and conclusion	

Additional Readings

[Below is a tentative list of additional readings – these will be updated and revised regularly. A select list of these will be covered in the course each time, depending on student interest and contemporary debates]

i. Mkandawire, T., & Unies, N. (2001). Social policy in a development context (Vol. 25). Geneva: United Nations Research Institute for Social Development.
ii. De Haan, A. (2013). The social policies of emerging economies: Growth and welfare in China and India (No. 110). working paper.
iii. Deshpande, A., Goel, D., & Khanna, S. (2018). Bad karma or discrimination? Male– female wage gaps among salaried workers in India. World Development, 102, 331-344.
iv. Weiskopf, Thomas (2004), Impact of Reservation on Admissions to Higher Education in India, Economic and Political Weekly.
v. Coffey, Hathi, Khurana and Thorat (2018), Explicit Prejudice, Economic and Political Weekly.
vi. Baru, R., Acharya, A., Acharya, S., Kumar, A. S., & Nagaraj, K. (2010). Inequities in access to health services in India: caste, class and region. Economic and political Weekly, 49-58.
vii. Desai, S., & Dubey, A. (2012). Caste in 21st century India: Competing narratives. Economic and political weekly, 46(11), 40. Singh, P. (2011). We-ness and welfare: A longitudinal analysis of social development in Kerala, India. *World Development*, *39*(2), 282-293.
viii. Vijayabaskar, M., Swaminathan, P., Anandhi, S., & Balagopal, G. (2004). Human development in Tamil Nadu: examining linkages. *Economic and Political Weekly*, 797-802.
ix. Weiner, M. (1991). The child and the state in India: Child labor and education policy in comparative perspective. Princeton University Press.
x. Nimkar, Nilesh (2019), What standardized testing doesn‘t tell us about learning, India Development Review.

xi. Smith, W. C., & Joshi, D. K. (2016). Public vs. private schooling as a route to universal basic education: A comparison of China and India. *International Journal of Educational Development*, *46*, 153-165.
xii. Garg, S., Bebarta, K. K., & Tripathi, N. (2020). Performance of India's national publicly funded health insurance scheme, Pradhan Mantri Jan Arogaya Yojana (PMJAY), in improving access and financial protection for hospital care: findings from household surveys in Chhattisgarh state. BMC public health, 20(1), 1-10.
xiii. Narayanan, S., Naraparaju, K., & Gerber, N. (2019). Synergies in Social Protection: Impacts of India's MGNREGA and Public Distribution System on the health and nutrition of Women and Children. Available at SSRN 3513358.
xiv. Sinha, D 92015). Cash for food—A misplaced idea. Economic and Political Weekly 50 (16), 17-20
xv. Khera, R. (2006). Mid-day meals in primary schools: Achievements and challenges. Economic and political weekly, 4742-4750.
xvi. Sinha, Dipa (2006), Rethinking ICDS, A rights-based perspective, Economic and Political Weekly.
xvii. Chopra and Pudussery (2014), Social Security Pensions in India, Economic and Political Weekly.
xviii. Sinha, D., Nehra, S., Matharu, S., Khanuja, J., & Falcao, V. L. (2016). Realising Universal Maternity Entitlements. *Economic & Political Weekly*, *51*(34), 49.
xix. Justino, P. (2007). Social security in developing countries: Myth or necessity? Evidence from India. Journal of International Development: The Journal of the Development Studies Association, 19(3), 367-382.

8. Assessment Plan

The final grades will be based on the following:

b. Group Project: In class presentation of any one scheme discussed in the course, including on design, budgets/resources, implementation issues, outcomes (may include field work in Delhi depending on the situation) (20 percent)
c. Drafting a policy brief on the basis of one of the schemes discussed – individual based including finds from the group project (40 percent)
d. End-semester examination: 40 percent

9. Pedagogy:
   a. Instructional strategies: Classroom lectures, presentations, group discussions, video screenings.

   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom with a projector and sound system.
   c. Expertise in AUD faculty or outside

AUD faculty.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) – For the field-based group projects permission to allow visits to Delhi government institutions such as schools, anganwadi centres, ration shops, mohalla clinics etc. would be useful.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies 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 primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Undergraduate 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-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	School of Undergraduate Studies
Programme(s)	BA Economics Honours
Course title	Monetary Economics
Course code	NSUS1EC136
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective for Economics (H); Elective for other disciplines
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
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?

This course builds on the core courses such as Microeconomics and Macroeconomics taught in the BA Economics programme to study emergence of and implications of money, monetary arrangements, and payment systems for the functioning and evolution of the economy.

It is linked to the course EC:134 Money, Banking, and Finance. While EC:134 primarily focusses on institutional details, the proposed course envisages to build deeper conceptual understanding of money as a fundamental institution that facilitates spot exchange of goods and services and intertemporal transfer of resources in all modern economies.

2. Specific requirements on the part of students who can be admitted to this course:
(Pre-requisites; prior knowledge level; any others – please specify)
Microeconomics I, Macroeconomics I & II, or approval by the instructor.

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 third or fourth year.

5. How does the course link with the vision of AUD?

Education for empowerment, equity, and social justice is the moto of AUD programs. Money as an institution empowers people to make economic decisions that would affect individual as well as society's wellbeing. Understanding the foundational underpinnings of this institution will

allow students to clearly enunciate and formulate a response to any policy changes affecting this institution and its capability to ensure fair participation in the economic activity for all.

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

This course builds on the skills students acquire in the core courses from the BA Economics program. It adds to the basket of electives offered by the economics faculty and fills in the gap in the existing courses.

7. **Course Details:**

a. Summary:

Money is said to be the third greatest inventions of mankind! Why is it so? What does money exactly do? What is money in the first place? Why is it important to understand what money does? How much money should we have in the economy as a whole? Should there be someone to regulate this amount? What should we do about financial crises? How is money related to financial intermediation? Is cryptocurrency the way forward? These and other important questions form the core of a course in monetary theory and policy. This course will dig deeper into these questions with the help of a very simple and intuitive framework of the Overlapping Generations Model (OLG) or similar microfounded frameworks. The course envisages to develop a systematic way of thinking about such questions using contemporary economic modeling techniques. As such it also provides a peek into the methodology that economists employ to conduct thought experiments while exploring answers to fundamental questions about economy and society.

b. Objectives:

1. To develop a systematic way of thinking about the consequences of using money through introduction of contemporary economic modeling techniques.
2. To develop analytical skills required for assessing practice of monetary policy in India and elsewhere.
3. To equip students with a cohesive theoretical framework that can be used to assess various monetary arrangements, payment systems, and policies shaping them.
4. To introduce students to dynamic macroeconomic theory and its applications in related fields as a precursor for their higher studies in economics.

c. Expected learning outcomes:

i. At the end of the course students should be able to
ii. Describe the basic friction that gives rise to demand for money.
iii. Demonstrate the welfare improving role of money with the help of a simple economic model.
iv. Use the theoretical framework(s) developed in the course to analyse the impact of any factor that affects the availability of money as an institution.
v. Use the theoretical framework(s) developed in the course to illustrate the emergence of financial intermediation in the economy.

vi. Use the theoretical framework(s) developed in the course to carry out simple policy experiments and clearly outline their implications.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

While the course can be taught using variety of theoretical perspectives, the overall organisation here is based on a microfounded dynamic general equilibrium modelling approach. The primary objective in adopting this approach is to train students in systematically thinking about economic questions rather than treat the subject of monetary economics as a collection of facts and institutional details.

The course starts with the discussion of fundamentals of money and monetary institutions. After emphasizing why money emerges as a medium of exchange through historical and theoretical discussions and readings, an overlapping generations model (OLG) is used to capture this basic role of money. The units then are arranged as per the modifications of the original model to approximate the functioning of monetary institutions and policies in the real world.

i. Unit 1: The fundamentals of money.
A brief historical survey of money and its development over centuries along with discussion of basic frictions in the economy that give rise to demand for a medium of exchange will be covered.

ii. Unit 2: Modelling money- the overlapping generations (OLG) model. approach.
The main modelling framework will be introduced and then used to demonstrate conditions under which money can improve on the set of allocations in the economy than in a setting without it.

iii. Unit 3: Money and financial intermediation.
The basic OLG model is modified to explore the role money plays in facilitating financial intermediation. Issues related to payment systems and the evolving role of technology in facilitating virtual goods and financial transactions will also be touched up on. This is a precursor to understanding the banking system and its regulation via a central bank in the next topic.

iv. Unit 4: Monetary Policy in theory and practice.
Understanding the role of a central bank in facilitating financial intermediation and payments system and its regulation. Topics like credit creation, measurement of money supply, money multiplier will be discussed in detail in this context.

v. Unit 5: Money and Government Debt.
Role of fiscal policy in an economy is explored by modifying the basic OLG model to allow for a government to borrow from the banking system. Discussion will centre around issues relating to deficit financing and seignorage and its impact on the economy.

vi. Unit 6: Money and the informal economy.
Money in the form of cash plays a significant role in sustaining informal economy in a developing country like India. Questions like what is the effect of different policies on monetary institutions and the sectors that depend on them substantially will be discussed here.

vii. Unit 7: Heterodox perspectives on Money.

The mainstream microfoundations approach is not the only approch to understand existence of monetary institutions and their impact on the economy. This section will cover some heterodox approaches to money by modifying the OLG model and explore their implications.

e. Contents (week wise plan with readings):

The main textbook for the course will be:

Chapman B, S Freeman, & J Haslag (2016), *Modelling Monetary Economies*, *Cambridge University Press*, Fourth Edition. Additional readings will be provided during the course. Some of the readings that form the core are given below.

Week	Topic	Readings
1	Introduction. Syllabus, The Idea of Money	
1	Evil is the root of money	Reading: Evil is the Root of All Money, David Andolfatto Kiyotaki, N., & Moore, J. (2002). Evil Is the Root of All Money. *The American Economic Review, 92*(2), 62-66.
2	How about some private money?	Champ, B(2007), Private Money in Our Past, Present, and Future, Federal Reserve Bank of Cleveland, Working Paper.
	Commodity Money- some history	Garg, S (2013), The Sikka and the Raj, Manohar. Chapters 1 and 2.
	Understanding the effects of using money- On Importance of Modelling.	The Methodology of Positive Economics by Milton Friedman.
3	A Simple Model of Money	Chapter 1, Champ, Freeman, and Haslag (2016).
4	Inflation	Chapter 3, Champ, Freeman, and Haslag (2016).
5	International Monetary Systems	Chapter 4, Champ, Freeman, and Haslag (2016).
6	Capital	Chapter 6, Champ, Freeman, and Haslag (2016).
7	Liquidity and Financial Intermediation	Chapter 7, Champ, Freeman, and Haslag (2016).
8	Central Banking and Money Supply	Chapter 8, Champ, Freeman, and Haslag (2016). Dua P (2020), Monetary Policy Framework in India, Indian Economic Review, 55:117–154
9	The Payments System	Chapter 11, Champ, Freeman, and Haslag (2016).
11	Deficits and the National Debt	Chapter 12, Champ, Freeman, and Haslag (2016).
13	Money and informal economy	Galor, O. (1992). A Two-Sector Overlapping-Generations Model: A Global Characterization of the Dynamical System.
14	Heterodox perspectives on Money, Digital economy	David Andolfatto, 2018. "**Reconciling Orthodox and Heterodox Views on Money and Banking**," Review of Economic Analysis, Digital Initiatives at the University of Waterloo Library, vol. 10(4), pages 351-370, November.

Assessment:

The following assessment combination is suggested to achieve learning outcomes for students. However, instructors have freedom to devise their own schemas as deemed appropriate.

Assessment	Contribution to Final Grade
Exams (2)	30% each
Problem Sets	20%
Presentations/Term Paper	20%

8. **Pedagogy:**
   a. Instructional strategies: a combination of lectures, readings, and audio-visual material.

   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)
      i. NA.

Signature of Cours oordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies 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 primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Undergraduate Studies:

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

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	Undergraduate Studies
Programme(s)	BA Economics
Course title	Game Theory
Course code	NSUS1EC134
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter Semester 2025
Course coordinator and team	Taposik Banerjee

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

   The course is designed with an objective to prepare students for higher studies in Economics. The course is based on what they have learned from the Microeconomics courses at the undergraduate level.

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

   Successful completion of Microeconomics-1 and Microeconomics-2 courses offered in 3rd and 4th semesters.

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.

5. How does the course link with the vision of AUD?

   This is an optional course for sixth semester undergraduate economics students. The course was designed with the intention to prepare and inspire students for higher studies in economics. The course would help the students to understand the nature of modern social and economic institutions. The course would enable them to conduct and understand, 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?
The course is considered to be integral parts of modern economic analysis. The course introduces the basic concepts of game theory so that the students may use them to solve simple problems. These concepts will help students understand strategic interactions between people and groups of people and their implications for social and economic outcomes. This directly ties up with AUD's vision of scholarship fulfilling social needs by providing tools to students to understand many of the central social and economic issues that confront all citizens in a modern economy.

7. **Course Details:**
   a. Summary:

   The course introduces students to game theory and its various aspects. Topics covered include properties of binary relations and preferences of a rational individual, decision making process. The concepts of static games and dynamic games with complete and incomplete information along with their application in economics will also be covered.

   b. Objectives:
      1. *To give students a firmer grounding in economic theory.*
      2. *To introduce students to abstract economic reasoning that characterizes higher studies in economics.*
      3. *To introduce students to the concepts of game theory that are building blocks of advanced economic theory.*
      4. *To introduce students to the concept of Nash Equilibrium with pure and mixed strategies.*
      5. *To introduce students to static and dynamic games.*

   c. Expected learning outcomes: At the end of the course students will be able to

      1. *Formalise a social or economic situation of strategic interaction in the form of a game.*
      2. *Understand and describe the ways in which people behave and make decisions.*
      3. *Analyse the functioning of societies and their institutions.*
      4. *Determine and evaluate an equilibrium in a situation of strategic interaction.*
      5. *Solve for Nash Equilibrium under pure and mixed strategies.*
      6. *Solve for SPNE for games without perfect information.*
      7. *Determine and evaluate the outcome of an auction.*

   d. Overall structure (course organisation, rationale of organisation; outline of each module):

      1. *Introduction to decision theory*

2. *Simultaneous games: dominance, iterated dominance, and best response*
3. *Nash equilibrium: pure strategies*
4. *Nash equilibrium II: mixed strategies, games with a continuum of strategies*
5. *Sequential games of perfect information: backward induction*
6. *Sequential games without perfect information: subgame perfect equilibrium*
7. *Static games of incomplete information*

e. Contents (week wise plan with readings):

The main text of course will be:

Game Theory: An Introduction by Steven Tadelis, Princeton University press (2013)
A Primer in Game Theory by Robert Gibbons, Prentice Hall
An Introduction to Game Theory by M. J. Osborne, Oxford University Press

Additional readings:
Games of Strategy by Dixit, Skeath and Reiley, W. W. Norton and Co.
Strategy: An Introduction to Game Theory by J. Watson, Viva Books, 2nd ed
Fun and Games: A Text on Game Theory by K. Binmore, D. C. Heath and Company

Week	**Plan/ Theme/ Topic**	**Core Reading**	**Additional Suggested Readings**
1-2	Intoduction to rational decision making problem and the theory of rational choice	ST Ch 1	Relevant chapters from Gibbons and Osborne
3-4	Static games of complete information: Normal form games, Matrix representation, Iterated elimination and common knowledge of rationality	ST Ch 3,4	Relevant chapters from Gibbons and Osborne
5-6	Nash Equilibrium and its applications: Cournet model, Bertrand model, Tragedy of commons, Other standard games	ST Ch 5	Relevant chapters from Gibbons and Osborne
7	Mixed strategies, beliefs and expected payoffs, Mixed strategy Nash equilibrium	ST Ch 6	Relevant chapters from Gibbons and Osborne
8	Dynamic games of complete information: Extensive form representation, game trees, Imperfect versus Perfect information, Nash equilibrium and Paths of play	ST Ch 7	Relevant chapters from Gibbons and Osborne
9	Sequential rationality and backward induction : examples	ST Ch 8	Relevant chapters from Gibbons and Osborne
10	Subgame perfect Nash equilibrium: examples	ST Ch 8	Relevant chapters from Gibbons and Osborne
11-12	Multistage games and Repeated games	ST Ch 9, 10	Relevant chapters from Gibbons and Osborne

13-14	Static games of incomplete information: Bayesian games, Auctions	ST Ch 12, 13	Relevant chapters from Gibbons and Osborne
15	Revision of the course		

8. **Pedagogy:**
   a. Instructional strategies:
      - Class Room Teaching
   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
      Classroom, Projector, Whiteboard,
   c. Expertise in AUD faculty or outside
      Present AUD faculty has expertise
   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
      -NO

9. **Assessment Structure**

   Mid Sem Exam- 50 %
   End Sem Exam- 50 %

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies 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 primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Undergraduate 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-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 Undergraduate Studies
Programme(s)	B.A (H) English
Course title	Literature and Cinema
Course code	NSUS1EN212
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	
Course coordinator and team	Dr. Sapna, Dr. Diamond

1. How does the course link with the vision of AUD?
   Located at the cusp of literature, cinema studies and performance studies, the course exemplifies the multi-disciplinarity inherent in the unique programme structures of AUD.

2. How does the course link with the specific programme(s) where it is being offered?
   The course aims to familiarize the B.A. (H) English students with the interdependence between the two processes of signification, deliberating on how transference of signifiers from one to the other impacts narrativity, how different contexts shape different texts differently and other debates within adaptation studies.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   The course is connected with the course titled, "Understanding Cinema" offered by the same programme as an Elective in the fourth year, which focuses on the cinematic medium, its historical trajectory, various types of cinematic techniques and so on. The current course, however, focuses on the relationship between literature and cinema.

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, though a basic familiarity with the prescribed texts would be appreciated.

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

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long, lecture mode with a multi-media approach.

7. **Course Details:**
   a. Summary:

   This course will look closely into the 'formal' and 'narratological' relation between cinema and literature, with the help of a few works of fiction (and other forms) made into films. The course will introduce various ways in which literature and the moving image converge and

diverge; as well as correspond through the theory of 'narrative', which is also a source of long conflict through much of the history of cinema. The inter-dependence of the two art forms is full of the ambiguity that both the arts collectively and individually re-present, effectively ensuring that the fruition of the collaboration is often far from simple. There are various levels of complexity involved in this relationship but since this is a B.A level course, the content is designed keeping in mind largely the dynamics of *adaptation*. The texts/films have been chosen in such a way that each have not only withstood the discontents of adaptation but have been able to contribute to their own forms in either literature or cinema and have managed to expend them.

b. Objectives:

The primary objective is to understand the politics and process of narrative and its possible modes of transference when literary forms are adapted into cinematic forms. The course would like to ask how the process of signification in cinema vary and collide with literary sources, how each form makes their own claims to the narrative and what are the major debates in world cinema around the problems of adaptation.

c. Expected learning outcomes:

The course will involve understanding of elementary concepts of cinema, cinematic language and practice, and the basics of adaptation theory apart from also reading into the various narrative strategies of genres like the novel, theatre, and science-fiction. It is hoped that students will be able to assess cinematic adaptations not only as a compendium of attractive images but also as a method of translating textual material into a visual mode of storytelling. The creative component in the assessment will encourage students to apply the concepts learnt during the course and demonstrate a critical understanding of the relationship between a written and a performative text.

d. Overall structure (course organisation; rationale of organisation; brief module outlines): The course will be structured around sequential textual analysis of the various texts within each module, juxtaposing, comparing and contrasting multiple texts, tracing parallels and divergences across them. Also, the course coordinator may choose either of the novellas in Module 4, depending on preference and expertise.

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:
Suggested readings:

Module 1: Form, Theories, Practices [Week 1-4, No. of classes - 8]
This introductory module aims to familiarize students with the basics of genre and form in the two mediums before moving on to theories around adaptation as impacted by changes in the notion of the text and the figure of the author.

- *Form* in literature: various genres and narrative techniques (drama, science fiction, novel)
- *Form* in cinema (adaptation of drama, science fiction, novel) and basic concepts and language of cinema (narrative, plot, story, documentary, diegetic, non-diegetic, *mise-en-scène*, sound, lighting, editing, camera angles etc.)
- Theories of adaptation and question of origin and authorship

Essential readings:
James Monaco, "The Language of Film: Signs and Syntax," Chapter 3 in *How to Read a Film: The World of Movies Media and Multimedia.* New York: OUP, 2009, pp. 170-249.
Linda Hutcheon, "On the Art of Adaptation", *Daedalus*, Vol. 133, No. 2 (2004), pp. 108-111. MIT Press. URL: https://www.jstor.org/stable/20027920
Thomas Leitch, "Adaptation Studies at a Crossroads", *Adaptation*, 2008, Vol 1, No. 1, pp. 63-77.
Robert Stam, "Beyond Fidelity: The Dialogics of Adaptation." *Literature and Cinema: Readings.* Delhi: Worldview, 2018. Pp. 171-198.

Suggested readings:
Walter Benjamin "The Work of Art in the Age of Mechanical Reproduction." *Illuminations*, edited by Hannah Arendt, translated by Harry Zohn, from the 1935 essay. New York: Schocken Books, 1969.
Laura Mulvey, "Visual Pleasure and Narrative Cinema." *Film Theory and Criticism: Introductory Readings*, eds. Leo Braudy and Marshall Cohen. New York: Oxford UP, 1999, pp. 833-44.
Susan Hayward. *Cinema Studies: The Key Concepts*. Routledge: London and New York, 2000.
Leland A. Poague. "Literature vs. Cinema: The Politics of Aesthetic Definition." *The Journal of Aesthetic Education*, Vol. 10, No. 1 (Jan., 1976), pp. 75-91. University of Illinois Press. URL: https://www.jstor.org/stable/3332010
Michel Foucault. "What is an author?"
Roland Barthes. "The Death of the Author."
Andrew Sarris. "Literature and Film." *The Bulletin of the Midwest Modern Language Association*, Vol. 4, No. 1 (Spring, 1971), pp. 10-15. Midwest Modern Language Association. URL: https://www.jstor.org/stable/1314967
Andre Bazin. "Adaptation, or the Cinema as Digest." *Film Adaptation*, edited by James Naremore. New Brunswick and New Jersey: Rutgers UP, 2000, pp. 19-27.
Vebhuti Duggal et al edited *Film Studies: An Introduction.* Worldview Publications, 2022.
Christian Metz, "The Cinema: Language or Language System?," in *Film Language: A Semiotics of the Cinema*, trans. Michael Taylor (Chicago: University of Chicago Press, 1991).

Module 2: Cinema from dramatic literature [Week 5-8, No. of classes - 8]
This module will look into how Shakespeare has been adapted to cinemas.
- William Shakespeare, *Macbeth* (1606)
- Akira Kurosawa, *Throne of Blood* (1957)
- Vishal Bhardwaj, *Maqbool* (2003)

Essential readings:
William Shakespeare, *Macbeth* (1606), Arden edition.

Anthony Dawson. "Cross-cultural Interpretation: Reading Kurosawa Reading Shakespeare." *A Concise Companion to Shakespeare on Screen,* edited by Diana E. Henderson. USA, UK, Australia: Blackwell, 2006.
Keiko I. Mcdonald. "Noh into Film: Kurosawa's *Throne of Blood.*" *Journal of Film and Video,* Vol. 39, No. 1, Japanese Cinema (Winter 1987), pp. 36-41.
Zvika Serper. "The Bloodied Sacred Pine Tree: A Dialectical Depiction of Death in Kurosawa's *Throne of Blood* and *Ran.*" *Journal of Film and Video,* Vol. 52, No. 2 (Summer 2000), pp. 13-27.
Moinak Biswas. "Mourning and Blood-ties: Macbeth in Mumbai." *Journal of the Moving Image.*
Poonam Trivedi. "'Filmi' Shakespeare." *Literature and Cinema: Readings.* Delhi: Worldview, 2018. Pp. 112-133.

Suggested readings:
Robert Shaughnessy. *The Routledge Guide to William Shakespeare.* London and New York: Routledge.
Ania Loomba. *Shakespeare, Race, and Colonialism*. New York: OUP, 2002.
Gabriel Egan. *Shakespeare*. Edinburgh UP.
Julie Sanders. *Adaptation and Appropriation*. London and New York: Routledge, 2006.
Deborah Cartmell. *Interpreting Shakespeare on Screen*. London: Macmillan, 2000.

Module 3: The Science Fiction [Week 9-11, No. of classes - 6]
This module is about adapting science-fiction into cinema making use of the inherent visual properties of this genre.

- Arthur C Clark, *The Sentinel* (1948)/ *Encounter in the Dawn* (1953)
- Stanley Kubrick, *2001: A Space Odyssey* (1968)

Essential readings:
Arthur C Clark, *The Sentinel* (1948) and *Encounter in the Dawn* (1953)

Suggested readings:
Tymn, Marshall B. "Science Fiction: A Brief History and Review of Criticism." *American Studies International*, vol. 23, no. 1, 1985, pp. 41–66. *JSTOR*, http://www.jstor.org/stable/41278745. Accessed 25 Apr. 2024.
Roberts, Adam. *Science Fiction.* USA and Canada: Routledge, 2006.
James, Edward and Farah Mendlesohn, eds. *The Cambridge Companion to Science Fiction.* UK and NY: CUP, 2003.
Freedman, Carl. *Critical Theory and Science Fiction.* Middletown and Connecticut: Wesleyan UP, 2000.
Suvin, Darko. *Positions and Presuppositions in Science Fiction.* Houndmills and London: Macmillan Press, 1988.
Suvin, Darko. "On the Poetics of the Science Fiction Genre." *College English*, Vol. 34, No. 3 (Dec., 1972), pp. 372-382. URL: http://www.jstor.com/stable/375141.
Bould, Mark et al. *The Routledge Companion to Science Fiction.* London and NY: Routledge, 2009.
Robert Poole. "The Myth of Progress: *2001: A Space Odyssey.*" *Limiting Outer Space*, ed. Alexander C. T. Geppert. Palgrave Macmillan, 2018.

Module 4: The Novella [Week 12-14, No. of classes - 6]
This module is about the wide-canvas literary novel and how cinema, keeping the mind the limitations of time and narrative unity, manages to adapt them.

- Thomas Mann, *Death in Venice* (1912)
- Lucino Visconti, Death in Venice (1971)

Essential readings:
Thomas Mann, *Death in Venice* (1912)

Suggested readings:
George P. Stein. "Death in Venice: From Literature to Film." *The Journal of Aesthetic Education*, Vol. 16, No. 3 (Autumn, 1982), pp. 63-70. URL: https://www.jstor.org/stable/3332193

OR

Colonialism and Counterculture [Week 12-14, No. of classes - 6]
This module would look at critique of grand narratives in literature and cinema.

- Joseph Conrad, *Heart of Darkness* (1902)
- Francis Ford Coppola, *Apocalypse Now* (1979)

Essential readings:
Joseph Conrad, *Heart of Darkness* (1902)

Suggested readings:
Walter Murch and Michael Ondaatje. "apocalypse then and now." *Film Comment*, Vol. 37, No. 3 (MAY/JUNE 2001), pp. 43-47. Film Society of Lincoln Center. URL: https://www.jstor.org/stable/43578447

Jamie Sherry. "Paratextual Adaptation: *Heart of Darkness* as *Hearts of Darkness* via *Apocalypse Now.*" *A Companion to Literature, Film and Adaptation*, ed. Deborah Cartmell. Oxford: Wiley- Blackwell, 2012. Pp. 374-390.

Module 5: Revision of core concepts [Week 15, No. of classes – 2]
This module aims to consolidate the learning outcomes by reinforcing key concepts taught during the transaction of this course, highlighting interconnections between the various modules and probing questions for further research.

(ii) Assessment Plan (weight, mode, scheduling) for the course:
Assessment 1: 10% for class participation throughout the transaction of this course
Assessment 2: 40% - to be submitted by the middle of the semester
Group project (4-6): Short film making (10-12 min) with a report on the process, highlighting each individual's contribution to the group project and illustrating an understanding of the process of adaptation.
OR
Individual creative project: A self-written script, adapted from a work of one's choice.
Assessment 3: 50% for end semester written examination

8. **Pedagogy:**
    a. Instructional strategies: A multi-media approach will be followed to engage the students in sequential textual analysis aimed at probing questions such as:
    Does the adaptation seek to replicate or interpret the text?
    How do the cultural, historical, political, social, economic, ideological contexts shape the various texts differently?
    How does the medium and the resources specific to that medium impact the content?
    How do different medias supplement (add value to as well as replace) each other?
    How texts draw on various sources, are caught in intertextual relationships with a variety of texts: what are the implications of such intertextual relationships?
    Factors influencing production and reception of various texts under discussion.
    b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Laptop, projector, audio-video system
    c. Expertise in AUD faculty or outside: AUD faculty
    d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): None

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies 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 primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Undergraduate 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 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	School of Undergraduate Studies
Programme(s)	BA English (Honours)
Course title	Postcolonial Literatures
Course code	NSUS1EN213
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Compulsory for BA English and elective for other disciplines
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	
Course coordinator and team	Dr. Vikram Singh Thakur (CC) & Dr. Sanju Thomas

1.How does the course link with the vision of AUD?

Named after Dr. B.R. Ambedkar, the university's vision prioritizes two important ideals – equity and social justice. These two ideals are also important pivots around which of Postcolonial Studies hinge as it grapples with the legacies of colonialism, imperialism, racism and neo-colonialism. In a nation that was subjected to systematic oppression, inequality and injustice under colonialism, it is imperative that it engages with its own historical, social, political, literary and cultural contexts before radiating outwards. Keeping this in mind, this course aims to deepen the historical and contemporary understanding of the larger issues of postcolonial societies as reflected in literary and cultural realms.

2.How does the course link with the specific programme(s) where it is being offered?

The B.A. English programme at Dr. B. R. Ambedkar University has a commitment "to dismantle the hierarchy between British Literature and other literatures in English, including literatures in translation." Committed to teaching literatures other than British and American, this course seeks to engage with diverse body of literature produced by the former European colonies all of whom had suffered the brutal history of colonialism, imperialism and racism. However, with their formal decolonization in the second half of the 20th century, such postcolonies began to emerge as new centers of critical and cultural inquiry especially by rejecting a perspective that had hitherto been Eurocentric. Instead, most of the newly formed nation-states introduced a more organic approach to understanding their own cultures that was rooted within. The course is thus an attempt to bring students closer to such debates and issues in literature while simultaneously engaging them with hopes and aspirations of postcolonial subjectivities as reflected in their literatures.

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

Yes, the course builds up to an MA English elective course titled "Postcolonial Theory and Practice." However, while the course offered to undergraduate students is introductory in nature, the MA course is more advanced and theoretical in its approach.

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:**

a. Summary: This course is an introduction to Postcolonial Literatures. The experiences of colonialism, struggles of postcolonies in an independent world, the rebuilding of a nation and the forging of remembered cultures with the ones inherited due to the colonial experience are some of the recurring motifs in post-colonial literatures across the world. Themes such as these will be taken up for class discussion through a variety of theoretical, literary and cultural texts drawn from various postcolonial geographies like Africa, India and South America. The course would also look at the debate around postcolonial theoretical mode of analysis as suggested by Aijaz Ahmad against Jameson's more universalist approach which overlooks local socio-cultural and historical specificities.

b. Objectives: The course intends to introduce students to various literatures written and being written in postcolonial societies. These literatures reflect issues that are of immediate relevance to readers from postcolonial cultures. By the end of the course students will have gathered knowledge about such crucial issues like colonialism, imperialism, neo-colonialism, racism, representation, decolonization, the debate over language, subaltern identities among others that are central to postcolonial studies. The course will explore the aforementioned concerns through theoretical, literary and cultural texts drawn from various postcolonial nations.

c. Expected learning outcomes:

Develop critical thinking and writing skills

ii. Analyse primary texts in detail
iii. Synthesise ideas discussed in class with their reading of texts
iv. Gain insight into the cultures of formerly European colonies

v. Understand central terms and concepts in postcolonial studies
vi. Apply postcolonial criticism on a variety of literary and cultural texts

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course has been designed to have 4 modules. While the first module takes up theoretical issues and debates in postcolonial literatures, other three modules have been devised around literary genres viz. drama, fiction and poetry.

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

(b) (i) **Module I| INTRODUCTION: ISSUES AND DEBATES (Week 1-5)**

As the title suggests this module introduces students to Postcolonial Studies an area which they may be unfamiliar with. It is important for students to understand the nature and reasons for the rise of this field of knowledge. While it problematizes the nature of English literary studies in postcolonial societies it also introduces them to various debates and issues in this area of literary study like language, identity, representation and decolonisation. The module will prepare the theoretical framework for the modules to follow. The module shall take up foundational theoretical debates in Postcolonial theory including the language, identity, history and representation. The module emphasise the need for a theoretical framework(s) suited for post-colonial nations.

Essential Readings:

Rushdie, Salman. "Commonwealth Literature Does Not Exist". *Imaginary Homelands: Essays and Criticism 1981-91*. London: Granta Books, 1992. pp. 61-70.

Ngugi wa Thiong'o. "The Language of African Literature". *Decolonising the Mind: The Politics of Language in African Literature*. London: James Curry, 2005 (1981). pp. 4-33.

Achebe, Chinua, "The Politics of Language". *The Post-Colonial Studies Reader*. 2nd Edition. Eds. Bill Ashcroft et al. London and NY: Routledge, 2006. pp. 268-271.

Said, Edward. "Orientalism". *The Post-Colonial Studies Reader*. 2nd Edition. Eds. Bill Ashcroft et al. London and NY: Routledge, 2003. pp. 87-91.

Guha, Ranajit. "On Some Aspects of the Historiography of Colonial India." Subaltern Studies I: Writings on South Asian History and Society. Ed. Ranajit Guha. New Delhi: Oxford

University Press, 1982.
Shinde, Gauri. Dir. *English Vinglish* (2012).

Suggested Reading:

Loomba, Ania. *Colonialism/Postcolonialism.* London: Routledge, 1998.
Mishra, Vijay & Bob Hodge. "What is post(-)colonialism?", *Textual Practice*, 5:3 (1991), 399-414.
Ahmad, Aijaz. Jameson's Rhetoric of Otherness and the 'National Allegory'". *In Theory: Classes, Nations, Literatures*. Verso: London, 1992.

Jameson, Frederic, "Third-World Literature in the Era of Multinational Capitalism". *Social Text,* No. 15 (Autumn, 1986), pp. 65-88.
Ashcroft, Bill, et al. Eds. *Postcolonial Studies: The Key Concepts*. London and New York: Routledge, 2009 (2000).

Ashcroft, Bill, et al. Eds. "Re-Placing language: Textual strategies in post-colonial writing." *The Empire Writes Back: Theory and Practice in Post-colonial Literatures.* London: Routledge, 1989. pp. 37-76.

Module 2| POSTCOLONIAL DRAMA (Week 6- 9)

This module introduces students to drama in postcolonial societies. Drama has helped raise issues that have been significant for postcolonial societies. Issues like postcolonial subjectivity, decolonisation, use of indigenous myths, histories and cultures are some of these which this module will engage students with. One of the following dramas shall be discussed in class:

Essential Readings:

Soyinka, Wole. "The Lion and the Jewel". *Collected Plays II*. Oxford: Oxford UP, 1974.

Karnad, Girish. "Tughlaq." *Collected Plays: Volume 1*. New Delhi: OUP, 2005. pp. 5-99.

Suggested Readings:

Gilbert, Helen and Joanne Tompkins. "Introduction: Re-Acting (To) Empire". *Post-colonial Drama: Theory, Practice, Politics.* London and NY: Routledge, 2002 (1996). pp. 1-14.

----------. "Re-citing The Classics: Canonical Counter-Discourse". *Post-colonial Drama: Theory, Practice, Politics.* London and NY: Routledge, 2002 (1996). pp. 15-52.

Dharwadker, Aparna Bhargava. “The Ironic History of the Nation”. *Theatres of Independence: Drama, Theory, and Urban Performance in India since 1947*. Iowa: University of Iowa Press, 2005. pp. 218-267.

Module 3| POSTCOLONIAL FICTION (Week 10-13)

This module will engage students with colonial and postcolonial fiction. The module problematizes the issue of representation in colonial fiction like Joseph Conrad’s *Heart of Darkness*. Only after sufficiently theorising on this aspect students move to postcolonial fiction and various issues it raises like colonial encounter, identity and subjectivity. The shall then move to discuss the subaltern identity in Mahasweta Devi’s works especially through a discussion of her short story “Draupadi.”

Essential Readings:

Achebe, Chinua. *Things Fall Apart*. Penguin Classics, 2001 (1958).

Devi, Mahasweta. “Draupadi”. Tr. Gayatri Chakravorty Spivak. *Critical Inquiry* 8.2 (1981) pp. 381-402.

Suggested Readings:

Achebe, Chinua. "An Image of Africa: Racism in Conrad's 'Heart of Darkness'" *Massachusetts Review*. 18. 1977. Rpt. in Heart of Darkness, An Authoritative Text, background and Sources Criticism. 1961. 3rd ed. Ed. Robert Kimbrough, London: W. W Norton and Co., 1988, pp.251-261.

Conrad, Joseph. *Heart of Darkness*. Collins Classic, 2010.

Pati, Mitali R. “Mahasweta Devi's Rhetoric of Subversion in “Draupadi””. *South Asian Review* 20.17 (2017), pp. 86-91.

Module 4| POSTCOLONIAL POETRY (Week 14-15)

This module will introduce students to the poetic genre in postcolonial societies. Through a selection of poems that deal with diverse thematic concerns, the module will explore the questions of colonialism, identity & culture and diaspora. Two to three poets shall be discussed in class from the following list:

Essential Readings:

Walcott, Derek. "A Far Cry from Africa", "Goats and Monkeys". *Neruda, Walcott and Atwood: Poets of the Americas*. Ed. Ajanta Dutt. Delhi: Worldview, 2001. pp. 104-107.

Parthasarathy, R. Excerpts from "Exile", "Trial", "Homecoming". From *Rough Passage*. New Delhi: OUP, 1977.

Neruda, Pablo. "The Way Spain Was", "Discoverers of Chile". *Neruda, Walcott and Atwood: Poets of the Americas*. Ed. Ajanta Dutt. Delhi: Worldview, 2001. pp 8-9.

Bennet, Louise. "Colonization in Reverse" and "Dutty Tough." https://www.best-poems.net/louise-bennett-coverley/poems.html

Suggested Readings:

Patke, Rajeev S. "Poetry and Postcoloniality." *Postcolonial Poetry in English*. NY: OUP, 2006. pp. 3-28.

King, Bruce. *Modern Indian Poetry in English*, revised ed. Oxford UP, 2001.

Jaidka, Manju and Tej N. Dhar. The *Encyclopedia of Indian Writing in English*, New Delhi: Routledge, 2004.

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

S. No.	Assessment	Period in which the assessment will take place	Weightage	Mode
1.	Mid-semester Exam	As per AUD calendar	50%	In-class
2.	End-semester Exam	As per AUD calendar	50%	In-class

8. **Pedagogy:**
   a. Instructional strategies: Although lecture method will be used for teaching the course, students would be expected to participate in class discussions. The course shall make use of documentaries to enhance the students' understanding of various modules.

   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: In house expertise

   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 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 primary School.
3.In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Undergraduate 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 VII

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) with Major in English
Course title	Written for Children and Young Adults
Course code	NSUS1EN233
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Discipline Specific Elective/ General Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	
Course coordinator and team	Dr Usha Mudiganti

1. How does the course link with the vision of AUD?

   This course will lead students‘ to re-examine familiar books they would have read as children and, in line with AUD‘s vision, help them develop their critical acumen about the linkages between literature and culture.

2. How does the course link with the specific programme(s) where it is being offered?

   The BA English programme attempts to build the undergraduate student‘s awareness of the dialogues literature has with culture and society. This course, with its focus on childhood and on children‘s literature, will lead the student into critically examining the phenomenon of childhood in cultures through re-reading familiar children‘s books to learn about the ways in which the norms of childhood get established in different societies.

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

   An MA English course titled ―Literatures of Childhood‖ also includes some children‘s literature texts and some discussions in the course focus on children‘s literature within Anglo-American literary traditions. However, that course‘s focus is on the child in literature while this one looks specifically at children‘s literature.

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

   An interest in childhood studies would be required. Additionally, some knowledge of children‘s literature would be beneficial.

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

As per the norms of SUS and the University.

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 will introduce the students to emergence of the child as a target reader of literature in English and proceed with tracing the journey of children‘s literature across the English-speaking world to the contemporary significance of this form of literature. It will examine texts written to address child-readers of literature in Britain, North America and India. It will showcase the changing mores of childhood over the ages. While engaging with the idea of childhood, the origin and use of the new category of the young adult will also be discussed, with the specific aim of comprehending the ways in which perceptions of childhood have changed. The course will cover many zeniths and nadirs of children‘s literature through three centuries while discussing issues such as the changing ideal of literature for children, the changes in the education of the child, appropriation of literary texts by child readers, the politics of abridgement, endeavours towards engendering the child through literature, elements of subversion in writing for children and the various uses of the realm of fantasy in children‘s literature. Various sub-genres within children‘s literature like allegories, didactic writing, school stories, adventure fiction, fantasy fiction, anthropomorphic stories, moral tales, picture books, verses, plays, popular fiction and the variety of fiction known as domestic dramas will be sampled during class discussions.

   b. Objectives: Assuming that undergraduate students will have read some amount of literature written specifically for children, the objective of the course is to illustrate the complexity of the enterprise called writing for children and to then to re-read familiar texts to be able to critically examine the norms of childhood. It would equip the student to question notions such as homogeneity of childhood, the purported innocence of children and would illustrate the vulnerability of the marginalized state called childhood.

   c. Expected learning outcomes: The student will understand the heterogeneity built into childhood. They would be able to use their knowledge of childhood and children‘s literature to interact with children in professional capacities where they would meet children on a day-to-day basis. They will learn to value the distinct phase of human life called childhood.

   d. Overall structure (course organisation; rationale of organisation; brief

module outlines):

1. Module 1: Origins of children‘s literature
    - Discovery of childhood through a reading of ―Two Concepts of Childhood from *Discovery of Childhood* (1960)
    - Childhood in Britain in the late-Romantic and Early Victorian periods
    - The Puritans and childhood in New England
    - Colonial Childhoods

2. Module 2: The module will cover literacy among children and publishing for children with the following themes:
    - The Education Acts, Reform Acts and School Boards in Britain.
    - Earliest attempts at attracting children into reading books
    - Publishing for children and the movement between continents
    - Linkages between formal education and leisure reading

3. Module 3: The Victorian Child – *Alice‘s Adventures in Wonderland* (1865) by Lewis Carroll. The module will not only look at the _ideal‘ of the Victorian Child but will also critique this purported ideal through the novel mentioned above.

4. Module 4: Resisting Growing Up – *Peter Pan* (1904) by J M Barrie. The module will dwell upon the celebration of the childhood in early 20th century Britain.

5. Module 5: Childhood after the World Wars – *The Mouse and His Child* by (1967) Russell Hoban. Through this module there will be a discussion on fantasy as a popular and empowering trope of children‘s literature.

6. Module 6: Colonial and Postcolonial Childhoods – This module will examine childhood in India during the British colonial period and immediately after independence through two main texts: R K Narayan‘s *Swami and Friends* (1935) and Ruskin Bond‘s *The Room on the Roof* (1956)

7. Module 7: This module will be conducted through class presentations for which a long list of children‘s literature published in English in India from the late twentieth to contemporary times will be shared with the students. This will be a dynamic list in which texts will be added as and when they create an impact in the world of publishing for children. It is hoped that the list will bring in the latest debates and discussions in the world of childhood.

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

(b) (b) (i) Module-wise Format with following details for each module:
1. Module 1: (Weeks 1 and 2): Origins of children‘s literature

- _Discovery of childhood‘ through a reading of ―Two Concepts of Childhood‖ from *Discovery of Childhood* (1960)
- Childhood in Britain in the late-Romantic and Early Victorian periods
- The Puritans and childhood in New England
- Colonial Childhoods

2. Module 2: (Weeks 3 and 4) The module will cover literacy among children and publishing for children with the following themes:

- The Education Acts, Reform Acts and School Boards in Britain.
- Earliest attempts at attracting children into reading books
- Publishing for children and the movement between continents
- Linkages between formal education and leisure reading

3. Module 3: (Weeks 5 and 6) The Victorian Child – *Alice‘s Adventures in Wonderland* (1865) by Lewis Carroll. The module will not only look at the _ideal‘ of the Victorian Child but will also critique this purported ideal through the novel mentioned above.

4. Module 4: (Week 7) Resisting Growing Up – *Peter Pan* (1904) by J M Barrie. The module will dwell upon the celebration of the childhood in early 20th century Britain.

5. Module 5: (Weeks 8 and 9) Childhood after the World Wars – *The Mouse and His child* by (1967) Russell Hoban. Through this module there will be a discussion on fantasy as a popular and empowering trope of children‘s literature.

6. Module 6: Colonial and Postcolonial Childhoods (Weeks 10, 11 and 12) – This module will examine childhood in India during the British colonial period and immediately after independence through two main texts: R K Narayan‘s *Swami and Friends* (1935) and Ruskin Bond‘s *The Room on the Roof* (1956).

7. Module 7: (Weeks 13 – 15) This module will be conducted through class presentations for which a long list of children‘s literature published in English in India from the late twentieth to contemporary times will be shared with the students. This will be a dynamic list in which texts will be added as and when they create an impact in the world of publishing for children. It is hoped that the list will bring in the latest debates and discussions in the world of childhood.

Essential readings with page numbers:

Readings:

1. Module 1:
    - Aries, Philippe. ―The Two Concepts of Childhood‖. In *Discovery of Childhood*. (1960). pp. 125-130.
    - Green, Roger Lancelyn. ―The Golden Age of Children‘s . Books‖. In Essays and Studies 1962. pp. 59-73.
    - Hunt, Peter. ―The Classic and the Canon in Children‘s Literature. In Modern Children‘s Literature: An Introduction. Eds.

Catherine Butler and Kimberley Reynolds. 2014. Pp. 9 – 23.

- MacDonald, Ruth K. ―Literature for Children in England and America from 1646 to 1774‖. 1982. Pp. 13-80.

2. Module 2:
    - Bishop, Rudine Simms. ―Mirrors, Windows and Sliding Glass Doors. Perspectives: Choosing and Using Books for the Classrom. Vol. 6. No. 3, 1990. Accessed: https://scenicregional.org/wp- content/uploads/2017/08/Mirrors-Windows-and- Sliding-Glass-Doors.pdf
    - Goswami, Supriya. ―Introduction: Children‘s Literature and Colonial India‖. 2012. Pp. 1- 13.
    - Reynolds, Kimberley. ―Why and how are children‘s books studied?‖ In Children‘s Literature: A Very Short Introduction. 2011. Pp. 30- 60.
    - Sen, Satadru. ―Introduction‖. *Colonial Childhoods: The Juvenile Periphery* of India 1850-1945. 2005. Pp. 1-8.
3. Module 3: Carroll, Lewis. *Alice‘s Adventures in Wonderland* (1965)
4. Module 4: Barrie, J M. *Peter Pan* (1904)
5. Module 5: Hoban, Russell. *The Mouse and His Child*. (1967)
6. Module 6: Narayan, R K *Swami and His Friends* (1935) and Bond, Ruskin. *The Room on the Roof* (1956).
7. Module 7: A list of novels of contemporary children‘s literature follows.

Suggested readings:

- Mendlesohn, Farah. ―Fantasy in Children‘s Fiction‖. In Modern Children‘s Literature: An Introduction. Eds. Catherine Butler and Kimberley Reynolds. 2014. 24-35
- Petzold, Dieter. ―A Race Apart: Children in Late Victorian and Edwardian Children‘s Books‖. *Children‘s Literature Association Quarterly*. Vol.17. Nos.3, Fall 1992, pp. 33-36. DOI: 10.1353/chq.0.0941
- Sircar, Sanjay and Miles Franklin. ―Tea with Alice of Alice in Wonderland‖. Children‘s Literature. Vol.23. 1994. pp. 127-138. DOI: 10.1353/chl.0.0204
- Valint, Alexander Rae. ―Mischief, Gender, and Empire: Raising Imperial Bachelors and Spinsters in Catherine Sinclair‘s Holiday House‖. Children‘s Literature Association Quarterly. Vol.36, No.1, Spring 2011, pp.64-88. DOI: 10.1353/chq.2011.0004
- Seelye, John. ―Introduction: The Swiss Family Robinson‖. Children‘s Literature Association Quarterly. 1990, pp. 4-21. DOI: 10.1353/chq.1990.0003
- Nelson, Claudia. ―What Katy Read: Susan Coolidge and the Image of the Victorian Child‖. Children‘s Literature Association Quarterly. 1990, pp.217-222. DOI: 10.1353/chq.1991.0021

- Green, Martin. ―J. M. Barrie: Peter Pan and the Idealization of Boyho od‖. Children‘s Literature. Volume 10, 1982. Pp. 159- 162. DOI: 10.1353/chl.0.0614
- Tolkien, J R R. ―On Fairy Stories‖. https://ieas-szeged.hu/downtherabbithole/wp-content/uploads/2020/02/Tolkien-On-Fairy-Stories.pdf
- The table follows:

S No	Text
1	Selections for Aesop‘s Tales
2	Selections from Grimms‘ Fairy Tales
3	Selections from British Folk Tales
4	Selections from Indian Folk Tales
5	The Children of the New Forest (1837) by Frederick Marryat
6	Gulliver‘s Travels (1726) by Jonathan Swift
7	The Coral Islands (1857) by R M Ballantyne
8	Treasure Island (1883) by R L Stevenson
9	Little Lord Fauntleroy (1886) by Frances Hodgson Burnett
10	The Golden Age (1895) by Kenneth Grahame
11	Stalky & Co (1899) by Rudyard Kipling
12	Rebecca of Sunnybrook Farm (1903) by Kate Douglas Wiggins
13	Anne of Green Gables (1908) by L M Montgomery
14	Daddy Long Legs (912) by Jean Webster
15	The Lion, the Witch and the Wardrobe (1950) by C S Lewis
16	Charlotte‘s Web (1952) by E B White
17	A Bear Called Paddington (1958) by Michael Bond
18	Tom‘s Midnight Garden (1958) by Phillipa Pearce
19	Life with Grandfather (1962) by Shankar
20	The Wolves of Willoughby Chase (1962) by Joan Aiken
21	Are you There God, It‘s Me Margaret (1970) by Judy Blume
22	Carrie‘s War (1973) by Nina Bawden
23	Mister God, This is Anna (1974) by Fynn
24	The Village by the Sea (1982) by Anita Desai
25	Matilda (1988) by Roald Dahl
26	Amazing Grace (1991) by Mary Hoffman and Caroline Binch
27	Northern Lights (1995) by Phillip Pullman
28	Pig-heart Boy (1997) by Malorie Blackman
29	Coraline (2002) by Neil Gaiman
30	Harry Potter and the Order of the Phoenix (2003) by J K Rowling
31	Weed (2011) by Paro Anand
32	Dear Mrs Naidu (2015) by Mathangi Subramaniam
33	Unbroken (2017) by Nandhika Nambi
34	Flyaway Boy (2019) by Jane De Suza
35	Simply Nanju (2019) by Zainab Suleiman

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

1. End of term exam: 50%
2. Team Presentation (during mid-term week): 20%
3. Term Paper: 30%

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):

    c. Expertise in AUD faculty or outside: Inside AUD

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

Signature of Course Coordinator(s)

Note:

9. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
10. 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 primary School.
11. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Undergraduate 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 VIII

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 in English
Course title	Modern Movements in the Arts
Course code	NSUS1EN234
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Discipline Specific Elective (DSE)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	
Course coordinator and team	Dr. Amit Singh and Dr. Diamond Oberoi Vahali

1. How does the course link with the vision of AUD?
   This course adheres to the visions of interdisciplinary and varied approaches in transaction of courses at AUD. It connects to and complements courses that connect literary studies with the other arts.

2. How does the course link with the specific programme(s) where it is being offered?
   The English programme encourages investigations from different media and styles, albeit with a special focus on literary perspectives, and a course on modern arts gels well with this vision. Apart from addressing the demands of a very significant period in literature, i.e. modernism, it also brings together various artists and traditions across the globe.

3. Does the course connect to, build on or overlap with any other courses offered in AUD? The course is related to the BA English course on Modernism. This course also connects with different programmes of the School of Creative and Cultural Expressions as well as the School of Design.

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 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 will study some of the major movements that have taken place in the visual arts (painting/sculpture) and in the performance arts (music/drama/cinema) in conjunction with literature written during the modern period. While movements in painting, music, and popular culture have found their

literary echoes, literature too has found its shadows etched on the canvases and the notes of music. This course will study the modern movements in literature and in the arts in an attempt to understand the twentieth century. The texts will consist of paintings, music pieces and literary works that are representative of prominent movements in the arts and literature in order to undertake a comparative study of how texts of different mediums and disciplines complement each other and also elucidate the conceptual engagement with modernism.

b. Objectives: This course is an inter-disciplinary course with paintings, sculptures, poems songs and films as texts. The objective of the course is to develop an in- depth analysis of modern arts and to establish interconnections across various art forms in the context of modernism.

c. Expected learning outcomes: After the completion of the course: Students will be able to prepare a background for learning art. They will be able to inculcate art appreciation.
They will be able to develop the interconnection between art history and individual painters and artists.
They will be able to delve into the role of museums in shaping modern perceptions towards art.
They will be able to understand visual, cinematic and performative cultures.

d. Overall structure (course organisation; rationale of organisation; brief module outlines): The course has six modules and two modules (module 4 and module 6 have internal choice between Cubism and The Beat generation (module 4) and between Pop Art and The Punk Movement (module 6). As the course is rather long, therefore individual teachers may choose to teach either of these movements in these specific modules as discussed. If time permits then parts of the remaining movements in these modules will be transacted through student presentations.

Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format: This course is divided into 6 modules:

(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:

Module I: Impressionism and Post-Impressionism (Weeks 1-3) This module examines the main tenets of Impressionism and how it transits into post impressionism. It will also focus on the similarities and the subtle differences between the two. The module will examine paintings, films related to the movements. It will also discuss the advent of modernism with the rise of these two movements.

Monet's "Impression, Sunrise" or "*Water Lilies*" at L'Orangerie
Renoir's "*Dance at Le moulin de la Galette*
Degas' "*The Star*"
Manet's "*The Luncheon on the Grass*"
Georges Seurat's painting: *A Sunday Afternoon on the Island of La Grand Jatte* (1884)
Paintings by Pissarro, Morisot, and Cassatt.

Film(s): Jean Renoir's *Une partie de campagne*, (*A Day in the Country*) 1936 or Carl Dryer's *The Passion of Joan of Arc* (1928)

Readings: Selection from Groom, Gloria Lynn. *Impressionism, Fashion, & Modernity*. Chicago: Art Institute of Chicago, 2012. Print.

Selection from Bismarck, Beatrice Von., Peter H. Feist, and Ingo F. Walther. *Impressionist Art, 1860-1920*. Köln: Taschen, 1997. Print.

Module 2: Expressionism (Weeks 4-6) The module will begin with the manner in which Expressionism was deeply connected to the angst and the anxiety of modern existence. While it will focus on the representation of these psychic contours as reflected in the form of expressionism, it will also discuss the various manifestation of expressionist art in theatre, paintings as well as in cinema in this module.

Franz Kafka's "The Metamorphosis" (1915) or "Before the Law" (Short Story)
Edvard Munch's *The Scream* (1893) (paintings)
Vincent van Gogh's the *Sunflowers* (1888-9), *Starry Night* (1889) and *Bedroom in Arles* (1888).

Film(s): Robert Weine's: *The Cabinet of Dr: Caligari* (1920)

Readings: Paul Coates: "Radical Modernism or Commercialism"

Introduction and discussion of August Strindberg's *A Dream Play* (1902)

Bischoff, Ulrich, and Michael Hulse. *Edvard Munch: 1863-1944*. Köln: Taschen, 2000. Print.

Module 3: Surrealism (Weeks 7-8) This module will once again depict the exploration of the human psyche especially the unconscious mind and its

translation into a new aesthetics that emerged in the form of surrealism, especially how these artists immersed themselves into dreams and used the logic of dream sequences in their varied art forms such as paintings, films as well as poetry.
Salvador Dali's, *The Persistence of Memory* (1931), *Metamorphosis of Narcissus* (1937), *The Great Masturbator* (1929), and *The Disintegration of the Persistence of Memory* (1954).
Film(s): *The Phantom of Liberty* (1974) or *Un Chien Andalou* (1929) by Luis Buñuel
Andre Breton's Poem "Less Time".

Readings: Andre Breton: Excerpt from the Ist Manifesto on Surrealism < https://www2.hawaii.edu/~freeman/courses/phil330/MANIFESTO%20OF%20SURREALISM.pdf/>

Module 4: Cubism (Weeks 9-10) This module offers a choice to study either Cubism or poets and artists associated with the Beat generation. The option related to Cubism will focus on the relationship between Imagism in literature and Cubism in painting. It will depict the new ways of looking at and perceiving reality that these artists envisaged in their art works. The option related to the Beat generation will focus on poems, films and music that emerged from the movement.
Pablo Picasso's, *Les Demoiselles d'Avignon* (1907), *Girl with a Mandolin* (1910), and *Guernica* (1937).
Ezra Pound's "A River Merchant's Wife: A Letter" in *Cathay* (1915).

Readings: Eisenstein, Sergei. "Beyond the Shot (The Cinematographic Principle and the Ideogram)". *The Film Form.* Harcourt: Brace & World, 1949. Print.

Berger, John: Selection from *The Success and Failure of Picasso*. New York: Vintage International, 1993. Print.

Rosenblum, Robert. Selection from *Cubism and Twentieth-Century Art*. New York: Harry N. Abrams, 2001. Print.

Trier, Anne, and Uta Grosenick. Selection from *Cubism*. Köln: Taschen, 2009. Print.

OR

The Beat Generation (Weeks 9-10)
Allen Ginsberg "Howl" (1956)
Film(s): Milos Forman's *One Flew Over the Cuckoo's Nest* (1975)

References to the Music of Louis Armstrong, Jazz and Beatles.

Readings:

Ginsberg, Allen. *Howl, and Other Poems*. San Francisco: City Lights Pocket

Books, 1956. Print.

Morgan, Bill. Selection from *The Typewriter Is Holy: The Complete, Uncensored History of the Beat Generation.* New York, NY: Free, 2010. Print.

Module 5: Harlem Renaissance (Weeks 11-13) The fifth module will focus on the literature and the musical art forms associated with the Harlem Renaissance. It will attempt to contextualize this literature and music within the life historical context of the African American people.
"Harlem" (1951) and "I, too" (1926) by Langston Hughes

Aaron Douglas's *Let My People Go* (1926, *Aspects of Negro Life* (1934) *Into Bondage* (1936), or *The Judgement Day* (1939)
Palmer Hayden's *Midsummer Night in Harlem* (1936)
Jacob Lawrence's *The Migration Series* (1941)
"Mood Indigo" and Other Jazz by Duke Ellington
Augusta Savage's *Realisation* (1938) and *The Harp* (1939)
Meta Warrick Fuller's *Mary Turner* (1919) and *Ethiopia* (1910)

Readings:

Hughes, Langston. *Vintage Hughes*. New York: Vintage, 2004. Print.

Hutchinson, George. *The Cambridge Companion to the Harlem Renaissance*. New York: Cambridge UP, 2007. Print.

Module 6: The Punk 'Movement' (14-15) The Sixth module offers an option between the "The Punk Movement" and "The Pop Art". It will focus on poems, films, paintings and other art forms that have emerged from these movements.
"God Save the Queen" (1976)) and Other Punk Songs by the Sex Pistols
"48 Hours" (1977) and "Complete Control" (1979) by The Clash.
Fresh Fruits for the Rotting Vegetables (1980) by Dead Kennedy.
John Holmstrom's Cover of *Punk* (1975)

Or

Pop Art
Andy Warhol's "Marilyn Monroe Silk Screens", "Soup Cans and Coke Paintings"
Thomas K. Wesselmann's *My Black Belt* (1990).

Film(s): *Sleep* (1963) or *Vinyl* (1965) by Andy Warhol

Readings:
Harrison, Sylvia. Selection from *Pop Art and the Origins of Post-modernism*. New York: Cambridge University Press, 2003. Print.

Strummer, Joe and Antonio D'Ambrosio. Selection from *Let Fury Have the Hour: Joe Strummer, Punk, and the Movement that Shook the World* (2012). New York: Nation Books, 2012. Print.

Suggested readings: General Readings for All Modules:

General readings for all modules: Adams, Laurie Schneider. *A History of Western Art*. Rev. 4th ed. Boston: McGraw-Hill, 2008. Print.

Berger, John. *Ways of Seeing*

Heinzelman, Kurt, and Thomas F. Staley. *Make It New: The Rise of Modernism*.

Austin, TX: Harry Ransom Humanities Research Center, 2003. Print.

Kemp, Martin. *The Oxford History of Western Art*. Oxford: Oxford UP, 2000. Print.

Readings List for Specific Modules (included above): Adams, Laurie Schneider. *A History of Western Art*. Rev. 4th ed. Boston: McGraw-Hill, 2008. Print.

Bischoff, Ulrich, and Michael Hulse. *Edvard Munch: 1863-1944*. Köln: Taschen, 2000. Print.

Bismarck, Beatrice Von., Peter H. Feist, and Ingo F. Walther. *Impressionist Art, 1860-1920*. Köln: Taschen, 1997. Print.

Ginsberg, Allen. *Howl, and Other Poems*. San Francisco: City Lights Pocket Books, 1956. Print.

Groom, Gloria Lynn. *Impressionism, Fashion, & Modernity*. Chicago: Art Institute of Chicago, 2012. Print.

Heinzelman, Kurt, and Thomas F. Staley. *Make It New: The Rise of Modernism*. Austin, TX: Harry Ransom Humanities Research Center, 2003. Print.

Howl. Radiant Cool, 2010. Film.

Hughes, Langston. *Vintage Hughes*. New York: Vintage, 2004. Print.

Hutchinson, George. *The Cambridge Companion to the Harlem Renaissance*. New York: Cambridge UP, 2007. Print.

Kafka, Franz. "The Metamorphosis" Tr. David Wyllie. Project Gutenberg. Web.

Kemp, Martin. *The Oxford History of Western Art*. Oxford: Oxford UP, 2000. Print.

Kuhn, Gabriel. Sober Living for the Revolution: Hardcore Punk, Straight Edge, and Radical Politics. Oakland, CA: PM, 2010. Print.

Morgan, Bill. *The Typewriter Is Holy: The Complete, Uncensored History of the Beat Generation.* New York, NY: Free, 2010. Print.

Rosenblum, Robert. *Cubism and Twentieth-Century Art*. New York: Harry N. Abrams, 2001. Print.

Trier, Anne, and Uta Grosenick. *Cubism*. Köln: Taschen, 2009. Print.

(ii) Assessment Plan (weight, mode, scheduling) for the course: Mid Term and End Term Assessment as per norms will be conducted.

9. **Pedagogy:**
   a. Instructional strategies: Class discussions through presentation and screening of paintings, films and discussions on literary and theoretical texts.

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

   c. Expertise in AUD faculty or outside: Faculty of English and SCCE and the Resource Persons at the Modern Gallery of Arts.

   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) Modern Art Gallery, New Delhi.

Signature of Course Coordinator(s) Diamond Oberoi Vahali and Amit Singh

Note:

1. Modifications on the basis of deliberations in the Board of Studies 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 primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Undergraduate 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 IX

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 in English
Course title	Literary Translation in Contemporary India
Course code	NSUS1EN235
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	DSE
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	2025
Course coordinator and team	Sanju Thomas, Bhoomika Meiling

1. How does the course link with the vision of AUD?
   Translation is central to AUD's vision of reaching out to different cultures in an attempt to improve appreciation and understanding amongst cultures. It is also a key instrument of knowledge formation and production.

2. How does the course link with the specific programme(s) where it is being offered?
   As students of literature, many times, students do read translated texts with no awareness of the process of translation. Since BA Honours in English aims to familiarize students with literatures written in other languages, translation becomes a key tool. The course seeks to introduce students to the process, poetics and politics of translation. The course focuses on India as students might be more familiar with the context, and thus would be able to relate better to the topics discussed.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This is an introductory course on translation. Since many texts that students read across courses are in translation, the course serves as a link to connect all such courses that are offered in translation. It builds up to another course on translation at the postgraduate level and also, the CLTS 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) Working knowledge in an Indian language other than English.

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

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 *Literary Translation in Contemporary India* aims to introduce the students to the interesting area of literary translation. The importance of translation is experienced in more ways than one in a multicultural globalised world. In India, translation is an everyday, unconscious activity which operates at various levels. The course attempts to look at the basic concepts and issues of translation with special reference to India. Some topics of discussions will be around the debates of loyalty and creativity, the various approaches to translation, specific issues related to translation of specific literary genres, the translator‘s role, self-translation, and the politics of translation. The course will involve practical exercises to identify the problems faced in the process of translation and the steps that are taken to negotiate between the source text and the target text. This course is limited only to English translations from Indian languages.

   b. Objectives: The objective of the course is to introduce students to the field of translation. The course will familiarise the students with the history of translation in India from the ancient to postcolonial times, and explore the essential difference between European and Indian concept of translation. The course will take up the various linguistic and cultural issues involved in the process of translation and the translation strategies undertaken to negotiate the differences between a source text and target text. An important aspect of the course will be an examination of the politics of translation that leads to adaptation, appropriation and bowdlerization and also in reference to the binaries of writer/translator, minor language/major language. The critical readings selected are ones that give a lot of examples to substantiate the arguments.

   c. Expected learning outcomes: At the end of the course, students will be able to
      - interpret texts
      - identify and evaluate translation strategies
      - compare and contrast different translations of the same text
      - display translation skills
      - analyse the subversive powers of translation
      - discuss politics of language and translation

   d. Overall structure (course organisation; rationale of organisation; brief module outlines): The course first looks into a brief history of translation in India which will discuss the important moments in history when translation emerged important for various reasons, and how the very concept of translation may have changed with European intervention. The second module takes up the mechanics of translation. Students will try their hands at translating small pieces of literature from various genres in order to appreciate the work of translators. The third module will take up the politics of translation where bowdlerisation, subversion, homogenisation, foreignisation of texts will be discussed along with translation‘s power to bring visibility and empowerment. Thus the course moves from broader

aspects to a more nuanced take on translation that will involve engaged reading and deeper analysis.

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

Module 1: History of Translation in India (Week 1- Week 2)

This module will discuss a brief history of translation in India. The broad aspects of how translation in India was considered to be a more creative activity in ancient times to the attempts made by Mughals to boost translation for better understanding and synthesis of cultures to colonial translation that made translation more structured and a useful activity in administering the country will be taken up in this module.

Essential Reading:

- Trivedi, Harish.―In Our Own Time, On Our Own Terms: Translation in India.‖ *Translating Others I,* edited by Theo Hermans. Routledge, 2006, 102-119.
- Asaduddin, M. ―Translation and Indian Literature: Some Reflections‖ *Translation Today*,
  3:1&2. 2006. 1-19.

Suggested Reading:

Singh, Awadesh Kumar. ―Translation in/and Hindi Literature.‖ *History of Translation in India*. Edited by Tariq Khan. CIIL, 2017. 101-121.

Module 2: The Process and Poetics of Translation (Week 3- Week 9)

This module takes the student through the process of translation. Various aspects that render meaning to a word/language will be discussed before delving into the search for equivalence in different languages while translating. The translation strategies that are widely used by translators will be taken up with examples. After this, specific issues regarding translating fiction, poetry and drama will be discussed. Students will be given short exercises in class so that they understand and appreciate the challenges and task of the translator. The module will also elaborate on the process of self-translation.

Essential Reading:

- Asaduddin, M. ―Lost/Found in Translation: Qurratulain Hyder as Self-Translator.‖ *The Annual of Urdu Studies*. 2008. 234-249.
- Agarwal, Smita. Translation and Multilingualism. *Translation Today*. Volume 7. 2010. 109-117.
- Baker, Mona. ―Equivalence at Word Level.‖ *In Other Words: A Coursebook on Translation*. Oxon: Routledge, 1992. 10-46.
- Deshpande, Gauri. ―Translating Drama: The Experience of Mahanirvan.‖ Indian Literature. 37: 4 (162) (July-August, 1994). 157-162. Print.

- Ketkar, Sachin ―Translation of Bhakti Poetry into English: A Case Study of Narsinh Mehta‖. *Translation Today*. III: 1 & 2. March and Oct 2006. 249-269.
- Narang, H.C. ―Roasted Chicken versus Tanduri Murga: Problems of Translating Chinua Achebe into Hindi.‖ *Literary Translation*. Ed R.S. Gupta. New Delhi: Creative Books, 1999. 131-138.

Exercises for translation:

Proverbs

Advertisement taglines (indicative)

1. Finger-licking good.
2. Just Do it.
3. 'Think Different.'
4. You have come a long way, baby!
5. Belong anywhere.
6. The best a man can get.

Book Titles (indicative)

1. The Kite Runner
2. Gone with the Wind
3. Taming of the Shrew
4. That Long Silence
5. Aadhe adhure
6. Ai! Ladki!
7. Gunahon ka devta

Billi ka nyay: From the Panchatantra

Twinkle, twinkle little star!

Oh! Susanna!

Poems of Kunwar Narain/Dushyant Kumar/Dharmaveer Bharti

Excerpt from *Othello* by Shakespeare (Act V, Scene II, 25-40)

Excerpt from *Aadhe Adhure/ Agra Bazaar/ Ashad ka ek din (*from *Hindisamay.com)*

Suggested reading:

- Baker, Mona. ―Equivalence above Word Level.‖ *In Other Words: A Coursebook on Translation*. Oxon: Routledge, 1992. 53-93.
- Bassnett, Susan. Specific problems of literary translation. *Translation Studies*. London and New York: Routledge. 82-123. 2002. 82-135

Module 3: The Politics of Translation (Week 10-Week 15)

This module looks at the manipulative, subversive and empowering roles of translation. It deals with the translator‘s role in a globalised world, where the struggle between the centre and margins is a continuous process. The module will look at the relationship between translation and colonialism, translation and gender, and translation and caste.

Essential Reading:

- Bhattacharya, Gargi. Formation of Hindu Laws through Translation in the Rule of British East India Companv: Vidyasagar‘s Contribution in Society and Legislation. In *India in Translation, Translation in India*. New Delhi: Bloomsbury India. 2019. 29-42.
- Guttal, Vijaya. ―Translation as Empowerment.‖ *Translation Today*. 2:2. October. 183-194.
- Jones, William, Cannon, Garland and Pandey, Siddheshwar. Sir William Jones Revisited: On His Translation of the Śakuntalā. *Journal of the American Oriental Society*. 96: 4 (Oct. - Dec., 1976). 528-535.
- Manto. *Khol Do*. (Multiple translations)
- *Kafan* by Premchand. (Multiple translations)
- Karikalan, Irathina. ―Oorakali.‖ Trans.Hephzibah *Translating Caste*. New Delhi: Katha.
  2002. 1-10.
- Kothari, Rita. ―Caste in a Casteless Language.‖ vol xlviII no 39. *Economic & Political Weekly*. 2013. 60-68.
- Israel. Hephzibah.―Oorakali: A Reading.‖ *Translating Caste*. New Delhi: Katha. 2002. 114-121.
- Niranjana, Tejaswini. ―Translation, Colonialism and Rise of English.‖ *Economic and Political Weekly*. Vol. 25, No. 15 (Apr. 14, 1990), pp. 773-779
- Sivanarayanan, Anushiya and Rajkumar, N. T. ―Translating Tamil Dalit poetry.‖ *World*
  Literature Today. 78:2 (May - Aug., 2004). 56-58.

  Suggested Reading:

  N. Kamala. *Translating Women: Indian Interventions*. New Delhi: Zubaan. 2009.

  Bama. *Sangati*. Delhi: OUP India. 2005.

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

1. Midsemester exam: 30 %, in class, as per AUD calendar
2. Presentation: 20%, in class, end semester
3. Portfolio: 50%, take-home, throughout the semester, submission at the end of the semester

8. **Pedagogy:**
   a. Instructional strategies: Classroom lectures, translation activity, discussion
   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): None
   c. Expertise in AUD faculty or outside: AUD faculty

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

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies 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 primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Undergraduate 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 X

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 History
Course title	Contemporary India 1947-92
Course code	NSUS1HS412
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	
Course coordinator and team	

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

BA History course Modern India 1857-1947

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify) None

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

As per SUS norms

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

5. How does the course link with the vision of AUD? The course focuses on the structures – both inherited and created - that have produced inequality in contemporary India. It also talks of the various efforts that have been made to overcome different social obstacles.

6. How does the course link with the specific programme(s) where it is being offered? The major economic and political developments during the period 1947-92 constitute an important part of the Indian history. The BA (History) Hons programme aims to familiarise students with broad historical processes and social institutions. The course attempts to demonstrate these processes for an extremely important period of Indian history.

7. Course Details: All headings to be filled

Summary: This is an overview course and proceeds like a narrative of some of the major developments in independent India. It enables students to make sense of the

economic and political process and structures. The underlying assumption is that the first four decades of independent India were crucially significant in the project of India's social transformation. The course provides necessary background information and conceptual tools for a more specialized engagement with the economic political and social trajectories of independent India. The course will be transacted with the help of available social science textbooks.

The major focus of the course is on policies, processes and institutions, and major struggles in independent India. It discusses the major policy initiatives of the government that have influenced the society in independent India. The discussion of the major processes and institutions is undertaken at both the conceptual and contextual levels. For instance, concepts like nationalism, secularism and democracy have been dealt with conceptually so that the students become familiar with their meanings. Then they are explained in their specific Indian setting. After that students are made familiar with the major encounters that developed between these concepts and Indian realities.

Objectives: The course aims to provide an overview of the major political and economic changes during the first four decades of independent India. It is essentially a story of the trajectory of India's social transformation after becoming an independent nation-state. The course examines the nature of India's social transformation and the enormous complexities involved in this process. It deals with the period starting with 1947 and goes on till 1992. However not all the decades have been treated in an even and uniform manner. The Nehru period (1947-64) has been given much greater importance, the assumption being that the major consolidation of the new nation-state, both economic and political, happened during this period. The course has a bias towards the economic and political. The assumption is that a discussion of the economic processes and structures of power will provide a better understanding of the major changes during the period under discussion. The course will also try to introduce the students of history to some of the major writings and ideas from other social science disciplines such as Sociology, Political Science and Economics.

Expected learning outcomes:

- The students should be able to place our current social scenario in a historical setting with a focus on how contemporary India has come to be constituted through various social reconfigurations.
- They should also be able to look at their everyday experiences in the light of broad historical processes.
- The course should enable them to make linkages across time and space and appreciate the ways in which the lives they live are both similar and different from other times.
- It is expected that after doing this course, the student will become sufficiently curious about the current social and political developments and will also be equipped conceptually to attempt a rational scrutiny of the world around us.

Overall structure (course organisation, rationale of organisation; outline of each module): Following is a break-up of the various modules:

I. **Consolidation and Integration I**: Legacy of two centuries of colonial rule; Integration of princely states; zamindari abolition; major institutional and technological reforms in Indian agriculture (Land Ceiling, Cooperativization, Green Revolution). [1 week]

Essential Readings:

Bipan Chandra et.al, *India After Independence,* Viking, Penguin India*,* New Delhi, 1999.

Ramchandra Guha, *India after Gandhi: The History of the World's Largest Democracy*, Picador, London, 2007.

Additional Readings:

Sunil Khilnani, *The Idea of India*, New Delhi, 1998 (Introduction and Chapter 1)

II. **Consolidation and Integration II**: Making of Indian Constitution; Constitutional journey of the Republic; Redrawing the administrative boundaries through the States Reorganization Commission; Polity under Nehru; The language question; DMK movement. [2 weeks]

Essential Readings:

Christophe Jefrelot (ed.), *India Since 1950: Society, Politics, Economy and Culture*, Foundation Books, Cambridge University Press, New Delhi, 2012.

Granville Austin, *The Indian Constitution: The Cornerstone of a Nation*, New Delhi, 1966 (Chapters 1, 12, 13).

Niraja Gopal Jayal (ed.), *Democracy in India* (Oxford Themes in Politics), New Delhi, 2001 (Introduction, Chapters 3 and 4).

Additional Readings:

Asha Sarangi (ed.), *Language and Politics in India*, New Delhi, 2009 (Chapters 2 and 3).

Partha Chatterjee (ed.), *State and Politics in India* (Oxford Themes in Politics), New Delhi, 1997 (Introduction and Chapter 12).

III. **Economy**: The different stages in the economic development from command economy to liberalization; changes and continuities; linkages between economic policies and the political landscape; priorities and constraints; overall assessment of the performance of the economy. [2 weeks]

Essential Readings:

Bipan Chandra et.al, *India After Independence,* Viking, Penguin India, New Delhi, 1999.

Christophe Jefrelot (ed.), *India Since 1950: Society, Politics, Economy and Culture*, Foundation Books, Cambridge University Press, New Delhi, 2012.

Additional Readings:

Bimal Jalan (ed.), *The Indian Economy: Problems and Prospect*, Penguin, New Delhi, 1993.

IV. **The Indian Nation**: General discussion of nation and nationalism; Strategies of nation-making during the initial decades; Major challenges faced by the Nation-in-Making – Kashmir, Punjab, North-East; The state of Indian nation today. [2 weeks]

Essential Readings:

Bipan Chandra et.al, *India After Independence,* Viking, Penguin India, New Delhi, 1999.

Christophe Jefrelot (ed.), *India Since 1950: Society, Politics, Economy and Culture*, Foundation Books, Cambridge University Press, New Delhi, 2012.

Additional Readings:

Partha Chatterjee (ed.), *State and Politics in India* (Oxford Themes in Politics), New Delhi, 1997 (Introduction and Chapter 12).

Rajeev Bhargava and Achin Vanaik (ed.), *Understanding Contemporary India: Critical Perspectives*, Hyderabad, 2010 (Chapter 1).

V. **Democracy in India**: General discussion on Democracy; The specific features of Indian democracy; Mass participation; Role of elections and political parties; Major challenges confronted by Indian democracy – JP movement and the Emergency. [2 weeks]

Essential Readings:

Bipan Chandra et.al, *India After Independence,* Viking, Penguin India, New Delhi, 1999.

Ramchandra Guha, *India after Gandhi: The History of the World's Largest Democracy*, Picador, London, 2007.

Additional Readings:

Rajni Kothari, *Politics in India*, Hyderabad, 1970 (Chapters 8 and 9)

Lloyd I.Rudolf and Susanne Hoeber Rudolf, *The Modernity of Tradition: Political Development in India*, Hyderabad, 1969 (Introduction).

VI. Secularism in India: General discussion on secularism; Its meaning and definitions; Nature of Indian secularism; The Ideational and political encounters faced by Indian secularism. [2 weeks]

Essential Readings:

Paul R.Brass, *The Politics of India Since Independence,* Cambridge University Press, New Delhi, 1990.

Christophe Jefrelot (ed.), *India Since 1950: Society, Politics, Economy and Culture*, Foundation Books, Cambridge University Press, New Delhi, 2012.

Additional Readings:

Saral Jhingaran, *Secularim in India: A Reappraisal*, New Delhi, 1995 (Chapters 1 and 4).

VII. The Caste Question: General discussion on caste and casteism; Historical treatment of caste in India; Caste as identity assertion; Major caste movements – rise of OBCs and Dalit assertion. [2 weeks]

Essential Readings:

Sumit Sarkar and Tanika Sarkar (ed) Caste in Modern India-Permanent Black, 2014

Hiranmay Karlekar (ed.), *Independent India: The First Fifty Years*, Indian Council for Cultural Relations and the Oxford University Press, New Delhi, 1998.

Additional Readings:

Niraja Gopal Jayal and Pratap Bhanu Mehta (ed.), *The Oxford Companion to Politics in India*, New Delhi, 2010 (Chapters, 10, 21, 22, 35).

VIII. India and the World: India's Foreign Policy; Non-Alignment under Nehru; Wars with China and Pakistan, 1962, 1965 and 1971. [2 weeks]

Essential Readings:

Sunil Khilnani, *The Idea of India*, New Delhi, 1998

Ramchandra Guha, *India after Gandhi: The History of the World's Largest Democracy*, Picador, London, 2007.

Additional Readings:

Sumit Ganguli and Rahul Mukherji, *India Since 1980*, New Delhi, 2011 (Chapters 1, 2, 3 and 5).

Reading List:

Essential Readings

Bipan Chandra et.al, *India After Independence,* Viking, Penguin India, New Delhi, 1999.

Christophe Jefrelot (ed.), *India Since 1950: Society, Politics, Economy and Culture*, Foundation Books, Cambridge University Press, New Delhi, 2012.

Hiranmay Karlekar (ed.), *Independent India: The First Fifty Years*, Indian Council for Cultural Relations and the Oxford University Press, New Delhi, 1998.

Paul R.Brass, *The Politics of India Since Independence,* Cambridge University Press, New Delhi, 1990.

Ramchandra Guha, *India after Gandhi: The History of the World's Largest Democracy*, Picador, London, 2007.

Supplementary Readings

1. Aditya Mukherjee (ed.), *A Centenary History of the Indian National Congress,* Volume V: 1964-84, New Delhi, 2011 (Chapters I, IV, V, XVI, XVII, XVIII, XIX)
2. Asha Sarangi (ed.), *Language and Politics in India*, New Delhi, 2009 (Chapters 2 and 3).
3. Bimal Jalan (ed.), *The Indian Economy: Problems and Prospect*, Penguin, New Delhi, 1993.
4. Granville Austin, *The Indian Constitution: The Cornerstone of a Nation*, New Delhi, 1966 (Chapters 1, 12, 13).
5. Lloyd I.Rudolf and Susanne Hoeber Rudolf, *The Modernity of Tradition: Political Development in India*, Hyderabad, 1969 (Introduction).
6. Niraja Gopal Jayal (ed.), *Democracy in India* (Oxford Themes in Politics), New Delhi, 2001 (Introduction, Chapters 3 and 4).
7. Niraja Gopal Jayal and Pratap Bhanu Mehta (ed.), *The Oxford Companion to Politics in India*, New Delhi, 2010 (Chapters, 10, 21, 22, 35).
8. Partha Chatterjee (ed.), *State and Politics in India* (Oxford Themes in Politics), New Delhi, 1997 (Introduction and Chapter 12).
9. Rajeev Bhargava and Achin Vanaik (ed.), *Understanding Contemporary India: Critical Perspectives*, Hyderabad, 2010 (Chapter 1).
10. Rajni Kothari, *Politics in India*, Hyderabad, 1970 (Chapters 8 and 9)
11. Saral Jhingaran, *Secularim in India: A Reappraisal*, New Delhi, 1995 (Chapters 1 and 4).

12. Sujit Choudhry, Madhav Khosla, Pratap Bhanu Mehta (ed.), *The Oxford Handbook of the Indian Constitution*, New Delhi, 2016 (Chapter 1 and 56).
13. Sumit Ganguli and Rahul Mukherji, *India Since 1980*, New Delhi, 2011 (Chapters 1, 2, 3 and 5).
14. Sunil Khilnani, *The Idea of India*, New Delhi, 1998 (Introduction and Chapter 1)

Tentative Assessment Scheme:

Two assignments: one class test (weightage 50%) and one end-semester examination (weightage 50%)

8. Pedagogy:

a. **Instructional strategies: How it is taught?**: Mainly classroom interaction with some specialized lectures by outside experts.

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 expertise available

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 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 primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Undergraduate 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 XI

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)	History
Course title	Wars and Revolutions in the Twentieth Century
Course code	NSUS1HS413
Total Credits	4 credits
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG course
Proposed date of launch	
Course coordinator and team	Dhirendra Datt Dangwal and Manoj Kaumar

1. **How does the course link with the vision of AUD?**
   Equality is one of AUD's visions. The course helps us understand politics among nations and how it changes over time. In the early 20th century, Europe was at the center of these relationships. In the post-colonial world, many third-world countries became important actors. With the end of the Cold War, it was hoped that all nations would be equal and a just world order would emerge. This course reflects on that.

2. **How does the course link with the specific program (s) where it is being offered?** In history programs, there are India-centric courses and non-India-centric courses. This course is linked to the non-India-centric courses.

3. **Does the course connect to, build on, or overlap with any other courses offered in AUD?** It builds upon the courses of the history program like Medieval World, Modern World, and Modern and Post-Modern World. It does not overlap with any 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): None.

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): winter semester

7. **Course Details:**
   a. **Summary:**

The course focuses on the emergence of a new world order in the 20th century. Various events influenced this development. Two world wars played a crucial role in shaping the contemporary world. The course closely examines origin, course and consequences of these two wars. These two wars were unique in various ways: their use of technology, the scale of devastation, and loss of human life. At the end of the Second World War entirely new world order emerged, which is analysed.
The Russian revolution took place during the First World War. The course analyses the origin and outcome of the revolution. Similarly various dimensions of the Chinese revolutions are also analysed.
The diplomatic efforts after the First Wold War focused on preventing similar war in future, but directly contributed to the Second World War. The role of rise of Fascism and Nazism is analysed to understand the origin of the Second World War.
The new world order emerged after the Second World War ended. The cold war and the rise of non-alignment movement (NAM) are analysed. Major flash points of cold war the Korean and Vietnamese wars are discussed. Finally, the course ends with the analysis of the end of cold war, disintegration of the USSR and emergence of unipolar world.

b. **Objectives:** The objective of the course in to develop understand of the contemporary world order. Students are made aware of historical developments that shaped the contemporary world.

Expected learning outcomes: Upon completing this course, students will gain a comprehensive understanding of key global events that shaped the modern world. They will analyze the causes and consequences of the First World War, including its impact on global power structures and international relations. The course will also provide insights into the Russian Revolution, its role in the emergence of the Soviet Union, and the spread of communism worldwide, The course also discusses the **fundamental aspects** of **Fascism and Nazism**, exploring how these ideologies reshaped historical narratives and influenced the course of **world history**.

The interwar period in Europe will be explored, highlighting the economic and political instability that contributed to the rise of fascism and Nazism, ultimately leading to the Second World War. Students will assess the global impact of World War II, including wartime diplomacy, military strategies, and the post-war restructuring of international relations through the formation of the United Nations. The course will also examine the emergence of the Cold War, the ideological and geopolitical divisions between the United States and the Soviet Union, and the influence of military alliances such as NATO and the Warsaw Pact.

Additionally, students will explore the Non-Aligned Movement, its role in shaping the foreign policies of newly independent nations, and its significance in global diplomacy. The course will conclude with an analysis of the disintegration of the USSR, the internal and external factors leading to its collapse, and the resulting shift in global power dynamics.

Through this course, students will develop a deeper understanding of the historical forces that continue to influence contemporary world politics.

Overall structure (course organization; rationale of organization; brief module outlines):

Modules:

1. **First World War**: Events Leading to WWI; events, scale, and magnitude of the war; technologies, devastation, and loss of life; consequences of the war; peace treaties **(two weeks)**
   The module discusses the long-term factors responsible for the war (19th-century politics between nations; unification of Germany and Italy) and the immediate causes of the war. It also discusses the nature and events of the war, the use of new technology, the devastation and loss of life, and the consequences of the war, as well as how peace treaties were arrived at.

Module & Week-wise descriptions and suggested readings:
Module-1 (Week One)

Eric Hobsbawm, *The Age of Extremes*, 1914-1991, Penguin, 1995, The Century Birds Eye view pp.1-13, Arjun Dev and Indira Arjun Dev, *History of the World,* Orient Blackswan, 2010 An Introduction.pp-5-22, Ignou Notes:- Indira Gandhi National Open University, New Delhi-Ch-13, Unit-13 The First World War: Causes and Consequences, pp-17-27, David Thomson, *Europe Since Napoleon*, Penguin, 1966. Part 7. War and Peace, 1914 -23 Chapter 7, pp 536-545.Chapter 8, Issues and Stakes, 1914 -18.

2. **Russian Revolution**: nature, events, and outcome: **(two weeks**)
   Russian Revolution took place during the First World War. The module examines to what extent the war was responsible for the revolution. It then analyses various aspects of the revolution. It elaborates on Lenin's new economic policy and the plans that Stalin had started.

Vandana Joshi, *Themes in Modern European History: Social movements and Cultural Currents, 1789-1945,* Orient BlackSwan, 2010, Chapter-2 'Peace, Land and Bread': The Russian Revolution Sharon A. Kowalsky pp-33-51, David Thomson, *Europe Since Napoleon*, Penguin, 1966, THE DYNAMICS OF DEADLOCK, 1915 -16 pp-558-575, THE TRANSFORMATION OF 1917 -18, pp-582-589, Domestic Consequences, 1914 -1923 pp-601-619, Indira Gandhi National Open University, New Delhi, Unit-14 The Russian Revolution: Causes, Course and Significance pp-29-43, Rex Wade, *The Russian Revolution 1917*, CUP, 2005, An Introduction, Chapter-2 The February Revolution, pp-27-51, Chapter 8-9 pp.205-253.

3. **Chinese Revolution: (two weeks)**
   The module discusses the course of events that led to the revolution and the factors behind the success of the Chinese Communist Party. The module starts with events in the 1920s when the Kuomintang (KMT) and the CCP formed a United Front. The module then analyses the struggle carried out by the CCP and how the communists finally succeeded.

Chris Cook and John Stevenson, *World History Since 1914*, Routledge, 2005 Chapter-4 China and the Chinese revolution, pp-73-89. Indira Gandhi National Open University, New Delhi, Unit-5 Revolution and Ideology pp.5-24, Patricia Buckley Ebrey, *Cambridge Illustrated History of China*, CUP, 2005, Chapter-11 The People Republic pp-294-312, Modern History of China, KTS Sarao, Chapter 10-pp.210-222 Chapter: 15-290-302 Rise of Communism in China Mani Bhushan 287
https://www.nationalarchives.gov.uk/education/resources/the-chinese-civil-war/

4. **Europe in the inter-war period**: focus on the rise of Fascism and Nazism **(two weeks)**

The module analyses the developments in Europe in the inter-war period. It particularly focuses on the rise of Fascism and Nazism.

Kevin Passmore, *FASCISM A Very Short Introduction* Oxford India publication 2012, chapter-1 and Scenes from the history of fascism, and A and not A': what is fascism? Pp.1-31, What Produces Fascism: Preindustrial Traditions or a Crisis of a Capital State, by Geof Eley http://pas.sagepub.com/content/12/1/53.citation
The online version of this article can be found at: DOI: 10.1177/003232928301200102

Politics Society 1983 pp-12: 53, The History of Fascism Chapter 23 The Rise of Italian Fascism pp-538-552, *Mark Robson* by Italy: The Rise of Fascism1915–45, Chapter-16-43

5. **Second World War: (two weeks)**

The module analyses the origin of the war and how the course of the war. And it finally focuses on the consequences of the war.

David Thomson, *Europe Since Napoleon*, Penguin, 1966, Part 8. The Age of Demolition, 1924 -39, Chapter - The Second World War, 1939 -45, pp 61, Arjun Dev and Indira Arjun Dev, *History of the World,* Orient Blackswan, 2010.Chapter Second World War- Introduction and Chpter 7pp,11-29, 113-129 Indira Gandhi National Open University, New Delhi, Unit-6 World War II: Causes and Consequences, pp 81-96, UNIT 33 WORLD WAR II: CAUSES, COURSE AND CONSEQUENCES, pp-64-76

6. **New World Order and the Cold War (one week)**

The module discusses the factors behind the emergence of two superpowers and how it led to the Cold War. The cold war is explained through the Korean and Vietnamese wars.

Eric Hobsbawm, *The Age of Extremes*, 1914-1991, Penguin, 1995 Chapter-12 The Third World pp344-355, THE COLDWAR.A NEW HISTORY JOHN LEWIS GADDIS THE PENGUIN PRESS NEW YORK 2005, Chapter-An introduction and first Chapter- THE RETURN OF FEAR pp-3-29, The Cold War A World History by Odd Arne Wested, Chapter-An Introduction pp-11-23. Unit-12 Cold War: Different Phases pp.171-181, Unit-196-208. Chris Cook and John Stevenson, *World History Since 1914*, Routledge, 2005, Chapter-6 the Vietnam War pp-119-137.

7. **Non-alignment Movement: (one week)**

The module discusses the context of the emergence of the NAM. It analyses its objectives and achievements.

Arnold, Guy. *The A to Z of the Non-aligned Movement and Third World* (Scarecrow Press, 2010), Chapter-1, An Introduction 11-21, Graham, John A. "The non-aligned movement after the Havana Summit." *Journal of International Affairs* (1980): 153-160 online. Mukherjee, Mithi. "'A World of Illusion': The Legacy of Empire in India's Foreign Relations, 1947–62". *The International History Review* 32:2 (June 2010): 253–271.IGNOU Unit-8 Non-Aligned Movement pp.31-41, Eric Hobsbawm, *The Age of Extremes*, 1914-1991, Penguin, 1995, chapter-12 The third Word pp-344-356.

8. **Disintegration of the USSR and the End of the Cold War**: **(one week)**

The module discusses the events leading to the disintegration of the USSR and the end of the Cold War. The module analyses and problematizes the 'unipolar world'

The Age of Extremes, 1914-1991, Penguin, 1995, chapter-12 The third Word pp-344-356. Stephen Lovell, *Destination in Doubt: Russia Since 1989*, Zed Book, London, 2009.Chapter 1-6-7-9 pp IGNOU, UNIT 22 THE COLLAPSE OF THE SOVIET UNION, pp-298-309, UNIT 9 END OF COLD WAR, pp-97-111.

Essential Readings:

Eric Hobsbawm, *The Age of Extremes*, 1914-1991, Penguin, 1995.
Gordon Martel, eds, *A Companion to Europe, 1900-1945*, Wily- Blackwell, 2011.
Chris Cook and John Stevenson, *World History Since 1914*, Routledge, 2005.
Arjun Dev and Indira Arjun Dev, *History of the World,* Orient Blackswan, 2010.
Vandana Joshi, *Themes in Modern European History: Social movements and Cultural Currents, 1789-1945,* Orient BlackSwan, 2010.
Michael Howard, *Empires, Nations and Wars*, Spellmount, 2007. Chapter 7.
David Thomson, *Europe Since Napoleon*, Penguin, 1966.
Pamela K Crossley, *Global Society: The World Since 1900*, Hughton Milfin Company, 2008.
Wayne C. McWilliams and Harry Piotrowski, *The World Since 1945: A History of International Relations*, Viva Book, Indian edition, 2006.

Suggested Readings:

Arthur Marwick, *The Deluge: The British Society at the First World War*, Palgrave Macmillan, 2006.
C. A. Bayly, *The Birth of Modern World, 1780-1914*, Blackwell, 2004.
Richard Sakawa, *The Rise and Fall of Soviet Union*, Routledge, 1999.
Richard Rhodes, *Masters of the Death*, Vintage Book, NY, 2003.
Evan Mawdsley, *World War II: A New History*, CUP, 2009
Neil Gregor, ed., *Nazism,* OUP, 2009.
Gregory L. Freeze, *Russia: A History*, OUP, 2009.
Rex Wade, *The Russian Revolution 1917*, CUP, 2005.
John Lewis Gaddis, *The Cold War: A New History*
Martin Walker, *The Cold War: A New History*
Stephen Lovell, *Destination in Doubt: Russia Since 1989*, Zed Book, London, 2009.
Patricia Buckley Ebrey, *Cambridge Illustrated History of China*, CUP, 2005.

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

1. Mid Semester Examination	30 per cent weightage
2. Take Home Assignment	30 per cent

3. End Semester Examination	40 per cent

e. **Pedagogy:**
   a. Instructional strategies: This course will be delivered through **weekly lectures**, complemented by **class-based discussions** on selected reading materials. Students will prepare **individual presentations on assignments**, followed by **open discussions** to encourage critical thinking and engagement.
   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Instruction will be supported by **projectors, maps, and relevant reading materials available in the library** to enhance comprehension.
   c. Expertise in AUD faculty or outside: The course will be taught by **AUD faculty**, ensuring subject expertise.
   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): **Field visits** to historically significant sites and **cinema screenings** of relevant documentaries and films will provide experiential learning opportunities.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies 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 primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Signature of the Dean of the School

Recommendation of the School of Undergraduate 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 XII

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 History
Course title	Caste and Indian Modernity
Course code	NSUS1HS433
Total Credits	4 Credits
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Ongoing Course
Course coordinator and team	Dr Shailaja Menon

1. How does the course link with the vision of AUD?
   AUD has always strived to offer courses which intersect disciplinary boundaries. This course strives to bring together historical/gendered and sociological perspectives on caste based on key primary sources.

2. How does the course link with the specific programme(s) where it is being offered?
   The course is based within the discipline of History which offers courses on various aspects of Indian/comparative history

3 Does the course connect to, build on or overlap with any other courses offered in AUD?
Yes there are courses in Sociology which offers a course –"Caste in Contemporary Society" at the BA level

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):

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 story of caste in India has a long genesis. It ranges from the most banal to the most philosophical. A wide spectrum of scholars has attempted to understand, analyse and deconstruct caste. At different historical junctures, ideas of caste have undergone permutations. It was argued that with the onset of modernity, progress rational values, caste would wither away. The term 'modern' is expressed to demarcate the past from the present. With the privileging of science, technology and rationality by the Enlightenment,

modernity was invested with values creating a binary 'other' steeped in superstition and tradition. Every society, individual or institution felt compelled to acquire the abstraction of modernity. In Asia, Latin America and Africa, the experiences of colonialism mediated the abstraction of modernity. For the caste ridden Indian society, modernity, far from being an abstraction was something tangible as it enabled scores of the oppressed communities to seek entitlements by invoking the legal-juridical norms, again a by-product of modernity. At one level, the colonial encounter set free the local people from many hidebound traditions and opened up new vistas of social progress through education and emerging employment opportunities. The privileged communities sought refuge in the pristine imagined past unable to come to terms with modernity whereas the rest (the anti-caste intellectuals) eagerly courted modernity to establish a more secular and progressive society. Thus, modernity is driven with contradictions. Despite the mystic of capitalist development notwithstanding, Indian society is grappling to make sense of 'semi-feudal and semi-colonial remnants'. (Gail Omvedt, Seeking Begumpura, Navayana, 2008, p.10) Hence, the exploited people have not relapsed into silence but have challenged the contradictions of modernity. As Ambedkar has observed, throughout its historical trajectory there have been attempts to annihilate the superstructure- the edifice of caste brutality as a precursor to create a modern liberal society. This course seeks to analyse the different perspectives on modernity, the manner in which various social categories in India appropriated modernity and strove to benefit from it.

For reasons of brevity, the course focuses on the social, cultural and political developments of the 19th century till independence.

b. Objectives:
   - Help students to work with primary sources
   - Understand caste as a conceptual category
   - To have a broader understanding of the varied perspectives on modernity and its implications on all social categories

c. Expected learning outcomes:
   - Understand the intersections between various conceptual categories
   - Gain experience in working with primary sources
   - Develop their writing and presentation skills

Modules

Modules for Study

1) Ideas on Modernity- This unit probes the term 'modernity'. Is it about technological acquisition or attitudinal change in inter-personal dealings? This inter-subjectivity will be dealt with reference to autobiographical narratives comprising both caste and gender.

The selected articles will comprise [3 weeks]

a) Sumit Sarkar and Tanika Sarkar (ed) Caste in Modern India-Permanent Black, 2014

d) Mani, B.R, Debrahmanising History: Dominance and Resistance in Indian Society, Delhi: Manohar Publishers. 2005

e) The autobiographical narratives include Om Prakash Valmiki, "Joothan",

Urmila Pawar, "We Too Made History: Women in the Ambedkarite Movement", Baby Kamble, "The Prisons we Broke".

2) **Caste and Census -** The colonial state introduced the census which influenced the corpus of knowledge around caste. How did caste negotiate with modernity through the prism of new cultural imaginaries and sectarian practices? This was the period in which society witnessed rapid transformation through education, new sites of employment, gendered changes, cultural symbolisms etc. [3 weeks]

The selected articles will comprise:

1) Nicholas Dirks, The Original Caste: Power, History and Hierarchy in South Asia
2) Bernard Cohn, The Census, Social Structure and Objectification in South Asia
3) Nandini Gooptu, Untouchable Social Movements in Urban Uttar Pradesh in the Early 20th Century
4) Sumit Guha, Civilizations, Markets and Services: Village Servants in India from the 17th to the 20th Centuries
5) Ramnarayan Rawat, Struggle for Identities, Chamar Histories and Politics

All these articles are from Sumit Sarkar and Tanika Sarkar (ed) Caste in Modern India, Permanent Black, 2014

3) Gendering Modernity- explores how the language of tradition and modernity has been the dominant idiom that has sought to capture the "essence" of both the Indian nation and the Indian woman. The salience of this discourse demands a critical enquiry to understand how this overarching and hegemonic idiom been accepted as an unproblematic given. India is often seen as a land of contrasts where tradition and modernity coexist—where Indian women are often showcased as emblematic of this coexistence. It seeks to do so by presenting a more historicized account of India's modernity from the vantage point of gender, offering a feminist critique of the public private divide which forms the theoretical hub of the modernization framework. [3weeks]

The selected readings will comprise

a) Maitreyi Choudahry, Indian "Modernity" and "Tradition": A Gender Perspective,

Polish Sociological Review, ISSN 1231 – 1413

b) Partha Chatterjee-Colonialism, Nationalism and the Colonized Woman: The Contest in India, American Ethnologist, 1989
c) Tanika Sarkar, Hindu Wife, Hindu Nation: Religion, Community, Cultural Nationalism, Permanent Black, Delhi, and Indiana University Press, 2000
d) Sudesh Vaid and Kumkum Sangari, (ed) Recasting Women: Essays in Colonial History, Rutgers, 1990

4) **Alternative Socio-Political Mobilizations**- The colonial era witnessed some intense debates around issues of freedom especially involving gender (Eg. Sati and Age of Consent) and low caste assertion. The focus will be on the debates generated around these issues by Raja Ram Mohan Roy,

Pandita Ramabai, Phule, Ambedkar, Periyar and Narayana Guru. [3 weeks]

The Selected Readings will comprise

a) Keer, Dhananjay Dr. Ambedkar: Life and Mission, 3rd edition, Bombay: Popular Prakashan. 1991
b) Gail Omvedt, Seeking Begumpura, Navayana, 2008
c) Geeta, V & Rajadurai towards a Non-Brahmin Millennium: From Iyothee Thass to Periyar. Calcutta: Samya.1998
d) Kancha Illiah, Why I Am Not a Hindu? A Sudra Critique of Hindutva Culture, Ideology and Political Economy. Calcutta: Samya. 1996
e) Critical Quest publications on Pandita Ramabai, Jotiba Phule, Narayana Guru and Periyar

5) Modernity and its Other- The analysis of Gandhi's Hind Swaraj and Ambedkar's Annihilation of Caste [3 weeks]

The selected articles/readings include,

a) Gupta Dipanker, Mistaken Modernity: India Between Worlds, Harper Collins, 2000
b) Omvedt, Gail, Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India, New Delhi: Sage Publications. 1994
c) Zelliot Eleanor, From Untouchable to Dalit, Essays in the Ambedkar Movement, Manohar, New Delhi, 1996
d) Avijit Pathak, Indian Modernity: Contradictions, Paradoxes and Possibilities, Orient Blackswan, New Delhi, 2015
e) Rajni Kothari, Caste in Indian Politics (ed), New Delhi, Orient Blackswan, 1970

Assessment methodology:

One written assignment of 30%, one class presentation of 30% and one end semester exam of 40%

a. **Pedagogy:** Instructional design- *Lecture mode aided by audio-visual media*

Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): *Library and Class rooms*

b. Expertise in AUD faculty or outside – *organize special lectures by experts from within and outside AUD if required*

c. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) - *N/A*

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies 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 primary School.

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

Recommendation of the School of Undergraduate 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 XIII

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 History
Course title	Decolonisation in History
Course code	NSUS1HS434
Total Credits	Four
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	
Course coordinator and team	Dr Pallavi Chakravarty

1. **How does the course link with the vision of AUD?**

   It is a course which truly encapsulates the idea of studying based on themes: theme here under evaluation is the concept of decolonisation – its history and also its contemporary relevance. It is also an example of an inter-disciplinary approach as the readings of the course utilise works of literature, political science, economics and also history.

2. **How does the course link with the specific programme(s) where it is being offered?**

   The UG History courses for History students in AUD are arranged around chronology but also with emphasis on thematics. Decolonisation in History is a course which takes up this aspect theme-based wide history learning in its truest sense decoding the movement for decolonisation around the world and also presenting a critical analysis of the same in the contemporary times. The course also adds to the non-South Asian History basket of the BA (H) in History.

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

   The focus of this course is 'non-South Asian' History. However, it connects with History courses such as *Modern India 1857-1947*, *Contemporary India 1947-1992* and *Modern and Post Modern 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)**
   None.

5. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):**
   As per the University policy.

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

7. **Course Details:**

a. Summary: Contemporary decolonisation bears a close connection with the national independence of former European colonies. This third year course seeks to pick up the decolonisation story from Independence. Focused around the themes of Indigeneity, reparations, repatriations, and what we refer to as neocolonization, we will explore decolonization as an ongoing process with historical routes rather than a discrete event, relegated to the past.

b. Objectives:

- To have a basic understanding of the ongoing relevance of decolonization debates in various part of the globe.
- To be aware of the connections between decolonization of the past and decolonization of the present.
- To have an improved sense of geography.
- As third year students, this course aims to offer students a further opportunity to improve their proficiency with reading and writing scholarly papers and advance their capacity for critical and conceptual thinking.

c. Expected learning outcomes:

- It is expected students will have an improved sense of geography at the basic level;
- They will also be aware of complex forms of colonisation, neo-colonisation and decolonisation movements and their long term consequences in the form of reparation and repatriation movements of present times.
- It is also hoped that the students will be better equipped to understand present day inequalities of race, gender, regions and internationally and nationally speaking.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

1) Introduction (3 weeks) - Decolonisation and its history. Here the student is oriented to make a difference between what was and continues to be referred to as decolonisation, i.e, independence from colonial rule and contemporary decolonization as it manifests itself in contemporary decolonization movements such as #IdleNoMore, #BlackLivesMatter, GreatReturnMarch, #Occupy, and #Rhodes/FeesMustFall.

- Duara , Prasenjit (ed.). *Decolonization: Perspectives from Now and Then*. Routledge, 2003. Introduction and the section "In their own words" which offers brief extracts from the writings of major anti-colonial leaders, Ho Chi Minh, Jawaharlal Nehru, Kwame Nkrumah etc.

- Albert Memmi, *Decolonization and the Decolonized*. University Of Minnesota Press, 2006. "Solidarity of the Vanquished," and "Headscarves and Metissage."

- Thomas Piketty, *Capital in the Twenty-First Century*. Harvard University Press, 2014.

- Walter Mignolo, *The Politics of Decolonial Investigations,* Duke University Press, 2021.

Additional Readings:

- Marcus Rediker et al, (eds.), *Many Middle Passages: Forced Migration and the Making of the Modern World*. University of California Press, 2007.

- Achille Mbembe, "Decolonizing Knowledge and the Question of the Archive." [http://wiser.wits.ac.za/system/files/Achille%20Mbembe%20-%20Decolonizing%20Knowledge%20and%20the%20Question%20of%20the%20Archive.pdf]

2) Indigeneity (3 weeks)- Is contemporary decolonization a post-colonial phenomenon? In what sense are they postcolonial? What does decolonization mean to indigenous peoples? Why is indigenous peoples' decolonization a threat to postcolonial nation states? We begin with a focus on the question of naming and ask "what do 'indigenous' people want to be called?

- Adam Kuper, "The Return of the Native." *Current Anthropology* Volume 44, Number 3, June 2003, AND the responses.

- Patrick Wolfe, "Settler Colonialism and the Elimination of the Native." *Journal of Genocide Research* (2006), 8(4), December, 387–409

- Tomson Highway - *The Rez Sisters: A Play*.

- Michael Yellow Bird, "What we want to be called: Indigenous perspectives on Racial and Ethnic Identity Labels." *American Indian Quarterly* Vol. 23, No. 2 (Spring, 1999), pp. 1-21

- Eve Tuck, K. Wayne Yang, "Decolonization is not a metaphor." *Decolonization: Indigeneity, Education and Society*, Vol 1, No 1 (2012).

Additional readings:

- Andre Beteille, "The Idea of Indigenous People." Current Anthropology , vol. 39, no. 2, pp. 187-192, 1998. AND the following response, John Brown Childs and Guillermo Delgado, "On the Idea of the Indigenous." Current Anthropology, Vol. 40, No. 2 (April 1999), pp. 211-212

3) Reparations (2 weeks) - This module addresses questions such as: What are reparations? Reparations for what? And why is reparations still even being debated?

- Shashi Tharoor MP, "Britain Does Owe Reparations." [https://www.youtube.com/watch?v=f7CW7S0zxv4]

- Rajeev Bhargava, "How Should we Respond to the Cultural Injustices of Colonialism ?" in Jon Miller & Rahul Kumar (eds.), *Reparations: Interdisciplinary Inquiries*. Oxford University Press (2007).

- Ta Nehesi Coates, "The case for reparations." *The Atlantic*, June 2014. https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/

Additional Readings:

- Angela Y. Davis, "The Meaning of Emancipation According to Black Women," in *Women Race & Class*. Connects the past plantation to the present prison system in the USA.

- David M. Anderson, "Guilty Secrets: Deceit, Denial, and the Discovery of Kenya's 'Migrated Archive'" (2015) *History Workshop Journal*, Issue 80. Focuses on the ongoing lawsuit brought by Kenya's Mau Mau survivors against the British government for crimes against humanity.

- Nancy Fraser et al, Redistribution Or Recognition?: A Political-Philosophical Exchange, Verso, 2003.

4) Repatriation (2 weeks) - The student is here required to engage with the issue of repatriations by focusing on two important aspects: artefacts such as skulls (taken for scientific research and as museum exhibits) and archives (as in the case of the Mau Mau, to erase colonial injustices). Hereby, the student can appreciate that decolonization research, as far as repatriations are concerned, has direct implications for questions of justice and identity.

- George Steinmetz and Julia Hell , "The Visual Archive of Colonialism: Germany and Namibia," Photo Essay. *Public Culture*, 18:1, 2006. This article introduces a fascinating story about the movement for the repatriation of skulls taken by the Germans for scientific study after the "first deliberate genocide of the twentieth century".

- David M. Anderson, "Mau Mau in the High Court and the 'Lost' British Empire Archives: Colonial Conspiracy or Bureaucratic Bungle?" *The Journal of Imperial and Commonwealth History*, Volume 39, 2011 - Issue 5

- Additional Readings

- Mahmood Mamdani, "A Brief History of Genocide." Transition, Issue 87 (Volume 10, Number 3), 2001. pp. 26-47

- The Organization of African Unity, Rwanda: The Preventable Genocide. The Organization of African Unity initiated this study on the Rwandan genocide. It appointed an independent international panel to investigate the 1994 atrocities; the report was issued on July 7, 2000.

- Ngũgĩ wa Thiong'o and Micere Mugo, *The Trial of Didan Kimathi: A Play*. Waveland Pr Inc, 1976 A powerful and challenging play about the circumstances surrounding the trial of one of the celebrated leaders of the Mau Mau revolution.

- Moira Simpson, "Museums and restorative justice: heritage, repatriation and cultural education." *Museum International*, Volume 61, Issue 1-2, pages 121–129, May 2009.

5) Neocolonization (2 weeks) - This module takes up the issue of land grabbing as an instance of neocolonization along with the ongoing occupation of Palestine as the contemporary continuation of historical European colonialism. The question of decolonization in contemporary Africa(1990-2022) is also taken up, particularly in the context of military coups, retreat of democracy and growth of Chinese control of contemporary African economies. Finally the relationship between climate change and decolonization is dealt with.

- Ieuan Griffiths, "The Scramble for Africa: Inherited Political Boundaries." *The Geographical Journal*, Vol. 152, No. 2(July 1986), pp. 204-216

- Ruth Hall, et al, "Resistance, acquiescence or incorporation? An introduction to land grabbing and political reactions 'from below'." *The Journal of Peasant Studies special issue on Land Grabbing*, 2015 Vol. 42, Nos. 3–4, 467–488. [This article discusses the relevance of political reactions to land grabbing in light of social movements and critical agrarian studies. And other selected articles from this issue.

- Martin Welz, *Africa Since Globalization: The History and Politics of a Diverse Continent*, Cambridge University Press, 2021.
- Jaskiran Dhillon, 'Indigenous Resurgence, Decolonization, and Movements for Environmental Justice', in her book, *Indigenous Resurgence: Decolonization and Movements for Environmental Justice*, Berghahn, 2022, pp. 1-8.

Additional Readings:

- Adam Hochschild , *King Leopold's Ghost: A Story of Greed, Terror and Heroism in Colonial Africa*. Houghton Mifflin. 1999. On Leopold's spectacular land grab of the late 19th early 20th centuries.

- Eduardo Galeano, *The Open Veins of Latin America*. Monthly Review, 1971. (Excerpts.) Galeano organises the various facets of Latin American history according to the patterns of five centuries of exploitation. Thus he is concerned with gold and silver, cacao and cotton, rubber and coffee, fruit, hides and wool, petroleum, iron, nickel, manganese, copper, aluminum ore, nitrates, and tin. These are the veins which he traces through the body of the entire continent, up to the Rio Grande and throughout the Caribbean, and all the way to their open ends where they empty into the coffers of wealth in the United States and Europe.

The Price of Sugar is a 2007 Uncommon Productions film directed by Bill Haney about exploitation of Haitian immigrants in the Dominican Republic involved with production of sugar, and the efforts of Spanish priest Father Christopher Hartley to ameliorate their situation. The documentary shows the poor working conditions in the sugar cane plantations, and political control exerted by the Vicini family to stifle efforts to change the situation. While the documentary highlights the efforts of Father Christopher Hartley to bring medicine, education, and human rights to Haitian workers, it also shows the widespread resentment of his actions held by Dominican people

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

(b) (i) **Module-wise Format with following details for each module:**
Module [No.] [Module Title] [No. of classes needed]
[Detailed description of module]
Mentioned above in (d).

Module Objective:
Each module has already been described along with essential and additional readings mentioned for them.

(ii) Assessment Plan(weight, mode, scheduling) for the course:
Two assessments with 50% weightage for each, one mid-semester test and the end-semester examination.

8. **Pedagogy:**
   a. **Instructional strategies**:
   Mainly classroom transactions with tutorial discussions.
   b. **Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):**
   None
   c. **Expertise in AUD faculty or outside**:
   Expertise available in AUD
   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 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 primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Undergraduate 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 History
Course title	**Introduction to Indian Art and Architecture**
Course code	**NSUS1HS435**
Total Credits	4 (Four)
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Under Graduate
Proposed date of launch	WS 2025
Course coordinator and team	Dr. Venugopal Maddipati and Manoj Kaumar

1. **How does the course link with the vision of AUD?**
   Equality is one of the core visions of AUD. This course comprehensively introduces South Asian/Indic Art, exploring its rich and diverse heritage. Students will be exposed to a wide array of artworks and architectural masterpieces from different periods and regions within South Asia. The curriculum includes in-depth studies of significant cultural, religious, and historical contexts that have shaped the art and architecture of the region.

2. **How does the course link with the specific programme(s) where it is being offered?**
   In the History Honours course, students engage with multiple layers of foundational history at the undergraduate level, primarily utilising secondary and primary sources. This course introduces the significance of heritage and demonstrates how art historians uncover and authenticate scientific history. It highlights the continued existence of numerous heritage sites featuring classical art and architectural patterns.

3. **Does the course connect to, build on or overlap with any other classes offered in AUD?**
   This course builds upon the foundational courses of the History program, such as Early India, Ancient Societies, and Medieval India 1 and 2. It is designed to complement these courses without overlapping with any of them.

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 must be taken in sequence by BA Hons. History students and those in any interdisciplinary programs. Other undergraduate students may also elect it in their second or third year of study.

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 comprehensively introduces South Asian/Indic Art, immersing students in the region's rich tapestry of artistic and architectural works. It not only exposes students to a diverse array of art and architecture but also encourages them to develop nuanced interpretative descriptions by drawing on various historical sources. Central to our inquiry is How one can elucidate the reciprocal tensions between art objects and the specific social and historical contexts in which they were created. This question forms the broader framework of our course, which spans 4500 years of Indic and subcontinental artistic and architectural heritage, from the Indus Valley Civilization to the present day.

Vidya Dehejia's focus deeply informs the course on histories that highlight visual and material evidence, such as dedicatory inscriptions engraved in stone monuments and copper plate charters documenting territorial donations and architectural artefacts. We will delve into how histories anchored in visualise or visual culture intersect with diverse issues, including community and state formation, the exercise of sovereignty and power, religiosity, patronage, travel, colonialism, populism, and nationalism.

Throughout the course, we will critically examine how visual artefacts such as paintings, sculptures, and architecture were produced for specific audiences at particular moments in Indian history. Moreover, we will explore how these artefacts and their representations resonate within a broader social, geopolitical, and temporal spectrum.

b. Objectives:

We study Indian art and architecture in the History syllabus to understand the cultural, social, and political contexts that shaped the subcontinent's heritage. These artistic and architectural achievements provide invaluable insights into the civilisations, religious practices, power structures, and historical narratives that have defined India's past, enriching our comprehension of its diverse and complex history.

When students study the chronological progression from the Indus Valley to modern Indian art and architecture, they gain a deeper understanding of India's cultural history through the lens of monuments and heritage. This approach allows them to critically compare and analyse artistic developments, enhancing their comprehension of historical and cultural contexts.

c. Expected learning outcomes:

- Expose students to the broadest range of aesthetic developments in South Asia across various time periods.
- Develop critical skills for reading and interpreting visual material within its political, historical, and cultural contexts.
- Engage with art history as both a distinct discipline and one that intersects with fields like political science and environmental humanities.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

This course provides a comprehensive assessment of the history of Indian art and architecture from the Indus Valley Civilization to modern times, including Jain, Buddhist, and Indo-Islamic Art. Covering an extensive historical span, it will include excerpts from primary sources. The course also features visits to nearby monuments from these periods.

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

Module Wise content

(b) (i) Module-wise Format with the following details for each module:
Brief description of modules/ Main modules:

Week 1: Introduction. The Course will begin with a reading of Michael Baxandall's—Patterns of Intention, in which he explores the ways in which writers and art historians develop their descriptions of artworks and images. This initial reading will prepare the grounds for the ways in which students will engage with works of art in a South Asian/Indic context. The course will subsequently be divided into the following sections (chronologically) reflecting certain religious, political and cultural developments. The divisions are also broadly in keeping with Vidya Dehejia's Indian Art (London: Phaidon, 1997), which will serve as course readers, along with more specific readings.

Week 2: Indus Civilization: In this section, we explore the emergence of a new culture of producing artefacts ranging from steatite seals and pottery to bronze figurines in the Indus Valley region, the concept of a Bronze Age culture, and the emergence of Indus urbanism. We will subsequently also examine the emergence of Black and Red ware culture, Painted Grey Ware and Ochre Colored Pottery ware in a later time. We will also briefly delve into the emergence of the Epics and the Puranas.

Week 3: Starting Mauryan Art: In this section we examine the emergence of Mauryan sculpture, while simultaneously also examining the concept of dynastic patronage, and also

questions related to Ashokan notions of universality, politics and religion in a post-Alexandrine age. We will seek parallels between Ashokan patronage and patronage in the Achaemenid courts from an earlier time. We will study Ashokan Columns/Pillars, The DidarganjYakshas and Patna Yakshas and the Vajrasana at Bodhgaya, among other artifacts. We will also begin to discuss the emergence of Buddhist biographies, particularly through an examination of Sculpture.

Week 4: Starting: Early Buddhist Art 1: In this section we will explore Shunga patronage of Buddhist monuments, and also the Andhra Satavahana period. We will examine the distinctive ways in which the style of representation at Sanchi changes from the Bharhut style. We will also cover the Buddhist iconism vs Aniconism debate, as presented by Susan Huntington and Dehejia. We will cover the Shungas: Bharhut Stupa Railings and the Great Stupa at Sanchi.

Week 5: Early Buddhist Art 2: In this section we will continue with the patronage of Buddhist art, particularly in cave sites and also finally conclude with a section on the Bodhgaya railing, passing through Lomas Rishi, Bhaja, Karli and the Buddha Image. We will also arrive at the Kusanas and the emergence of The Mathura School and the Gandhara School. We will also explore the more explicit forms of Mahayana Buddhism and the implications of this emergence on the evolution of the Buddha image.

Week 6-7: Starting Hindu and Jain temples of North and South India: In this section we will examine the emergence of the patronage of temples, the debates surrounding the emergence and evolution of Shikharas, Udayagiri Rock-cut Sanctuaries, Temples of the Gupta Period (319-550): Sanchi, Nachna, Deogarh: Kailashnath Temple, The South Indian temple: Brihadeshwaralaya, and finally Khajuraho.

One week will be reserved for Field Visit to a site (lasting 3 to 4 days)

Week 8-9: Starting Indo-Islamic Art and Architecture: In this section, we will begin by exploring the artistic patronage of the theGhurids while also observing continuities with artisanal traditions both synchronically, that is, through space in Afghanistan and Delhi, and also diachronically, that is, through time, from the pre-Islamic period. We will study The Jhompra Mosque, Ajmer, The Quwwat al-Islam Complex, Delhi, Tomb of Ghiyas al-Din Tughluq, Delhi.

Week 10: Continuing Indo-Islamic Art and Architecture: In this section we will examine the growth of Sultanate patronage, the emergence of the Lodhi mosque style, Sharqi patronage, Suri period patronage, The Mughal Empire: Humayun's tomb, Fatehpur Sikri, The Akbarnama and the Harivamsha, Akbar's tomb, Tomb of Itimad al-Daula, Jahangir Nama, Documentary and Allegorical Paintings.

Week 11-12: Colonial Art and Architecture: In this section, we will examine the latter period of Mughal dynastic patronage, the emergence of the _Company School‘, the Bengal School, Late Mughal Painting, Late Mughal Architecture, the Saracenic Style Colonial Photography and Colonial Art. Colonial Memoirs and Growse in Bulandshahar, and finally Colonial Modernisms. Calendar Art and popular culture. EB. Havell will also be discussed.

Week 13-14: Beginning Modern and Contemporary Indian Art and Architecture: In this section, we will examine Modernism in India. We will focus on key Indian artists of the period, including Rabindranath Tagore, Amrita Sher-Gill, and Jamini Rai, Indian art on the eve of independence. How was a modern, secular nation-state created through the mediation of art and architecture and by establishing museums and other public buildings? We will try to answer this question and also seek an overview of contemporary Indian art, modern temples and memorials, and history and memory in modern public spaces. We will also engage in case studies of Akshardham temple and the Ambedkar Memorial Park, Noida.

Week 15-16: Art and Artisans

During the period under study, **India had a highly developed craft production sector**, closely linked to trade and commerce. Manufacturing activities thrived in and around major commercial centers.Persian chronicles provide **limited information** on crafts and production techniques. However, **European travelers, documents, and correspondence from various European trading companies** offer more detailed insights. These companies were keen observers of production processes and the quality of craftsmanship. This unit will examine **major crafts, their centers, the raw materials used, and, where possible, the techniques of production**. Additionally, we will explore the **availability of minerals, their extraction, and production**. The organization of production in selected crafts will also be analyzed.

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

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%

Essential readings with page numbers:

Reading List:

1. Vidya Dehejia, *Indian Art, (*London: PhaIdon Press, 2005)
2. Catherine Asher and Cynthia Talbot, *India Before Europe, (Cambridge: Cambridge University Press, 2006).*

ADDITIONAL REFERENCE:

Frederick Asher, "On Maurya Art," A Companion to Asian Art and Architecture, (Sussex: Wiley and Blackwell, 2015) pp. 423-445.

Vidya Dehejia, ―On Modes of Visual Narration in Early Buddhist Art,‖ The Art Bulletin 72.3 (1990), pp. 374–392.

. Michael Baxandall, "Patterns of Intention," in Donald Preziosi (eds) The Art of Art History: A critical Anthology, (London: OUP, 1998) pp.45-54.

Gregory L. Possehl,—Revolution in the Urban Revolution: The Emergence of Indus Urbanization,‖ Annual Review of AnthropologyVol. 19 (1990), pp. 261-282.

Jonathan M. Kenoyer and Kimberley Burton Heuston, The Ancient South Asian World (New York: Oxford University Press, 2005) pp. 35-72.

Catherine Asher, Delhi's Qutb Complex, The Minar, Mosque and Mehrauli, (Mumbai: Marg, 2018) pp. 1—20,

Sunil Kumar, "Qutb and Modern Memory," in The partitions of Memory: The Afterlife of the Division of India, ed. Suvir Kaul (New Delhi: Permanent Black, 2001), 140-182.

S. L. Huntington,—Early Buddhist art and the theory of aniconism‖ Art JournalVol. 49 No. 4 Winter.1990pp.401-408,

Vidya Dehejia, —Aniconism and the Multivalence of Emblems‖ Ars OrientalisVol. 21 (1991), pp. 45-66.

Susan Huntington, The Art of Ancient India: Buddhist, Hindu and Jain, (Delhi: Motilal Banarsi Das, 2016)

Stella Kramrisch, "The Superstructure," in The Hindu Temple, Volume 1 (Delhi: Motilal Banarsi Das, 1976) pp. 177-220.

Readings:
W.J. McKibben, "The Monumental Pillars of Firuz Shah Tughlaq," Ars Orientalis 24, 105-118

Finbar B. Flood, "Pillars, Palimpsests, and Princely Practices: Translating the Past in Sultanate Delhi," RES 43, (Spring 2003), 95-116

Perween Hassan, "Sultanate Mosques and Continuity in Bengal Architecture," Muqarnas 6 (1989), 58-74

Yuthika Sharma, —Art in Between Empires: Visual Culture and Artistic Knowledge in Late Mughal Delhi: 1748-1857,‖ PhD. Dissertation, Columbia University

ParthaMitter,—Port Cities of India: Their Planning and Architecture Circa 1640-1757‖Journal of the Society of Architectural Historians Vol. 45, No. 2 (Jun., 1986), pp. 95-114

Tapti Guha Thakurta, "Wresting the Nation's Prerogative: Art History and Nationalism in Bengal,"Monuments, Objects, Histories, (New York, Columbia University Press, 2004)

Geeta Kapur,―Dismantled Norms:Apropos an Indian/Asian Avantgarde,‖ in When Was Modernism. Essays on Contemporary Cultural Practice in India. (Delhi: Tulika Books, 2000)

Rebecca Brown and Deborah Hutton, *Asian Art,* (Oxford: Blackwell, 2006).

8. **Pedagogy:**
    a. Instructional strategies: Class lectures, Field Trip, Monuments Visit, Individual Monumental and Heritage Site based Case Study.

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

    c. Expertise in AUD faculty or outside: AUD faculty and invited lectures by specialists

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

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies 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 primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Undergraduate 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 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 Mathematics
Course title	Linear Optimisation and Applications
Course code	NSUS1MA511
Total Credits	4 Credits
Course type (core/compulsory/ elective/any other – please specify)	DSC
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Undergraduate level
Proposed date of launch	Running and revised for WS 2024-25
Course coordinator and team	Pranay Goswami

1. How does the course link with the vision of AUD?

   This is an application-based course which should be of interest to students from different discipline majors. This course deals with methods of linear optimisation and its applications in solving many real-world problems.

2. How does the course link with the specific programme(s) where it is being offered?

   This course is a compulsory course offered for students of BA Mathematics programme. This uses portions taught in algebra courses offered for the BA Mathematics 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:

   (Prerequisites; prior knowledge level; any others – please specify)

   Prerequisite for this course is mathematics at XII grade level.

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

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

7. Course Details:

   a. Summary: The main modules of the course are; Introduction to Linear Programming Problems, Theory of Simplex Method and Duality, Transportation problem, Assignment Problem, Game Theory and Lab using WINQSB

   b. Objectives: This course aims to introduce the use of linear optimisation methods and techniques for effective decision making. It involves mathematical model formulation and applications that are used in making decisions related to business.

   c. Expected learning outcomes: After completing this course, students will be able to understand the concepts of Linear Programming, Transportation problems, Assignment problems, Game Theory and its applications to real life problems.

   d. Overall structure (course organisation, rationale of organisation; outline of each module):

      The following topics will be covered in the course under the main modules as described below.

      - **Linear Programming**

      Introduction to linear programming, Select applications of linear programming, Graphical methods

      - **Convex sets**

      Convex sets, extreme points, hyper-planes and half-spaces, Basic feasible solution

      - **Theory of Simplex**

      Theory of simplex, Optimality and unboundedness, The simplex algorithm, Two-phase method, Big M method

      - **Duality**

      Duality, Primal dual relationship, Statements of duality theorems, Economic interpretation of duality

      - **Transportation**

      Mathematical model of transportation problem, The transportation algorithm, Methods for finding initial solution, MODI method for solution of transportation problems

      - **Assignment Problems**

      Mathematical model of Assignment problem, Hungarian method for solving assignment problems

      - **Game Theory**

      Two person zero sum games, pure and mixed strategies, Principle of dominance, Solution methods (Algebraic, graphical and linear programming)

      - **Lab Sessions**

Introduction to WINQSB for solving linear programming problems, transportation problems, assignment problems.

e. Course contents detailed:

Introduction to linear programming, Select applications of linear programming, Graphical methods [Total Lectures - 4, [1]].

Convex sets, extreme points, hyperplanes and halfspaces, Basic feasible solution [Total Lectures- 5, [1]]

Theory of simplex, Optimality and unboundedness, The simplex algorithm, Two-phase method, Big M method [Total Lectures- 14, [1]]

Duality, Primal dual relationship, Statements of duality theorems, Economic interpretation of duality [Total Lectures- 4, [2]]

Mathematical model of transportation problem, The transportation algorithm, Methods for finding initial solution, MODI method for solution of transportation problems [Total Lectures- 5, [2]]

Mathematical model of Assignment problem, Hungarian method for solving assignment problems [Total Lectures- 3, [2]]

Two person zero sum games, pure and mixed strategies, Principle of dominance, Solution methods (Algebraic, graphical and linear programming) [Total Lectures - 10, [2]]

Essential readings with page numbers:

1. Bazaraa M S, Jarvis J J and Sherali H D (2010). Linear Programming and Network Flows , 4th Edition, John Wiley and Sons
2. Sharma J K (2009). Operations Research: Theory and Applications, 4th Edition, Macmillan Publishers India Ltd.
3. Chang Y L and Desai K (2003). WinQSB Version 2.0, John Wiley and Sons

Suggested readings:

4. Hedley G (2002). Linear Programming, Narosa Publishing Company.
5. Vohra N D. Quantitative Techniques in management, 3rd edition, McGraw Hills Company
6. Taha, H.A. (2010). Operations Research: An Introduction, (9th Edition), Pearson Education
7. Hillier, F. and Lieberman, G. (2010). Introduction to Operations Research: Concepts And Cases (9th Edition), Tata McGraw Hill Education Private Limited

Tentative Assessment schedule with details of weightage:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Class test	as per AUD academic calendar	20%
2	Mid Semester Exam	as per AUD academic calendar	25%
3	Lab Work / assessments	Throughout the semester	20%
4	End Semester Exam	As per AUD Academic Calendar	35%

8. Pedagogy:
    a. Instructional design: There will be four lectures a week and one tutorial (fortnightly) and two hours WIN QSB LAB (fortnightly) for this course.
    b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify) Computer Laboratory equipped with WinQSB software for use by 30 students.
    c. Expertise in AUD faculty or outside: AUD Faculty
    d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) Not Applicable

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies 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 primary School.

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

Recommendation of the School of Undergraduate 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 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 Mathematics Programme
Course title	Advanced Algebra
Course code	NSUS1MA539
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core for BA Mathematics, (DSC) Elective for all BAs except Mathematics
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	MS 2024
Course coordinator and team	Balchand Prajapati, Geetha Venkataraman

1. How does the course link with the vision of AUD?

   Advanced Algebra is a subject that is most widely used by Mathematicians and also plays a role in applications. This course will help students develop their ability to think abstractly within the setting offered through Abstract Algebra. Such skills would add to a student's ability to analyse and solve problems even in real life.

2. How does the course link with the specific programme(s) where it is being offered?

   This is the fourth course in Algebra and is intended for those who wish to deepen their base in the subject.

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

   Yes, it builds on the knowledge base of Algebra I (NSUS1MA503), Algebra II (NSUS1MA506), Algebra III (NSUS1MA509)

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

   Prerequisite for this course is Algebra III (NSUS1MA509)

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): Sixth Semester

7. **Course Details:**
   a. Summary: This is an advanced course on Abstract Algebra. This course will introduce an advanced understanding of Group Theory, Field theory and Linear Algebra.

   b. Objectives: The aim of the course is to deepen the concepts of Group theory, Field Theory and Linear Algebra along with their applications.

   c. Expected learning outcomes: After completing this course, students will be able to pursue higher degrees involving the study of Algebra.

   d. Overall structure (course organisation; rationale of organisation; brief module outlines): There are three modules in this course, namely, Module 1: Group Theory, Module 2: Field Theory, Module 3: Linear Algebra. **A student has to opt for any two modules.**

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

Module Wise Format:

Module 1: GROUP THEORY (25-30 lectures)

Definition and examples of group actions, Stabilizers and kernels of group actions, Permutation representation associated with a given group action.

References: Chapter 1 (Section 1.7), Chapter 2 (Section 2.2), Chapter 4 (Section 4.1) [1]

Applications of group actions: Class equation and consequences, conjugacy in S_n, *p*-groups,

Sylow's theorems and consequences. Definition and examples of simple groups, non-simplicity tests.

References: Chapter 3 (Exercise 9 of Section 3.2)[1], Chapter 4 (Sections 4.2-4.3 and 4.5-4.6)[1], Chapter 25 [2]

Module 2: Field Theory (25-30 lectures)

Extension Fields: Definition of Field Extension, Fundamental Theorem of Field Theory (Kronecker's Theorem), Splitting Fields: Definition, Existence, uniqueness and examples, Zeros of a polynomial: Criterion for multiple zeros of a polynomial, zeros of an irreducible polynomial, perfect fields and perfect fields and zeros of an irreducible polynomial.

Algebraic Extensions: Types of Extensions and Characterization of Extensions and minimal polynomial, Degree of Extensions: Relationship between finite and algebraic

extensions, Tower Theorem, Primitive Element Theorem and Properties of Algebraic Extensions.
Finite Fields: Classification of Finite Fields, Structure of Finite Fields and examples and Subfields of a Finite Field.
Geometric Constructions: Constructible numbers Definition, constructible numbers form a subfield of the real numbers, If c is a constructible number the extension of the rational numbers by c over the Rational numbers has degree a power of 2, Examples and classical problems trisecting an angle, squaring a circle and finding a cube of double the volume of a given cube

References: Chapter 20, 21, 22 and 23 [2]
Additional Reading: Chapter 15, Sections 2, 3 and 4 and Chapter 18, Section 5 of ―Basic Abstract Algebra‖ by Bhattacharya, Jain and Nagpaul, Second Edition, Cambridge University Press.

Module 3: Linear Algebra (25-30 lectures)

Linear functionals: Linear functionals, Double dual, Transpose of a Linear transformation
Ref: Chapter 3, Sections 3.5-3.7[3]
Elementary Canonical Forms: Characteristic Values and Diagonalization, Annihilating Polynomials, Minimal polynomials and Invariant subspaces, Direct sum decompositions and Spectral Theorem, Primary decomposition
Ref: Chapter 6, Sections 6.1-6-8 [3]
Inner product spaces: Inner Products and Inner Product spaces, Linear functionals and Adjoint, Unitary operators and Normal operators
Ref: Chapter 8, Sections 8.1-8.5 [3].
References

1. David S. Dummit and Richard M. Foote, *Abstract Algebra*, Third Edition (2004), John Wiley and Sons.
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. Kenneth Hoffman and Ray Kunz, *Linear Algebra*, (Second edition), PHI, 2009.

Friedberg H. Stephen, Insel J. Arnold, Spence E. Lawrence, *Linear Algebra*, (Fourth Edition), PHI, 2002.

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

There will be the following tentative assessment situations:
Class Test - 30% (between 1 month-1.5 months of start of course)

Mid Sem - 30% (around 1 month after class test)
End Sem - 40%. (towards the end of the semester)

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

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies 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 primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Undergraduate 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 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 Honours Programme
Course title	Number Theory and Cryptography
Course code	NSUS1MA515
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Discipline Specific Elective (DSE)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Running and revised for Winter Semester 2024-25
Course coordinator and team	Ramneek Khassa

1. How does the course link with the vision of AUD?
   The course in Number Theory and Cryptography is a beginner's course intended to enhance quantitative and analytical skills.

2. How does the course link with the specific programme(s) where it is being offered?
   The course is useful for those students who are aiming to take up Mathematics as a career or wishing to pursue Cryptography. It is useful to the students who sit for various competitive exams. The students will be exposed to various applications of the topics theoretically as well as using technology.

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)

   Pre-requisite for this course are Mathematics at the XII grade level.

5. 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.

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Winter Semester

7. **Course Details:**
   a. Summary: The present course on Number Theory and Cryptography has been designed to familiarize the students with basic concepts in Number Theory and Cryptography. The course has an added attraction of the compulsory lab component, where using Mathematica one can learn to handle finding primes,

solving Diophantine equations and congruences that are essential for Cryptography. This helps students to work effectively and efficiently as the option of using Mathematica commands is time saving and gives accurate results.

b. Objectives: The main objective of this course is to prepare students who either wish to pursue Mathematics as career or need to use it from application point of view. Cryptography and Crypto analysis is a field where even non-mathematicians who are familiar with Elementary Number theory have flourished and this course will easily feed in their needs to familiarize them with rudiments of Cryptography.
c. Expected learning outcomes: After completing this course, students should be able to
    - Use division algorithm.
    - Understand notion of congruences and solve them.
    - Identify primitive roots and their indices.
    - Have some knowledge about various cryptographic methods.
d. Overall structure (course organisation; rationale of organisation; brief module outlines): The following topics will be covered in the course:

Division Algorithm, G.C.D., Euclidean algorithm, Linear Diophantine equations, Fundamental Theorem of arithmetic, Sieve of Eratosthenes, Goldbach conjecture and prime counting functions, linear congruences and Chinese remainder theorem, complete system of residues, reduced system of residues, binary and decimal representation of integers, Fermat's Little theorem and pseudo-primes, Wilson's Theorem, Fermat-Kraitchik factorization method.

Sum and number of divisors, definition and properties of Dirichlet Product, Mbius Inversion formula, greatest integer function, application to the calendar, Euler's Phi-function and its properties, Euler's theorem.

Primitive roots, theory of indices, Euler's criterion, Legendre Symbol and its properties, Quadratic reciprocity.

Elementary Cryptography: Elementary Cryptosystems, Hill Cryptosystem and RSA encryption and decryption.

Labs to be done from the following:

- Factorising integers
- Extended GCD Method
- Solving Diophantine Equations
- Finding Primitive roots
- Encoding/Decoding Numerical Data

e. Course contents detailed:

(b) Module-wise Format:

G.C.D. Euclidean Algorithm, Linear Diophantine equations ([2], 2.2 – 2.5), primes and their distribution (Theorem 3.5 onwards, Goldbach conjecture and prime counting functions ([2], 3.1 - 3.3), CRS, linear congruences and Chinese remainder theorem ([2], 4.2 & 4.4), Fermat's Little theorem and pseudo-primes, Wilson's Theorem,

Fermat-Kraitchik factorization method ([2], 5.2-5.4).

Reference [2] from Reference list (given below).

Total: 15 lectures

Sum and number of divisors ([2], 6.1), Mobius Inversion formula ([2], 6.2), greatest integer function ([2], 6.3(upto Thm 6.10)), Euler's Phi-function and its properties ([2], 7.2, 7.4), Euler's theorem ([2], 7.3).

Total: 10 lectures

Primitive roots, theory of indices ([2], 8.1, 8.4), Euler's criterion, Legendre Symbol and its properties, Quadratic reciprocity ([2], 9.1-9.3).

Total: 10 lectures

Some Elementary Cryptosystems, Hill Cryptosystem, Generalisation of Hill cryptosystem, Two message problem, RSA encryption and decryption, modular exponentiation, Primality Testing, Integer Factorization, Digital signatures, Diffie-Hellman Key Exchange, Knapsack Cryptosystem ([2], Chapter 10)

Total: 15 lectures

Essential readings with page numbers:

[1] George E Andrews, *Number Theory*, Hindustan Publishing House, Indian Edition.

[2] David M Burton, *Elementary Number Theory (6th Edition)*, Tata McGraw-Hill Edition, Indian reprint, 2007.

[3] Neville Robins, *Beginning Number Theory (2nd Edition)*, Narosa Publishing House Pvt. Ltd., 2007.

Suggested readings:

[4] Klima Richard E, Sigmon Neal & Stitzinger Earnst, *Applications of Abstract Algebra with MAPLE* (*Kindle Edition*), CRC Press, 1999.

[5] Niven Ivan, Zuckerman Herbert S. & Montgomery Hugh L*, An introduction to the Theory of Numbers* (*5th Edition*), Wiley, 1991.

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

There will be the following tentative assessment situations:

Class Test - 25 %

Mid Sem - 35 %

End Sem - 40%

8. **Pedagogy:**
   a. Instructional strategies: There will be four lectures a week and one tutorial (fortnightly) and two hours of LAB(fortnightly) using Mathematica for 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 Mathematica).
c. Expertise in AUD faculty or outside: AUD faculty
d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): N.A.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies 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 primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Undergraduate 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 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)	BA Mathematics Programme
Course title	Mathematics for Computer Sciences
Course code	NSUS1MA534
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Discipline Specific Elective (DSE)/Elective (EL)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	WS 2025
Course coordinator and team	BA Mathematics Programme

1. How does the course link with the vision of AUD?
   This course helps students to develop their interest in computer science. This course will help students who wish to pursue a career involving computers.

2. How does the course link with the specific programme(s) where it is being offered?
   The main motive of this course is to give students a basic introduction to methods of proof, mathematical logic, automata and its application to coding theory.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   Yes, NSUS1MA532 (Discrete Mathematics)

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)
   Prerequisite for this course is Mathematics at the XII grade level.

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):
   Sixth Semester

7. **Course Details:**
   a. Summary: This is an introductory course discrete in nature oriented towards Computer Science. The course is divided roughly into Fundamental Concepts of Mathematics, Definitions, Proofs, Sets, Functions, Relations, State, machines, Counting, logical formulas, automata theory and coding theory.

   b. Objectives: To introduce students to a wide variety of mathematical concepts that are used in the Computer Science discipline.

c. Expected learning outcomes: After completing this course, students will be able to understand the concepts related to Logic and Data Type, Automata Theory and coding theory.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):
This course mainly contains three modules namely: Proofs, Logic and Data type, Automata Theory and Coding Theory

e. Course contents detailed in module-wise format:

Module 1: Proof, Logic and Data Type

Proofs and well ordering principle (7 L)

Propositions, Predicates, The Axiomatic Method, Axioms, Proving an Implication, [**[1]**, 1.1-1.4, **2 L**] Proving an ―If and Only If‖, Proof by Cases, Proof by Contradiction, [**[1],**1.5-1.8, **2 L**] Well Ordering Proofs, Factoring into Primes, Well Ordered Sets, [**[1],** 2.1-2.4, **1 L**] Ordinary Induction, Strong Induction, Strong Induction vs. Induction vs. Well Ordering [**1],** 5.1-5.3, **2 L**]

Logical Formulas and Mathematical Data Types (8 L)

Propositions from Propositions, Propositional Logic in Computer Programs, Equivalence and Validity, The Algebra of Propositions, The SAT Problem, Predicate Formulas, [**[1],** 3.1-3.5, **3 L**] Sets, Sequences, Functions, Binary Relations, Finite Cardinality, [**[1],** 4.1-4.5, **2 L**] Recursive Definitions and Structural Induction, Strings of Matched Brackets, Recursive Functions on Nonnegative Integers, Arithmetic Expressions, [**[1],** 6.1-6.5, **1.5 L**] Induction in Computer Science, Infinite Cardinality, The Halting Problem, The Logic of Sets [**[1],** 7.1-3.3, **1.5 L**]
Total Lecture-15

Module 2: Automata Theory

Introduction (7 L)
Automata: The Methods and the Madness
Why Study Automata Theory? Introduction to Finite Automata, Structural Representations, Automata and Complexity, [**[2],** 1.1, **2 L**] Alphabets, Strings, Languages, [**[2],** 1.5, **1 L**] The Ground Rules, The Protocol, Enabling the Automata to Ignore Actions, The Entire System as an Automaton, Using the Product Automaton to Validate the Protocol [**[2],** 2.1, **4 L**]

Deterministic and Nondeterministic Finite Automata (9 L)
Definition of a Deterministic Finite Automaton, How a DFA Processes Strings, Simpler Notations for DFA's, Extending the Transition Function to Strings, The Language of a DFA [**[2],** 2.2, **4 L**]

An Informal View of Nondeterministic Finite Automata, Definition of Nondeterministic Finite Automata, The Extended Transition Function, The Language of an NFA, Equivalence of Deterministic and Nondeterministic Finite Automata, , [**[2],** 2.3, **4 L**] A Bad Case for the Subset Construction , [**[2],** 2.3.6, **1 L**]
An Application: Text Search (4 L)
Finding Strings in Text, Nondeterministic Finite Automata for Text Search, A DFA to Recognize a Set of Keywords , [**[2],** 2.4, **4 L**]
Total Lecture: 20

Module 3: Coding Theory

The Binary Symmetric Channel, , [**[3],** 5.1, **1 L**] Block Codes, [**[3],** 5.2, **1 L**] Weight and Distance, [**[3],** 5.3, **1 L**], Generator and Parity-Check Matrices, [**[3],** 5.4, **1 L**] Group Codes, [**[3],** 5.6, **1 L**] Coset Decoding, [**[3],** 5.7, **2 L**] Hamming Codes, [**[3],** 5.8, **2 L**] Extended Hamming Codes [**[3],** 5.9, **1 L**]
Total Lecture: 10

Total Lecture counts: 45

References:

1. Mathematics for Computer Science by F Thomson Leighton and Albert R Meyer Ebook
2. Introduction to Automata Theory, Languages, and Computation (3rd Edition), John E. Hopcroft, Rajeev Motwani, Jeffrey D. Ullman, ISBN-13: 978-0321455369, 2009
3. Applied Modern algebra, Larry Dornhoff and Franz E Hohn and is Published in 1978 by Macmillan.

Essential readings with page numbers:

1. Mathematics for Computer Science by F Thomson Leighton and Albert R Meyer Ebook
2. Introduction to Automata Theory, Languages, and Computation (3rd Edition), John E. Hopcroft, Rajeev Motwani, Jeffrey D. Ullman, ISBN-13: 978-0321455369, 2009
3. Applied Modern algebra, Larry Dornhoff and Franz E Hohn and is Published in 1978 by Macmillan.

Suggested readings:

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

There will be the following tentative assessment situations:

Class Test - 30% (between 1 month-1.5 months of start of course)
Mid Sem - 30% (around 1 month after class test)
End Sem - 40%. (towards the end of the semester)

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

c. Expertise in AUD faculty or outside: AUD Faculty

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 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 primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Undergraduate 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. 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 Programme
Course title	Partial Differential Equations
Course code	NSUS1MA542
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Discipline Specific Elective (DSE)/EL
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Running and revised for Winter Semester 2024-25
Course coordinator and team	Mradul Veer Singh

1. How does the course link with the vision of AUD?

   Partial Differential Equations are widely used by academics (Mathematicians and others) as well as researchers, professionals; not only related to mathematics but also in different areas of science and technology.

2. How does the course link with the specific programme(s) where it is being offered?

   This course is the Discipline Specific Elective course for the students of BA Mathematics Honours programme. This links along with Ordinary Differential Equations offered in the BA Mathematics Honours programme.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   Yes, Ordinary Differential Equations (NSUS1MA510).

4. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)
   Prerequisite for this course is Ordinary Differential Equations (NSUS1MA510)

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

6. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify) Winter Semester; A semester long course to be offered in sixth semester

7. Course Details:

   a. Summary: The main modules of the course are described below:

Introduction to Partial Differential equations
Classification of Second-Order Linear Equations
The Cauchy Problem and Wave Equations
Method of Separation of Variables
Lab work using MATHEMATICA

b. Objectives

The course on Partial Differential Equations has been designed to introduce, formulate, classify, interpret and solve first and second order PDE's. The students will be exposed to various applications of these topics in real world related problems such as heat conduction, vibrating string and wave equations. The course has an added attraction of the compulsory lab component where using MATHEMATICA, one can plot the graphs of the solutions of the partial differential equations. This helps students to visualize the geometry behind the solution of a particular type of partial differential equation.

c. Expected learning outcomes: After completing this course, students will be able to understand the concepts of Partial differential equations and their solutions with real world applications.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

- Introduction to Partial Differential equations

  Introduction ([1], 1.1-1.2, 2.1, 2 Lectures), Classification of First-Order Equations ([1], 2.2, 2 Lectures) , Construction of First-Order Equation ([1], 2.3, 2 Lectures), Geometrical Interpretation of PDE's, Method of Characteristics ([1], 2.4-2.5, 4 Lectures) Total: 10 lectures

- Classification of Second-Order Linear Equations

  Second-Order Equations in Two Independent Variables, Canonical Forms ([1], 4.1, 4.2, 5 Lectures), Transformation of Wave Equations in Polar, Spherical and Cylindrical Form ([1], 5.10, 5.11, 4 Lectures), Fourier Series ([1], 6.1 -6.4, 5 Lectures) Total: 14 lectures

- The Cauchy Problem and Wave Equations

  The Cauchy Problem ([1], 5.1, 1 Lecture), Homogeneous Wave Equations, ([1], 5.3, 2 Lectures), Initial Boundary-Value Problems ([1], 5.4, 1 Lecture), Vibration of Finite String with Fixed Ends ([1], 5.6, 2 Lectures), Nonhomogeneous Wave Equations ([1], 5.7, 2 Lectures), The Riemann Method ([1], 5.8, 2 Lectures) Total: 10 lectures

- Method of Separation of Variables

  Separation of variables, The Vibrating String Problems ([1], 7.1-7.3, 4 Lectures), Existence and Uniqueness of solution of Vibrating String Problems ([1], 7.4, 2 Lectures), The Heat Conduction Problem and Existence and Uniqueness of solution of the heat conduction problem ([1], 7.5-7.6, 5 Lectures)

  Total: 11 lectures

  Total: 45 lectures

Lab work using MATHEMATICA [10 lectures]
Plotting of the integral surfaces of the first order PDE's with initial data
Plotting the solution of wave equation at various instants.
Plotting of the reflection of wave
Plotting of the solution of the diffusion equation

Text Books and References:

(1) Tyn Myint-U and Lokenath Debnath, *Linear Partial Differential Equations for Scientists and Engineers,* 4th edition, Springer, Indian reprint, 2006.

(2) Martha L Abell, James P Braselton, *Differential equations with MATHEMATICA,* 3rd Edition, Elsevier Academic Press, 2004.

Tentative Assessment schedule with details of weightage:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Class test	as per AUD academic calendar	15%
2	Mid Semester Exam	as per AUD academic calendar	30%
3	Lab Work / assessments	Throughout the semester	15%
4	End Semester Exam	As per AUD Academic Calendar	40%

8. Pedagogy:
   a. Instructional design: There will be four lectures a week and one tutorial per week and two hours MATHEMATICA Lab (fortnightly) for this course.
   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify) Computer Laboratory equipped with MATHEMATICA software for use by 25 students.
   c. Expertise in AUD faculty or outside: AUD Faculty

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) Not Applicable

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies 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 primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Undergraduate 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 XX

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 Programme
Course title	Lattices and Boolean Algebra
Course code	NSUS1MA513
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	GE/Discipline Specific Elective (DSE)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	
Course coordinator and team	To be decided

1. How does the course link with the vision of AUD?
   This course helps students to develop their interest in computer science. With the help of topics covered in the syllabus, students can understand certain things related to architecture of circuits in computer hardware.

2. How does the course link with the specific programme(s) where it is being offered?
   Concepts and notations from Lattices and Boolean Algebra are useful in studying and describing objects and problems in the branches of Mathematics and computer science and computer implementations are significant in applying ideas from discrete mathematics to real world problems.

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)
   Prerequisite for this course is Mathematics at the XII grade level
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):
   Monsoon/Winter Semester

7. **Course Details:**
   a. Summary: This is an introductory course on Lattice theory and Boolean Algebra. The course has a good mix of abstract theory and practical applications.

   b. Objectives: This course has mainly been designed with the aim of introducing students to the Lattice Theory and Boolean Algebra. The portion on Lattice

Theory discusses Modular, distributive and Boolean Lattices. The module on Boolean Algebras includes design of switching circuits.

c. Expected learning outcomes: After completing this course, students will be able to understand topics related to lattices and boolean algebra.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

The following topics will be covered in the course as

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

(b) (i) Module-wise Format

Definition, examples and basic properties of ordered sets, maps between ordered sets, duality principle, down-sets, up-sets, maximal and minimal elements, building new ordered sets, lattices as ordered sets, complete lattices, lattices as algebraic structures, sublattices, products and homomorphisms. Definition, examples and properties of modular, distributive and Boolean lattices.

[1]: Chapter 1, Chapter 2 (Sections 2.1-2.19), Chapter 4 (Sections 4.1- 4.15)

(Extra reading [4]: Chapter 1(Sections 1, 2). Boolean Algebras, Boolean polynomials, ideals, filters and equations, minimal forms Boolean polynomials, Quinn-McCluskey method, Karnaugh
of diagrams, switching and applications of switching circuits.
[4]: Chapter 1 (Sections 3-6), Chapter 2 (Sections 7-8).
circuits **References**

1. B A Davey and H A Priestley, *Introduction to Lattices and Order* (2nd Edition) Cambridge University Press, Cambridge, 2008.

2. Birkohoff G and Maclane S, *A Survey of Modern Algebra*, Universities Press (India) Pvt Ltd, 2003.

3. John R Gregg, *Ones and zeros: Understanding Boolean Algebra, Digital Circuits and the logic of sets*, Wiley-Interscience, John Wiley and Sons, 1998.

4. Rudolf Lidl and Günter Pilz, *Applied Abstract Algebra* (2nd Edition), Undergraduate Texts in Mathematics, Springer (SIE), Indian reprint, 2004.

5. CL Liu and D Mohapatra, *Elements of Discrete Mathematics* (3rd Edition), Tata McGraw Hill, 2008.

6. J Eldon Whitesitt, *Boolean Algebra and its Applications*, Dover Publications, 2010

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

Tentative Assessment schedule with details of weightage:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Class test	First week of August/February	20%
2	Mid Semester Exam	As per AUD Academic Calendar	30%
5	End Semester Exam	As per AUD Academic Calendar	50 %

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

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies 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 primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Undergraduate 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. 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 Mathematics Programme
Course title	Mathematical Finance
Course code	NSUS1MA536
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	General Elective (GE)/Discipline Specific Elective (DSE)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Running/WS 2025
Course coordinator and team	Balchand Prajapati/Pranay Goswami

1. How does the course link with the vision of AUD?
   Mathematical Finance is a subject that is most widely used by Mathematicians, Economists and anybody working in financial institutions and also plays a role in applications. This course will help students develop their ability to think about different terminology used in share market and financial market. Such skills would add to a student's ability to analyse and solve real life problems.

2. How does the course link with the specific programme(s) where it is being offered?
   This Course is a Discipline Course from Mathematics and it is an elective for all AUD students who have done mathematics at the XII grade level. The main motive of this course is to give students a basic introduction to finance and the applications of mathematics to it. In the digital era with algorithmic trading and mathematical modeling being used to understand stock market behavior and understand large dynamic data, this introductory course in Mathematical finance is well placed to prepare students interested in understanding and choosing a career in the world of mathematical finance.

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)
   Prerequisite for this course is mathematics at XII grade level.
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): Sixth Semester

7. **Course Details:**

a. Summary: The main motive of this course is to give students a basic introduction to finance and the applications of mathematics to it. In the digital era with algorithmic trading and mathematical modeling being used to understand stock market behavior and understand large dynamic data, this introductory course in Mathematical finance is well placed to prepare students interested in understanding and choosing a career in the world of mathematical finance.

b. Objectives: The main objective of this course is to provide an basic knowledge of fixed income like FD's, Bonds etc, stock market terminology and mathematical concepts behind future and options trading.

c. Expected learning outcomes: After completing this course, students will be able to understand the concept of modeling and simulation as well will be able to construct mathematical models of real world problems and solve them using mathematical techniques and with the help of Excel sheets.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):
There are several modules of this courses that include Basic Concepts of Mathematical Finance, Deterministic and Random Cash Flows, Forwards and Futures, Stock Price Models, Options and The Black-Scholes Model. This course also contains lab component that can be executed by using Excel.

e. Course contents detailed in module-wise format:

Module 1: Basic Concepts of Mathematical Finance

Arbitrage ([1], 1.1, 1 Lecture), Return and Interest ([1], 1.2, 1 Lecture), Time value of money ([1],1.3, 1 lecture), Bonds, shares and indices ([1], 1.4., 1 lecture)

Total Lectures: 4 Lectures

Module 2: Deterministic Cash Flows

Net Present Value ([1], 2.1, 1 Lecture), Internal rate of return ([1], 2.2, 1 Lecture), A comparison of IRR and NPV ([1], 2.3, 1 Lecture), Bonds: price and yield ([1], 2.4, 1 Lecture), Clean and dirty price ([1], 2.5, 1 Lecture), Price-yield curves ([1], 2.6, 1 Lecture), Duration([1], 2.7, 1 Lecture), Term structures of interest rates([1], 2.8, 1 Lecture), Immunization ([1], 2.9, 1 Lecture), Convexity ([1], 2.10, 1 Lecture)

Total Lectures: 10 Lectures

Module 3: Random Cash Flows

Random returns ([1], 3.1, 1 Lecture), Portfolio diagrams and efficiency ([1], 3.2, 1 Lecture), Feasible set ([1], 3.3, 1 Lecture), Markowitz model ([1], 3.4, 2 Lecture), Capital Asset Pricing Model ([1], 3.5, 1 Lecture), Diversification ([1], 3.6, 1 Lecture), APM as a pricing formula ([1], 3.7, 2 Lecture), Numerical techniques ([1], 3.8, 1 Lecture), Lagrange Multipliers ([1], 3.9, 1 Lecture)

Total Lectures: 11 Lectures

Module 4: Forwards and Futures

Forwards and futures ([1], 4.1, 1 Lecture), Forward and futures price ([1], 4.2, 1 Lecture), Value of futures contract ([1], 4.3, 1 Lecture), Method of replicating

portfolios ([1], 4.4, 1 Lecture), Hedging with futures ([1], 4.5, 1 Lecture), Currency futures ([1], 4.6, 1 Lecture), Stock index futures ([1], 4.7, 1 Lecture)

Total Lectures: 6 Lectures

Module 5: Stock Price Models

Lognormal model ([1], 5.1, 1 Lecture), Geometric Brownian motion ([1], 5.2, 1 Lecture), Suitability of GBM for stock prices ([1], 5.3, 1 Lecture), Binomial tree model ([1], 5.4, 1 Lecture)

Total Lectures: 6 Lectures

Module 6: Options

Call options ([1], 6.1, 1 Lecture), Put options ([1], 6.2, 1 Lecture), Put-call parity ([1], 6.3, 1 Lecture), Binomial options pricing model ([1], 6.4, 1 Lecture), Pricing American options ([1], 6.5, 1 Lecture), Factors influencing option premiums([1], 6.6, 1 Lecture), Options for assets with dividends([1], 6.7, 1 Lecture), Dynamic hedging ([1], 6.8, 1 Lecture), Risk-neutral valuation([1], 6.9, 1 Lecture)

Total Lectures: 9 Lectures

Module 7: The Black-Scholes Model

Risk-neutral valuation ([1], 7.1, 1 Lecture), The Black-Scholes Formula ([1], 7.2, 1 Lecture), Implied Volatility ([1], 7.6, 1 Lecture), Dynamic Hedging([1], 7.7, 1 Lecture), The Greeks([1], 7.8, 1 Lecture)

Total Lectures: 5 Lectures

Total Lecture Count: 47

Lab exercise

1. Selections from Interest and Amortization, Cash Flow Analysis, Sharpe Index, Jensen‘s Alpha.
2. Selections from Optimal Hedge Ratio, 2 and 3-asset BOPM, Dynamic Hedging, Factors Influencing Options Prices, Implied versus Historical Volatility.

Essential readings with page numbers:

1. The Calculus of Finance by Amber Habib, Universities Press, 2011.
2. Investment Science by David Luenberger, Oxford University Press (Indian Edition), 1997.

Suggested readings:

1. An Elementary Introduction to Mathematical Finance 2nd edition by Sheldon Ross, Cambridge University Press (Indian Edition), 2005.
2. Mathematics for Finance by M Capinski and T Zastawniak, Springer (International Edition), 2003.
3. Mathematics for economics and finance, Methods and Modelling, Martin Anthony and Norman Biggs, Cambridge University Press, 2012.

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

There will be the following tentative assessment situations:

Class Test - 25% (between 1 month-1.5 months of start of course)

Mid Sem - 25% (around 1 month after class test)

End Sem - 50%. (towards the end of the semester that also includes Lab Test)

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): Computer Lab with MS Excel.

    c. Expertise in AUD faculty or outside: AUD Faculty

    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 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 primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Undergraduate 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 XXII

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 Political Science Programme
Course title	International Governance and Institutions
Course code	NSUS1PO612
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Discipline Specific Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	WS2025
Course coordinator and team	Prof. Tanuja Singh and Team

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

This course is an intermediate-level course in international relations which will focus on the role of international organisations in world politics. Its main focus will be on the problems of cooperation in the international system and how international institutions are used, with varying degrees of success, to overcome these problems. Particular emphasis will be placed on students' ability to think critically, both about the nature of problems that face states as well as development of global governance mechanisms.

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?
The course will be offered to BA students as a compulsory core course. The course serves as a necessary foundation for students seeking a grounding in political science through the postgraduate programme.

7. **Course Details:**

a. Summary:

On completion of this course, the student will be able to:

b. Objective:

- The goal of this course is that students develop a theoretical as well as practical understanding of international organisations and the global problems they attempt to address.
- Upon completion of the course, students should be able to articulate the leading explanations within political science for why IOs exist, controversies surrounding IOs in the context of international relations theory, why they are thought to help solve global problems, and the major challenges IOs face in meeting their objectives.
- Students should also be able to apply theoretical arguments from the IR literature to several specific cases.

c. Overall structure (course organisation, rationale of organisation; outline of each module):

	Topic	Duration
1.	Module I: Introduction – Why do we need international organizations?	3
2.	Module II: International Organization: Meaning, Nature and Scope League Of Nations.	3
3. 4.	Module III: Global and regional governance: The United Nations (i) Structure and Functions (ii) reforming the UN Module IV: Regional and Transcontinental Organizations: Evolution, Structure and Significance	3 3
5.	Module V: Security Concerns in global governance and IOs: Structure and Relevance	3

d. Contents (week wise plan with readings):

Week	**Plan/ Theme/ Topic**	**Objectives**	**Core Reading (with no. of pages)**	**Additional Suggested Readings**
1&2	Module I: Introduction	Theoretical approaches to	Keohane, R.O. (1982). The demand for international	Barnett, M.N. and Finnemore, M. (1999). The politics, power, and

	– Why do we need international organisations?	international organisation	regimes. International Organization, 36(2), pp.325-355. Keohane, R.O. (1998). International institutions: Can interdependence work?. Foreign Policy, pp.82-194.	pathologies of international organizations. International Organization, 53(4), pp.699-732.
3,4 &5	ModuleII: Introducing International Organization:.	Meaning, Nature and Scope League Of Nations	Heywood, Andrew: Global Politics, Palgrave Foundation, Palgrave Macmillan, New York, 2011. Fawcett, Louise and Hurrell, Andrew (Ed), Regionalism in World Politics: RegionalOrganization and International Order, OUP, Oxford, reprint 2000 (1sted. 1995).	Diehl, Paul F., he Politics of Global Governance: International Organizations in An Interdependent World, Lynne Rienner Publishers; 4thedition, paperback, Boulder,2010 Karns, Margaret P. and Mingst, Karen A.: International Organizations: The Politicsand Process of Global Governance, 2 nd edition, 2009
6,7,& 8	ModuleIII: Global and regional governance.	The United Nations (i) Structure and Functions (ii) reforming the UN	Claude, I.L. (1966). Collective legitimization as a political function of the United Nations. International Organization, 20(3), pp.367-379.	O'Neill, B. (1996). Power and satisfaction in the United Nations Security Council. Journal of Conflict Resolution 40(2): pp. 219-237.
9, &10	Module IV: Regional and Transcontinental Organisations	Evolution, Structure and Significance. Arab League, African Union, BRICS, EU	Kuziemko, I. and Werker, E. (2006). How much is a seat on the Security Council worth? Foreign aid and bribery at the United Nations. Journal of Political Economy, 114(5), pp.905-930	Boniface, D. S. (2002). Is there a democratic norm in the Americas - an analysis of the Organization of American States. Global Governance 8: p. 365. Haas, E.B. (1961). International integration: The European and the universal process, International Organization 15(3): pp. 366-392.
11&12	Module V: Security Concerns in global	-Structure and Relevance -MaritimeSecurity	Heywood, Andrew: Global Politics, Palgrave Foundation, Palgrave Macmillan, New	Pevehouse, J.C. (2002). Democracy from the outside-in? International organizations and democratization. International

	governance and IOs.	-Implications and the future of international organisations	York, 2011.	Organization 56(3): pp. 515-549.

8. **Pedagogy for Course Delivery: 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.

   a. Instructional strategies: 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): Software for students with reading disabilities, and any other requirements based on student need as and when assessed. Wheelchair access when required.
   c. Expertise in AUD faculty or outside: The course instructor will have the requisite training in political science
   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Assessment Pattern:

1. 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%)
2. The second assessment will involve assignments and/or presentations (30%).
3. 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 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 primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Undergraduate 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 XXIII

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 Political Science Programme
Course title	Introduction to Research Methods
Course code	NSUS1PO613
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Discipline Specific Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	
Course coordinator and team	Prof. Tanuja Singh and Team

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 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
5. **Proposed date of launch:** Winter 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 sixth 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.
7. **Course Description**

a. **Summary**

The aim of this course is to introduce students to the fundamentals of research in the social sciences. Students engage with a variety of texts and different research methodologies. The purpose of this course is to provide the students with basic knowledge of research and instil in them skills required for conducting research.

b. **Objectives**

The objectives of this course are:

- To introduce students to the basics of research enabling them to understand the process of gaining knowledge about the social world.

- To make students understand the significance of methodology in research and equip them with different methodological tools required for conducting research.
- To develop, amongst students, basic skills required for actually doing research.

c. **Learning Outcomes**

After completing this course, the students will be able to:

1. Understand the basics of research and the importance of gaining knowledge through research.
2. Apply different methodologies to different types of research.
3. Understand to evaluate predictability and scientific validity question in social science research
4. Understand the role of ideological prejudices in your research
5. Develop research proposal, write research outcome (report writing) and book review and use different referencing styles.
6. Understand the importance of ethics in research.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

	Topic	Duration (Week/s)
1.	Module 1: Understanding Social Science Research	3
2.	Module 2: Scientific Approaches in Political Research	3
3.	Module 3: Research Design and Sampling	3
4.	Module 4: Data Collection in Political Research	3
5.	Module 5: Data Analysis and Research Ethics	3

Module 1: Understanding Social Science Research

The students will understand the meaning and purpose of research in political science identifying different types of research. They also will be enabled to learn key research methods. Also define and differentiate core concepts and variables in social science research.

1. Meaning and Purpose of Research, Type of Research, Theoretical and Applied,
2. Methods in Social Science Research- Historical, Comparative, Descriptive and Scientific methods
3. Concepts –Defining Concepts & Variables- Independent and Dependent Variables.

Module 2: Scientific Approaches in Political Research

Students will understand inductive and deductive reasoning in political analysis and explore the characteristics of scientific knowledge. They will learn methods of acquiring scientific knowledge in social sciences, apply scientific approaches to studying politics, differentiate between qualitative and quantitative research, conduct literature reviews, and formulate testable hypotheses for research.

1. Inductive and Deductive Methods
2. Application of Scientific Knowledge in Social Science
3. Studying Politics Scientifically
4. Qualitative Research and Quantitative Research
5. Conducting Literature Review
6. Formulating Hypothesis and Types

Module 3: Research Design and Sampling
Students will understand the meaning and significance of research design. They will learn sampling techniques, distinguish between population and sample, examine different sampling methods, ensuring accuracy and reliability in political science research.

1. Research Design, Meaning – Types of Research Design
2. Experimental and non-Experimental Design
3. Sampling - Types of Sampling, Sample Information- Sampling error.

Module 4: Data Collection in Political Research
Students will learn various data collection techniques, including surveys, interviews, and observations. They will explore types of observations and document analysis, focusing on written records to enhance research accuracy and depth.

1. Data, Data Collecting Techniques
2. Survey Research and Interview
3. Observations- Types of Observation
4. Document Analysis –Written Records

Module 5: Data Analysis and Research Ethics
Students will develop skills in data analysis, utilizing computers for research. They will learn report writing, proper citation through footnotes and bibliographies, conduct book reviews, and understand plagiarism and ethical standards in academic research.

1. Data Analyses
2. Use of Computer/Software's in Social Sciences Research
3. Report Writing
4. Footnotes and Bibliography
5. Book Review
6. Plagiarism and Ethics in Research.

Core Readings Books

Ghosh B.N Sterling, *Scientific Method and Social Research*. (New Delhi, Sterling Publishers, 1982).

Johnson, J. B., H. T. Reynolds and J. D. Maycoff, *Political Science Research Methods (8th edition),* (New Delhi: Sage Publishers, 2016).

Laws, Sophie, Caroline Harper, Nicola Jones and Rachel Marcus, *Research for Development: A Practical Guide*, (New Delhi: Sage Publishers, 2013).

Markus D. Dubber, Frank Pasquale, Sunit Das, *The Oxford Handbook of Ethics of AI*, (UK: Oxford University Press, 2020). (Ch-1, 2 and 3).

Neuman, W. Lawrence, *Social Research Methods: Qualitative and Quantitative Approaches,* (New Delhi: Pearson, 2007).

Articles

Arda Bilgen, Aftab Nasir & Julia Schöneberg (2021), "Why positionalities matter: reflections on power, hierarchy, and knowledges in "development" research," *Canadian Journal of Development Studies*, 42:4, pp.519-536.

Krystalli, Roxani (2023), "Teaching and Learning Reflexivity in the World Politics Classroom" *International Political Sociology*, 17, pp.1–17.

Mohanty, Satya P (2001) "Can Our Values Be Objective? On Ethics, Aesthetics, and Progressive Politics" *New Literary History*, Vol. 32, pp.803–833.

Patomaki, Heikki (2002), "The Challenge of Critical Theories: Peace Research at the Start of the New Century" *Journal of Peace Research* vol. 38 No. 6, pp. 723-737.

Singer, Milton (1964), "The Social Science in Non-Western Studies" *Annals of the American Academy of Political and Social Science,* Vol. 356, pp. 30-44.

Additional Readings

Alcoff, Linda Martín (2001), "Objectivity and Its Politics" *New Literary History*, Vol. 32, pp.835–848.

Fischer, Frank (1998), "Beyond Empiricism: Policy Inquiry in Post positivist Perspective" *Policy Studies Journal,* Vol. 26 No. 1, pp.129-146.

Johnson, Chalmers (1997), "Perception vs. Observation, or the Contributions of Rational Choice Theory and Area Studies to Contemporary Political Science" *PS: Political Science and Politics,* Vol. 30 No. 2, pp. 170-174.

Ludden, David, "Area Studies in the Age of Globalization" University of Pennsylvania. http://www.sas.upenn.edu/~dludden/areast2.htm.

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

https://onlinecourses.swayam2.ac.in/cec20_hs17/preview

Contents (week wise plan with readings)

Week	Plan/Theme/Topic	Objectives	Core Reading (with No. of pages)	Additional Suggested Readings
1,2,3	Module 1: Understanding Social Science Research	To equip students with the fundamental principles, methodologies, and ethical considerations in social science research.	Ghosh B.N Sterling, *Scientific Method and Social Research*. (New Delhi, Sterling Publishers, 1982). pp.1-42	Alcoff, Linda Martín (2001), "Objectivity and Its Politics" *New Literary History*, Vol. 32, pp.835–848
4,5,6	Module 2: Scientific Approaches in Political Research	To enhance students' ability to design, analyze, and evaluate political research using empirical methods and theoretical frameworks	Neuman, W. Lawrence, Social Research Methods: Qualitative and Quantitative Approaches, (New Delhi: Pearson, 2007). pp.149-244.	Fischer, Frank (1998), "Beyond Empiricism: Policy Inquiry in Post positivist Perspective" *Policy Studies Journal,* Vol. 26 No. 1, pp.129-146.
7,8,9	Module 3: Research Design and Sampling	To equip students with knowledge of research design and sampling techniques and their application in political research for ensuring	Johnson, J. B., H. T. Reynolds and J. D. Maycoff, *Political Science Research Methods (8th edition),* (New	Ludden, David, "Area Studies in the Age of Globalization" University of Pennsylvania. http://www.sas.upenn.edu/~dludden/areast2.htm

		validity and representativeness of data.	Delhi: Sage Publishers, 2016).	
10,11, 12	Module 4: Data Collection in Political Research	To familiarize students with various data collection methods in political research, including surveys, interviews, observations, and archival research	Neuman, W. Lawrence, *Social Research Methods: Qualitative and Quantitative Approaches,* (New Delhi: Pearson, 2007). pp.246-314.	Johnson, Chalmers (1997), "Perception vs. Observation, or the Contributions of Rational Choice Theory and Area Studies to Contemporary Political Science" *PS: Political Science and Politics,* Vol. 30 No. 2, pp. 170-174.
13,14, 15	Module 5: Data Analysis and Research Ethics	To enhance students' understanding of research ethics, including integrity, confidentiality, and responsible reporting in political research.	Neuman, W. Lawrence, *Social Research Methods: Qualitative and Quantitative Approaches,* (New Delhi: Pearson, 2007). pp 457.488.	

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, any others)
   Linkages with organisations like CSDS will be worked upon.

d. **Assessment Pattern:**
   1. 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%)
   2. The second assessment will involve assignments and/or presentations (30%).
   3. 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 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 primary School.

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

Recommendation of the School of Undergraduate 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 XXIV

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 Political Science Programme
Course title	Social and Political Movements in Contemporary India
Course code	NSUS1PO633
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Discipline Specific Elective (DSE)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	
Course coordinator and team	Prof. Tanuja Singh and Team

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 elective 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 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
5. **Proposed date of launch:**
   Winter 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 sixth semester BA students as an elective course which provides a broader perspective to students of four-year BA programmes in the social sciences at AUD.

Course Description

This course examines the dynamics, development, and impact of social and political movements in post-independence India. It explores how these movements have shaped the nation‘s socio-political landscape by addressing issues of identity, inequality, rights, and justice.

The course integrates theoretical frameworks and case studies to provide a nuanced understanding of collective action, resistance, and their implications for democracy and development in India. Students

are encouraged to engage with diverse perspectives and critically analyze the intersections of class, caste, gender, and religion in shaping these movements.

Course Objectives:

- To explore the historical and contemporary trajectories of social and political movements in India.
- To analyze the interplay between movements and state policies in shaping India's socio-political environment.
- To understand the role of caste, gender, class, religion, and ethnicity in mobilizing collective action.
- To critically evaluate the impact of globalization, neoliberalism, and technological advancements on social and political mobilizations.
- To develop analytical skills for interpreting diverse perspectives on justice, rights, and democracy in the context of Indian society.

Learning Outcomes

By the end of the course, students will be able to:

- Demonstrate an in-depth understanding of key social and political movements in contemporary India and their historical contexts.
- Analyze the role of marginalized communities in shaping social justice discourses.
- Critically assess the impact of political ideologies and state interventions on collective movements.
- Apply theoretical frameworks to evaluate case studies of specific movements.
- Develop independent and informed perspectives on the successes, challenges, and future trajectories of social and political mobilizations in India.
- Engage in thoughtful discussions and debates about the implications of these movements for democratic governance and societal development.

Course Structure:

The course is structured into four main modules, each consisting of several topics.

Module	Topic	Duration (Weeks)
1.	**Introduction to Social and Political Movements**	3
2.	**Caste and Dalit Movements**	3
3.	**Gender and Feminist Movements**	3
4.	**Environmental Movements**	3
5.	**Future of Social and Political Movements in India**	3

The course is divided into five thematic modules to provide a comprehensive understanding of the historical, theoretical, and practical dimensions of social and political movements in India.

Module 1: Introduction to Social and Political Movements

This foundational module introduces the core concepts and frameworks for understanding social and political movements. It begins by defining what constitutes a movement, exploring its characteristics, and categorizing different types such as reformist, revolutionary, identity-based, and resistance movements. The module emphasizes the diverse motivations, strategies, and outcomes of collective action.

Theoretical perspectives such as Marxism, Feminism, Postcolonialism, and Subaltern Studies are examined to provide analytical tools for interpreting movements. These frameworks offer insights into the structural and systemic inequalities that drive mobilizations and the ways in which power, resistance, and agency are negotiated.

- Definition, characteristics, and types of movements
- Theoretical approaches: Marxist, Feminist, Postcolonial, and Subaltern Studies perspectives
- Overview of social and political movements in post-independence India

Module 2: Caste and Dalit Movements
This module explores the historical and contemporary struggles against caste oppression in India. It examines the anti-caste ideologies of leaders like Phule, Ambedkar, and Periyar and highlights the evolution of Dalit movements, focusing on their assertion of rights, demand for representation, and resistance against systemic discrimination. Case studies shed light on the impact of these movements on Indian society and politics.

- Historical background: Caste system and social hierarchy in India
- Anti-caste movements: Phule, Ambedkar, and Periyar
- Contemporary Dalit movements: Assertion, representation, and resistance
  Case Studies: Bhim Army, Dalit Panthers

Module 3: Gender and Feminist Movements
Focusing on gender equality and justice, this module examines the evolution of feminist movements in India from the freedom struggle to contemporary times. It addresses issues of intersectionality, including the interplay of gender with caste, class, and religion. Case studies and theoretical readings provide insights into how feminist movements have shaped laws, societal attitudes, and cultural norms.

- Women‘s participation in India‘s freedom struggle
- Post-independence feminist movements: The quest for equality and justice
- Issues of intersectionality: Gender, caste, and class
  Case Studies: Shah Bano Case, MeToo Movement

Module 4: Environmental Movements
Focusing on the intersection of environmental justice and development, this module explores key movements addressing deforestation, displacement, and climate change. From Chipko to Narmada Bachao Andolan, the module examines grassroots activism and critiques of industrial and urban development models, emphasizing the need for sustainable practices.

- Early environmental activism: Chipko and Silent Valley movements
- Contemporary struggles: Environmental justice, industrialization, and urbanization
- Climate activism and sustainable development
  Case Studies: Narmada Bachao Andolan, Greta Thunberg‘s influence in India

Module 5: Future of Social and Political Movements in India
The concluding module explores the evolving landscape of social and political movements in the context of globalization, neoliberalism, and state interventions. This module also highlights the transformative impact of technology and media on social and political mobilizations. It examines how digital platforms facilitate activism, amplify voices, and challenge mainstream narratives. Case studies, such as the Anti-CAA protests and online justice campaigns, demonstrate the opportunities and challenges of digital activism in contemporary India.

- Globalization and its implications for local movements
- Social media as a tool for mobilization
- Digital activism: Opportunities and challenges

Case Studies: Anti-CAA protests, Online campaigns (#JusticeforRohith, #DalitLivesMatter)

Essential Readings:
Module 1
Charles Tilly – *Social Movements, 1768–2012*, New York: Routledge, 2019, Chapters 1 and 2 (pp. 1–34).
James C. Scott – *Weapons of the Weak: Everyday Forms of Peasant Resistance, London: YALE UNIVERSITY PRESS,* 1985. Introduction and Chapter 1 (pp. xv–35).
Ghanshyam Shah (ed.), Social Movements and the State, Sage, New Delhi, 2001. (Ch 1 and 2)

Module 2
B.R. Ambedkar – *Annihilation of Caste, (pp. 1–36)*
Gopal Guru – *Dalit Assertion in Contemporary India, Chapter 1: ―Social Hierarchies in India‖ (pp. 1–22).*
Gail Omvedt – *Dalits and the Democratic Revolution, Chapters 2–4 (pp. 24–92)*
Anand Teltumbde – *Dalits: Past, Present, and Future, (pp. 101–142)*

Module 3
Aparna Basu – *Women in the Indian National Movement: Unseen Faces and Unheard Voices* (pp. 20–45).
Neera Desai and Usha Thakkar – *Women in Indian Society* (pp. 69–88).
Radha Kumar – *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India (1800-1990)* (pp. 88–123).
Sharmila Rege – *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonies* (pp. 35–60).
Uma Chakravarti – *Gendering Caste Through a Feminist Lens* (pp. 1–32).
Amrita Basu – *Two Faces of Protest: Contrasting Modes of Women's Activism in India* (pp. 75–98).
Flavia Agnes – *Law and Gender Inequality: The Politics of Women's Rights in India* (pp. 1–35, 160–185).

Module 4

Ramachandra Guha – *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya, Chapter 3: ―The Origins of Chipko‖ and Chapter 4: ―The Spread of Chipko‖ (pp. 101–150)*
Vandana Shiva – *Staying Alive: Women, Ecology, and Development, Chapter 4: ―Women and the Environment‖ (pp. 125–153).*
Amita Baviskar – *In the Belly of the River: Tribal Conflicts Over Development in the Narmada Valley, Chapters 1–3 (pp. 1–78).*
Dipesh Chakrabarty – *The Climate of History in a Planetary Age, (pp. 1–26).*
Vandana Shiva – *Earth Democracy: Justice, Sustainability, and Peace, (pp. 1–39).*

Module 5
Aseem Prakash and Arunabha Ghosh – *The Politics of Globalization and Development: Debates and Dilemmas in India, (pp. 65–90)*
Vandana Shiva – *Earth Democracy: Justice, Sustainability, and Peace, (pp. 72–104).*
Gail Omvedt – *Reinventing Revolution: New Social Movements and the Socialist Tradition in India, (pp. 150–180).*
Leah A. Lievrouw – *Alternative and Activist New Media, (pp. 163–190)*
Joyojeet Pal – *Social Media in South India: Politics, Empowerment, and Disruption, (pp. 130–158).*
Evgeny Morozov – *The Net Delusion: The Dark Side of Internet Freedom, (pp. 87–120)*
Additional Readings

- Geraldine Forbes – *Women in Modern India* (The New Cambridge History of India)
- Chapter 4: ―Women and the Freedom Movement‖ (pp. 81–118).
- Sunita Narain – *Conflicts of Interest: My Journey Through India's Green Movement, Chapter 6: ―India‘s Climate Politics‖ (pp. 201–230).*
- Milan, S. (2015). "From Social Movements to Cloud Protests: The Evolution of Collective (pp. 1–25).
- Mehrotra, R. (2020). "Digital Activism in India: Success Stories and Lessons Learned." In *Digital Movements Today* (pp. 141–167).

2. **Pedagogy:**
   a. Instructional strategies: 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): Software for students with reading disabilities, and any other requirements based on student need as and when assessed. Wheelchair access when required.
   c. Expertise in AUD faculty or outside: The course instructor will have the requisite training in political science
   d. 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 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 primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Undergraduate 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 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)	BA Political Science Programme
Course title	Introduction to Diaspora Studies
Course code	NSUS1GE009
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	GE
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	WS2025
Course coordinator and team	Prof. Tanuja Singh

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
   The course is intended for GE course in the sixth semester for students of BA in Political Science. The course will complement other courses taught in the same semester. It will introduce students to a nuanced understanding of migration and diaspora in global international politics.

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?
   The course will be offered to sixth semester BA students as an elective 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: This course provides students a solid grounding in diaspora studies where they study the extra-constitutional institutions, factors, and forces which influence the political discourses and foreign policies of countries in the International realm.
   b. Objective:

   1. To make students understand the meaning, pattern and impact of global migration in international politics.
   2. To familiarise students with salient issues and concerns related to Diaspora studies.

c. Overall structure (course organisation, rationale of organisation; outline of each module):

	Topic	Duration (Weeks)
1.	History of Diaspora and Migration	4 weeks
2.	Indian Diaspora: Meaning, Role and Significance	3 weeks
3.	Indian Diaspora Across the Globe	4 weeks
4.	Indian Diaspora as a soft power	4 weeks

I: History of Diaspora and Migration

This module explores the movement of people across regions and continents, analyzing the causes, processes, and impacts of migration. It examines historical patterns of voluntary and forced migration, including colonial-era movements, indentured labor, refugee crises, and contemporary global migrations. The module also discusses the formation of diasporic communities, their cultural identities, and contributions to host societies.

The key themes that this module will take up are as follows:

- Introducing Diaspora as a concept
- Historical background of Diaspora
- Definition and types of Migration
- Pattern and Impact of Migration

II. Indian Diaspora: Meaning, Role and Significance

The module on "Indian Diaspora: Meaning, Role, and Significance" explores the historical and contemporary migration of Indians across the world. It examines the definition and evolution of the Indian diaspora, tracing movements from colonial-era indentured labor to post-independence skilled migration. The module analyzes the economic, political, and cultural contributions of the Indian diaspora in host countries, their engagement with India, and their role in shaping India's global influence.

The key themes of this module are:

- Definition and Types of Diaspora
- Role of Indian Diaspora

III: Indian Diaspora Across the Globe

The module on "Indian Diaspora Across the Globe" examines the distribution, experiences, and contributions of Indian communities in different regions of the world. It explores historical migration patterns, including indentured labor migration to the Caribbean, Africa, and Southeast Asia, as well as contemporary movements to North America, Europe, and the Middle East. The module analyzes the socio-economic and political roles of the Indian diaspora, their cultural influences, and their engagement

with both host countries and India.

The key themes of this module are:

- Contribution of Indian Diaspora across the the globe
- Challenges
- Government Initiatives

IV: Indian Diaspora as a Soft Power

The module on "Indian Diaspora as a Soft Power" explores the role of the Indian diaspora in shaping India's global influence through cultural, economic, and diplomatic means. It examines how Indian communities abroad contribute to India's soft power by promoting Indian culture, cuisine, traditions, Bollywood, yoga, and spirituality. The module also analyzes the political and economic influence of the diaspora in host countries, their role in fostering bilateral relations, and their contributions to India's development through remittances, investments, and advocacy.

The key themes are:

- Concept of Soft Power
- INDIAN Diaspora as a soft power in India's foreign policy
- INDIAN Diaspora Diplomacy

d. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings
1,2,3,4	History of Diaspora - Introducing diaspora as a concept. - Giving historical background of Diasporas History of Migration - Definition and types of Migration - Pattern and Impact of Migration	To familiarise students with the concept of Migration and Diaspora.	Sahoo, Ajaya Kumar and Brij Maharaj (2007), *Sociology of Diaspora: A Reader Vol I & Vol II*, Jaipur: Rawat Publication.	Birks, J.S. and C.A. Sinclair. 1980. *International Migration and Development*, Geneva: International Labour organization.

5,6,7	Indian Diaspora: Meaning, Role and Significance • Definition and Types of Diaspora • Role of Diaspora	To familiarise students with the concept of diaspora To acquaint students with the pattern and popular terms used in understanding the Diaspora concept.	Dubey, Ajay, (2010), *Indian Diaspora in Africa: A Comparative Perspective,* New Delhi: MD Publication Pvt. Ltd.	Gijsbert Oonk(ed.) (2007), *Global Indian Diasporas,* (Amsterdam: Amsterdam University Press)
8,9,10, 11	Indian Diaspora Across]the Globe • Contribution of Indian Diaspora across the globe • Challenges • Government Initiatives	To help students analyse the role and contribution of the Indian Diaspora in International Politics.	Dubey, Ajay (2003), *Indian Diaspora: Global Identity*, New Delhi: Kalinga Publication	Lal, Brij V.et. al. 2006. *The Encyclopedia of Indian Diaspora,* Singapore: Editions Didier Millet
12, 13,14 & 15	IV. Indian Diaspora as Soft Power • Concept of Soft Power • INDIAN Diaspora as a soft power in India's foreign policy • INDIAN Diaspora Diplomacy	To help students identify and understand some of the contemporary concerns in Diaspora Studies with focus on India To expose students to the concept of Soft Power, and explain the concept of Indian Diaspora Diplomacy.	Routledge International Handbook of Diaspora Diplomacy Edited By Liam Kennedy	Sheffer, Gabriel. 2003., *Diaspora Politics,* Cambridge: Cambridge University Press.

8. **Pedagogy:**
   a. Instructional strategies: 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): Software for students with reading disabilities, and any other requirements based on student need as and when assessed. Wheelchair access when required.

c. Expertise in AUD faculty or outside: The course instructor will have the requisite training in political science
d. 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 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 primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Undergraduate 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 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 (Honours) Psychology
Course title	Psychological Testing
Course code	NSUS1PS712
Total Credits	4 Credits
Course type (core/compulsory/ elective/any other – please specify)	DSC
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?
   The course is building upon the understanding of human behaviour and mental processes acquired over past 5 semesters of the BA(H) Psychology course, in accordance with the border framework mainstream psychology education as envisioned by NEP.
2. How does the course link with the specific programme(s) where it is being offered?
   The course is a logical progression towards understand human behaviour after the 'Understanding Personality' and the 'Understanding Abnormality' courses in the previous semesters.
3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   The course builds upon the previous semester courses of Understanding Personality & Understanding Abnormality.
4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)
   Its desirable to have completed past semester courses of Understanding Personality, Human Cognition and Understanding Abnormality.
5. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
   As per University Norms.
6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
   Semester long course involving a mixture of theory and psychological laboratory work.

7. **Course Details:**
   a. Summary:

Psychological testing is a systematic method of evaluating a person's mental and behavioural characteristics using standardized tests. The tests can be written, visual, or verbal. Trained evaluators administer the tests and score them based on a set of

guidelines. The scores are thought to reflect individual or group differences in what the test is measuring. The science behind psychological testing is psychometrics. Basic assumptions about psychological tests include that they should be valid, reliable, objective, and that the test takers will understand the test items and answer them accurately. Psychological testing can be used for a variety of purposes, including; identifying strengths and weaknesses, diagnosing conditions, understanding problems, making predictions, selecting workers, research.

b. Objectives:
    - To understand the concept of psychometric assessment of human behaviour
    - To briefly understand the history of psychological testing
    - To learn the theory of objective and projective testing in psychology
    - To gain basic understanding about administration of psychological tests through hands on experience at the psychology laboratory.

c. Expected learning outcomes:
    - Gain basic understanding about the concept of psychological testing
    - Understanding about the theory and application of psychological tests
    - Learn the basic skills involved in administration of psychological test

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

    Introduction to Psychological Testing:
    This module will include the introductory concepts and history of Psychological Testing. What is the difference between a lay instrument and a standardized test? What are the features of a test that make it reliable, valid and objective? What are the strengths and limitations of testing? Ethical considerations.

    Introduction to Intelligence testing:
    This module will focus on the theories of intelligence and how they have been used to operationalise intelligence. How has the construct of intelligence evolved historically.

    Introduction to Personality testing:
    This module will focus on personality theories and the different ways in which personality can be measured.

    Introduction to Neuropsychological Testing
    This module will focus on the psychological tests that are used to assess the neurocognitive functions that form the basis of human behaviour. The core aspects of brain-behaviour relationship, like lateralization, localization and identification of dysfunction shall be discussed.

Test administration: Students will learn to administer any four tests from the ones available at the department. Test administration, scoring, interpretation of results, report writing with record work shall be undertaken for any two psychological tests mentioned in the modules.

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

Introduction to psychological Testing: (4 weeks)

Psychological Testing: Definition and Nature
Characteristics of a Good Psychological Test
Reliability and Validity
Types of Tests
Standardisation and Norms

Introduction to Intelligence testing: (4 weeks)

Brief History of Assessment of Intelligence
Types of intelligence tests
Individual Tests (Laboratory work)
Binet Kamat Test of Intelligence (BKT)
Bhatia's Performance Test of Intelligence (BPTI)
Vineland social Maturity scale (VSMS)

Introduction to Personality testing: (4weeks)

Brief history of Assessment of Personality
Projective Vs Objective assessment of personality
Individual Tests (Laboratory work)
Rorschach Ink Blot Test (RIBT)
Thematic Apperception Test (TAT)
Sack's Sentence Completion Test (SSCT)

Introduction to Neuropsychological testing: (4 weeks)

Brief introduction to the concept of neuropsychological testing
Discussion about kinds of neurological tests
Individual tests (Laboratory work)
Finger Tapping Test (FTP)
Bender Gestalt Test (BGT)
Stroop Test(ST)
Complex Figure Test(CFT)

Assessment Plan:

- 20 % Take home assignment
- 30% Midterm Examination

- 50% end term Assessment (Lab work and Record submission)

Recommended Texts:

Urbina, S. (2014). *Essentials of psychological testing*. John Wiley & Sons.

Anastasi, A. (1997). Psychological testing. *New Jersey, Chicago.*

Main List of psychological test:-

Binet Kamat Test of Intelligence (BKT)
Bhatia's Performance Test of Intelligence (BPTI)
Vineland social Maturity scale (VSMS) SHS Psychology Has
Rorschach Ink Blot Test (RIBT) SHS Psychology Has
Thematic Apperception Test (TAT) SHS Psychology Has
MMPI) Minnesota Multi Personality Inventory SHS Psychology Has
(16.P.F) 16 Personality Factor SHS Psychology Has

Sack's Sentence Completion Test (SSCT)
Finger Tapping Test (FTP)
Bender Gestalt Test (BGT)

Stroop Test (ST)

Complex Figure Test(CFT)

Ancillary List:-

(RPM & SPM) Ravens Progressive Matrices
(BAI) Bell's Adjustment Inventory
(DAT) Differential Aptitude Test

8. **Pedagogy:**
   a. Instructional strategies:
      Class Room Instruction and Lab work.
   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
      Psychological Laboratory & Copyrighted Testing Materials.
   c. Expertise in AUD faculty or outside
      Expert instructors are available in AUD
   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 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 primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Undergraduate 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 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)	BA (Honours) Psychology
Course title	Counseling Psychology
Course code	NSUS1PS713
Total Credits	4 Credits
Course type (core/compulsory/ elective/any other – please specify)	DSC
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	
Course coordinator and team	Bibinaz Thokchom

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
   This course builds on the schools of thoughts taught in History of psychology and theories of personality taught in the Understanding Personality 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)**
   Pre-requisites: Students opting for this course should have done History of Psychology and Understanding personality to familiarize themselves with the theories on the basis of which the counselling skill are to be taught.

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):**
   Since this is a skilled based course, the ideal class strength should be not more than 30 to engage with various class activities and role plays with the students.

4. **Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)**
   Winter- semester
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 exemplifies in building future students who are particularly interested in grooming their clinical skills in the field of psychology as is globally practiced. Skills learned through class activities such as listening to each other, role plays and skill based games of trust building can be extended beyond the classroom learning to various community mental health interventions. Students are also periodically exposed to our EHSAAS clinic to hone their skills through practical learning. Such a training provided in the course prepare students to mature and skilled professionals who are sensitive to their social responsibilities. This resonates well with the university

vision and mission to transform students into responsible global citizens with courage, humility and integrity.

7. Course Details:

a. Summary:

This discipline course concerns to use psychological principles to help in bringing positive growth and wellbeing in people. The course will teach aspects of counseling process beginning with a first contact with a client to the point of termination of the counseling relationship. The emergence of Counseling as a distinct profession characterized by its role statements, code of ethics, licensure and other standards of excellence will be familiarized to students for better understanding into becoming effective counselors. Skills of listening, communicating and connecting with client and others in general will be taught in experiential workshop mode facilitating students in various role-plays. Few selected contemporary approaches to counseling like psychodynamic, client centered, and cognitive behavior counseling etc. will be discussed and demonstrate engaging in a therapeutic relationship based on benevolence, trustworthiness and authenticity through narratives from real life cases. Counseling Psychology is an applied course in which the theoretical concepts of psychology are put to use to understand psychological suffering and emotional well-being. This course familiarizes students to the contemporary counseling practices and techniques in the profession. The course uses case studies, role plays and documentaries to understand and engage with ways to understand emotional conflicts, their resolution and well-being.

b. Objectives:

- Equip students with essential counseling skills, such as active listening, empathy, communication, and building rapport with clients.
- Teach students how to engage in therapeutic relationships based on trust, understanding, and authenticity.
- Familiarize students with the stages of counseling, from the initial contact to termination, and the importance of maintaining a professional and ethical approach throughout the process.
- Provide students with knowledge of various counseling theories and techniques, such as psychodynamic, client-centered, and cognitive-behavioral approaches, allowing them to understand and apply these methods in practice.
- Instill a clear understanding of the ethical guidelines and standards governing the counseling profession.
- Prepare students to handle ethical dilemmas, confidentiality, and cultural sensitivity in counseling practices.
- Encourage personal development by enhancing students' emotional intelligence, self-awareness, and reflective practices, which are crucial for effective counseling.
- Teach students how to assist clients in understanding their emotional conflicts and work towards achieving improved psychological well-being and personal growth.
- Lay the groundwork for students who wish to pursue advanced studies in counseling or psychology, or who intend to apply counseling skills in

various professional settings, such as education, healthcare, and social work.
- Enable students to practice counseling techniques through role-plays, case studies, and simulations, giving them a hands-on understanding of real-world counseling dynamics.

c. Expected Learning outcomes:

- Students will demonstrate competence in essential counseling techniques, such as active listening, empathy, communication, building rapport, and establishing a trusting therapeutic relationship with clients.
- Students will gain a deep understanding of various counseling theories (e.g., psychodynamic, client-centered, cognitive-behavioral) and will be able to explain and apply these approaches in different counseling contexts.
- Students will exhibit a strong understanding of ethical principles in counseling, such as confidentiality, respect for client autonomy, and informed consent, and will be able to navigate ethical dilemmas appropriately in a counseling setting.
- Students will demonstrate self-awareness and emotional intelligence, reflecting on their personal experiences and emotional reactions in the counseling process, leading to improved self-understanding and growth as counselors.
- Through role-plays, case studies, and simulations, students will be able to effectively apply counseling techniques in real-world situations, addressing diverse issues such as emotional distress, relationship problems, and mental health concerns.
- Students will understand the importance of cultural, social, and individual diversity in counseling, demonstrating sensitivity to clients' unique backgrounds and tailoring interventions to meet their specific needs.
- Students will be able to identify psychological issues and emotional distress in clients and provide interventions that promote emotional well-being and personal growth, working towards resolution of conflicts and challenges.
- Students will develop the ability to analyze and assess counseling situations critically, applying problem-solving techniques and interventions to help clients address their concerns effectively.
- Students will be prepared to pursue further studies in counseling, psychology, or related fields, or to apply their counseling skills in various professional settings such as education, healthcare, social work, or human resources.

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

Modules:

1. Becoming a counselor

This module will highlight and discuss core elements of counseling such as the desire to help, how to is cultivate deep listening, counseling training, licensing, fields of counseling and choosing one's field, approach and style of counseling work etc. What it takes to become a counselor will be the focus of this module. Students will also be briefed about the ethical issues vis-à-vis counseling with reference to India.

Essential readings:

- Gladding S.T. (2012). Counseling: A Comprehensive Profession, chapters - 1,2&3 New Jersey: Prentice Hall Publishiers.
- Belkin, G.S. (1988). Introduction to Counseling.Virginia, chapter - 2, WC Brown Company Publishers.

2. Understanding the counseling process

This module will look into the differences and similarities in counseling and other modes of guiding or helping people. Students will be taken through the journey of counseling process beginning with the first interaction with a client, getting started, working alliances, progressing through counseling and termination.

Essential readings:

- Gladding S.T. (2012). Counseling: A Comprehensive Profession, chapters – 5, New Jersey: Prentice Hall Publishiers.
- Belkin, G.S. (1988). Introduction to Counseling.Virginia, chapter – 1&3, WC Brown Company Publishers.

3. Connecting with clients or people in need of help

In this module, students will be taught how to actively listen to other‘s problems and understand their core issues leading to those problems. An attempt will be made to establish basic essential skills of counseling such as, listening, communicating and empathizing in the classroom setting. Other variables of counseling such as, transference, counter-transference, using interventions and understanding resistance in the counseling situation will also be discussed.

Essential readings:

- Gladding S.T. (2012). Counseling: A Comprehensive Profession, chapters – 6 & 7, New Jersey: Prentice Hall Publishiers.
- Belkin, G.S. (1988). Introduction to Counseling.Virginia, chapter – 4 & 5, WC Brown Company Publishers.
- Fine S.F & Glasser P.H (1996). The first helping interview, Sage publications, International Educational and Professional publisher, Thousand Oaks London.

Screening of Selective counselling session from The In-treatment series

4. Psychodynamic Counseling

This module focuses on the Psychodynamic understanding of emotional conflicts, the past experiences and unconscious motives of a person that affects her/his present life situation. The importance and significance of interpersonal client/therapist relationship including non-

verbal relating will be highlighted too. Various techniques used in psychodynamic approach counseling will be demonstrated through clinical cases as well.

Essential readings:

- Gladding S.T. (2012). Counseling: A Comprehensive Profession, chapters – 8, New Jersey: Prentice Hall Publishiers.
- Belkin, G.S. (1988). Introduction to Counseling.Virginia, chapter – 7, WC Brown Company Publishers.

Film Screen of the "Freud"

5. Client Centered Counseling

This approach will emphasize a non-directive way of helping clients in coping with their emotional and psychological distresses with the notion of human as continuously striving for positive self-growth.

Essential readings:

- Gladding S.T. (2012). Counseling: A Comprehensive Profession, chapters – 9, New Jersey: Prentice Hall Publishiers.
- Belkin, G.S. (1988). Introduction to Counseling.Virginia, chapter – 8, WC Brown Company Publishers.

Video screening of Roger's client-centered session https://www.youtube.com/watch?v=nc5v3HNZhjw

6. Cognitive Behavior approach to Counseling

The focus of this approach will be on here and now problems of individuals in specific situations and systematic adoption of problem focused approach towards treatment. It is based on the principle that behavior is the consequence of one's thought processes and attempts are made to change thoughts in order to bring positive changes in the manifested behavior. This module also familiarise the Cognitive distortion theory is a psychological framework used in counseling to help individuals recognize and challenge irrational thinking patterns that contribute to emotional distress. Associated with Cognitive Behavioral Therapy (CBT), developed by Aaron T. Beck and Albert Ellis, the theory focuses on identifying cognitive distortions—biased ways of thinking that exacerbate mental health issues like anxiety and depression. Common distortions include all-or-nothing thinking, overgeneralization, and catastrophizing.

Essential readings:

- Gladding S.T. (2012). Counseling: A Comprehensive Profession, chapters – 10 &11, New Jersey: Prentice Hall Publishiers.
- Belkin, G.S. (1988). Introduction to Counseling.Virginia, chapter – 9&10, WC Brown Company Publishers.

Suggested activities: Inviting a practising Cognitive Therapists for a classroom workshop.

7. Counseling Groups and Families

Some of the major aspects of counseling different groups and families will be taught in this module. Various issues faced by children in general, how they are helped through counseling

process in the family setting will also be integrated.

Essential readings:

- Gladding S.T. (2012). Counseling: A Comprehensive Profession, Chapter 12 New Jersey: Prentice Hall Publishiers.
- Belkin, G.S. (1988). Introduction to Counseling.Virginia, Chapter 11, WC Brown Company Publishers.

Besides the readings, the course will also use case studies dealt with and documented by the course instructor, recorded lectures by theoreticians or counsellors.

8. Assessment structure (modes and frequency of assessments)

Sl.No.	Assessment	Assessment period	Weightage
1.	Active participation in classroom activities	Ongoing throughout the semester	25%
2.	Roles plays	Mid semester	35%
3.	Case submission	End semester	40%

9. Pedagogy:

a. Instructional design:
The modality of the course transaction will be a mix of lectures, trust building class activities and role play demonstrations. Students will be actively engaged in close groups listening to one another, understanding the importance and practice of empathy, ethics, confidentiality, genuineness, professionalism etc. and theoretically specific skills will be taught in the lectures as well as through the role plays.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Audio-visual equipped classrooms for screenings of recorded counselling sessions will help facilitate a smooth transaction of the course.

c. Expertise in AUD faculty or outside: Faculty at SHS and SUS Psychology programs are equipped to transact the course.

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

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies 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 primary School.

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

Recommendation of the School of Undergraduate 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 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)	BA (Honours) Psychology
Course title	Organizational Behaviour
Course code	NSUS1PS714
Total Credits	4 Credits
Course type (core/compulsory/ elective/any other – please specify)	DSC
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	
Course coordinator and team	

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
   It will come close to the courses offered by Bachelor of Business Administration.
2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): None
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): As per AUD norms
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long
5. How does the course link with the vision of AUD?
   In line with university's commitment of combining academic excellence with access, equity and social justice; the course aims to study organizational culture and help students understand the various processes needed to make a productive and a just organization. The course aims to understand how to inspire work motivation, make effective decisions, carry on smooth communication and promote able leadership in an organizational context.
6. How does the course link with the specific programme(s) where it is being offered?
   The course is placed in Psychology program which seeks to understand human experience in socio-cultural context. This course of 'Organizational Behaviour' also seeks to understand human behaviour within specific organizational context.

7. Course Details:
   a. Summary: The course 'Organizational Behaviour' aims to provide a foundational understanding of its basic concepts and their applications in contemporary organizations. It explores how individuals, groups, and organizational structures influence effectiveness and efficiency. Additionally, it emphasizes the importance of understanding and applying various theories and models within workplace settings. The course also encourages creative and innovative approaches to solving organizational challenges while fostering an appreciation for cultural diversity and inclusivity in the workplace. It will focus on important aspects like leadership, decision making, communication and power politics in the organization.
   b. Objectives: The main objectives of the course are:

(i) To learn the basic concepts of Organizational Behaviour and its applications in contemporary organizations.
(ii) To understand how individual, groups and structure have impacts on the organizational effectiveness and efficiency.
(iii) To appreciate the theories and models of organizations in the workplace.
(iv) To creatively and innovatively engage in solving organizational challenges.
(v) To learn and appreciate different cultures and diversity in the workplace.

c. Expected learning outcomes:
   (i) To understand the conceptual framework of the discipline of OB and its practical applications in the organizational set up.
   (ii) To deeply understand the role of individual, groups and structure in achieving organizational goals effectively and efficiently.
   (iii) To critically evaluate and analyse various theories and models that contributes in the overall understanding of the discipline.
   (iv) To develop creative and innovative ideas that could positively shape the organizations.
   (v) To accept and embrace in working with different people from different cultural and diverse background in the workplace.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

1. Introduction to Organizational Behaviour (OB): Concept of Organizational Behaviour, manager and organization, Henry Fayol's management functions, contemporary management functions, Henry Mintzberg's managerial roles, management skills, evidence based management, challenges and opportunities for OB.

2. Work Motivation: Concept of motivation, early theories of motivation: Maslow theory on hierarchy of needs, McGregor's theory X and theory Y, Herzberg's two-factor theory, McClelland's theory of needs, Contemporary theories of motivation: self-determination theory, goal setting theory, self–efficacy theory, reinforcement theory, equity theory, expectancy theory. Job satisfaction – concept, measurement and work- life balance.

3. Communication: Definition of communication, channels of communication, directions of communication, interpersonal communication, functions of communication, computer aided communication, choice of communication, barriers to effective communication, current issues in communication.

4. Decision Making: Perception and decision making, attribution theory, rational decision making model, decision making in organizations, creativity in decision making, individual differences and organizational constraints, cultural differences in decision making, ethics in decision making.

5. Leadership: Leadership and its types, charismatic leadership, transformational leadership, visionary leadership, theories of leadership, trait theories, behavioral theories, contingency theories, contemporary leadership roles, finding and creating effective leaders.

6. Power and Politics in organizations: Definition of power and politics, bases of power, power tactics, unequal power in the workplace, political behaviour and types, factors contributing to political behaviour, responding to organizational politics, defensive behaviours, impression management, ethics and global implications.

7. Organizational Culture: Concept and definition of organizational culture and organizational climate, essence of organizational culture, functions of culture, dysfunctional aspects of culture, ethical organizational culture

Reading List:

Hellriegel D. (2011), 'Organizational Behavior' (Thirteenth ed.), South Western Educational Publishing: USA

Pareek U. (2012), 'Understanding Organizational Behavior' (Third ed.), Oxford University Press, USA

Robbins S.P. (2010), 'Essentials of Organizational Behavior' (Tenth ed.), Pearson: Delhi

Schermerhorn J.R. (2010), 'Organizational Behavior' (Eleventh ed.), John Wiley & Sons, Inc.: USA

Assessment:

- Class participation (presentation/exercises/test/quiz/other) 20%
- Mid-term exam 40%
- End term exam 40 %

Pedagogy:

a. Instructional strategies: Lecture, Discussion, Group 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: None

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 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 primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Undergraduate 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 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 Psychology
Course title	Critical Developmental Psychology
Course code	NSUS1PS733
Total Credits	4 Credits
Course type (core/compulsory/ elective/any other – please specify)	DSE
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	
Course coordinator and team	Dr. Vatsala Saxena

1. **How does the course link with the vision of AUD?**
   The course help in realizing AUD vision of the promotion of education, research and extension work, and its emphasis on access, equity and social justice. The course critiques the idea of a single / objective developmental framework for all children, and helps see how it maintains the existing power structure, while marginalizing those who are different or socially disadvantaged. By being sensitive to different subjectivity that students bring into the classroom one can work towards the ideals of equity and social justice.
2. **How does the course link with the specific programme(s) where it is being offered?**
   The Psychology program in AUD has a psychosocial orientation, wherein the discipline is sensitive to the subject position and emerging subjectivity. How the socio-cultural context influences our psyche or in turn is sustained by it. In the same spirit the proposed course seeks to engage with the multiple subject positions that children occupy and seek to deconstruct mainstream assumption that one might have about children / childhood or child development.
3. **Does the course connect to, build on or overlap with any other courses offered in AUD?** Yes, a) Understanding Childhood, (semester 4 course in B.A Psychology)
   b) Childhood Identity and Society (Monsoon semester 2nd Year)
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):** 50
6. **Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):** Semester long course
7. Course Details:
   a. **Summary:**
      The course questions the supposedly logical, progressive, universal notion of 'development', especially with respect to children. It will provide students a culturally sensitive framework to conceptualize 'child-development', particularly

from a non-western vantage point. Further, the course deconstructs the idea of development from specific social positions, like gender, caste and class. The course also sensitizes students towards understanding how the classroom space is constructed from an ableist perspective which puts differently abled students at a disadvantage.

b. Objectives:

a) To deconstruct the notion of 'child-development' from a non-western perspective
b) To deconstruct the notion of 'child development' adopting gendered lens.
c) To deconstruct the notion of 'child development' from marginalized social positions of caste and class.
d) To critique the abelist perspective in conceptualizing the normative classroom expectations.

c. Expected learning outcomes:

a) To be able to imagine alternate frameworks of child development, by being sensitive to marginalized subject positions.
b) To be able to imagine an inclusive educational framework.

d. **Overall structure** (course organisation; rationale of organisation; brief module outlines):

Module 1: Deconstructing Developmentalism

Description: Development in relation to children is often seen as chronological, linear and natural. It is conceptualized as being progressive, logical and individualized. Such understanding of 'development' conceals the power of the dominant and helps in maintaining the status quo in favor of the adults or the western ideals. This 'naturalized' understanding developmental pathway, pathologies the difference, and ascribes responsibility to the individual in a decontextualized manner.

Module 2: Developmentalism from a Gendered Lens

'Development' can be seen to have evolutionary roots, progressing from being animal- like to a more civilized being. 'Logic' and 'reasoning' is seen to be the basis of this progress. While, emotionality is seen as undesired. Such viewpoint, puts women and girls at a disadvantage, who are mostly positioned as care-givers and are said to have relational self, being context sensitive.

Module 3: Developmentalism & Pathologization

This module is designed to imagine the classroom from the perspective of children who have difficulty in fitting in the 'normative classrooms' because of being differently abled. The module critiques the idea of 'developmental milestones' which create a normative (and as a corollary an 'abnormal'). It aims to help in understanding how classroom context in terms of behavioral requirements, academic performance, and assessment of students is structured in accordance to this dominant developmental model. From a psychological standpoint, the module tries to understand the psychological struggles of the

differently abled children who do not fit into the 'normative' with the help of films and memoirs. It focuses on the stories of resilience and coping, and reflects on how classrooms could be re-imagined to make them more inclusive.

Module 4: Developmentalism and Social Privilege

Developmentalism creates an idea of a certain kind of a 'healthy' childhood which is imagined to pave way for the 'productive' adults of the society. This 'healthy' childhood and the desired adulthood is inspired by an upper-caste and middle class values. It constructs the childhood of children coming from the margins as problematic and requiring intervention. These interventions serve the purpose of maintaining hegemony, and construct their childhood as 'deficit' and not just 'different'. This module will take up texts that emphasize 'difference', as an alternate to be accepted, if not celebrated, and certainly not warranting intervention.

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:
Suggested readings:

Tentative schedule for week wise transaction:

According to UGC there are 15 weeks of course transaction in a semester. Keeping in mind this timeline, following will be a tentative schedule for course transaction:

Duration	Module
5 weeks	Module 1
4 weeks	Module 2
3 weeks	Module 3
3 weeks	Module 4

Module 1: Deconstructing Developmentalism

Description: Development in relation to children is often seen as chronological, linear and natural. It is conceptualized as being progressive, logical and individualized. Such understanding of 'development' conceals the power of the dominant and helps in maintaining the status quo in favor of the adults or the western ideals. This 'naturalized' understanding developmental pathway, pathologies the difference, and ascribes responsibility to the individual in a decontextualized manner.

Objective: Critique the dominant western construction of ideal child/childhood

with emphasis on universal developmental milestones, play and schooling.

Essential Readings:

Balagopalan, S. (2014) Inhabiting 'Childhood': Children, Labour and Schooling in Postcolonial India By S. Basingstoke: Palgrave Macmillan. (Chapter 1)

Nieuwenhuys, O. (2009). Editorial: Is there an Indian childhood? Childhood, 16(2), 147-153. https://doi.org/10.1177/0907568209104398

Nandy, A. (1984). Reconstructing Childhood: A Critique of the Ideology of Adulthood. Alternatives, 10(3), 359-375.

Burman, E. (2016). Deconstructing Developmental Psychology (3rd ed.). Routledge. https://doi.org/10.4324/978131572712 (Chapter 4)

Suggested Readings

Nieuwenhuys, O. (1994) Children's Lifeworlds, Gender, Welfare and Labour in the Developing World. Routledge, London

Balagopalan, S. (2014) Inhabiting _Childhood': Children, Labour and Schooling in Postcolonial IndiaBy S,. Basingstoke: Palgrave Macmillan. (Chapter 2)

Burman, E. (2016). Deconstructing Developmental Psychology (3rd ed.). Routledge. https://doi.org/10.4324/978131572712 (Chapter 5)

Module 2: Developmentalism from a Gendered Lens

'Development' can be seen to have evolutionary roots, progressing from being animal- like to a more civilized being. 'Logic' and 'reasoning' is seen to be the basis of this progress. While, emotionality is seen as undesired. Such viewpoint, puts women and girls at a disadvantage, who are mostly positioned as care-givers and are said to have relational self, being context sensitive.

In analytical framework manifestation of aggressive instincts are often seen as natural in children, the expression of which should be encouraged, else it can lead to maladaptation in the adult life. However, in social reality, sexuality and aggression are seen to be masculine expressions only, while girls are expected to be submissive and docile. This legitimizes the aggressive / sexual transgressions committed by boys, while pathologies the expression of desire or acts of assertiveness by girls.

Module Objective: To be able to adopt a gendered lens when assessing developmental outcomes.

Essential Reading

Walkerdine, V. (1998). Counting Girls Out (1st ed.). Routledge. https://doi.org/10.4324/9780203209394 (Multiple chapters)

Renold, E. (2001). Learning the 'Hard' Way: Boys, Hegemonic Masculinity and the Negotiation of Learner Identities in the Primary School. British Journal of Sociology of Education , Sep., 2001, Vol. 22, No. 3 (Sep., 2001), pp. 369-385.

Frosh, S. , Phoneix, A., Pattman, R. (2002).Young Masculinities Understanding Boys in Contemporary Society.

Suggested Readings

Hey, V. (1997). The Company She Keeps: An Ethnography of Girls' Friendship

Walkerdine, V. (1990). School girl fictions. NY: Verso.

Ferguson, A.A. (2001). Bad Boys: Public Schools in the Making of Black Masculinity. Ann Arbor: University of Michigan Press

Sreenivas D (2010b) Sculpting a Middle Class: History, Masculinity and the Amar Chitra Katha in India. New Delhi: Routledge.

Module 3: Developmentalism & Pathologization

This module is designed to imagine the classroom from the perspective of children who have difficulty in fitting in the 'normative classrooms' because of being differently abled. The module critiques the idea of 'developmental milestones' which create a normative (and as a corollary an 'abnormal'). It aims to help in understanding how classroom context in terms of behavioral requirements, academic performance, and assessment of students is structured in accordance to this dominant developmental model. From a psychological standpoint, the module tries to understand the psychological struggles of the differently abled children who do not fit into the 'normative' with the help of films and memoirs. It focuses on the stories of resilience and coping, and reflects on how classrooms could be re-imagined to make them more inclusive.

Module Objective: To understand the experience of the person with disability in carrying out every day 'normative' routine in educational set up.

Essential Readings

Gaffney, M. (2013). Calling forth disability in the classroom. Disability &

Society, 29(3), 359–372. https://doi.org/10.1080/09687599.2013.816627

Ashby, C. (2010). The Trouble with Normal: The Struggle for Meaningful Access for Middle School Students with Developmental Disability Labels. *Disability & Society 25(3): 345–358.*

Kalluru, V. (2023). ―It's not my fault, I just have ADHD‖- Voices of Individuals with ADHD. *TISS JOURNAL OF DISABILITY STUDIES AND RESEARCH 3 (II): pg 363*.

Maruti, P.A. (2022) Negotiating Access to Reasonable Accommodations in Higher Education Institutions: An Analysis of Narratives of Students with Disability from colleges at the University of Mumbai. *TISS JOURNAL OF DISABILITY STUDIES AND RESEARCH 2 (I): pg 38.*

Suggested Reading:

Ghai, A. (2015). Rethinking Disability in India (1st ed.). Routledge India. https://doi.org/10.4324/9781315734064.

Ghai, A. (2018). *Disability in south asia*. SAGE Publications, Inc., https://doi.org/10.4135/9789353280321

Module 4: Developmentalism and Social Privilege

Developmentalism creates an idea of a certain kind of a 'healthy' childhood which is imagined to pave way for the 'productive' adults of the society. This 'healthy' childhood and the desired adulthood is inspired by an upper-caste and middle class values. It constructs the childhood of children coming from the margins as problematic and requiring intervention. These interventions serve the purpose of maintaining hegemony, and construct their childhood as 'deficit' and not just 'different'. This module will take up texts that emphasize 'difference', as an alternate to be accepted, if not celebrated, and certainly not warranting intervention.

Module Objective: To understand marginalization along class and caste in children and young adults as they pursue education and strive for upward social mobility.

Essential Readings:

Sreenivas, D. (2011). Telling different tales: Possible childhoods in children's literature. *Childhood 18(3*) 316–332.

Babu, M.K. (2019) Untold School Stories. In Sreenivas, D. (Eds) Different tales.
Bama (2000) Karukku. Chennai: Macmillan India
Vasanta D (2004) Childhood, work and schooling: Some reflections. Contemporary Education Dialogue 2(1) (Monsoon): 5–29

Suggested Reading

Walkerdine, V., Lucey, H., & Melody, J. (2001). *Growing up girl: Psychosocial explorations of gender and class.* Palgrave Macmillan/Springer Nature.

Forging new communities: Gendered childhood through the lens of caste." Feminist theory 11, no. 3 (2010): 267-281.

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

Assessment I (Midterm): Classroom Assignment a reflective paper based on readings of module 1 (Weightage 40 %)

Assessment II (Group Presentations): From readings of module 2 (Weightage: 30 %)

Assessment III: Field work based practicum report with viva (Weightage 30 %)

8. Pedagogy:
   a. Instructional strategies: Reading based discussions
   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): classroom / community site
   c. Expertise in AUD faculty or outside: None
   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): community sites of AUD

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies 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 primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Undergraduate 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) Sociology
Course title	Sociological Theory-II
Course code	NSUS1SC812
Total Credits	4 Credits
Course type (core/compulsory/ elective/any other – please specify)	DSC
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	
Course coordinator and team	Dr. Bidhan Chandra Dash, Dr. Rajshree Chanchal

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
   Since this course is about theoretical and philosophical traditions in sociology, it overlaps with many other theory-based courses at the university—sociological theory-II, conceived about Sociological Theory I, introduced in semester-V of BA Sociology (Hons) programmes. In addition, it has differences in the sense that it focuses on specifically contemporary sociological theories.
2. Specific requirements on the part of students who can be admitted to this course: (Prerequisites; prior knowledge level; any others – please specify)
   For Sociology major students, it is a must. No prerequisites otherwise.
3. No of students to be admitted (with justification if lower than usual proposed):
   Usual class size as per the norms of AUD
4. Course scheduling (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)
   Winter 2025, Semester-long Course
5. Proposed date of launch:
   Winter 2025
6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?
   AUD's pedagogical emphasis has been on both theory and practice components of learning. In that sense, the course resonates with the university's larger objective.
7. Course Details:
   a. **Summary:** Although it can be independently studied, this course is a sequence to the Sociological Theory I, introduced in Semester V of the BA Sociology (Hons) Programme. While the previous course focused on the significant nineteenth-century foundational thinkers in sociology, this course intends to

introduce some important sociological perspectives that stem from the foundational writings, extending and challenging the core arguments in sociology in the twentieth-century context. The course begins with neo- marxism and critical school debating the relevance of Marxist theorisation of society in the inter- and post-World War period, attempting to theorise the emergent phenomena of ‗culture' and ‗consumption' from within the theoretical premises of Marxist understanding of capitalism. The subsequent module introduces the enduring debate of structure and agency through some key ideas in functionalism interactionism, which has an inherent critique of the Marxist's assumption of the material basis of class solidarity. Recognising the criticality of understanding media and culture, the third module introduces some key debates, concepts and methods from structuralism and post-structuralism. The last module attempts to enable the students to make sense of the massive transformations in the contemporary world where media, culture, consumption and capitalism are the key focus of attention. This module briefly introduces the theories of post-modernism and globalisation.

b. **Objective:** This course aims to enable the students to theorise about contemporary society by providing a historical formation of contemporary sociological theorising and equipping them to understand and theorise the society they inhabit.

c. **Expected Learning Outcomes**

After completion of the course, the students will be able to:

1. Identify the genealogical shifts in sociological theorisation in response to the changing socio-political and cultural contexts.
2. Describe and map various schools of thought consolidating the discipline of sociology and the common concerns and debates shaping the scope of sociology.
3. Analyse the larger socio-historical contexts that have challenged and shaped the direction of sociological theorising.
4. Link the abstract theories to understand their immediate context and develop a sociological perspective on everyday reality.
5. Understand and elaborate with the help of various theories on transformations of the media, culture and the symbolic world surrounding them.

d. Structure:

Module I: Neo-Marxism and Critical School

Neo-Marxism and Critical School are two significant lines of critique of the foundational Marxist theories of the nineteenth century. These loosely tied strings of theorisation intend to further the Marxist line of thinking into the domains of culture, consumption, and the politics of knowledge production in the war that ravaged the middle of the twentieth century. The significant thematics of this module would be a critical understanding of the emergent culture and culture of consumption and a critical reflection on the Enlightenment as a project.

Antonio Gramsci, Rosa Luxemburg, Althusser, and some theorists of the Frankfurt school will be some of the key thinkers for this module.

Readings

Ritzer, G, 2008, Sociological Theory, Eight Edition, New York, MacGrow Hills Publication, page no: 277-290

Smith, P, 2001, Cultural Theories, Oxford, Blackwell Publishing, Page No: 37-57.

Bottomore, T, 2003, Frankfurt School and Its Critiques, New Delhi, Routledge Publications, Page No: 27-71

Suggested Readings:

Smith, P, 2001, Cultural Theories, Oxford, Blackwell Publishing, Page No. 6 -21

Bottomore, T, 2003, Frankfurt School and Its Critiques, New Delhi, Routledge Publications, Page No: 11-26.

Module II: Functionalism and Neo-Functionalism

This module will introduce the students to one of the most dominant perspectives in sociology, i.e. functionalism and the debates surrounding structural equilibrium and cultural value-consensus as prerequisites for the possibilities of society. In this module, the students will briefly understand the shift of sociological theorising to America. The key theorists in this module will be Talcott Parsons, Robert K. Merton, and C. Wright Mills. This module will also debate questions on gender and race in sociological theorising.

Readings

Lengermann P.M. and Niebrugge-Brantley. J. 2007, "Women and the Birth of Sociology," in Macionis, J.J and Benokraitis, K.N, eds, Seeing Ourselves: Classic, Contemporary, and Cross-Cultural Readings in Sociology, New Jersey: Pearson, Prentice Hall, Page No: 14-19.

Ritzer, G, 2008, Sociological Theory, Eight Edition, New York, MacGrow Hills Publication, page no:237-279

Wallace, R., & Wolf A., 1995, Contemporary Sociological Theories: Continuing the Classical Tradition, New Jersey: A Simon & Schuster Company Englewood Cliff Publications. Page No: 17-73.

Suggested Readings

Smelser, N. and Warner, R.S, 1976, Sociological Theory: Historical and Formal, General Learning Press, New Jersey, Page No: 179-199.

Module III: Phenomenology, Ethnomethodology and Symbolic Interactionism

This module introduces what is popularly known as 'micro-sociology', whose premises stand in opposition to the functionalist school of thinking, which emphasises structures and institutions shaping the individual mind and coerces individual action. The students will be briefly introduced to the larger epistemology of phenomenology, which paves the way for ethnomethodology and symbolic interactionism. The key thematics here will be socialisation, and the focus will be to theorise the subjectivity of individuals vs. the larger social structures and institutions. Students will be briefly introduced to G.H. Mead Herbert Blumer. The focus will be on introducing Erving Goffman.

Readings

Zeitlin, I.M, 1973, Rethinking Sociology: A Critique of Contemporary Theory, New Jersey: Prentice-Hall, Inc., Englewood Cliffs, Page No: 139-251.

Rothenberg, P.S, 2007, ―Invisible Privilege‖, in Macionis, J.J and Benokraitis, K.N, eds, Seeing Ourselves: Classic, Contemporary, and Cross-Cultural Readings in Sociology, New Jersey: Pearson, Prentice Hall, Page No: 114-118.

Tannen, D, 2007, ―You Just Don‘t Understand: Women and Men in Conversation‖ in Macionis, J.J and Benokraitis, K.N, eds, Seeing Ourselves: Classic, Contemporary, and Cross-Cultural Readings in Sociology, New Jersey: Pearson, Prentice Hall, Page No: 118-124.

Suggested Readings

Allan, K, 2006, Contemporary Social and Sociological Theories, California: Pine Forge Press, Page No: 73-92.

Anderson R.J, Hughes, J.A and Sharrock W.W. 1986, Philosophy and Human Sciences, Sydney: Croom House Publication, Page No: 83-100

Module IV: Exchange, Networks and Rational Action Theories

This module will introduce the students to the exchange, networks and rational action theories which views human beings are rational actors who rationally act on the basis of available alternatives. The main thinkers in this module are going to be James Frazer, Peter Blau, Homans and Gouldner.

Readings

Ritzer, G, 2008, Sociological Theory, Eight Edition, New York, MacGrow Hills Publication, page no:415-453

Suggested Readings

Abraham, F.M, 1999, Modern Sociological Theories, New York, OUP, page no:144-173.

Module V: Postmodernism and Theories on Globalization

This module begins with an introduction to postmodern theory, emphasising the idea of postmodern conditions' rejection of Grand theorisation. Most importantly, the idea of ‘culture’ and cultural production through the concept of ‘simulacra.’ as proposed by Jean Bourdrilliad. The concluding part of the module will briefly introduce some recent ‘sociological imaginations’ and theorisations of the globalisation and transformations taking place in, particularly, personal and everyday existence.

Readings

Giddens, A. 2000, Global Capitalism, New York: The New Press, Page No: 1-52 and 164-174.

Smith, P, 2001, Cultural Theories, Oxford, Blackwell Publishing, Page No. 6 -21

Suggested Readings

Allan, K, 2006, Contemporary Social and Sociological Theories, California: Pine Forge Press, Page No: 239-263 and 331-352.

8. Pedagogy:
    a. Instructional design: Largely classroom lectures (Two field Visits)
    b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/other instructional space; any other – please specify) PPT gadgets required in the school and audio-video equipments needed

c. Expertise in AUD faculty or outside: other than in-house faculty, guest lectures related to particular themes can be organised.
d. Linkages with external agencies (e.g., with field-based organisations, hospitals; any others). Rarely required as the field visits will be to observe spontaneous social action.

9. Assessment structure (modes and frequency of assessments)

Assessments:
*Semester exam*s
The students will be required to respond to a question posed in the 'Online Discussion Forum' and 'Comment' on a classmate's post. This will constitute 20% of the assessment.
A take-home assessment will be submitted via Turnitin, constituting 20% of the assessment situation.
Twice during the semester, we will have in-class examinations. Details, including dates, will be provided in class. Each exam will carry 20% marks.

Reading images
Toward the end of the semester, we will have an exercise called reading images, where we will attempt to 'apply' the concepts learnt in class to interpret everyday images around us.
The objective of this exercise is to make a connection between theory and the everyday world. This exercise will carry 20% marks. This will be preceded by a workshop to facilitate the act of reading images. Further details, including dates will be provided in class.

Signature of Course Coordinator(s)
Note:
1. Modifications on the basis of deliberations in the Board of Studies 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 primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Undergraduate 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 XXXI

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 (Hons.) Sociology
Course title	Academic Reading and Writing for Sociology
Course code	NSUS1SC813
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 2025
Course coordinator and team	Prof. Rukmini Sen and Dr. Snigdha Vishnoi

1. How does the course link with the vision of AUD?
   'Academic Reading and Writing for Sociology' envisages rigorous exposure to students with a variety of texts, fields and exercises based on the critical reading and writing skills. The proposed course shall help cultivate nuanced understanding of sociological texts and practice formal academic writing through critical engagement with the methods and theory.
2. How does the course link with the specific programme(s) where it is being offered?
   Academic Reading and Writing for Sociology offers due opportunities to students for immersive reading and encourages critical thinking while undertaking such tasks. The course builds upon the various genres of texts used in a variety of disciplines to draw relevant connections, meanings, patterns for understanding and analysing social facts.
3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   The given course is an extension of the reading and writing sociology offered in semester II. The entire approach of this course is to provide an advanced and comprehensive skill development pertaining to academic reading and writing opportunities 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): NA
5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): As per University Norms
6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): 6th Sem

7. **Course Details:**
   a. Summary: Academic Reading and Writing Sociology shall be aiming to develop proficiency in reading and writing of sociological text of various genres. It shall build upon the exposure of students towards a range of sociological writings and due articulation, synthesis through varying modes of expression. The course provides an opportunity for deep dive into both classical as well as contemporary

texts so as to observe and incorporate tenets of academic writing into one's skill sets. The course shall be divided into 5 modules planned to encourage critical reading and writing skills.

b. Objectives: 1) To foster critical thinking abilities to engage with sociological literature (arguments, assumptions, methodologies) 2) To enhance and build upon students ability to analyse, comprehend and visualise scholarly texts of various kinds 3) To improvise and help formal academic writing skills bringing coherence and creative organization of their arguments 4) To encourage students to contribute to sociological literature through their assignments

c. Expected learning outcomes: 1) To augment the academic reading and writing skills through a sociological lens. 2) To develop a profound understanding of the science of sociological imagination through reading and writing exercises 3) To be adept with sense making of different genres of sociological writing: Journal Articles, books, reflective notes, movie review, book reviews, etc. 4) To equip students with advanced engagement skills (reading and writing) through a research oriented approach

d. Overall structure (course organisation; rationale of organisation; brief module outlines):
The course outline shall be organised into 5 modules covering all the important skills and texts to be covered for effective reading and writing skills in sociology. These modules are organised thematically to cover the overview of sociological texts.

e. Module 1: Learning Ethnographic Craft Module 2: Understanding Words and Lives Module 3: Seeing the Social World Module 4: Numbers: Building Inferences Module 5: Project Writing Skills

1) Learning Ethnographic Craft: The given module shall build upon the exposure and appreciation of fundamentals of ethnographic texts through careful reading and engagement with both classical and contemporary texts.
2) Understanding Words and Lives: This module shall sensitize students towards analysing the given genres of sociological writing on life histories, memoirs, letters and other written testimonies which give a description of the social times remembered through the writings.
3) Seeing the Social World: The present module shall help students to develop visual imagery through films, documentaries, advertisements, photo essays and practising reading and writing skills with respect to these different styles and formats of academic writing in connection to the visual.
4) Numbers: Building Inferences: This section of academic reading and writing shall be dedicated to help students make sense of numbers through Census data, Time Use Survey, NSSO that are used in sociological texts and how to incorporate the numeric engagement in their writings.
5) Writing Research proposal: This module will be dedicated to the research proposal writing covering all the crucial facets of planning a research including research questions, objectives, techniques and methods, theoretical background,

literature survey, etc. It shall therefore educate the learners to the entire process of planning a research and refine one's comprehension skills of reading and writing academic texts.

Suggested Readings

Bailey, S. 2005. *Academic Writing*. Routledge. London.

Becker, Howard Saul and Pamela Richards. *Writing For Social Scientists*. Chicago: University of Chicago Press, 2007

Berger, J. 1972. *Ways of Seeing*. Penguin Books

Clifford, James and George Marcus. 1986. *Writing Culture: The Poetics and Politics of Ethnography*. London: University of California Press.

Dube, Leela. 2000. Doing Kinship and Gender: An Autobiographical account. *Economic and Political Weekly*, 35(46), 4037–4047.

Duncan, Mc Duie-Ra. 2012. *North East migrants in Delhi: Race, Refuge and Retail*. Amsterdam University Press. Utrecht. (Page 1-66)

Fairbairn, G. and Fairbairn, S. 2010. *Reading at University*. Open University Press. Buckingham.

Goffman, Erving. 1979. *Gender Advertisements*. Red Globe Press London. London.
Johnson, William A. et al. 2000. *The Sociology Student Writer's Manual*. Prentice Hall. New Jersey.

Kalpagam, U. 1995. Cartography in Colonial India. *Economic and Political Weekly* Vol.30 (30), July. (Page 87-98)

Kosambi, M. 2007. *Crossing Thresholds: Feminist Essays in Social History.* Permanent Black.

Malinowski, B. 1922. *Argonauts of the Western Pacific: An Account of Native Enterprise and Adventure in the Archipelagoes of Melanesian New Guinea*. Routledge.

Nandan, R. 2022. *Dead in Banaras: An Ethnography of Funeral Travelling*. Oxford University Press. London.

Rukmini, S. 2022. *Whole Numbers and Half truths*. Wetland Publications.
Stanley, L. 1995. *The Auto/biographical I: The theory and Practice of Feminist Auto/biography.* Manchester University Press.

Uberoi, P. 1990. Feminine Identity and National Ethos in Indian Calendar Art. *Economic and Political Weekly,* 25(17), WS41–WS48. http://www.jstor.org/stable/4396224

Yan Zheng.2020. *Publishing journal articles: A Scientific Guide for New Authors Worldwide*. Cambridge University Press

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

The assessments with concern to the course "Academic Reading and Writing Sociology" will be designed to help students gain exposure to the thorough analysis of the range of sociological research outputs (reading, writing, production) and hone their analytical skills in terms of comprehending the messages. The assessment structure is expected to remain dynamic in terms of its organization and expected deliveries.

1) **Reflective Notes on "Field"**: Assessment write ups will be invested to share reflections on the sociological texts (textual/visual) discussed in the class. Students through their notes will be expected to respond and engage on the variety of sociological researches and writings focused on the 'field' as conceptualised in a coherent manner. (30%)
2) **Commentaries: Textual and Visual**: Students will be expected to share their critical inputs and commentaries (observations, rejoinders) in response to their engagement with a variety of sociological observations made on the field and the academic texts. Students will be expected to weave their arguments in structured essays inspired through multiple mediums (textual/visual) and submit their commentaries that are academically well engaged. (30%)
3) **Research Proposal Writing**: The last assessment component will be to write a complete a research proposal exploring relevant research questions critically engaging with sociological concepts, empirical data, field and methods. Students will be expected to demonstrate their understanding of academic writing conventions and produce a write up on the same.

8. **Pedagogy:**
   a. Instructional strategies: Workshop Based
   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom Infrastructure as required
   c. Expertise in AUD faculty or outside: AUD faculty with guest lectures as required.
   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): As per the curriculum requirements

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies 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 primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Undergraduate 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 XXXII

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 (Hons.) Sociology
Course title	Engendering Peace and Justice Studies in South Asia
Course code	NSUS1SC833
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	DSE
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter Semester 2025
Course coordinator and team	Prof. Rukmini Sen

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

   This course is connected to and builds on existing UG courses in Sociology like Politics, Law and Society and Gender and Society. This course will be a valuable interdisciplinary course across disciplines, which is one of the strengths of AUD's philosophy. Also with a focus on South Asia, this course will be able to make historical shared connections between India and its neighbours.

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

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

5. How does the course link with the vision of AUD?

Dr. B. R. Ambedkar University Delhi has the vision of interdisciplinary together with focusing on questions of social justice. This course builds on both these principles. The course can be taken by students from different disciplines, a field work component will be inbuilt in the course, ensuring the requirements of the University. The course will enable students to get a more holistic view of the South Asian region and that is in consonance with the broader philosophy of the University to engage in comprehensive knowledge of the Indian subcontinent in correlation with South Asian contexts.

4. How does the course link with the specific programme(s) where it is being

offered?
This course is being offered through the Sociology programme of the University. The bedrock of the programme is to teach students texts and contexts, the continuing meanings of everyday life and social history and understand ways of documenting, historicising and analysing them.

7. **Course Details:**

a. **Summary:**

The analytical point of departure for this course is engendered meanings and experiences of peace and justice, with the focus being South Asia. South Asia is not merely a geographical entity; rather is marked by shared histories, trauma, conflict and memory primarily due to years of different forms of colonialism. and imperialism. However, there are shared gendered cultural, ethical and even legal continuities among different communities in South Asia. Moving away from an International Relations focus, this course proposes to engender—concepts, case studies of peace and reconciliation, ways of conducting social science research, and local justice initiatives.

The **objectives** of the course are the following:

1. To familiarize students with concepts associated with peace and justice in South Asia
2. To establish that there have been different philosophies of peace and processes of justice within South Asia
3. To understand ways of doing research in conflict zones, role and ethics of an engendered social science researcher
4. To demonstrate that women have taken leading roles in peace initiatives in all parts of South Asia
5. To learn about memorialization initiatives in post conflict situations within South Asia
6. To be aware of importance of truth and reconciliation commissions and their efforts and contestations in South Asia

b. **Expected learning outcomes**:

At the end of the course the student will be equipped with:

1. Expertise of peace and justice studies concepts, ethics of research and case studies from/in South Asia
2. Capability to understand the historical roots and dimensions of shared experiences of war and violence due to colonial pasts in South Asia
3. Ability to grasp the gendered meanings and experiences associated with peace and justice

4. Capacity to learn from and appreciate the South Asia specific examples of peace, memory and justice initiatives from people and governments

5. Skilful preparedness to read, document, analyse and interpret peace, conflict, justice, memory aspects of South Asian history to make sense of the contemporary times

6. Competence to work with national and international peace and justice based research and practice based organisations

c. Overall structure (course organisation, rationale of organisation; outline of each module):

Module 1: Conceptual Framework of Peace and Justice Studies (3 weeks)

This module will introduce students to the basic concepts around peace and justice studies. This module will delve into concepts rooted in our South Asian ethos– *ahimsa*, *shanti, insaniyat, kashmiriyat.* Understanding the concepts of reconciliation and transitional justice are significant in ensuring peace and justice in situations of conflict.

Core Readings

Jørgen Johansen (2007) Nonviolence: more than the absence of violence in edited by Charles Webel and Johan Galtung Handbook of Peace and Conflict Studies

Dipankar Gupta (2009) Gandhi before Habermas: The Democratic Consequences of Ahimsa, Economic and Political Weekly, Mar. 7 - 13, 2009, Vol. 44, No. 10 (Mar. 7 - 13, 2009), pp. 27-33

Ranabir Samaddar (2004) Peace as the Political Question of Our Times in The Politics of Dialogue: Living under the Geopolitical Histories of War and Peace, Routledge: London

Rayees Ahmed Dar (2022) Agnostic Terms of Peace in Kashmir: Kashmiriyat, Distributive Politics and Islam, *Society and Culture in South Asia*, Volume 9, Issue 1

Suggested Readings

Joanna Santa-Barbara (2007) Reconciliation edited by Charles Webel and Johan Galtung Handbook of Peace and Conflict Studies

Sylvia Walby (2012) Violence and Society: Introduction to an Emerging Field of Sociology, Current Sociology, Volume 61, Issue 2

Rosemary Nagy (2008) Transitional Justice as Global Project: Critical Reflections, *Third World Quarterly*, 2008, Vol. 29, No. 2 (2008), pp. 275-289

Ashish Kumar Singh and Wakar Amin (2020) An Inquiry into the Debates around Kashmiriyat, *Journal of Global South Studies*, Spring 2020, Vol. 37, No. 1 (Spring 2020), pp. 82-109

Module 2: Ethics of doing research and writing on conflict zones (2 weeks)

Doing ethnography in conflict zones is a difficult research exercise, yet ethnographers have done it in South Asian contexts, sometimes documentary filmmakers have documented lives and resilience of ordinary people post conflict situations. Autobiographies have been written on living in conflict zones and finding love and support. This module will be to look at the questions of ethics and empathy as researchers in conflict zones as well as the subjectivities of the researcher and ways of acknowledging and negotiating those in conditions of peace and justice based research.

Core Readings

Debarati Sen (2021) Subnational Enterprise: Militarized Mothering, Women's Entrepreneurial Labour and Generational Dynamics in the Gorkhaland Struggle, Journal of South Asian Development, Volume 15, Issue 3

Malvika Sharma (2022) Insecurities of nativism: A woman ethnographer studying her own community, *HAU: Journal of Ethnographic Theory* Volume 12, Number 1 available online at https://www.journals.uchicago.edu/doi/full/10.1086/719413

Shoibam Haripriya (2019) Poetry and Ethnography: Tracing Family Resemblances, Society and Culture in South Asia, Volume 5, Issue 1

Farah Bashir (2021) Rumours of Spring: A Girlhood in Kashmir, Harper Collins– an autobiography

Suggested Readings

Nida Kirmani (2023) Shadowlands: A documentary on Life after conflict in Lyari, Karachi

Dolly Kikon (2020) Seasons of Life: Foraging and Fermenting Bamboo Shoots during Ceasefire–a documentary on everyday life and food practices in Nagaland

Roshmi Goswami, Kumudini Samuel & Nighat Said Khan (2018) Herstory: Women and Peace Movements in South Asia in Rita Manchandana (edited) Women and Politics of Peace: South Asia Narratives on Militarization, Power and Justice

Module 3: Women's Agency in Peace Building: Case Studies from South Asia (3 weeks)

In all South Asian contexts of conflict, women have played very decisive roles in peacebuilding. This module will look at case studies of this from Afghanistan, Sri Lanka, Nepal, Kashmir and Manipur and locate them within the broader theoretical framework of feminism and peace.

Core Readings

Rita Manchanda (2005) Women's Agency in Peace Building: Gender Relations in Post-Conflict Reconstruction, *Economic and Political Weekly,* Oct. 29 - Nov. 4, 2005, Vol. 40, No. 44/45 (Oct. 29 - Nov. 4, 2005), pp. 4737-4745

Paula Banerjee (2008) Women in Peace Politics, Sage Publications (Chapters 3 and 12 Ethnicity and Democracy Meet When Mothers Protest and Shed no More Blood: Mothers for Peace)

Manizha Wafeq (2020) Peace through Business: Women's Business Programmes and their Role in Peacebuilding in Afghanistan, *Afghanistan Women and Peacebuilding Journal*, Volume 1, special issue Women and Peacebuilding in Afghanistan post 2001: Analysis and Lessons Learned

Shweta Singh and Diksha Poddar (2021) Piecing-up Peace in Kashmir: Feminist Perspectives on Education for Peace, in Megan MacKenzie, Nicole Wegner Feminist Solutions for Ending War

Malathi de Alwis (2009) interrogating the 'political': feminist peace activism in Sri Lanka, *Feminist Review*, 2009, No. 91, south asian feminisms: negotiating new terrains (2009), pp. 81-93

Suggested Readings

Shweta Singh and Diksha Poddar (2021) Piecing-up Peace in Kashmir: Feminist Perspectives on Education for Peace, in Megan MacKenzie, Nicole Wegner Feminist Solutions for Ending War

Christine Chinkin and Hilary Charlesworth (2006) Building Women into Peace: The International Legal Framework, *Third World Quarterly*, pp 937-957

Hanna Ketola (2020) Withdrawing from politics? Gender, agency and Women ex-fighters in Nepal, *Security Dialogue*, December 2020, Vol. 51, No. 6

(December 2020), pp. 519-536

Module 4: Memorialization as a Justice Project in South Asia (3 weeks)

In most post conflict situations, there have been projects of memorialization either through oral histories or through memorial sites, museums constructed either through community or corporate initiatives. The module will look at case studies from India, Bangladesh, Nepal, Sri Lanka. There are also destruction of important cultural heritage sites due to conflict, thereby leading to erasure of history and memory.

Ted Svensson (2022) Transcending antagonism in South Asia: advancing agonistic peace through the Partition Museum *Peacebuilding*, *12*(1), 65–81

Community Memorialization Project (2021), Sri Lanka, *Human Rights in Asia-Pacific*, Volume 11, 2021

Nayanika Mookherjee (2007) The "Dead and Their Double Duties": Mourning, Melancholia, and the Martyred Intellectual Memorials in Bangladesh, *Space and Culture*, Volume 10, Issue 2, https://doi.org/10.1177/1206331206298560

Ram Kumar Bhandari, Simon Robins (2024) Formal but Local Transitional Justice: Memorialization of the Missing by Local Government in Nepal, *Journal of Human Rights Practice,* 05 December 2024

Suggested Readings

Suchi Kapila (2023) Fragments of Memory: The Thoa Khalsa Incident of 1947 in the Amritsar Partition Museum in Meenakshi Malhotra et al edited The Gendered body in South Asia: Negotiation, Resistance, Struggle, Routledge: India, pp 289-302

Urvashi Butalia (2000) Memory in The Other Side of Silence: Voices from the Partition of India, Duke University Press

Kavita Singh (2022) When Peace Is Defeat, Reconstruction Is Damage: "Rebuilding" Heritage in Post-conflict Sri Lanka and Afghanistan in James Cuno and Thomas Weiss (edited) in Cultural Heritage and Mass Atrocities, Getty Publications. (2022)

Module 5: Truth and Reconciliation Commissions (2 weeks)

In South Asian contexts Truth and Reconciliation Commissions are uncommon, yet Sri Lanka had an experience in it. The importance of friendship and dialogue across borders, can serve the purpose that governments promote through these Truth Commissions.

Core Readings

Ranabir Samaddar (2004) Friends, Foes and Understanding in The Politics of

Dialogue: Living under the Geopolitical Histories of War and Peace, Routledge: London

Anonymous, Against the Grain: Pursuing a Transitional Justice Agenda in Postwar Sri Lanka, *International Journal of Transitional Justice*, Volume 5, Issue 1, March 2011, Pages 31–51, https://doi.org/10.1093/ijtj/ijq028

Suggested Readings

Eric Brahm (2009) What is a Truth Commission and Why Does it Matter? *Peace & Conflict Review* Volume 3, Issue 2

Vasuki Nesiah (2006) Truth Commissions and Gender: Principles, Policies and Procedures, International Centre for Transnational Justice

Renée Jeffery and Shivangi Seth (2024) Commissions of inquiry and transitional justice in India: accountability, acknowledgment, and truth in the aftermath of communal violence, *Contemporary Politics*, Published online: 18 Sep 2024, https://doi.org/10.1080/13569775.2024.2400726

Anna Kurian Why India needs a Truth and Reconciliation Commission, July 2023, wire.in

. 8. **Assessment Details with weights**:

Sl.No	Assessment	Weightage
1	Visit to Peace and Justice based Organisation and Group Presentation	30
2	Field Based Photo Essay and Report Writing	30
3	End Semester Examination	40

9. Pedagogy:

d. Instructional strategies: Class Room Teaching and Field-based activities on Tibetan Colony in Majnu ka Tila, Afghan settlers in Bhogal, East Pakistan refugee settlements in Chittaranjan Park, West Pakistan colonies in Kirti Nagar and Panjabi Bagh, Kheer Bhawani temple built by Kashmiri Pandits in IP Extension

2 weeks allotted for field work based activities

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

f. Expertise in AUD faculty or outside: Within the University

g. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): UNHCR, AMAN Trust, WISCOMP, Aurobindo Ashram in Delhi, Partition Museum (Delhi and Amritsar), Know your Neighbour

Initiative in Kolkata.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies 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 primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Undergraduate 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 Academic Council)

School/Centre proposing the course	SUS
Programme(s)	BA (Hons.) Sociology
Course title	Sociology of Disaster and Risk Mitigation
Course code	NSUS1SC834
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	DSE
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter Semester 2025
Course coordinator and team	Dr. Urfat Anjem Mir and Prof. Rukmini Sen

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 from other courses. This course will enable students to make connections with courses on Introduction to Sociology, Social Research, and Community Engagement

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): NA
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): 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 field activities.
5. How does the course link with the vision of AUD?

There is no doubt that risks loom large in present-day society. Whether it is natural disasters, international terrorism, technological catastrophes, or epidemics, we suffer not only huge losses on account of such devastating events but also disruptions in normal life. Indeed, both the frequency and magnitude of such events are escalating. In such a prevailing scenario, the important questions are: how are risks socially constructed, and how do we respond to risks in the aftermath of a disaster? However, any discourse on risk vulnerabilities and their mitigation in society is as much about defining the risk society as it is about mitigating risks and vulnerabilities to ensure sustainability. In this background, this course is offered as part of the AUD vision to equip the students with skills and substantial knowledge and their application in solving and mitigating societal and environmental disasters and risks.

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

   This course introduces students to disaster risks, vulnerabilities and their

mitigation. It will not only introduce the students to the social construction of human-made and natural disasters but also help students to apply the knowledge gained in the classroom to make their neighbourhoods and communities more disaster-resilient and risk-free.

7. **Course Details:**

a. **Summary:**

The course is intended to create awareness about disaster risks, vulnerability and sustainability -how pre and post-disaster situations affect society in different ways, and, most importantly, the way the resilience of the communities and environmentally sustainable practices can be strengthened. This course draws from the social anthropological and sociological understanding of disasters and risks and how societies suffer and cope with such situations.

b. **Expected learning outcomes**:

On successfully completion of this course, the students will be able to:

1. Describe and critically engage with the concepts of Risks, Vulnerability and Disaster.
2. Identify and evaluate the sources of risks, types of disasters, and impact of disasters and recognize how people/ communities inhabiting the same and different locations are affected differently by such extreme events.
3. Exhibit and apply critical thinking to understand sustainable disaster response systems/ practices and disaster recovery measures and solve environmental concerns with local and global implications.
4. Recognize and explain the need for communities to have comprehensive plans for disaster risk reduction and sustainable environmental practices.

c. Overall structure (course organisation, rationale of organisation; outline of each module):

Module 1: Defining the concept of Disaster, Vulnerability, Risk and Society.

Part A:

The module begins by introducing students to the terms and concepts central to the course. The aim is not only to make students learn the definitions but rather critically engage with the concepts and especially what a disaster is, its multiple dimensions, etc. How the disasters have been studied through a social science perspective, the past and emerging dimensions of a disaster and how the multiple conceptual and thematic foci emerged from various disciplinary origins too are broadly covered in this part.

Part B:

Part B of the module focuses on the way the technological or other human-induced processes have the probability and potential of causing physical harm. One of the important strands of the theme taken up for discussion is the distribution of wealth and the distribution of risks in society. The aim is to engage critically with the debates around the contours of risk society and Beck‘s theory of reflective modernization and help students make sense of the

contemporary conceptualization of risks and disasters and, more importantly, the social construction of risks.

Module 2: Nature and Typology of Disasters.

The module introduces students to nature and various types of disasters and risks. Through interactive and activity-based approaches, the nuances of the typology of disasters will be demonstrated to the students. Class Activity will make use of the reports available on the EM- DAT, the international database of the Centre for Research on the Epidemiology of Disasters, and the National Institute of Disaster Management, National Disaster Management Authority GOI Website to make students aware of the disaster profile globally, with a special focus on India.

Module3: Disasters Trends: India.

The focus of the module is on understanding the trends of disasters both at national and state level. The students will be made to understand not only the categories and criteria used for defining disasters but also the social, economic, physical and health impacts of disasters and risks. This will be achieved through analysis of the national as well as internationally credible source of disaster database.

Module 4: Climate change and energy resources: Debating natural resources and risks

Drawing from the debates on politics of climate change and global warming, this module covers the theme of natural resource utilization and the issue of fossil fuels, carbon markets and energy consumption patterns. The climate change policy in the industrial countries and the global negotiations at limiting global warming will be the primary focus, especially who contributes more to carbon emissions and who all are supposed to cut down carbon emissions. The implication of such negotiations for developed and developing countries and lastly what has been the outcome of such negotiations at global level will also be taken up for discussion in this module.

Module 5: Vulnerability and the People: What makes people vulnerable and how to reduce vulnerability?

Drawing primarily from the understanding that hazards are natural and disasters are not, the module covers the theme of, what makes people vulnerable in risk society and how poverty, resource depletion, marginalization on socio- economic, race, caste, class basis and gender inequalities stemming from social structures play a very important role in not only excluding large numbers of people but also robbing them of the benefits of development and results in putting at risk lives of such people differently in the society. The focus will especially be upon how social processes generate unequal exposure to risk by making some people more prone to disasters than others, and how such inequalities are largely a function of the power relations operative in every society The diversity of risks generated by the interplay between local and global processes and how coping with them on daily basis becomes difficult for such vulnerable people and the theme of resilience of people in risky society will also be brought under focus.

Module 6: Civil Society, risk and Disaster Management

By focusing on three of the largest earthquakes through the lens of the role and responsibility of the state and civil society in protecting vulnerable citizens from disasters, the module provides illuminating case studies that investigate the gaps/shortcomings in provisions in state structures and the extent to which the civil society can or cannot fill those gaps and effectively secure the safety of people in pre-disaster, during disaster and post disaster phases.

Module 7: Urban Risk Reduction

Drawing from the understanding that unplanned development, migration from rural areas and increasing vulnerabilities are the characteristic features of urbanization in Asia, this module provides an overview of issues and challenges of urban risk with focus on environment and disasters and also covers a mapping of urban risk reduction initiatives.

Weekly Module wise Readings			
Modules	**Topics**	**Allocated Hours**	**Date/ Month**
1	**Defining the concept of Disaster, Vulnerability, Risk and Society.** **6** **Readings:** Kathleen J. Tierney (1999). Toward a Critical Sociology of Risk. *Sociological Forum*, Vol. 14, No. 2 pp. 215-242. Oliver Smith A. (1999). "What is a disaster?" Anthropological perspectives on a persistent question. In Oliver-Smith, A and Hoffman, S M (eds). *The Angry Earth: Disaster in Anthropological Perspective*, New York and London: Routledge,pp: 18-34 Omar D Cardona (2004). The Need for Rethinking the Concepts of Vulnerability and Risk from a Holistic Perspective: A Necessary Review and Criticism for Effective Management. In Bankoff G., George Freerks and Dorothea Hilhorst (Eds). *Mapping Vulnerability:* Disasters, Development and People. London: Earthscan Pp:37-50	**12**	**Week 1 , 2 and 3**
2	**Contours of the Risk Society.** **Reading:** Beck, U. (1992) *Risk Society: Towards a New Modernity.* Trans. M. Ritter. London: Sage. Chapter 1 pp: 19-50 Jens O. Zinn (Ed) (2008). Social Theories of Risk and Uncertainty: An Introduction. USA: Blackwell Publishing Ltd (Chapter 1 pp: 1-17)	8	**Week 4 and 5**
3	**Nature and Typology of disasters.** **Activity: Access NIDM Website and read about**	4	**Week 6**
4	**Disasters Trends: India.** **Sources:** www.emdat.be EM-DAT: The OFDA/ CRED International Disaster	**8**	**Week 7 and 8**

	Database, www.nidm.gov.in National Institute of Disaster management, Ministry of Home Affairs Govt. of India: New Delhi Nambiar, M. (2015). A Decade of Disaster Risk Management in India. *Economic and Political Weekly*, 36-40. India Disaster Knowledge Network Website		
5.	**Climate change and energy resources: Debating natural resources and risks** Readings: Anthony Giddens (2009). The Politics of Climate Change. Cambridge : Polity Press (Chapter 2, 3 and 8) pp: 17-49, 182-203 and 227-231. Vinod K. Sharma & A.D. Kaushik (2012) Natural Resource Management Strategies for Disaster Risk Reduction. *In* Anil K. Gupta and Sreeja S. Nair (eds). *Ecosystem Approach to Disaster Risk Reduction*. New Delhi: National Institute of Disaster Management. pp: 45-56	8	**Week 9 and 10**
6	**Vulnerability and the People: What makes people vulnerable and how to reduce vulnerability?** **Readings:** Dorothea Hilhorst and Greg Bankoff (2004). Introduction: Mapping Vulnerability *In* Bankoff G., George Freerks and Dorothea Hilhorst (Eds). *Mapping Vulnerability:* Disasters, Development and People. London : Earthscan. Pp: 1-9 Zenaida Delica-Willison and Robin Willison (2004). Vulnerability Reduction: A Task for the Vulnerable People Themselves. In Bankoff G., George Freerks and Dorothea Hilhorst (Eds). *Mapping Vulnerability:* Disasters, Development and People. London : Earthscan. Pp: 145-158	4	**Week 11**
7	**Civil Society, risk and Disaster Management** **Readings:** *Alpaslan Özerdem and Tim Jacoby (2006*). Disaster Management and Civil Society: Earthquake Relief in Japan, Turkey and India, London: I.B. Tarus. *(Chapter 1pp 9-28)* Ogra, A., Donovan, A., Adamson, G., Viswanathan, K. R., & Budimir, M. (2021). Exploring the gap between policy and action in Disaster Risk Reduction: A case study from India. *International Journal of Disaster Risk Reduction*, *63*, 102428.	8	**Week 12 and 13**
8	**Urban Risk Reduction** **Readings:** Quarantelli E. L. (2003). Urban Vulnerability to disasters in Developing Countries: Managing Risks. *In* Alcira Kreimer,Margaret Arnold, Anne Carlin (eds). Building Safer Cities: The Future of Disaster Risk Washington: The World Bank Disaster Management	8	**Week 14 and 15**

	Facility chapter 15 pp: 211-231. Rajib Shaw , Hari Srinivas And Anshu Sharma (Eds). (2009). Urban Risk Reduction.UK: Emerald (Chapters 1 and 4) Pp: 3-12 , 55-76		
	Taking Stock	4	**Week 16**
	Total Number of Hours	**64**	**16 weeks**

Reading List:

1. Oliver Smith A. (1999). "What is a disaster?" Anthropological perspectives on a persistent question. In Oliver-Smith, A and Hoffman, S M (eds). *The Angry Earth: Disaster in Anthropological Perspective*, New York and London: Routledge,pp: 18-34.
2. Omar D Cardona (2004). The Need for Rethinking the Concepts of Vulnerability and Risk from a Holistic Perspective: A Necessary Review and Criticism for Effective Management. In Bankoff G., George Freerks and Dorothea Hilhorst (Eds). *Mapping Vulnerability:* Disasters, Development and People. London: Earthscan Pp:37-50.
3. Beck, U. (1992) *Risk Society: Towards a New Modernity.* Trans. M. Ritter. London: Sage. Chapter 1 pp: 19-50
4. Nambiar, M. (2015). A Decade of Disaster Risk Management in India. *Economic and Political Weekly*, 36-40.www.emdat.be EM-DAT: The OFDA/ CRED International Disaster Database,
5. www.nidm.gov.in National Institute of Disaster management, Ministry of Home Affairs Govt. of India: New Delhi
6. Home | NDMA, GoI National Disaster Management Authority, Government of India
7. India Disaster Knowledge Network Website
8. Anthony Giddens (2009). The Politics of Climate Change. Cambridge : Polity Press (Chapter 2, 3 and 8) pp: 17-49, 182-203 and 227-231.
9. Vinod K. Sharma & A.D. Kaushik (2012) Natural Resource Management Strategies for Disaster Risk Reduction. *In* Anil K. Gupta and Sreeja S. Nair (eds). *Ecosystem Approach to Disaster Risk Reduction*. New Delhi: National Institute of Disaster Management. pp: 45-56
10. Ogra, A., Donovan, A., Adamson, G., Viswanathan, K. R., & Budimir, M. (2021). Exploring the gap between policy and action in Disaster Risk Reduction: A case study from India. International Journal of Disaster Risk Reduction, 63, 102428.Dorothea Hilhorst and Greg Bankoff (2004). Introduction: Mapping Vulnerability In Bankoff G., George Freerks and Dorothea Hilhorst (Eds). *Mapping Vulnerability:* Disasters, Development and People. London : Earthscan. Pp: 1-9
11. Zenaida Delica-Willison and Robin Willison (2004). Vulnerability Reduction: A Task for the Vulnerable People Themselves. In Bankoff G., George Freerks and Dorothea Hilhorst (Eds). *Mapping Vulnerability:* Disasters, Development and People. London : Earthscan. Pp: 145-158
12. *Alpaslan Özerdem and Tim Jacoby (2006*). Disaster Management and Civil Society: Earthquake Relief in Japan, Turkey and India, London: I.B. Tarus. *(Chapter 1pp 9-28)*
13. Quarantelli E. L. (2003). Urban Vulnerability to disasters in Developing Countries: Managing Risks. *In* Alcira Kreimer, Margaret Arnold, Anne Carlin (eds). Building Safer Cities: The Future of Disaster Risk Washington: The World Bank Disaster Management Facility (Chapter 15 pp: 211-231).

14. Rajib Shaw, Hari Srinivas And Anshu Sharma (Eds). (2009). Urban Risk Reduction.UK: Emerald (Chapters 1 and 4) Pp: 3-12 , 55-76

15. UN Women (2023) Accelerating action for gender responsive disaster reduction, available online at https://www.unwomen.org/en/news-stories/feature-story/2023/06/accelerating-action-for-gender-responsive-disaster-risk-reduction

16. Elaine Enarson (2007) Towards a Feminist Perspective of Women and Disaster, available online at https://heinonline.org/HOL/LandingPage?handle=hein.journals/worts28&div=6&id=&page=

17. Khan Naveeda (2023) River life and the Upspring of Nature (Chapters 4&5)

18. Snow C.P (1998) Two Cultures (pg nos 1-21 &29 – 49)

ADDITIONAL REFERENCE:

I. Bankoff, J. and G. Frerks . 2004. *Mapping Vulnerability*. London: Earthscan
II. Beck, U. 1992. *Risk Society: Towards a New Modernity*. Translated by Mark Ritter..London: Sage
I. Benthal, J. 1993. *Disasters Relief and the Media*. IB Tauris and Company Ltd
II. Thomas E. Drabek. 1986. *Human System Response to Disaster: An Inventory of Sociological Findings*. New York: Springer-Verlag.
III. Giddens, A. 1998. Risk society: the context of British politics. In J. Franklin ed. *The Politics of Risk Society. Towards a New Modernity*, Cambridge, UK, Polity Press.
IV. Löfstedt, R., Frewer, L. 1998. *Risk and Modern Society*. London, Earthscan Publications.
V. Hilgartner, S. 1992. The social construction of risk objects: or, how to pry open networks of risk. In J.F. Short and L. Clarke (Eds). *Organizations, Uncertainties and Risk.* Boulder, Westview Press*:* 39-53.
VI. Renn, O. 1992. The social arena concept of risk debates. In S. Krimsky and D. Golding eds. *Social Theories of Risk*. Westport, Praeger.
VII. Shrivastava, P. 1987. *Bhopal: Anatomy of a Crisis*. Cambridge, Mass: Ballinger
VIII. Dilley, M. et al. 2005. *Natural Disaster Hotspots: A Global Risk Analysis.* Washington, D.C: The World Bank Hazard Management Unit.
IX. Kasperson, J. X. and Roger E. Kasperson (Eds). 2005. *The Social Contours of Risk: Volume II: Risk Analysis, Corporations and the Globalization of Risk.* London: Earthscan.

8. **Assessment Details with weights**:

S.No	Assessment	Weightage
1	First Assignment on Risk and disaster profile of any one Indian state	20%

2	Second Assignment: Field activity-based project work on any aspect of the risk and vulnerability assessment of the local neighbourhood	30%
4	End Semester Exam(As per SUS academic calendar)	50%

9. **Pedagogy:**

a. Instructional strategies:

- Class Room Teaching, field-based activities

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

Yes, access to EMDAT and NDMA/ NIDM database

c. Expertise in AUD faculty or outside
yes

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

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies 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 primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Undergraduate 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.

Dr. B.R. AMBEDKAR UNIVERSITY DELHI

SCHOOL OF VOCATIONAL STUDIES (SVS)

Minutes of the 18th Board of Studies Meeting held on 19.12. 2024 (Thursday)

The 18th meeting of the Board of Studies (BoS) of the School of Vocational Studies (SVS) was held on **Thursday, 19th December 2024**, at Karampura Campus, Ambedkar University Delhi. The following members were present:

Professor Sitansu S. Jena Chairperson

Dean, School of Vocational Studies, AUD

Professor Ashish Dahiya Member

Director, Institute of Hotel and Tourism Management,

M.D. University, Rohtak, Haryana

Professor Reena Singh Member

Professor, School of Management,

Doon University campus, Mothorowala Road, Kedarpur, Uttarkhand

Professor Rekha Sharma Sen Member

School of Continuing Education, IGNOU

Professor Amit Kumar Mishra Member

Dean, School of Global Affairs, AUD.

Dr. Rishab Sharma Member

Assistant Professor, SES, AUD

Mr. Akha Kaihrii Mao Member

Associate Professor, SVS, AUD

Dr. Priya Singh Member

Assistant Professor, SVS, AUD

Dr. Rekha Gulia Member

Assistant Professor, SVS, AUD

Dr. Nikhil Singh Charak, Member

Assistant Professor, SVS, AUD

Dr. Vikas Mohan, Member

Assistant Professor, SVS, AUD

Dr. Neelu Verma, Member

Assistant Professor, SVS, AUD

Dr. Rajinder Kumar, Member

Assistant Professor, SVS, AUD

The following two members joined the meeting **online**:

Professor HK. Senapaty, Member

Former Director, NCERT now Professor in Education,

RIE, Bhubaneswar (General Educationl Vocational Education Discipline)

Professor Aruna Jha , Member

Professor in Commerce, Sri Ram College of Commerce,

University of Delhi (Accounting & Finance Discipline)

Professor Kartik Dave, Member

Dean, School of Management (SOM) (erstwhile SBPPSE)

Special Invitee

Mr. Shwet Kumar Pandey– Consultant, Retailers Association of India (RAI).

Regrets

Professor Nakkeeran Nanjappan, Professor Nawal Kishore, Dr. Oinam Hemlata Devi expressed their inability to join due to other prior commitments.

Ms. Fariha Siddiqui – Assistant Professor, SVS, AUD (on Maternity leave).

Proceedings

The Chairman extended a warm welcome to the members of the newly reconstituted Board of Studies (BoS) committee after the old tenure got over on 25th Oct. 2024 of the School of Vocational Studies. He expressed his gratitude to all the BoS members for taking time out of their busy schedules to attend the 18th BoS meeting as scheduled. He also placed on record the appreciation and thanks to the following old/outgoing BoS members:

1. Professor Vijita Singh Aggarwal
2. Professor Ravi Shankar
3. Professor Lawrence Liang
4. Shri Dilip Chenoy
5. Dr Deepak Paliwal
6. Dr Asha Singh

The Chairman introduced himself to the committee members, followed by self-introduction of the other members, including those participating online. He also took the opportunity to welcome the newly appointed faculty members of the School of Vocational Studies: Dr. Neelu Verma, Assistant Professor; Dr. Rajinder Kumar, Assistant Professor; and Dr. Vikas Mohan, Assistant Professor, who were attending their first BoS meeting as new members. Additionally, the Chairman extended a warm welcome to Dr. Nikhil Singh Charak, Assistant Professor, who had previously served on contract and was now joining as a regular faculty member. The Chairman welcomed him on behalf of the BoS.

The Chairperson warmly apprised the Board of Studies (BoS) members of the major academic activities and events conducted by the School of Vocational Studies (SVS) since the 17th BoS meeting. The highlights are as follows:

1. The admission process for the B.Voc. and M.Voc. programs (batch 2024-25) was successfully completed. The details of the admissions for the respective programs are as follows:
    i. B.Voc. (Tourism & Hospitality): **36**
    ii. B.Voc. (Retail Management): **41**
    iii. B.Voc. (Accounting & Finance): **71**
    iv. B.Voc. (Early Childhood Centre Management and Entrepreneurship): **10**
    v. M.Voc. (Tourism & Hospitality Management): **05**
2. A total of 80 students from the B.Voc. programs were awarded their degrees during the 13th Convocation of the University

3. The School, successfully organized the mandatory 2 months of on-the-job-training (internship) for semester-2, 4 & 6 students and four months of OJT for the BVoc in T&H semester-6 students.

4. Two students from BVoc ECCME, Sem-5 participated in the International Conference on Early Childhood Education & Educational tour (observation on preschool setups, networking, etc.) to Indonesia, from 19th May to 24th May 2024.

5. *"Promoting the Right to Play for Every Child"* webinar was held on June 11, 2024, featuring Dr. Ridhi Sethi, Ms. Namrata Rawat, and Mr. Mrunal Shah, emphasizing play's role in child development.

6. On September 4, 2024, a seminar on ACCA/US CMA/US CPA was conducted at Karampura Campus, providing insights into professional qualifications and industry trends.

7. An orientation program for UG students was held on September 13, 2024, at the Karampura Campus auditorium.

8. B.Voc. (ECCME) Semester 5 students visited Sketches Montessori School, Noida, on September 21, 2024, observing self-directed learning activities.

9. World Tourism Day Celebration, *"Tourism and Peace"* themed events were held on September 27, 2024, including academic discussions, cultural performances, and competitions.

10. Women and Girl Safety Awareness Event, on October 9, 2024, in collaboration with AIWC, a safety awareness event was organized, featuring distinguished speakers from AIWC.

11. A hands-on workshop on bank reconciliation using accounting software was conducted by CA Himanshu Tyagi on October 21, 2024, for B.Voc. (Accounting & Finance) students.

12. Visit to Waldorf School by B.Voc. (ECCME) Semester 5 students in Chhatarpur, on October 23, 2024, observing and engaging in independent learning practices.

13. Ms. Sneha Singh and Ms. Tanu from Bvoc ECCME Sem-5, participated in the International seminar on "Quality Early childhood Education: Local action for global impact" on 14 and 15 November 2024 at Indian Habitat Centre, New Delhi.

14. Industrial Training, Tourism & Hospitality students trained at Radisson Blu, Taj Group, Marriott Amritsar, Ministry of Tourism, and startups like Travelojo and Souldrifts.

15. Internships for Accounting & Finance Students, students interned with reputed Chartered Accountants, gaining practical experience in accounting roles

16. Retail Management Internships, Students interned at leading retail brands such as Vero Moda, Shoppers Stop, Decathlon, and Maruti Suzuki Arena, with stipends of □5,000–□10,000.

17. Field-Based Internships for ECCME Students, ECCME students interned at organizations like Mobile Creches, Santa Maria School, and IIT Nursery School, gaining hands-on early childhood education experience.
18. The PhD programme in the School is in the process of being developed.

The Chairman informed the members that the teaching-learning activities of the sem-3 & 5 are completed for Monsoon Semester-2024 and the preparation for the next semester, Winter Session 2024–25, is scheduled to commence in January 2025.

He further apprised the Board of Studies that the School has successfully transitioned from a three-year to a four-year B.Voc. program, in alignment with the National Education Policy (NEP) 2020 and UGC regulations for undergraduate programs, as adopted by the university. He highlighted that Dr. B.R. Ambedkar University Delhi (AUD) is the first and the only university to have implemented this transition for undergraduate vocational programs.

Additionally, the Chairman explained the structure of the fourth year of the program. As no specific job roles are defined for the fourth year (Sem-7 & 8), students who secure more than 7.5 CGPA in the first three years will have the option to choose between Research and Pedagogy/Trainer pathways. Conversely, students who score less than 7.5 CGPA will be required to enroll in Pedagogy/Trainer pathway. This structure has already been approved by the Academic Council

Agenda Items:

Agenda No. 1: To confirm the Minutes of the 17th BoS held on 7th May 2024:

The members confirmed the Minutes of the 17th Board of Studies meeting held on 17th May 2024, which had been previously circulated along with the agenda items. After careful consideration, the members unanimously approved the Minutes of the 17th BoS meeting without suggesting any modifications.

Agenda No.2: Presentation & approval of Semester-7 skill courses of the 4 Year BVoc in Retail Management Programme: (5 skill courses):

Dr. Nikhil Singh Charak, programme coordinator along with Mr Shwet Kumar Pandey, Special invitee presented the proposed Semester-7 skill courses for the 4-year B.Voc. (Retail Management) program. The following courses were discussed:

Sl No.	Name of the course	Course code	Credits
1	Data management in Retail	NSVSR7JDE01	4
2	Human Resource Operations in Retail	NSVSR7JDC01	4

3	Omni Channel in Retail	NSVSR7JDC02	4
4	Retail Data Analysis and Interpretations in Retail	NSVSR7JDC03	4
5	Retail Pedagogy	NSVSR7JDE02	4

Data Management in Retail course is structured to provide students with the knowledge and skills required to harness the power of data in modern retail operations. As the retail industry increasingly relies on data-driven insights to improve efficiency, customer satisfaction, and profitability, this course focuses on equipping students with an in-depth understanding of data systems and technologies. Students will explore topics such as database management, data warehousing, and data governance, emphasizing how these elements contribute to efficient decision-making in retail businesses. Additionally, the course introduces the use of artificial intelligence and machine learning in analyzing consumer behavior, optimizing inventory, and predicting trends. Real-world case studies and practical applications ensure students grasp the complexities of managing vast datasets in retail environments. By the end of the course, students will be prepared to handle retail data proficiently, making them valuable assets for organizations seeking to stay competitive in a data-centric marketplace.

Human Resource Operations in Retail aims to develop students' understanding of effective human resource management tailored to the unique challenges of the retail sector. This course delves into workforce planning, recruitment, training, and performance management within the dynamic retail environment. Emphasis is placed on the role of HR in enhancing employee engagement, motivation, and retention in an industry known for high turnover rates. Students will gain insights into the application of technology in HR functions, such as digital on boarding and HR analytics, to streamline operations and improve employee satisfaction. Through practical exercises, case studies, and simulations, students will explore topics like compliance with labor laws, managing a diverse workforce, and fostering a customer-centric organizational culture. This course prepares students for leadership roles in retail HR by providing them with the skills to align human capital strategies with business objectives, ensuring optimal workforce performance and sustainable growth.

Omni-Channel Retail offers students a comprehensive understanding of integrating multiple retail channels to create a seamless customer experience. In today’s competitive retail landscape, businesses must adapt to consumer expectations for interconnected shopping experiences across physical stores, online platforms, and mobile applications. This course covers the key principles of omni-channel strategies, including channel coordination, customer data integration, and personalized marketing. Students will explore cutting-edge technologies, such as AI-driven personalization and augmented reality that enhance customer engagement. A strong focus is placed on sustainable practices, ensuring students understand how to implement eco-friendly solutions in omni-channel retail operations. Practical assignments and case studies from global brands provide insights into best practices and real-

world challenges. By the end of the course, students will be well-equipped to design, implement, and manage omni-channel strategies, making them integral to businesses striving to enhance customer loyalty and operational efficiency in a competitive market.

Retail Data Analysis & Interpretation is designed to develop students' analytical and interpretative skills in handling retail data to drive strategic decision-making. With the exponential growth of data in the retail sector, professionals must be adept at extracting meaningful insights to optimize operations, improve customer experiences, and maximize profitability. This course introduces students to key concepts such as data collection techniques, statistical analysis, and visualization tools. It emphasizes practical applications, including inventory optimization, sales forecasting, and customer segmentation. Students will also learn to use advanced analytics tools and software commonly employed in the retail industry. Case studies and hands-on projects provide real-world contexts, enabling students to apply their learning effectively. By the end of the course, students will have the expertise to interpret complex datasets and translate them into actionable strategies, equipping them to contribute significantly to data-driven decision-making processes in retail organizations.

Retail Pedagogy course prepares future educators to design and implement industry-aligned curricula and innovative teaching strategies tailored to the dynamic retail sector. Emphasizing practical training, it bridges skill gaps by focusing on customer relationship management, supply chain optimization, and technology integration. The course adopts a diversified approach to teaching through blended methods such as classroom instruction, online platforms, experiential learning, and workshops, ensuring comprehensive skill development. Students will gain expertise in delivering personalized shopping experiences, enhancing customer loyalty through effective communication and problem-solving, and leveraging digital tools to optimize retail operations. Additionally, it promotes continuous assessment, certification programs, and advanced training to foster career advancement and adaptability in evolving industry landscapes. By the course's completion, participants will be equipped to integrate real-world experiences, innovative learning strategies, and experiential approaches to develop highly skilled professionals who can meet the demands of the competitive retail environment.

After thorough discussions, the Board of Studies (BoS) approved all the proposed courses and recommended their submission to the Academic Council for final approval. The BoS provided the following observations and suggestions to enhance the quality and relevance of the courses:

For the course titled **'Data Management in Retail'**, it was recommended to incorporate examples from the relevant field to provide practical context and clarity for students. Additionally, it was suggested that related software tools should be explicitly mentioned under the "Suggestive Readings" section. This would help students gain exposure to industry-standard tools and align their learning with practical applications.

Regarding the fifth course, originally titled **'Advanced Category Management'**, the BoS proposed renaming it to **'Retail Pedagogy'**. This change was deemed necessary to better reflect the objectives of the course and its alignment with the overall curriculum goals.

These recommendations are aimed at refining the course structure and content to ensure they meet both academic and industry expectations, thereby enhancing the learning experience for students.

Agenda No.3: Presentation & approval of Semester-7 skill courses of the 4 Year BVoc in Tourism and Hospitality Programme: (5 skill courses).

Dr. Priya Singh, a faculty member of the B.Voc. programme in Tourism & Hospitality, along with her colleagues, presented the following courses for consideration and review:

S. No.	Specialized/Elective Course	Name of the Course	Course Code	Credit
1	DSC1	Accommodation Management	NSVST7DC01	4
2	DSC2	Business Plan Development	NSVST7DC02	4
3	DSC3	Sustainability and Crisis Management	NSVST7DC03	4
4	DSE1	Research Methodologies in Tourism and Hospitality	NSVST7DE01	4
5	DSE 2	Pedagogy and Teaching Strategies in Tourism and Hospitality	NSVST7DE02	4

The presented course titles do not match the approved structure for the 7th and 8th semesters of the B.Voc. (Tourism & Hospitality) programme, as approved by the Academic Council. The approved structure includes the following course titles:

S. No.	Specialized/Elective Course	Name of the Course	Credit
1	DSC1	Tourism & Hospitality Society	4
2	DSC2	Researching for Tourism and Hospitality	4
3	DSC3	Digital Tools & Systematic Literature Review for Tourism and Hospitality Research	4
4	DSE1	Emerging Trends in Tourism	4
5	DSE 2	Emerging Trends in Hospitality	4

The Board of Studies (BoS) members acknowledged that the entire programme structure for

the B.Voc. (Tourism & Hospitality) programme had been approved by the Academic Council. Consequently, the BoS unanimously agreed to adhere to the approved structure for all courses in the 7th semester of the programme. It was recommended that the courses be developed in strict alignment with the approved structure.

Furthermore, the BoS advised aligning the course content of the BVoc semester-7 with the 1st semester of the M.Voc. (Tourism & Hospitality Management) programme, which is already being offered by the School. This alignment aims to ensure coherence and continuity between the undergraduate and postgraduate programmes. (Since the two are of the same level after the three- year programme).

The BoS also recommended incorporating minor changes to include a pedagogy/trainer or research component in the elective courses offered in the 7th semester, wherever applicable, to enhance the academic and professional value of the programme.

Additionally, the BoS noted that minor changes to course titles may be considered, if necessary, while ensuring they remain consistent with the approved structure and objectives of the programme.

Agenda No. 4: Proposal for offering online course through the SWAYAM: "Retail and Channel Management".

The "Retail and Channel Management" course, aligned with the B.Voc. Retail Management Programme curriculum, offers students a comprehensive understanding of retail marketing, consumer behavior, merchandising, and retail analytics. Designed to equip students with industry-relevant skills, it prepares them for leadership roles such as Team Leader in the retail sector. The course, carrying 4 credits and aligned with NCRF Level 5.0, is scheduled for **January 9, 2025, to April 30, 2025**, lasting 12 weeks. Coordinated by **Dr. Yamini Karmarkar** and **Dr. Geeta Nema** from **Devi Ahilya Vishwavidyalaya, Indore**, it provides undergraduate students pursuing vocational education with a valuable opportunity to gain practical and theoretical insights into retail management.

The BoS approved the course "Retail and Channel Management" being offered through the SWAYAM as an additional elective course offering for students of the B.Voc. (Retail Management) Programme. The course should be scheduled in accordance with the timetable, specifically within the time slot of 4:00 PM to 6:00 PM. The school is advised to ensure proper infrastructural arrangements, including reserving the computer lab, so students can attend the classes without disruption.

Agenda No. 5: Presentation and approval of provisions for granting semester-break/ deferment of semester/ year break for students in BVoc & MVoc Programmes:

The BoS approved the provisions for granting semester breaks, deferments, or year breaks for students as presented.

Agenda No. 6: Reporting on the observation of the 35th meeting of the Academic Council held on 7th Aug.2024 regarding creation of additional faculty in SVS and considering the proposal of the school on the matter.

The Chairman gave an overview of the agenda item to the BoS members. The BoS reviewed and recommended the withdrawal of the proposal submitted by the School. It was agreed and

proposed that, until the Government of NCT of Delhi approves the faculty positions and the university fills the regular faculty positions, the school may be granted approval to engage guest faculty against the vacancy.

Agenda No.7. Rectification item: Correction in the course name of the course code: NSVSE5JSE01-"Early Childhood Education: Models and Approaches".

The BoS approved the correction of the course title from "Early Childhood Care Services and Systems: Models and Approaches" to "**Early Childhood Education: Models and Approaches**".

Agenda No.8: Any other item (if any):

The BoS proposed developing common courses that can be applicable across all B.Voc. programmes of a similar nature, wherever feasible.

The Chairperson thanked the members for their active participation and valuable contributions. He emphasized the need for collective efforts to uphold the quality and relevance of vocational education at SVS.

The Chairman, proposed the next BoS meeting to be held sometime in the month of Jan.-Feb. 2025.

The meeting concluded with a vote of thanks and a commitment to the timely implementation of approved agendas.

B.voc Retail Management
COURSES FOR SEMESTER 7

Course-1: Data Management in Retail

School/ proposing the course	School of Vocational Studies
Programme(s)	B.Voc RM
Course title	Data Management in Retail
Course code	NSVSR7DE01
Credits	4
Course type (core/compulsory/optional/any other – please specify)	DSE
Level (Pre-doctoral / MA / PG Diploma / Certificate / UG)	Undergraduate
Course coordinator and team	Dr. Nikhil Singh Charak and Experts

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?** No, this course does not build on or overlap with any other courses offered in AUD.

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

   Students who are promoted from the 6th semester of the B.Voc program or those who have qualified NSQF Level 6 are eligible to take this course. Prior knowledge in Retail Management job roles such as Team Leader, Department Manager and Store manager is recommended.

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** Only those students who are promoted from the 6th semester or qualified NSQF level 6

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

5. **How does the course link with the vision of AUD?**

   The "Data Management in Retail" course aligns with Ambedkar University Delhi's (AUD) vision by fostering a learning environment that emphasizes applied knowledge, critical thinking, and inclusivity in vocational education. AUD's commitment to equipping students with practical skills for employability and societal engagement is supported by this course, which provides essential data management skills tailored to the retail sector. This approach encourages students to be adaptive, analytically inclined, and prepared for real-world challenges in a dynamic retail environment, supporting AUD's goal of developing well-rounded professionals who can contribute to economic and social progress.

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

   This course is integrated into the Bachelor of Vocation in Retail Management (B.Voc

RM) program, enriching the program by focusing on data-driven decision-making, a critical competency for modern retail managers. The course complements the program's objectives by enhancing students' understanding of data management, analytics, and governance, vital for handling retail operations and improving customer experiences. By bridging theoretical insights and practical skills, it prepares students for roles in team leadership, store management, and data analytics within retail, fulfilling the program's mission to develop proficient, skilled professionals in retail management.

7.Course Details:

a. **Summary:** The *Data Management in Retail* course, part of the B.Voc in Retail Management program at Ambedkar University Delhi, aims to equip students with comprehensive data management skills tailored for the retail sector. This 4-credit course covers critical aspects of data storage, governance, and analysis, providing students with a strong foundation in retail data infrastructure, data quality, big data, and AI applications. Modules explore database management, cloud storage, data integration, data governance policies, AI-driven automation, and future retail data trends like edge computing and blockchain in the supply chain. Students will learn practical skills through a blended approach, using case studies, simulations, and expert-led sessions, preparing them for roles in data-driven retail management.

b. **Course Objective:**

- To manifest the students about the Implementation of modern database systems, cloud storage solutions, and data integration tools to efficiently manage structured and unstructured retail data, ensuring scalability and accessibility.

- To explain the students about the Development of standardized data policies, ensure data accuracy, and assign data stewardship roles to maintain consistency, timeliness, and compliance with legal and privacy requirements.

- To demonstrate the students about the utilization of big data platforms and AI technologies for predictive analytics, personalized recommendations, dynamic pricing, sentiment analysis, and operational efficiencies.

- To address common challenges such as data silos, overload, and compliance issues by adopting integrated systems, improving data accuracy, and implementing robust cybersecurity measures.

- To train students about the Embrace edge computing, blockchain, and AI-driven automation to enhance supply chain transparency, enable real-time analytics, and deliver hyper-personalized shopping experiences.

c. **Expected Learning Outcomes:** On successful completion of this module, students will be able to:-

- Explain the role of modern database systems, cloud storage solutions, and data integration tools in managing structured and unstructured retail data effectively.
- Utilize standardized data policies and tools to ensure data accuracy, consistency, and compliance with legal and privacy requirements in a retail context.
- Examine the challenges of data silos, overload, and compliance issues, and propose integrated system solutions to address them.

- Assess the impact of AI and big data platforms on predictive analytics, personalized recommendations, and operational efficiencies in retail.
- Design a strategy incorporating edge computing and blockchain technologies to enhance sup
- Showcase the use of AI-driven automation to deliver hyper-personalized shopping experiences and improve retail operational outcomes.

Overall Structure: It is a 4-credit course with in-built theory and practical components of 60 hours respectively.

Module Outline:
Module 1: Data Storage & Infrastructure

Learning Outcomes:

a) Students will learn how to manage both structured and unstructured data using relational databases (SQL) and cloud storage platforms (e.g., AWS, Azure, Google Cloud), understanding their application in retail data management for scalability, flexibility, and cost-efficiency.
b) Students will gain skills in setting up and managing data warehousing solutions, including data lakes, and will understand how to use ETL (Extract, Transform, Load) tools to integrate and automate data collection from various sources for analysis.
c) Students will learn how to maintain data accuracy, consistency, completeness, and timeliness, ensuring that all data is standardized and up-to-date, especially for real-time retail operations like inventory management, pricing, and customer interactions.

Submodules:

1.1 Database Management Systems (DBMS), Relational Databases: For structured data like sales, product inventory, and customer records, managed using SQL databases, For unstructured data such as social media activity, customer feedback, or web behavior logs.
1.2 Cloud Storage Solutions Retailers are increasingly moving data to the cloud for scalability, flexibility, and cost-efficiency. Platforms like AWS, Azure, and Google Cloud are commonly used,
1.3 Data Warehousing, Data Lakes: A data storage architecture that stores raw, unstructured, or structured data, allowing flexible access for analysis,
1.4 Data Integration Tools: Tools like ETL (Extract, Transform, Load) automate data collection from multiple sources and load it into a data warehouse or analytics platform.
1.5 Data Quality Management, Data Accuracy, Consistency: Standardizing data formats (e.g., currencies, date formats) across systems and channels to prevent discrepancies,
1.6 Completeness: Ensuring all required data fields are populated, such as customer contact details or product descriptions,
1.7 Timeliness: Ensuring data is up to date, particularly for real-time inventory management, pricing, and customer interactions, Master Data Management (MDM)
1.8 Using the data management techniques for research and training in the core area.

Suggested Readings:

- Santoro, G., Fiano, F., Bertoldi, B., & Ciampi, F. (2019). Big data for business management in the retail industry. Management Decision, 57(8), 1980-1992.
- Vaja, M. B. R. (2015). Retail management. International Journal of Research and Analytics Reviews, 2(1), 22-28.
- Kumar, A., Singh, R. K., & Modgil, S. (2023). Influence of data-driven

supply chain quality management on organizational performance: evidences from retail industry. The TQM Journal, 35(1), 24-50.Becker, J., Matzner, M., Müller, O., & Winkelmann, A. (2008). Towards a semantic data quality management-using ontologies to assess master data quality in retailing. AMCIS 2008 Proceedings, 129.

Module 2: Data Governance and Challenges

Learning Outcomes:

a) Students will learn how to develop and implement organizational policies for data collection, storage, usage, and lifecycle management, while assigning data stewardship responsibilities to ensure accuracy, security, and compliance.
b) Students will gain the ability to identify and resolve issues such as data silos, data overload, and inaccuracies, ensuring seamless integration and reliability across various retail systems (e.g., POS, CRM, e-commerce).
c) Students will understand how to maintain compliance with data privacy regulations, protect against cyber threats, and implement robust security measures to safeguard customer and business data.

Submodules:

2.1 Data Policies: Establishing organizational policies to govern how data is collected, stored, and used across the business,
2.2 Data Stewardship: Assigning responsibilities to data stewards who ensure the data is accurate, secure, and compliant with legal requirements,
2.3 Data Ownership: Clearly defining who owns specific datasets (e.g., marketing team for campaign data, finance team for sales data),
2.4 Data Lifecycle Management: Establishing policies for how long data should be retained, archived, or deleted, ensuring that outdated or irrelevant data is properly handled.
2.5 Challenges in Retail Data Management, Data Silos: Isolated data across different systems (POS, e-commerce, CRM) can hinder a holistic view of operations and customer behavior,
2.6 Data Overload, Data Accuracy: Ensuring the accuracy and reliability of data across different systems and platforms can be challenging,
2.7 Compliance & Security: Retailers face increasing pressure to maintain data privacy and comply with ever-evolving regulations, while also safeguarding against cyber threats.
2.8 Leveraging data policies techniques for research and training in the primary field

Suggested Readings:

Santoro, G., Fiano, F., Bertoldi, B., & Ciampi, F. (2019). Big data for business management in the retail industry. Management Decision, 57(8), 1980-1992.
Vaja, M. B. R. (2015). Retail management. International Journal of Research and Analytics Reviews, 2(1), 22-28.
Towards a semantic data quality management-using ontologies to assess master data quality in retailing. AMCIS 2008 Proceedings, 129.

Module 3: Big Data & AI in Retail

Learning Outcomes:

a) Students will learn how to apply big data technologies such as Hadoop, Spark, and cloud-based platforms to process and analyze large datasets generated by retail operations, enabling data-driven decision-making.
b) Students will gain the skills to apply AI and ML models in retail, using techniques such as predictive analytics, customer segmentation, personalized recommendations,

and dynamic pricing to enhance business performance.

c) Students will learn how to use AI-powered sentiment analysis to evaluate customer feedback from reviews, social media, and surveys, helping retailers understand customer emotions and make informed decisions to improve products and services.

Submodules:

3.1 Big Data Platforms: Utilizing big data technologies like Hadoop, Spark, and cloud-based systems to process and analyze vast datasets generated by retail operations,

3.2 Artificial Intelligence & Machine Learning: AI and ML models are used for predictive analytics, customer segmentation, personalized recommendations, dynamic pricing, and automated customer support (e.g., chatbots),

3.3 Sentiment Analysis: Leveraging AI to analyze customer reviews, social media comments, and feedback to gauge customer sentiment and improve products or services.

3.4 Exploring Big Data and AI applications in research and pedagogy within the retail sector.

Suggested Readings:

- Oosthuizen, K., Botha, E., Robertson, J., & Montecchi, M. (2021). Artificial intelligence in retail: The AI-enabled value chain. Australasian Marketing Journal, 29(3), 264-273.
- Anica-Popa, I., Anica-Popa, L., Rădulescu, C., & Vrîncianu, M. (2021). The integration of artificial intelligence in retail: benefits, challenges and a dedicated conceptual framework. Amfiteatru Economic, 23(56), 120-136.
- Vaja, M. B. R. (2015). Retail management. International Journal of Research and Analytics Reviews, 2(1), 22-28.
- Kumar, A., Singh, R. K., & Modgil, S. (2023). Influence of data-driven supply chain quality management on organizational performance: evidences from retail industry. The TQM Journal, 35(1), 24-50.

Module 4: Future Trends in Retail Data Management

Learning Outcomes:

a) Students will learn how to implement edge computing technologies, bringing data processing closer to sources like in-store IoT devices, to reduce latency and enable real-time analytics in retail operations.

b) Students will gain the skills to use blockchain technology to enhance transparency, traceability, and security across the retail supply chain, ensuring reliable and tamper-proof tracking of goods and transactions.

c) Students will learn how to harness AI-driven automation to streamline data management tasks and use real-time data to deliver hyper-personalized shopping experiences, improving customer engagement and business efficiency.

Submodules:

4.1 Edge Computing: Bringing data processing closer to the source (e.g., in-store IoT devices) to reduce latency and enable real-time analytics,

4.2 Blockchain for Supply Chain: Using blockchain to improve transparency and traceability across the retail supply chain,

4.3 AI-driven Automation: Automating data management tasks, from data entry to predictive analytics, using AI tools for faster and more accurate insights,

4.4 Enhanced Personalization: Leveraging real-time data from multiple sources to deliver hyper-personalized shopping experiences to customers.

4.5 Utilizing data management techniques for research and pedagogy within the core domain

Suggested Readings:

- Miraz, M. H., Hassan, M. G., & Sharif, K. I. M. (2020). Factors affecting implementation of blockchain in retail market in Malaysia. International Journal of Supply Chain Management, 9(1), 385-391.

- Oosthuizen, K., Botha, E., Robertson, J., & Montecchi, M. (2021). Artificial intelligence in retail: The AI-enabled value chain. Australasian Marketing Journal, 29(3), 264-273.
- Anica-Popa, I., Anica-Popa, L., Rădulescu, C., & Vrîncianu, M. (2021). The integration of artificial intelligence in retail: benefits, challenges and a dedicated conceptual framework. Amfiteatru Economic, 23(56), 120-136.
- Vaja, M. B. R. (2015). Retail management. International Journal of Research and Analytics Reviews, 2(1), 22-28.
- Kumar, A., Singh, R. K., & Modgil, S. (2023). Influence of data-driven supply chain quality management on organizational performance: evidences from retail industry. The TQM Journal, 35(1), 24-50.

References:

- *Data Management, Analytics and Innovation:* Proceedings of ICDMAI 2024, Volume 2. (n.d.). Germany: Springer.
- *Advances in Data Management*. (2009). (n.p.): Macmillan Publishers India Limited.
- Data Management, Analytics and Innovation: Proceedings of ICDMAI 2019, Volume 1. (2019). Germany: Springer Nature Singapore.
- Ethical Marketing Through Data Governance Standards and Effective Technology. (2024). United States: IGI Global..
- Kumar, V., & Reinartz, W. (2019). *Data Management and Customer-Centric Retailing*. London, UK: Routledge.
- Ramesh, R., & McGuire, J. (2020). Big Data Analytics and Data Management in Retail: Strategies for Improving Customer Insight. New York, NY: McGraw-Hill Education.
- Kimball, R., & Ross, M. (2018). The Data Warehouse Toolkit for Retail: Building the Data-Driven Retail Enterprise (3rd ed.). Indianapolis, IN: Wiley.

Assessment Structure:

S No.	Assessment Type	Weightage
1	Assessment-1	25%
2	Assesment-2	25%
3	Class Participation	10 %
4	End term exam	40%
Total		100%

Pedagogy:

a. Instructional strategies: Blended approach will be used which will include texts, case-studies, films, clips, YouTube clips, simulations, practical.
b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Access to digital labs and vocational training resources.
c. Expertise in AUD faculty or outside- Training Partners from outside& guest faculty.
d. Linkages with external agencies: Collaboration with industry experts and

certified vocational trainers for practical exposure.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Course-2: Human Resource Operations in Retail

School/ proposing the course	School of Vocational Studies
Programme(s)	B.Voc RM (Sem-7)
Course title	Human Resource Operations in Retail
Course code	NSVSR7DC01
Credits	4
Course type (core/compulsory/optional/any other – please specify)	DSC
Level (Pre-doctoral/MA/PG Diploma/Certificate/UG)	Undergraduate
Course coordinator and team	Dr. Nikhil Singh Charak and Experts

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?** No, this course does not build on or overlap with any other courses offered in AUD.

2. **Specific requirements on the part of students who can be admitted to this course:** Students who are promoted from the 6th semester of the B.Voc program or those who have qualified NSQF Level 6 are eligible to take this course. Prior knowledge in Retail Management job roles such as Team Leader, Department Manager and Store manager is recommended is recommended

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** Only those students who are promoted from the 6th semester

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

5. **How does the course link with the vision of AUD?**

   The "Human Resource Operations in Retail" course supports Ambedkar University Delhi's (AUD) vision by nurturing a skilled workforce that can effectively respond to the challenges of a modern retail environment. By embedding the principles of inclusivity, practical skill development, and critical thinking, the course aligns with AUD's mission to create engaged, capable professionals who contribute to both industry and society. Through its focus on recruitment, training, performance management, and employee relations, the course fosters the growth of retail professionals equipped to handle human resource demands, reinforcing AUD's goal of delivering quality, application-oriented education that addresses both community and industry needs.

6. **How does the course link with the specific programme(s) where it is being offered?** This course is a vital component of the Bachelor of Vocation in Retail Management (B.Voc RM) program, enriching the curriculum by equipping students with essential human resource skills specific to the retail sector. The course's content, which includes

workforce planning, employee training, and HR technology, complements the B.Voc RM program's objective of developing operational expertise in retail settings. By addressing practical aspects of managing human resources in retail, the course strengthens students' capabilities to handle HR roles within retail operations, preparing them to be effective leaders and HR practitioners within the field.

A. Course Details:

a. **Summary:**

The "Human Resource Operations in Retail" course provides an in-depth understanding of human resource functions specifically tailored for the retail industry. Designed for students in the B.Voc in Retail Management (B.Voc RM) program, this course covers key aspects of HR operations, including workforce planning, recruitment, employee training and development, compensation and benefits, performance management, and employee relations. Students will learn practical HR strategies, from setting up recruitment processes and managing employee performance to fostering engagement and handling conflict. Additionally, the course introduces students to the latest HR technologies and data analytics, enabling them to efficiently manage HR functions in a data-driven retail environment. By combining theoretical insights with practical skills, the course prepares students for effective HR

b. **Course Objective:**

1. To explain the students about the Identification of staffing needs, develop clear job descriptions, and streamline the recruitment process to ensure the right talent is hired efficiently, aligned with organizational requirements and peak operational periods.

2. To familiarize the students towards the Implementation of orientation programs, role-specific skills training, leadership development, and continuous learning opportunities to enhance employee competencies and prepare for future organizational needs.

3. To train the students about the Design of competitive salary structures, performance-linked incentives, and regular appraisals to align employee performance with organizational goals while fostering motivation and productivity.

4. To manifest the students with foster a positive work culture through grievance handling, team-building activities, open communication, and career development opportunities to boost satisfaction, collaboration, and retention.

5. To demonstrate the students about HR software, self-service portals, and data analytics to automate administrative tasks, improve decision-making, and provide insights into staffing, turnover, and training needs.

c. **Expected Learning Outcomes:** On successful completion of this module, students will be able to:-

- Explain the process of identifying staffing needs, developing job descriptions, and streamlining recruitment to ensure talent acquisition aligns with organizational requirements and operational demands.
- Implement orientation programs, role-specific training, and leadership development initiatives to enhance employee competencies and readiness for future organizational needs.
- Examine the design of competitive salary structures, performance-linked incentives, and appraisal systems to evaluate their impact on employee motivation and productivity.
- Assess strategies for fostering a positive work culture through effective grievance handling, team-building activities, open communication, and career development opportunities to enhance employee satisfaction and retention.
- Showcase the use of HR software, self-service portals, and data analytics in automating administrative tasks and providing insights into staffing, turnover, and training needs.
- Design a comprehensive HR framework that integrates recruitment, training, performance management, and employee engagement to align with organizational goals and improve overall efficiency.

d. **Overall Structure:** It is a 4-credit course with in-built theory and practical components of 60 hours respectively.

Module 1: Workforce Planning & Recruitment

Learning Outcomes:

a) By end of this module students will be able to develop the ability to assess staffing needs based on store size, product range, and seasonal demands, ensuring effective workforce planning.
b) By end of this module students will be able to create clear and precise job descriptions for various retail roles, including sales staff, managers, and stock clerks, to align responsibilities with business goals.
c) By end of this module students will be able to gain skills in managing the recruitment process, from advertising vacancies to screening applications, conducting structured interviews, and evaluating candidates.
d) By end of this module students will be able to understand the steps for issuing job offers, completing necessary documentation, and conducting orientation programs to integrate new hires effectively into the organization.

Submodules:

1.1 Identify staffing needs: Analyze store size, product range, and peak shopping seasons, Job descriptions: Draft clear roles for sales staff, managers, stock clerks, etc.,
1.2 Recruitment process: Advertise vacancies, collect applications, and screen candidates,
1.3 Interviews & selection: Conduct structured interviews, tests, or group discussions,

1.4 Offer & onboarding: Issue job offers, complete paperwork, and conduct orientation sessions.
1.5 Utilizing Workforce Planning & Recruitment techniques for research and training within the core domain

Suggested Readings:

- Afolabi, J. O. A., Olatoye, F. O., Eboigbe, E. O., Abdul, A. A., & Daraojimba, H. O. (2023). Revolutionizing retail: hr tactics for improved employee and customer engagement. International Journal of Applied Research in Social Sciences, 5(10), 487-514.
- Kumar, A., Trivedi, A., Dole, V. S., Singh, K., & Yadav, A. (2023). Human resource management in the retail sector: challenges and trends. International Journal of Multidisciplinary: Applied Business and Education Research, 4(6), 2086-2093.
- Merkel, J., Jackson, P., & Pick, D. (2009). New challenges in retail human resource management. In Retailing in the 21st century: Current and future trends (pp. 257-270). Berlin, Heidelberg: Springer Berlin Heidelberg.

Module 2: Employee Training & Development

Learning Outcomes:

a) By end of this module students will be able to design and deliver orientation programs that introduce new hires to the company's values, culture, and policies, ensuring a smooth integration into the workplace.
b) By end of this module students will be able to train staff in essential areas such as customer service, product knowledge, and the use of Point of Sale (POS) systems, enhancing operational effectiveness.
c) By end of this module students will be able to create opportunities for ongoing professional growth through workshops, online courses, and mentorship programs to keep staff updated with industry advancements.
d) By end of this module students will be able to identify and nurture high-potential employees by designing leadership development programs, preparing them for future managerial roles.

Submodules:

2.1 Orientation programs: Provide new hires with company values, culture, and policies.,
2.2 Skills training: Train staff in customer service, product knowledge, and POS systems.,
2.3 Ongoing learning: Offer workshops, online courses, or mentorship for skill advancement,
2.4 Leadership development: Identify high-potential employees for future managerial roles.
2.5 Exploring Employee Training & Development techniques for research and training within the primary domain

Suggested Readings:

- Hart, C., Stachow, G. B., Farrell, A. M., & Reed, G. (2007). Employer perceptions of skills gaps in retail: issues and implications for UK retailers. International Journal of Retail & Distribution Management, 35(4), 271-288.
- Prada, M. F., Rucci, G., & Urzúa, S. (2019). Training, soft skills and productivity: evidence from a Field Experiment in Retail.
- Martin, C. J., & Knudsen, J. S. (2010). Scenes from a mall: Retail training and the social exclusion of low-skilled workers. Regulation & Governance, 4(3), 345-364.
- Nickson, D., Price, R., Baxter-Reid, H., & Hurrell, S. A. (2017). Skill requirements in retail work: the case of high-end fashion retailing. Work, employment and society, 31(4), 692-708.

Module 3: Compensation & Benefits Management

Learning Outcomes:

a) By end of this module students will be able to acquire the ability to establish competitive salary frameworks, manage benefits like insurance and employee discounts, and create performance-linked incentive schemes to drive motivation and productivity.
b) By end of this module students will be able to develop expertise in processing payroll accurately and on time, while effectively managing employee benefits and ensuring compliance with organizational policies.
c) By end of this module students will be able to learn to define measurable sales goals and KPIs, conduct constructive appraisals, and establish improvement plans to enhance both individual and team performance.
d) By end of this module students will be able to design programs to reward high-performing employees and apply targeted interventions, such as coaching and Performance Improvement Plans (PIPs), to support underperforming staff in meeting organizational standards.

Submodules:

3.1 Salary structuring: Set competitive and equitable salaries for different roles,
3.2 Performance-linked incentives: Design bonus schemes for achieving sales targets,
3.3 Benefits administration: Manage insurance, paid leave, and employee discounts,
3.4 Payroll processing: Ensure timely and accurate salary disbursements,
3.5 Performance Management: Setting objectives: Define clear sales goals and KPIs for individual and store performance,
3.6 Appraisals: Conduct regular performance reviews with feedback and improvement plans,
3.7 Rewards & recognition: Incentivize top performers through rewards or recognition programs,
3.8 Addressing underperformance: Use coaching, PIPs (Performance Improvement Plans), or training to address gaps.
3.9 Utilizing Compensation & Benefits Management techniques for research and training within the primary domain

Suggested Readings:

- Jacobs, S., Renard, M., & Snelgar, R. J. (2014). Intrinsic rewards and work engagement in the South African retail industry. SA Journal of Industrial Psychology, 40(2), 1-13.
- Miah, M. K., & Hossan, C. G. (2012). Performance management system in UK retail industry: a case study. Far East Journal of Psychology and Business, 7(3), 13-25.
- Forslund, H. (2015). Performance management process integration in retail supply chains. International Journal of retail & distribution management, 43(7), 652-670.

Module 4: Employee Relations & Conflict Management

Learning Outcomes:

a) By end of this module students will be able to develop skills to address and resolve employee complaints or conflicts, ensuring fair and timely solutions to maintain a positive work environment.
b) By end of this module students will be able to understand how to apply clear, consistent disciplinary measures to address misconduct and violations, fostering accountability and maintaining workplace standards.
c) By end of this module students will be able to acquire the ability to manage employee

resignations, terminations, and conduct exit interviews to identify retention issues and improve organizational practices.

d) By end of this module students will be able to create strategies to measure and improve employee satisfaction, conduct team-building activities, encourage open communication, and provide career development opportunities to enhance engagement and retention.

Submodules:

4.1 Grievance handling: Address employee complaints or disputes with managers or peers,
4.2 Disciplinary actions: Implement and enforce a clear policy for addressing violations or misconduct,
4.3 Employee exit: Manage resignations, terminations, and exit interviews to understand retention issues,
4.4 Employee Engagement & Retention, Employee satisfaction surveys: Gather feedback on work culture, policies, and challenges,
4.5 Team-building activities: Organize events to foster collaboration and motivation,
4.6 Open communication: Encourage open channels for employee feedback and concerns,
4.7 Career development: Provide opportunities for promotions, role changes, or growth within the company.
4.8 Exploring Employee Relations & Conflict Management techniques for research and pedagogy within the retail domain

Suggested Readings:

- Patil, A. A., & Jadhav, R. J. Customer Grievance Redressal In E-Retailing: A Data Mining Approach.
- Wesonga, J. N., & Van Der Westhuizen, J. (2024). The role of grievance handling styles on employee performance. EUREKA: Social and Humanities, (3), 3-20.
- Peterson, R. B., & Lewin, D. (2000). Research on unionized grievance procedures: Management issues and recommendations. Human Resource Management, 39(4), 395-406.
- Gauri, V. (2013). Redressing grievances and complaints regarding basic service delivery. World Development, 41, 109-119.

Module 5: HR Technology & Automation

Learning Outcomes:

a) By end of this module students will be able to gain the skills to implement and use HR software systems for tracking attendance, payroll, and employee data, improving operational efficiency and data accuracy.
b) By end of this module students will be able to develop the ability to set up and manage self-service portals, enabling employees to access payslips, request leave, and monitor performance independently.
c) By end of this module students will be able to understand how to leverage HR data to predict staffing needs, turnover rates, and training requirements, driving data-informed decisions that align with business goals.

Submodules:

5.1 HR software implementation: Use systems for tracking attendance, payroll, and employee data,
5.2 Self-service portals: Offer employees access to view payslips, apply for leave, and track performance,
5.3 Data analytics: Leverage HR data to predict staffing needs, turnover rates, and training requirements.
5.4 Utilizing HR Technology & Automation techniques for research and training within the

core domain

Suggested Readings:

- Fourie, S. S. (2012). An evaluation of the effect of coaching on the empowerment of middle managers in the retail sector: a lifelong learning perspective (Doctoral dissertation, Stellenbosch: Stellenbosch University).
- Brandi, U., De Norre, J., Roosalu, T., Raudsepp, M., & Khadatovich, A. (2023). Working and Learning in the Retail Sector: A Cross-Country Comparative View. In Lifelong Learning, Young Adults and the Challenges of Disadvantage in Europe (pp. 273-297). Cham: Springer International Publishing.
- Slotte, V., & Herbert, A. (2012). Using E-Simulations in Retail Sales Training Benefits of Blended Learning Design. In Professional Education Using E-Simulations: Benefits of Blended Learning Design (pp. 215-232). IGI Global.

References:

- Bratton, J. (2022). Human Resource Management: A Critical Approach. India: Blooms Bury.
- Retailing in the 21st Century: Current and Future Trends. (2010). Germany: Springer Berlin Heidelberg.
- Deb, T. (2006). Strategic Approach to Human Resource Management. India: Atlantic Publishers & Distributors (P) Limited.
- Mathur, U. C. (2010). Retail Management: Text and Cases. India: I.K. International Publishing House Pvt. Limited.
- Armstrong, M. (2012). Armstrong's Handbook of Human Resource Management Practice. United Kingdom: Kogan Page.
- Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2022). *Fundamentals of Human Resource Management in the Retail Sector* (8th ed.). New York, NY: McGraw-Hill Education.
- Levy, M., Weitz, B. A., & Grewal, D. (2019). *Retailing Management* (10th ed.). New York, NY: McGraw-Hill Education.

Assessment Structure:

Sl. No.	Assessment Type	Weightage
1	Assessment-1	25%
2	Assesment-2	25%
3	Class Participation	10 %
4	End term exam	40%
Total		100%

Pedagogy:

e. Instructional strategies: Blended approach will be used which will include texts, case-studies, films, clips, YouTube clips, simulations, practical.

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

and vocational training resources.

g. Expertise in AUD faculty or outside- Training Partners from outside& guest faculty.
h. Linkages with external agencies: Collaboration with industry experts and certified vocational trainers for practical exposure.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Course-3: Omni channel Retail

School/ proposing the course	School of Vocational Studies
Programme(s)	B.Voc RM (Sem-7)
Course title	Omni channel Retail
Course code	NSVSR7DC02
Credits	4
Course type (core/compulsory/optional/any other – please specify)	DSC
Level (Pre-doctoral/MA/PG Diploma/Certificate/UG)	Undergraduate
Course coordinator and team	Dr. Nikhil Singh Charak and Experts

1. Does the course connect to, build on or overlap with any other courses offered in AUD? No, this course does not build on or overlap with any other courses offered in AUD.

2. **Specific requirements on the part of students who can be admitted to this course:** Students who are promoted from the 6th semester of the B.Voc program or those who have qualified NSQF Level 6 are eligible to take this course. Prior knowledge in Prior knowledge in Retail Management job roles such as Team Leader, Department Manager and Store manager is recommended is recommended

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** Only those students who are promoted from the 6th semester

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

5. **How does the course link with the vision of AUD?**

The "Omni-Channel Retail" course supports the vision of Ambedkar University Delhi (AUD) by fostering a multidisciplinary approach to vocational education, emphasizing practical knowledge, inclusivity, and responsiveness to industry demands. This course aligns with AUD's mission of preparing students to engage meaningfully with the complexities of contemporary retail environments. By focusing on integrated sales channels, customer experience, and innovation, the course equips students with the skills needed to manage and adapt to evolving consumer preferences and technological advancements, thereby supporting AUD's goal of developing socially responsible and highly skilled professionals.

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

This course is integral to the Bachelor of Vocation in Retail Management (B.Voc RM) program, contributing to the program's objective of developing expertise in modern retail strategies. It provides students with comprehensive knowledge of omni-channel retailing, covering essential components such as supply chain integration, data analytics, and customer engagement across multiple platforms. This aligns with the B.Voc RM program's emphasis on practical, industry-aligned education, preparing students for a competitive retail landscape by equipping them with skills to manage unified retail operations effectively.

7. **Course Details:**

a. **Summary:**

The "Omni-Channel Retail" course is designed to provide students with an understanding of managing integrated sales channels in the retail sector. This course, offered as part of the B.Voc Retail Management program, covers key topics such as unified inventory management, seamless customer experiences, data analytics, and innovative retail practices like augmented reality and voice commerce. Students will learn how to create a cohesive brand experience across physical stores, e-commerce, mobile apps, and social media, meeting modern customer expectations for flexibility and personalization. By exploring omni-channel strategies, the course prepares students to deliver consistent and efficient customer service across all touchpoints, making them valuable assets in the retail industry.

b. **Course Objective:**

1. To provide comprehensive understanding (With the help of data and technical training) to the students about the establishment of a seamless connection between physical stores, e-commerce websites, mobile apps, and social media to provide a unified shopping experience across platforms.

2. To demonstrate the students about the Implementation of unified inventory system, real-time stock visibility, and cross-channel fulfillment strategies to ensure efficient logistics, flexible delivery options, and streamlined reverse logistics.

3. To explain the students (Theoretically and practically) towards focus on consistent branding, smooth channel transitions, payment flexibility, and robust customer support to deliver a frictionless shopping journey for consumers.

4. To demonstrate the students about the utilization of customer data platforms (CDPs) and behavioral analytics to unify data, analyze customer behaviors, and make data-driven decisions for personalized marketing, inventory management, and sales strategies.

5. To manifest the students about the incorporation of advanced technologies like AR, voice commerce, and eco-friendly practices to align with modern consumer expectations and improve engagement and environmental responsibility.

c. **Expected Learning Outcomes:** On successful completion of this module, students will be able to:-

- Explain the importance of establishing a seamless connection between physical stores, e-commerce platforms, mobile apps, and social media to create a unified shopping experience.

- Implement real-time stock visibility, unified inventory systems, and cross-channel fulfillment strategies to enhance logistics, delivery flexibility, and reverse logistics efficiency.
- Examine the role of consistent branding, smooth channel transitions, payment flexibility, and robust customer support in delivering a frictionless shopping journey for consumers.
- Utilize customer data platforms (CDPs) and behavioral analytics to unify data, analyze customer behavior, and develop data-driven strategies for personalized marketing and inventory management.
- Assess the impact of advanced technologies like augmented reality (AR), voice commerce, and eco-friendly practices on consumer engagement and environmental responsibility.
- Design a comprehensive omnichannel retail strategy integrating modern technologies, data-driven insights, and sustainable practices to meet consumer expectations and improve operational efficiency.

d. **Overall Structure:** It is a 4-credit course with in-built theory and practical components of 60 hours respectively.

8. Module Outline:

Module 1: Establishing Integrated Sales Channels

Learning Outcomes:

a) Students will learn to operate physical stores while integrating e-commerce platforms and mobile apps to create a seamless, unified shopping experience across both digital and physical retail spaces.
b) Students will gain hands-on experience in developing and managing an online store that is synchronized with physical store inventory, product catalogs, and pricing strategies, ensuring consistency and efficiency in retail operations.
c) Students will learn how to effectively use social media platforms (e.g., Instagram, Facebook) and mobile apps to engage customers, enhance brand visibility, and facilitate direct purchases through integrated digital marketing and retail strategies.

Submodules:

8.1 Physical stores: Operate brick-and-mortar stores with a focus on customer service and in-store experience,
8.2 E-commerce website: Build an online store that integrates with your physical store for a unified product catalog, inventory, and pricing,
8.3 Mobile app: Offer a mobile-friendly platform or dedicated app for seamless shopping,
8.4 Social media: Use platforms like Instagram, Facebook, or Pinterest to engage customers and enable direct shopping, marketplaces
8.5 Investigating the integrated sales channels techniques for research and pedagogy within the retail sector

Suggested Readings:

Burt, S., & Sparks, L. (2003). E-commerce and the retail process: a review. Journal of Retailing and Consumer services, 10(5), 275-286.
Ramanathan, U., Subramanian, N., & Parrott, G. (2017). Role of social media in retail network operations and marketing to enhance customer satisfaction. International Journal of Operations & Production Management, 37(1), 105-123.

Module 2: Supply Chain in Omni Channel

Learning Outcomes:

a) Students will learn to design and manage a centralized inventory system that ensures real-time stock visibility across all channels, enabling efficient cross-channel fulfillment like BOPIS (Buy Online, Pick Up In-Store) and optimized order routing.
b) Students will gain the skills to offer flexible delivery options, such as home delivery, click-and-collect, and curb side pickup, while also setting up reverse logistics systems that allow easy returns across multiple channels, enhancing customer satisfaction.
c) Students will learn how to prioritize order fulfilment from the nearest location (warehouse, store, or third-party provider) and optimize logistics processes to minimize delivery time, improving overall operational efficiency and the customer shopping experience.

Submodules:

2.1 Unified inventory system: Implement a centralized system that tracks inventory in real-time across all channels,
2.2 Real-time stock visibility: Provide accurate information about product availability online, in-store, and across locations,
2.3 Cross-channel fulfilment: Enable customers to buy online and pick up in-store (BOPIS) or return items at any location, regardless of the purchase channel, Logistics & Fulfillment Optimization,
2.4 Efficient order fulfilment: Implement systems that prioritize order routing from the nearest warehouse, store, or third-party provider to minimize delivery time,
2.5 Flexible delivery options: Offer home delivery, click-and-collect, or curbside pickup to suit customer convenience,
2.6 Reverse logistics: Set up efficient return systems where products can be returned in-store or shipped back easily.
2.7 Exploring Supply Chain in Omni Channel techniques in Research and pedagogy in core area

Suggested Readings:

- Blinder, A. S., Lovell, M. C., & Summers, L. H. (1981). Retail inventory behavior and business fluctuations. Brookings Papers on Economic Activity, 1981(2), 443-520.
- Caro, F., & Gallien, J. (2010). Inventory management of a fast-fashion retail network. Operations research, 58(2), 257-273.
- DeHoratius, N., Mersereau, A. J., & Schrage, L. (2008). Retail inventory management when records are inaccurate. Manufacturing & Service Operations Management, 10(2), 257-277.

Module 3: Seamless Customer Experience

Learning Outcomes:

a) Students will learn to design and manage a centralized inventory system that ensures real-time stock visibility across all channels, enabling efficient cross-channel fulfilment like BOPIS (Buy Online, Pick Up In-Store) and optimized order routing.

b) Students will gain the skills to offer flexible delivery options, such as home delivery, click-and-collect, and curb side pickup, while also setting up reverse logistics systems that allow easy returns across multiple channels, enhancing customer satisfaction.
c) Students will learn how to prioritize order fulfilment from the nearest location (warehouse, store, or third-party provider) and optimize logistics processes to minimize delivery time, improving overall operational efficiency and the customer shopping experience.

Submodules:

3.1 Consistent branding: Maintain uniform messaging, visuals, and promotions across all platforms,
3.2 Omni-channel marketing: Integrate digital campaigns (emails, ads) with in-store promotions and events,
3.3 Smooth transition: Ensure customers can start a purchase in one channel (e.g., browsing on mobile) and complete it on another (e.g., desktop or in-store) without any interruptions, Payment Flexibility,
3.4 Multiple payment options: Offer diverse payment methods like credit cards, digital wallets (Apple Pay, Google Pay), or cash in-store,
3.5 Unified checkout experience: Use integrated POS (point-of-sale) systems to allow smooth transactions, whether in-store or online,
3.6 Mobile payment solutions: Support payments via smartphones, ensuring quick and easy checkout for app or in-store users, Customer Support Across Channels, Unified customer service, Chatbots & AI support,
3.7 Post-purchase engagement: Send personalized post-purchase emails, collect feedback, and provide product care tips across all channels, Loyalty Programs & Customer Retention,
3.8 Unified loyalty programs: Implement a loyalty system that works across all channels—customers earn and redeem points whether they shop online or offline,
3.9 Cross-channel rewards: Offer incentives like exclusive discounts, early access to sales, or free shipping for loyalty program members,
3.10 Customer engagement: Leverage personalized communication via email or mobile apps based on customer purchase history, offering relevant rewards and recommendations.
3.11 Utilizing of omni channel and techniques for research and training within the primary domain

Suggested Readings:

- Burt, S., & Davies, K. (2010). From the retail brand to the retail-er as a brand: themes and issues in retail branding research. International Journal of Retail & Distribution Management, 38(11/12), 865-878.
- Ailawadi, K. L., & Keller, K. L. (2004). Understanding retail branding: conceptual insights and research priorities. Journal of retailing, 80(4), 331-342.

Module 4: Data Integration & Analytics

Learning Outcomes:

a) Students will learn how to implement and manage a Customer Data Platform (CDP) that consolidates customer information from all channels—physical stores, online interactions, and social media—to create a comprehensive customer profile.
b) Students will gain the skills to analyze customer behavior across multiple channels, using insights to tailor personalized shopping experiences, optimize product recommendations, and enhance targeted marketing strategies.
c) Students will learn to apply data analytics to track product popularity, anticipate

demand, and make informed decisions about inventory restocking, sales strategies, and promotional campaigns.

Submodules:

4.1 Customer data platform (CDP): Implement a system to collect and unify customer data from all channels, including in-store purchases, online behaviors, and social interactions,

4.2 Behavioral analytics: Analyze customer behavior across channels to provide personalized experiences, optimize product recommendations, and improve targeted marketing,

4.3 Inventory & sales analytics: Use data insights to track popular products, anticipate demand, and make informed decisions regarding restocking and promotions.

4.4 Exploring Data Integration & Analytics techniques for research and training within the primary domain

Suggested Readings:

- Manivannan, P., Sudharsanam, S. R., & Singh, J. T. S. (2021). Leveraging Integrated Customer Data Platforms and MarTech for Seamless and Personalized Customer Journey Optimization. Journal of Artificial Intelligence Research and Applications, 1(1), 139-174.
- Burt, S., & Davies, K. (2010). From the retail brand to the retail-er as a brand: themes and issues in retail branding research. International Journal of Retail & Distribution Management, 38(11/12), 865-878.
- Flores-Hernández, A., Olavarría-Jaraba, A., Valera-Blanes, G., & Vázquez-Carrasco, R. (2020). Sustainability and branding in retail: a model of chain of effects. sustainability, 12(14), 5800.
- Ailawadi, K. L., & Keller, K. L. (2004). Understanding retail branding: conceptual insights and research priorities. Journal of retailing, 80(4), 331-342.

Module 5: Innovation & Adaptation

Learning Outcomes:

a) Students will learn how to integrate technologies such as AR to enhance customer experiences, allowing virtual "try-ons" or product visualizations, and develop voice-activated shopping experiences through devices like Amazon Alexa and Google Home.

b) Students will gain the ability to implement sustainable practices across retail channels, including eco-friendly shipping, recyclable packaging, and promoting sustainable product lines to meet the growing demand for environmentally conscious shopping.

c) Students will learn how to enhance customer engagement by integrating cutting-edge technologies like AR and voice commerce, ensuring a seamless and innovative shopping experience that aligns with modern consumer preferences.

Submodules:

5.1 Augmented reality (AR): Explore AR to allow customers to "try on" products virtually or visualize how furniture would look in their home,

5.2 Voice commerce: Introduce voice-activated shopping experiences through smart home devices like Amazon Alexa or Google Home,

5.3 Sustainability practices: Implement eco-friendly shipping, recyclable packaging, and promote sustainable product lines across all channels to meet evolving consumer preferences.

5.4 Utilizing Innovation & Adaptation in Omni channel for research and training within the primary domain

Suggested Readings:

- Managing Customer Experiences in an Omnichannel World: Melody of Online and Offline Environments in the Customer Journey. (2020). Japan: Emerald Publishing Limited., (14-310)
- Myerson, P. (2020). Omni-Channel Retail and the Supply Chain: Working Together for a

Competitive Advantage. United Kingdom: Taylor & Francis.
- Ramanathan, U., Subramanian, N., & Parrott, G. (2017). Role of social media in retail network operations and marketing to enhance customer satisfaction. International Journal of Operations & Production Management, 37(1), 105-123.

References:

- Myerson, P. (2020). Omni-Channel Retail and the Supply Chain: Working Together for a Competitive Advantage. United Kingdom: Taylor & Francis.
- Exploring Omnichannel Retailing: Common Expectations and Diverse Realities. (2018). Germany: Springer International Publishing.
- *Operations in an Omnichannel World*. (2019). Germany: Springer International Publishing.
- Sauter, C. (2015). Omni-Channel Retailing and Its Requirements in the Supply Chain. Germany: GRIN Verlag.
- Wong, K. K. (2021). Omni-Channel Retailing: A Strategy for Retailers to Thrive in the Covid-19 Pandemic and Beyond. United Kingdom: iUniverse.
- Binnie, L. (2018). The Future of Omni-Channel Retail: Predictions in the Age of Amazon. United States: Emerald Lake Books.
- Ramadan, S. (2017). Omnichannel Marketing: *The Roadmap to Create and Implement Omnichannel Strategy. Poland:* Create Space Independent Publishing Platform.

Assessment Structure:

S No.	Assessment Type	Weightage
1	Assessment-1	25%
2	Assesment-2	25%
3	Class Participation	10 %
4	End term exam	40%
Total		100%

Pedagogy:

a. Instructional strategies: Blended approach will be used which will include texts, case-studies, films, clips, YouTube clips, simulations, practical.
b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Access to digital labs and vocational training resources.
c. Expertise in AUD faculty or outside- Training Partners from outside& guest faculty.
d. Linkages with external agencies: Collaboration with industry experts and certified vocational trainers for practical exposure.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Course-4: Retail Data analysis & Interpretation

School/ proposing the course	School of Vocational Studies
Programme(s)	B.Voc RM
Course title	Retail Data analysis & Interpretation
Course code	NSVSR7DC03
Credits	4
Course type (core/compulsory/optional/any other – please specify)	DSC
Level (Pre-doctoral/MA/PG Diploma/Certificate/UG)	Undergraduate
Course coordinator and team	Dr. Nikhil Singh Charak and Experts

1**. Does the course connect to, build on or overlap with any other courses offered in AUD?** No, this course does not build on or overlap with any other courses offered in AUD.

2. **Specific requirements on the part of students who can be admitted to this course:** Students who are promoted from the 6th semester of the B.Voc program or those who have qualified NSQF Level 6 are eligible to take this course. Prior knowledge in Prior knowledge in Retail Management job roles such as Team Leader, Department Manager and Store manager is recommended is recommended

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** Only those students who are promoted from the 6th semester

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

5. **How does the course link with the vision of AUD?**

This course, *Retail Data Analysis & Interpretation*, aligns with Ambedkar University Delhi's vision to foster socially conscious and skilled professionals by equipping students with critical and data-driven skills for modern retail environments. By focusing on practical and strategic data analysis, the course enables students to gain insights into consumer behavior, supply chain optimization, and performance analytics, preparing them to make informed, ethical, and impactful decisions in the retail sector. The course's emphasis on analytical skills, digital literacy, and real-world applications supports AUD's commitment to building a skilled workforce that can contribute effectively to India's evolving economic landscape.

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

Retail Data Analysis & Interpretation is designed to complement the B.Voc Retail Management (B.Voc RM) program by providing students with in-depth knowledge and hands-

on skills necessary for data-driven roles in retail management. This course builds on foundational knowledge in retail and adds a specialized focus on analytics, critical for modern retail operations and strategy. By integrating data analysis techniques, students are better prepared to perform in roles such as Store Manager, Inventory Analyst, and Marketing Coordinator, where data interpretation and strategic decision-making are vital. This course thereby supports the program's goal of developing comprehensive management capabilities tailored to the retail industry's demands.

7. Course Details:

a. **Summary:**.

The Retail Data Analysis & Interpretation course provides students with essential skills to gather, clean, analyze, and interpret data in the retail sector. It covers a variety of data sources, including POS systems, CRM, inventory management, and e-commerce platforms, to offer insights into consumer behavior, sales trends, and operational efficiency. Students will learn to use data-driven methods to forecast demand, optimize inventory, evaluate marketing effectiveness, and make strategic business decisions. This 4-credit course combines theory and practical applications, preparing students to contribute effectively to retail management roles by leveraging data for improved customer experience, sales, and organizational growth.

b. **Course Objective:**

1. To Develop understanding about the comprehensive systems for collecting data from multiple sources, inventory management, and online platforms, and organize it effectively through cleaning, categorization, and normalization techniques.

2. To familiarize the students with the utilization of data-driven insights to improve stock turnover, forecast demand, monitor vendor performance, and minimize shrinkage and waste.

3. To manifest the students about the measurement of campaign performance, analyze customer acquisition costs, and optimize segmentation strategies.

4. To familiarize the students with the Leverage predictive analytics, machine learning, and geographic insights to predict customer behavior, improve store performance, and refine dynamic pricing and personalized recommendations.

5. To demonstrate the students about the Implementation of real-time dashboards, custom reporting, and trend analysis to provide actionable insights for stakeholders, enabling strategic decisions around inventory, pricing, marketing, and operational improvements.

c. **Expected Learning Outcomes:** On successful completion of this module, students will be able to:-

- Explain the processes involved in collecting, cleaning, categorizing, and normalizing data from various sources for effective organization and inventory management.
- Utilize data-driven insights to improve stock turnover, forecast demand, monitor vendor performance, and reduce shrinkage and waste in retail operations.
- Examine campaign performance metrics, customer acquisition costs, and segmentation strategies to evaluate and optimize marketing effectiveness.
- Showcase the use of predictive analytics, machine learning, and geographic insights to predict customer behavior, enhance store performance, and refine dynamic pricing and personalized recommendations.
- Assess the effectiveness of real-time dashboards, custom reporting, and trend analysis in enabling strategic decision-making for inventory, pricing, marketing, and operational improvements.
- Design a comprehensive framework integrating real-time data insights and predictive analytics to enhance retail performance across inventory, marketing, and customer engagement.

d. **Overall Structure:** It is a 4-credit course with in-built theory and practical components of 60 hours respectively.

Module Outline:

Module 1: Data Collection & Sources

Learning Outcomes:

a) Students will learn how to collect and analyze transaction data from Point of Sale (POS) systems, customer profiles from CRM platforms, and inventory management systems to gain insights into sales performance, customer behavior, and stock levels.
b) Students will acquire the skills to analyze customer behavior on e-commerce platforms, including clickstream data and conversion rates, while also capturing interactions on social media and websites to understand customer preferences and improve marketing strategies.
c) Students will learn how to track and analyze customer behavior over time through loyalty programs, surveys, and feedback to develop personalized shopping experiences, improve product offerings, and enhance customer retention strategies.

Submodules:

8.6 Point of Sale (POS) systems: Gather transaction data such as product sales, time of purchase, and payment methods,
8.7 Customer Relationship Management (CRM): Collect data on customer profiles, purchase history, and engagement across various channels,
8.8 Inventory management systems: Track stock levels, turnover rates, and restocking schedules,
8.9 E-commerce platforms: Analyze online shopping behavior, clickstream data, and conversion rates,
8.10 Social media & website analytics: Capture customer interactions, likes, shares, and

web traffic sources,

8.11 Loyalty programs: Track customer behavior over time, including frequency of purchases and redemption of rewards,

8.12 Surveys & feedback: Gather qualitative data from customer reviews, satisfaction surveys, and product feedback.

Suggested Readings:

- Adda247. (2019). *A Complete Book on Data Interpretation and Analysis* (Second Printed English Edition). India: Metis Eduventures pvt Limited.
- Kim, A. E., Lieberman, A. J., & Dench, D. (2015). Crowdsourcing data collection of the retail tobacco environment: case study comparing data from crowdsourced workers to trained data collectors. Tobacco control, 24(e1), e6-e9.
- Joseph Udokwu, C., Darbanian, F., Falatouri, T. N., & Brandtner, P. (2020, June). Evaluating technique for capturing customer satisfaction data in retail supply chain. In Proceedings of the 4th International Conference on E-commerce, E-Business and E-Government (pp. 89-95).

Module 2: Data Cleaning & Preparation

Learning Outcomes:

a) Students will learn how to eliminate duplicates, handle missing data using techniques like interpolation, imputation, or deletion, and apply other data cleaning methods to ensure high-quality datasets for analysis.

b) Students will gain the skills to standardize data formats, such as currencies and dates, to ensure consistency and uniformity across different systems and platforms, improving data integrity and usability.

c) Students will learn how to categorize and tag data into relevant groups (e.g., product types, store locations, customer segments), enabling more effective data management and analysis for targeted decision-making.

Submodules:

2.1 Removing duplicates: Eliminate redundant entries from data sets, such as repeated customer transactions,

2.2 Handling missing data: Use techniques like interpolation, imputation, or deletion to manage missing values,

2.3 Data normalization: Standardize data formats (currency, dates) to ensure uniformity across different systems,

2.4 Categorization & tagging: Organize data into relevant categories like product types, store locations, or customer segments.

Suggested Readings:

- *Retail Management: A Strategic Approach*, 10/E. (2007). India: Pearson Education.
- Jha, M. (2009). *Retail Management*. India: Gyan Books.
- Lundén, J., Vanhanen, V., Kotilainen, K., & Hemminki, K. (2014). Retail food stores' internet-based own-check databank records and health officers' on-site inspection results for cleanliness and food holding temperatures reveal inconsistencies. Food Control, 35(1), 79-84.

Module 3: Inventory & Supply Chain Analysis

Learning Outcomes:

a) Students will learn to measure and analyze stock turnover rates to assess inventory performance, ensuring effective stock replenishment and minimizing the risk of overstocking or stockouts.

b) Students will gain the ability to use historical sales data, market trends, and predictive

analytics to forecast future demand, allowing retailers to optimize inventory levels and avoid costly stock imbalances.

c) Students will learn how to assess vendor performance based on delivery times, product quality, and pricing, as well as how to track and reduce inventory losses due to shrinkage and waste, improving overall supply chain efficiency

Submodules:

3.1 Stock turnover rates: Measure how quickly inventory is sold and replaced over a specific period,

3.2 Demand forecasting: Use historical sales data and market trends to predict future demand and prevent stockouts or overstocking,

3.3 Vendor performance: Analyze supplier delivery times, product quality, and pricing to optimize sourcing decisions,

3.4 Shrinkage & waste analysis: Track losses due to theft, spoilage, or damage and implement controls to reduce shrinkage.

Suggested Readings:

- Adda247. (2019). *A Complete Book on Data Interpretation and Analysis* (Second Printed English Edition). India: Metis Eduventures pvt Limited..
- Cox, E. (2011). *Retail Analytics: The Secret Weapon*. United Kingdom: Wiley.
- Bullard, B. (2016). Style and Statistics: The Art of Retail Analytics. United Kingdom: Wiley.

Module 4: Promotions & Marketing Effectiveness

Learning Outcomes:

a) Students will learn how to evaluate the effectiveness of marketing campaigns (email, social media, ads) by analyzing key performance indicators such as click-through rates, conversion rates, ROI, and the impact of discounts on sales volume and profitability.

b) Students will gain skills in customer acquisition cost (CAC) analysis, customer and product segmentation (e.g., RFM analysis), sales performance tracking, and market basket analysis to develop targeted marketing strategies, optimize pricing, and improve cross-selling.

c) Students will learn how to evaluate store performance based on location, foot traffic, demographics, and sales conversion rates, and use tools like heatmap and footfall analysis to inform decisions on expansion, marketing, and store format optimization.

Submodules:

4.1 Campaign performance: Evaluate marketing campaigns (email, social media, ads) by measuring click-through rates, conversion rates, and ROI,

4.2 Discount analysis: Measure the impact of discounts, sales events, and promotions on sales volume and profitability, Customer acquisition cost (CAC): Calculate how much is spent to acquire a new customer and compare it with the average revenue generated,

4.3 Advertising analytics: Analyze the performance of paid search, display ads, or social media ads to optimize targeting and spending

4.4 Segmentation & Profiling: Customer segmentation, Product segmentation, recency, frequency, and monetary value (RFM) analysis

4.5 Sales Analysis: Sales performance tracking, Seasonality analysis, Sales by product/category, Profit margin analysis,

4.6 Market basket analysis: Identify patterns in products frequently bought together to improve cross-selling and bundling strategies.

4.7 Churn prediction: Apply predictive models to identify which customers are at risk of leaving and develop targeted retention strategies, Personalized recommendations, Dynamic pricing models

4.8 Geographic & Store Performance Analysis, Store location analysis: Evaluate the

performance of different stores based on location, foot traffic, and local demographics,
4.9 Heatmap analysis: Use geographic data to create heatmaps of high-performing regions, enabling data-driven decisions on expansion or marketing,
Footfall analysis: Analyze customer visits to stores, linking foot traffic to sales conversion rates and peak shopping times,
Store format comparison: Compare the performance of various store formats (e.g., flagship stores, pop-up stores) to optimize formats for specific locations.

Suggested Readings:

- Adda247. (2019). *A Complete Book on Data Interpretation and Analysis* (Second Printed English Edition). India: Metis Eduventures pvt Limited..
- Cox, E. (2011). *Retail Analytics: The Secret Weapon*. United Kingdom: Wiley.

Module 5: Data Integration and Strategic Decision Making

Learning Outcomes:

a) Students will learn how to create and utilize real-time dashboards and tailored reports that provide stakeholders with up-to-date access to key performance indicators (KPIs) and specific business metrics, enabling data-driven decision-making.
b) Students will gain the skills to use visual tools like charts and heatmaps to identify trends over time and deliver actionable insights to management, helping businesses adjust strategies in areas like inventory, product launches, and pricing.
c) Students will learn how to use data insights to uncover new markets, streamline operations, personalize customer strategies, and optimize return on investment (ROI) by allocating resources efficiently and improving customer engagement.

Submodules:

a. Real-time dashboards: Provide stakeholders with real-time access to key performance indicators (KPIs) like sales, inventory, and customer engagement,
b. Custom reporting: Develop tailored reports based on specific business needs—sales by region, category performance, or marketing effectiveness,
c. Trend analysis: Use visual tools like line charts, bar graphs, and heatmaps to showcase trends over time,
d. Actionable insights: Deliver data-driven insights to management teams for informed decision-making, such as adjusting inventory levels, launching new products, or altering pricing strategies.
e. Interpretation & Strategic Decision Making, identifying growth opportunities: Use data insights to discover new markets, expand product offerings, or launch new sales channels,
f. Operational improvements: Identify inefficiencies in inventory management, staff allocation, or logistics that can be streamlined,
g. Customer-centric strategies: Use customer data to personalize marketing efforts, improve customer service, and enhance loyalty,
h. ROI optimization: Continuously analyze data to allocate resources efficiently, reduce costs, and maximize revenue.

Suggested Readings:

- Adda247. (2019). *A Complete Book on Data Interpretation and Analysis* (Second Printed English Edition). India: Metis Eduventures pvt Limited..
- *Retail Management: A Strategic Approach*, 10/E. (2007). India: Pearson Education.
- Bullard, B. (2016). Style and Statistics: The Art of Retail Analytics. United Kingdom: Wiley.

References:

- *Retail Management: A Strategic Approach*, 10/E. (2007). India: Pearson Education.

- Jha, M. (2009). *Retail Management*. India: Gyan Books..
- *Problems And Prospects Of Indian Retailing*. (n.d.). (n.p.): Archers & Elevators Publishing House.
- Adda247. (2019). *A Complete Book on Data Interpretation and Analysis* (Second Printed English Edition). India: Metis Eduventures pvt Limited..
- Cox, E. (2011). *Retail Analytics: The Secret Weapon*. United Kingdom: Wiley.
- Bullard, B. (2016). Style and Statistics: The Art of Retail Analytics. United Kingdom: Wiley.

Assessment Structure:

S No.	Assessment Type	Weightage
1	Assessment-1	25%
2	Assesment-2	25%
3	Class Participation	10 %
4	End term exam	40%
Total		100%

Pedagogy:

a. Instructional strategies: Blended approach will be used which will include texts, case-studies, films, clips, YouTube clips, simulations, practical.
b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Access to digital labs and vocational training resources.
c. Expertise in AUD faculty or outside- Training Partners from outside& guest faculty.
d. Linkages with external agencies: Collaboration with industry experts and certified vocational trainers for practical exposure.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Course-5: Retail Pedagogy

School/ proposing the course	School of Vocational Studies
Programme(s)	B.Voc RM
Course title	Retail Pedagogy
Course code	NSVSR7DE02
Credits	4
Course type (core/compulsory/optional/any other – please specify)	DSE
Level (Pre-doctoral/MA/PG Diploma/Certificate/UG)	Undergraduate
Course coordinator and team	Dr.Nikhil Singh Charak and Experts

1. Does the course connect to, build on or overlap with any other courses offered in AUD? No, this course does not build on or overlap with any other courses offered in AUD. It is an independent course focusing on pedagogy and teaching strategies within the Retail sector.

2. Specific requirements on the part of students who can be admitted to this course:
Students who are promoted from the 6th semester of the B.Voc program or those who have qualified NSQF Level 6 are eligible to take this course. Prior knowledge in Prior knowledge in Retail Management job roles such as Team Leader, Department Manager and Store manager is recommended is recommended.

3.No. of students to be admitted (with justification if lower than usual cohort size is proposed): Only those students who are promoted from the 6th semester

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

5. How does the course link with the vision of AUD?

Dr. B.R. Ambedkar University Delhi (AUD) envisions promoting equity, social justice, and excellence in higher education by developing professionals who are sensitive to social realities and committed to working in non-hierarchical and inclusive environments. The course " Retail Pedagogy " aligns with this vision by:

- The course equips future vocational educators to design curricula catering to diverse learners, promoting employability and social mobility in sectors like Retail.
- By focusing on practical skills and industry needs, the course promotes employability and entrepreneurship, directly contributing to AUD's mission of developing a socially and professionally competent workforce.
- The course integrates sector-specific teaching strategies to meet industry standards, preparing future educators for Retail management roles while contributing to India's economic growth

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

Practical Training: It equips students with the skills needed to design and implement industry-aligned curricula and teaching strategies, which are critical in hands-on fields like Retail.

Industry Alignment: The course helps students integrate real-world experiences such as internships, projects, and simulations into their teaching, preparing them for the industry's evolving needs

7.Course Details:

a.Summary: This course equips future educators in Retail with knowledge and skills required for effective curriculum design, teaching strategies, and assessment techniques. Emphasis is placed on industry-relevant pedagogical methods, practical training, and the use of technology in education.

b.Course Objective:

1. To address the skill gap by training students in customer relationship management, supply chain optimization, and technology integration to meet the sector's demands.

2. To train the students and equip them with customer service excellence skills, including personalized shopping experiences, communication, and problem-solving, to build loyalty in a competitive market.

3. To equip and prepare the students with Integrate Technology and relevant Digital Tools

4. To Diversify Learning and Training Approaches by using blended learning methods (classroom-based, online platforms, experiential learning, and workshops) to ensure comprehensive training for the students

5. To implement continuous assessment, certification programs, and advanced training to promote career advancement and adaptability as per the evolving industry trends.

c.Expected Learning Outcomes: On successful completion of this module, students will be able to:-

- Explain the principles of customer relationship management, supply chain optimization, and technology integration to address skill gaps in the retail and service sectors.
- Demonstrate customer service excellence by providing personalized shopping experiences, effective communication, and problem-solving skills to foster customer loyalty in competitive markets.
- Examine the role of technology and digital tools in streamlining retail operations, enhancing customer engagement, and driving business efficiency.

- Utilize blended learning methods, including classroom-based, online platforms, experiential learning, and workshops, to ensure practical and comprehensive training.
- Assess the effectiveness of continuous assessments, certification programs, and advanced training modules in promoting career advancement and adaptability to industry trends.
- Design innovative learning strategies integrating technology and experiential approaches to meet the evolving demands of the retail and service industries.

d. **Overall Structure:** It is a 4-credit course with in-built theory and practical components of 60 hours respectively.

e.Module Outline:

Module 1: Context & Need of Retail Pedagogy

Learning Outcomes:

a. By end of this module students will be able to gain insights into the rapid development of the retail industry, including the emergence of organized retail, e-commerce, and omni-channel strategies.
b. By end of this module students will be able to explore the characteristics and operational requirements of various retail formats, such as Kirana stores, shopping malls, department stores, and online platforms.
c. By end of this module students will be able to assess the critical skill requirements in areas like customer relationship management, supply chain optimization, and technology integration, and explore strategies to address these gaps.
d. By end of this module students will be able to learn to create personalized customer experiences and understand the importance of customer satisfaction in fostering competitive advantage.

Submodules:

8.13 Rapid growth of the retail sector: India is one of the fastest-growing retail markets globally, with the rise of organized retail, e-commerce, and omni-channel retailing,
8.14 Diverse retail formats: From kirana (local) stores to shopping malls, department stores, and online marketplaces, retail formats in India are varied, necessitating different skills and knowledge,
8.15 Skill gaps: The sector faces a shortage of trained professionals, particularly in areas like customer relationship management, supply chain optimization, and technology integration,
8.16 Customer-centric approach: With increased competition, retailers need to focus on personalized customer experiences, which requires well-trained staff.

Suggested Readings:

- Banerjee, M. (2019). Development of omnichannel in India: retail landscape, drivers and challenges. Exploring omnichannel retailing: Common expectations and diverse realities, 115-137.
- Kumar, S. R. (2017). Consumer behaviour: the Indian context (Concepts and Cases). Pearson Education India.

- Gupta, S., & Ramachandran, D. (2021). Emerging market retail: transitioning from a product-centric to a customer-centric approach. Journal of Retailing, 97(4), 597-620.

Module 2: Key Learning Areas in Retail Pedagogy

Learning Outcomes:

a. By end of this module students will be able to develop a comprehensive understanding of retail management principles, encompassing product merchandising, inventory control, store operations, and customer service best practices.
b. By end of this module students will be able to acquire skills to deliver exceptional customer service, effectively manage complaints and queries, and create personalized shopping experiences by honing communication and soft skills like active listening and body language.
c. By end of this module students will be able to explore the integration of digital platforms, social media, and e-commerce into retail operations, gaining skills in digital marketing, online sales, and technology-driven customer engagement.
d. By end of this module students will be able to be trained in retail merchandising, supply chain and inventory management, and store operations, focusing on minimizing losses, improving turnover rates, and managing staffing, layouts, and customer flow effectively.

Submodules:

2.1 Retail Fundamentals: Understanding the basic principles of retail management, including product merchandising, inventory control, store operations, and customer service.
2.2 Customer Service Excellence: Training on how to engage with customers, handle queries, complaints, and provide a personalized shopping experience, Soft skills development, including communication, body language, and active listening.
2.3 Training on how Sales & Marketing work in Retail
2.4 Digital Retail & E-Commerce: Training on online platforms, digital marketing, social media engagement, and using technology to enhance the retail experience, Understanding the shift to e-commerce, mobile shopping apps, and the integration of digital tools in retail.
2.5 Training on Merchandising Processes in Retail: Training on Retail Merchandising, Supply Chain & Inventory Management: How to manage stock efficiently, minimize losses, and improve turnover rates, Skills in logistics, vendor management, and optimizing the supply chain process.
2.6 Training on Store Operations: Managing day-to-day operations, including staffing, store layout, and customer flow.

Learning Outcomes:

- https://ncert.nic.in/vocational/pdf/kesa101.pdf
- Van Hise, K. W. (2014). Consumerism: Retail as a pedagogical space (Master's thesis, Corcoran College of Art+ Design).
- Jain, V., Malviya, Bindoo., & Arya, Atyendra. (2021). An overview of electronic commerce (e-Commerce). The journal of contemporary issues in business and government, 27(3), 665-670.
- Thaher, O. (2017). The Effect Of Service Excellence On Customer Satisfaction (Doctoral dissertation, Universitas Muhammadiyah Surakarta).

Module 3: Methods of Delivery

Learning Outcomes:

a. By end of this module students will be able to build a strong theoretical foundation in retail management by engaging in classroom discussions, case study analysis, and

exposure to global and local best practices.

b. By end of this module students will be able to gain hands-on experience through on-the-job training, internships, and simulations, enabling them to effectively address real-world retail challenges such as product placement, customer interactions, and operational problem-solving.
c. By end of this module students will be able to enhance their expertise in areas like merchandising, digital retail, and customer service through hands-on workshops and insights from industry experts on emerging trends, consumer behavior, and technology in retail.
d. By end of this module students will be able to use online modules, webinars, and certifications to improve technical skills in retail analytics and e-commerce while participating in role-playing and group activities to foster teamwork, communication, and problem-solving abilities.

Submodules:

3.1 Classroom-based Learning: Traditional lectures and discussions that provide foundational knowledge about retail management, Case study analysis on successful retail practices in India and globally.

3.2 Experiential Learning: On-the-job training: Real-world learning through internships, apprenticeships, or working alongside experienced retail professionals, Simulations: Use of simulated retail environments where Students can practice skills like product placement, handling customer inquiries, or solving operational challenges.

3.3 Workshops & Seminars: Hands-on workshops on specific topics like merchandising, digital retail, or customer service improvement, Industry seminars where experts share insights on the latest retail trends, consumer behavior, and technology integration.

3.4 Online Learning Platforms: E-learning modules, webinars, and video-based courses allow flexibility for retail employees to learn at their own pace, particularly for rural or part-time employees, Online certifications in areas like retail analytics, e-commerce, or supply chain management.

3.5 Role-playing & Group Activities: Role-playing exercises that mimic real-world customer interactions, helping employees develop problem-solving skills, Group activities or team-based projects encourage collaboration and sharing of best practices among retail staff.

Suggested Readings:

- Rhee, E. (2018). Teaching community-based learning course in retailing management. Journal of Marketing Education, 40(1), 47-55.
- Kincade, D. H., & Gibson, F. Y. (2012). Retail classroom meets business practice through a service-learning component. Journal of Textile and Apparel, Technology and Management, 7(3).
- Grewal, D., Motyka, S., & Levy, M. (2018). The evolution and future of retailing and retailing education. Journal of Marketing Education, 40(1), 85-93.
- Gupta, S., & Ramachandran, D. (2021). Emerging market retail: transitioning from a product-centric to a customer-centric approach. Journal of Retailing, 97(4), 597-620.

Module 4: Technology Integration in Pedagogy

Learning Outcomes:

a) By end of this module students will be able to adapt to a combination of in-person and online training, leveraging Learning Management Systems (LMS) for tracking progress, completing assessments, and accessing comprehensive learning resources.
b) By end of this module students will be able to engage with Virtual Reality (VR) and Augmented Reality (AR) to develop skills in customer service, visual merchandising, and store layout design through simulated, interactive environments.

c) By end of this module students will be able to participate in gamified activities, such as sales challenges and customer service simulations, to improve engagement, motivation, and performance in a competitive and rewarding learning atmosphere.

4.1 Blended Learning: A combination of in-person and online training programs, ensuring wider reach and flexibility for Students, Learning Management Systems (LMS): Use of LMS platforms to track progress, offer assessments, and provide Students with access to a wide range of resources.
4.2 Virtual Reality (VR) & Augmented Reality (AR): VR and AR are used for training employees in customer service, visual merchandising, and store layout design in an immersive learning environment.
4.3 Gamification: Using gamification techniques to make learning more engaging, such as sales challenges, customer service simulations, and performance-based rewards.

Suggested Readings:

Slotte, V., & Herbert, A. (2012). Using E-Simulations in Retail Sales Training Benefits of Blended Learning Design. In Professional Education Using E-Simulations: Benefits of Blended Learning Design (pp. 215-232). IGI Global.
Har, L. L., Rashid, U. K., Te Chuan, L., Sen, S. C., & Xia, L. Y. (2022). Revolution of retail industry: from perspective of retail 1.0 to 4.0. Procedia Computer Science, 200, 1615-1625.
Abdelmaged, M. A. M. (2021). Implementation of virtual reality in healthcare, entertainment, tourism, education, and retail sectors.

Module 5: Assessment & Continuous Learning

Learning Outcomes:

a) By end of this module students will be able to showcase their knowledge and skills by successfully completing performance assessments, including quizzes, role-playing exercises, and real-life scenario evaluations.
b) By end of this module students will be able to earn certifications upon completing training programs, equipping them with credentials that enhance career prospects and professional credibility in the retail sector.
c) By end of this module students will be able to embrace continuous education by participating in refresher courses, advanced training, and leadership development programs to stay updated with evolving industry trends and practices.

Submodules:

a. Regular Evaluations: Performance assessments through quizzes, role-playing assessments, or real-life scenarios to measure skill acquisition.
b. Certification: Employees can earn certifications upon completing retail training programs, which helps in career advancement.
c. Lifelong Learning: Encouraging continuous education through refresher courses, advanced training, and leadership development programs to keep up with industry changes.

Suggested Readings:

- Handbook of Public Pedagogy: Education and Learning Beyond Schooling. (2010). United Kingdom: Taylor & Francis.
- Pedagogy in Basic and Higher Education: Current Developments and Challenges. (2020). United Kingdom: Intech Open.
- Enhancing Learning Design for Innovative Teaching in Higher Education. (2020). United States: IGI Global

References:

- Waring, M., Evans, C. (2014). Understanding Pedagogy: Developing a Critical

Approach to Teaching and Learning. United Kingdom: Taylor & Francis.
- Madaan, K. V. S. (2009). *Fundamentals Of Retailing*: Tata McGraw Hill Education Private Limited.
- Handbook of Public Pedagogy: Education and Learning Beyond Schooling. (2010). United Kingdom: Taylor & Francis.
- Pedagogy in Basic and Higher Education: Current Developments and Challenges. (2020). United Kingdom: Intech Open.
- Enhancing Learning Design for Innovative Teaching in Higher Education. (2020). United States: IGI Global.
- Critical Pedagogies of Consumption: Living and Learning in the Shadow of the "Shopocalypse". (2010). United Kingdom: Taylor & Francis.

Assessment Structure:

S No.	Assessment Type	Weightage
1	Assessment-1	25%
2	Assesment-2	25%
3	Class Participation	10 %
4	End term exam	40%
Total		100%

Pedagogy:

a. Instructional strategies: Blended approach will be used which will include texts, case-studies, films, clips, YouTube clips, simulations, practical.
b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Access to digital labs and vocational training resources.
c. Expertise in AUD faculty or outside- Training Partners from outside& guest faculty.
d. Linkages with external agencies: Collaboration with industry experts and certified vocational trainers for practical exposure.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. AMBEDKAR UNIVERSITY DELHI

School of Vocational Studies

The revised BVoc structure is developed based on the following recommendations of the NEP 2020:

"16.5: Higher education institutions will offer vocational education either on their own or in partnership with industry and NGOs. The B.Voc. degree introduced in 2013 will continue to exist, but vocational courses will also be available to students enrolled in all other Bachelor's degree programmes, including the 4-year multidisciplinary Bachelor 's programmes. HEIs will also be allowed to conduct short-term certificate courses in various skills including soft skills. 'LokVidya', i.e., important vocational knowledge developed in India, will be made accessible to students through integration into vocational education courses."

"16.7. Individual institutions that are early adopters must innovate to find models and practices that work and then share these with other institutions through mechanisms set up by NCIVE, so as to help extend the reach of vocational education. Different models of vocational education, and apprenticeships, will also be experimented by higher education institutions. Incubation centres will be set up in higher education institutions in partnership with industries."

"16.8. The National Skills Qualifications Framework will be detailed further for each discipline vocation and profession."

Hence, the revised structure of the BVoc programmes to be offered by the University focusses on the following:

1. BVoc programmes should not be equated with the other liberal arts UG programmes as it has more focus on the professional training and preparing for a specified industry, therefore to be treated as professional programme.
2. The programme is to be designed to meet the immediate needs of the industry by supplying trained manpower based on the "Job-roles" specified by the relevant industry.
3. Curriculum for the programme is to be designed as per the "national occupational standard (NOS)" as defined for a particular NSQF level by the industry bodies.
4. Internships/On-the job training of students on the shop floor need to be integrated at each of the exit levels (up to Level-7) as defined under NHEQF document.
5. About 60% credit weightage will be given for the skill training and balance 40% weightage will focus on developing 21st Century skills (as per recommendation of NEP 2020) with judicious mixture of multidisciplinary approach to education.
6. Following broad categories of courses will be offered under the BVoc Programmes
    a. Common Course (CC)
    b. Generic Course(GE)
    c. Job-Role Specific Courses (JSC)
    d. Discipline Specific Course (DSC)
    e. Discipline Specific Elective (DSE)
    f. Ability Enhancement Courses (AEC)
    g. Value Based Education(VBE)
    h. Outreach Experience (OE)
    i. Internship /On-the job training Courses(IC)
    j. Formulation of Research Proposal

k. Research Dissertation (RD)

7. The following exit options will be available to students as specified under NHEQF.

Levels	**Years**	**Certification**
Level-5	1st Year	Certificate
Level-6	2nd Year	Diploma
Level-7	3rd Year	BVoc Degree
Level-8	4 Years	BVoc Degree with Research

Revised BVoc Structure (3 Years & 4 Years)

Semesters	**CC**	**JSC/ DSC**	**AEC/ GC VBE/OE/ DSE**	**Internship Course (IC)/OJT/ RP**	**Levels/ Job-roles**	**Total**
I	CC-1 (4 Credits) (English Proficiency Course)	JSC- 1 Introduction to Accounting (4 Credits) JSC- 2 (4 Credits) Business Laws JSC-3 (4 Credits) Basics of Business Economics	AEC-1 (4 Credits) (Life Competencies of Sustainable Employability)			20
II	CC-2 (4 Credits) (Hindi for Business Practice)	JSC- 4 (4 Credits) Auditing and Assurance JSC- 5 (4 Credits) Cost Accounting	VBE-1 (4 Credits) (Engaging with Self)	Internship / OJT -1 (8 Credits)	Level-5 (Job Role-1)	24
Total	**08 Credits**	**20 Credits**	**04 Credits**	**06 Credits**		**44Credits**
III	CC-3 (4 Credits) (Computer Application & ICT Skills)	JSC-6 (4 Credits) Accounts Payables and Receivables JSC-7 (4 Credits) Business of Maths, Logical Reasoning, and Statistics	GC -1 (4 Credits) (Social Connection & Engaged Citizenship)			20

		JSC-8 (4 Credits) Computerized Accounting System				
IV	CC -4 (4 Credits) (Environmental Issues and Concerns)	JSC- 9 (4 Credits) Payroll Function Management JSC-10 (4 Credits) GST and Statutory Compliances	OE-1 (4Credits) (Working with Special Focussed Groups)	Internship / OJT -2 (8 Credits)	Level-6 (Job Role-2)	24
Total	**08 Credits**	**20 Credits**	**04 Credits**	**06 Credits**		**44 Credits**
V	CC-5 (4 Credits) (Understanding India)	JSC-11 (4 Credits) Accounting for Managerial Decisions JSC-12 (4 Credits) Income Tax Law JSC-13 (4 Credits) Corporate Laws	AEC-2 (4 Credits) (Entrepreneurship Development)			20
VI	CC-6 (2 Credits) Health, Wellness & Yoga	JSC- 14 (4 Credits) Corporate Accounting JSC-15 (4 Credits) Financial Management	AEC-3 (4 Credits) (Business Communication). VBE-2 (2 Credits) (Design Thinking)	Internship / OJT -3 (8Credits)	Level-7 (Job Role-3)	24
Total	**06 Credits**	**20 Credits**	**06 Credits**	**06 Credits**		**44 Credits**
VII	CC-7(4 Credits) (Basic Research Methodology)	DSC-1 (4 Credits) Financial Modelling DSC-2 (4 Credits) Financial Institutions, Markets, and Services DSC-3 (4 Credits)	DSE-1 (4 Credits) Option-1: Banking Product and Services	Formulation of Research Proposal (2 Credits)	Level-8	22

		Financial Reporting and Analysis	Option-2: Marketing of Financial Products			
VIII	CC-8 (4) (Data Analysis: Quantitate & Qualitative Techniques)	DSC- 4 (4 Credits) Financial Planning DSC-5 (4 Credits) Emerging issues in Finance	DSE-2 (4) Option-1: Securities Analysis and Portfolio Management Option-2: International Financial Management	Research Dissertation with Seminar Presentations (6 Credits)	Level-8	22
Total	**08 Credits**	**20 Credits**	**08 Credits**	**08 Credits**		**44 Credits**
GROSS TOTAL	**30 Credits**	**80 Credits**	**AEC-10 + GC-4** **DSE-08= 22 Credits**	**IC- 18 Credits+ RP-8= 26 Credits**		**176** **Credits**

The Credit distribution across the Courses is as below:

Sl. No.	**Course Types**	**Total Credits**
1	Common Courses (CC)	30 Credits
2	Job-role Specific Courses (DSC)	60
3	Discipline Specific Course	20
4	Discipline Specific Elective (DSE)	08
5	Ability Enhancement Courses (AEC) (Focus on multi-disciplinary perspectives)	12
6	Generic Course (GE)	04
7	Value Based Education(VBE)	06
8	Outreach Experience (OE)	04
9	Internship /On-the job training Courses(IC)	24
10	Research Proposal & Dissertation	08
	Total (for 4 Years)	**176 Credits**

Proposed Discipline Specific Courses (DSC) and Discipline Specific Electives (DSE) for 4th year B Voc with research/pedagogy specialization

Courses Approved for 7th Semester

	Course Title	credit	Course code
DSC-1	Financial Modelling	4	NSVSA7DC01
DSC-2	Financial Institutions, Markets, and Services	4	NSVSA7DC02
DSC-3	Financial Reporting and Analysis	4	NSVSA7DC03
DSE-1	Option-1: Banking Product and Services	4	NSVSA7DE01
	Option-2: Marketing of Financial Products	4	NSVSA7DE02

Proposed courses for 7th Semester

		Course Title	Credits	Course Code
VII (A) (Research Specialisation)	DSC-1	Financial Modelling and Valuation	4	NSVSA7DC01
	DSC-2	Financial Markets and Institution	4	NSVSA7DC02
	DSC-3	Financial Reporting and Analysis	4	NSVSA7DC03
	DSE-1	Option-1: Applied Research in Accounting and Finance	4	NSVSA7RE01
		Option-2 : Advanced Research in Securities Analysis and Portfolio Management	4	NSVSA7RE02

		Course Title	Credits	Course Code
VII (B) (Pedagogy Specialisation)	DSC-1	Financial Modelling and Valuation	4	NSVSA7DC01
	DSC-2	Financial Markets and Institution	4	NSVSA7DC02
	DSC-3	Financial Reporting and Analysis	4	NSVSA7DC03
	DSE-1	Option-1: Instructional Design and Training Techniques in Accounting and Finance	4	NSVSA7PE01
		Option-2: **Training Techniques in Securities Analysis and Portfolio Management**	4	NSVSA7PE02

Courses Approved for Semester 8

	Course Title	credit	Course code
DSC-4	Financial Planning	4	NSVSA8DC01
DSC-5	Emerging issues in Finance	4	NSVSA8DC02
DSE-2	Option-1: Securities Analysis and Portfolio Management	4	NSVSA8DE01
	Option-2: International Financial Management	4	NSVSA8DE02

Proposed courses for Semester 8

		Course Title	Credits	Course Code
VIII (A) Research Specialisation	DSC-4	Financial Planning	4	NSVSA8DC01
	DSC-5	Data Analytics Using R	4	NSVSA8DC02
	DSE-2	Option-1: Sustainability Reporting and Integrated Financial Research	4	NSVSA8RE01
		Option-2: Empirical Research in International Financial Management	4	NSVSA8RE02

		Course Title	Credits	Course Code
VIII (B) Pedagogy Specialisation	DSC-4	Financial Planning	4	NSVSA8DC01
	DSC-5	Data Analytics Using R	4	NSVSA8DC02
	DSE-2	Option-1: Sustainable Finance and ESG Integration for Trainers	4	NSVSA8PE01
		Option-2: Instructional Strategies for International Financial Management	4	NSVSA8PE02

Rationale for Renaming Courses in the 4-Year Programme

- The proposed renaming core courses of semester 7, namely, **"Financial Modelling"** to **"Financial Modelling and Valuation"** and **"Financial Institutions, Markets, and Services"** to **"Financial Markets and Institutions"** is aimed at enhancing the alignment between course titles and their content. These changes improve clarity and better communicate the focus of the courses to students, faculty, and external stakeholders.
- The core course **"Emerging Issues in Finance"** (semester 8) is proposed to be replaced with **"Data Analytics Using R".** Since the subject of emerging issues is comprehensively addressed in the course **"Applied Research in Accounting and Finance,"** introducing a course on "**Data Analytics Using R"** ensures a more diversified and practical skillset for students. It focuses on equipping learners with hands-on experience in analyzing financial data, creating predictive models, and generating actionable insights using the R programming language.
- The proposed name changes for the elective courses in the B.Voc with Research/ Pedagogy Specialization are driven by the need to align course titles more closely with the objectives and intended outcomes of these specializations.
- The Research Specialization aims to equip students with advanced research skills in accounting and finance.
    a. The elective course "**Applied Research in Accounting and Finance**" explicitly reflects the emphasis on research methodologies and practical applications, better serving the goal of preparing students for research roles in financial institutions and academia.
    b. The elective course "**Advanced Research in Securities Analysis and Portfolio Management**" focuses on the principles of investment analysis and portfolio management, emphasizing advanced research methodologies and analytical techniques essential for careers in academia, financial research, and strategic investment advisory roles. This course equips students with the ability to critically evaluate financial securities, construct optimized portfolios, and conduct empirical research to inform decisions about asset allocation and risk management.
    c. The elective course "**Sustainability Reporting and Integrated Financial Research**" aligns with the growing demand for finance professionals who are capable of integrating sustainability factors into traditional financial reporting and analysis. This course will equip students with the necessary knowledge to conduct integrated financial research that considers both financial and sustainability performance, which is crucial for positions in corporate sustainability, financial analysis, and ESG investing.
    d. The elective course "**Empirical Research in International Financial Management**" focuses on developing advanced research skills to analyze and address the complexities of global financial systems. It emphasizes the use of empirical methods to study topics such as foreign exchange markets, international

capital flows, cross-border investment decisions, and risk management in multinational corporations. This course is essential for careers in financial research, policy analysis, and global consulting, where data-driven insights and evidence-based strategies are paramount.

- The Pedagogy Specialization focuses on developing expertise in pedagogical skills related to accounting and finance.
    a. The elective course "**Instructional Design and Training Techniques in Accounting and Finance**" highlights the pedagogical orientation, preparing students for careers in education and training.
    b. The elective course "**Training Techniques in Securities Analysis and Portfolio Management**" aims to equip students with the skills and methodologies necessary to train and educate others in the principles of investment analysis and portfolio management. This course is essential for careers in financial training, education, and professional development within the asset management, financial analysis, and investment banking
    c. The elective course "**Sustainable Finance and ESG Integration for Trainers**" will allow students to build upon their understanding of ESG (Environmental, Social, and Governance) principles and teach them how to integrate these concepts into finance training programs. With increasing attention on sustainability in financial markets, it is essential for trainers to be well-versed in ESG principles and how they can be incorporated into professional development programs. This course will provide students with the necessary skills to develop training materials and delivery methods that promote sustainability in finance.
    d. The elective course "**Instructional Strategies for International Financial Management**" is specifically designed for students pursuing a pedagogy specialization. It aims to develop the skills and methodologies required to train others in complex concepts related to managing financial operations in a global context effectively. As international financial management would play a critical role in multinational corporations, global banking, and consulting, this course would equip future educators and trainers with the ability to simplify and deliver these concepts to diverse learners.
- The earlier course names, such as "**Banking Product and Services**" and "**Marketing of Financial Products**", are generic and do not adequately capture the specialized nature of the program tracks. The new courses provide a more focused understanding of the program's purpose and content.

Dr. B. R. Ambedkar University Delhi

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

School /CenterProposing the course	School of Vocational Studies
Programme Name	B.Voc. Accounting and Finance
Course Title	**Financial Modelling and Valuation**
Course Code	NSVSA7DC01
Semester	7
Total Credit	4
Course Type (Core Compulsory Elective/ any other please specify)	Compulsory Skill
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	B.Voc. Degree with Research/Peagody
Proposed date of launch	Monsoon Semester 2025
Programme coordinator and team	Dr. Rekha Gulia, Dr. Neelu Verma and experts

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

   The course 'Financial Modelling and Valuation' builds on the foundation of all the accounting and finance courses by applying the concepts and principles learned in those areas. It integrates theoretical knowledge with practical skills, allowing learners to apply what they have studied in accounting, financial analysis, and corporate finance to real-world scenarios.

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

The students who have completed three years of B.Voc Accounting and Finance

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

As per AUD Norms

4. Course scheduling: Monsoon Semester

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

The vision of the university is to promote equity, social justice, with excellence and to provide such education to student who would be sensitive enough to work in a non-hierarchical environment. The University also strive to engage in a manner to develop such professionalism in students who will contribute immensely towards developing comprehensive understanding of accounting principles and techniques essential for making informed managerial decisions in diverse business scenarios. Student enrolled in the course will be working in the industries and demonstrate the relevant skill and knowledge acquired from the course.

6. 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 proposed 'Financial Modelling and Valuation' course aligns seamlessly with the School's objective of enhancing employability through the B.Voc. (Accounting and Finance) programme. As conceptualized in the SVS, the objective is to prepare students with practical skills and knowledge, equipping them for specialized roles in research or pedagogy. This course reinforces that objective by integrating core accounting and finance concepts into applied financial models, bridging academic learning with real-world financial analysis. Through this approach, students

gain valuable skills that directly enhance their job readiness in the financial sector.

7. Course Details:
    a. Summary: The 'Financial Modelling and Valuation' course aims to equip students with the essential skills and knowledge required to create, analyse, and interpret financial models for effective decision-making in businesses and financial institutions. The course covers advanced Excel skills, financial statement analysis, forecasting, valuation techniques, and sensitivity analysis, emphasizing the practical application of financial concepts Through a structured approach, students will learn how to construct financial models that reflect real-world business scenarios, enhancing their ability to evaluate financial performance, assess risks, and make informed strategic decisions.

    b. Objectives: The course is designed to provide students with practical skills in building and interpreting financial models. The course focuses on applying financial concepts to real-world business scenarios, enabling students to analyze financial statements, conduct valuations, and make data-driven decisions within business and financial institutions.

    c. Expected learning outcomes: After completing this course, students will be able to-
        - Develop advanced Excel proficiency for financial analysis and modelling.
        - Analyze and interpret financial statements to support business decision-making.
        - Create financial forecasts and conduct valuations using various techniques.
        - Perform sensitivity analysis to evaluate the impact of changing variables on financial models.
        - Build comprehensive financial models that aid in risk assessment and strategic financial planning.
8. Overall structure:(course organisation; rationale of organisation; brief module outlines):
   The course is divided in five modules
        1. Introduction to Financial Modelling
        2. Concept of Risk and Return
        3. Valuation Techniques
        4. Financial Statement Modelling
        5. Building Financial Models

Module Outline:

Module 1: Introduction to Financial Modelling

This module lays the foundation for understanding the concept and significance of financial modelling in the context of finance and accounting. It focuses on building essential skills in data analysis and financial statement interpretation using Excel and relevant software. Students will gain practical experience in using Excel's key functions and tools, including basic VBA, to perform comprehensive financial analyses. The module also covers the methods of data collection, cleaning, and preparation, ensuring students are well-equipped to handle real-world financial data effectively.

Learning Outcomes: After the completion of the module, students will be able to:

- Demonstrate the ability to use essential Excel functions, formulas, and tools to build dynamic and error-free financial models.
- Collect, clean, and structure financial data to ensure accuracy and consistency for use in financial models.
- For research-focused students: Apply advanced Excel techniques and statistical tools to create robust financial models that address specific research questions.
- For pedagogy-focused students: Design and implement interactive teaching modules for financial modelling, including step-by-step exercises and practical case studies to enhance

learner engagement.

Course Content:

- **Definition and Scope of Financial Modelling:** An introduction to the purpose, scope, and relevance of financial modelling in various financial scenarios.
- **Excel Basics:** Key functions, formulas, and tools in Excel critical for financial modelling - Relative, absolute and mixed referencing, mathematical and statistical functions, nested functions, VLOOKUP, HLOOKUP and pivot table.
- **Data Collection and Preparation:** Techniques for gathering, organizing, and preparing data for analysis and modelling purposes.

Integration with Research:

Students can undertake research activities where they collect and analyze financial reports, market data, or company balance sheets to build financial models. Group projects may also be introduced, allowing students to work in teams to collect and analyze sector-specific financial data.

Integration with Pedagogy:

Students can engage in activities where they design and deliver mock lessons, using simplified examples to teach financial modelling techniques to peers. Peer teaching exercises can be introduced, where students explain complex modelling processes in class, helping them develop their pedagogical skills.

Readings

1. Chandan, J. S. (2004). *Financial Modeling Using Excel& VBA* (2nd ed.). John Wiley & Sons Inc. Chapter 4 and 5.
2. Benninga, S. (2014). *Financial Modeling* (4th ed.). MIT Press. Chapter 36 and 37.
3. Rees, M. (2008). *Financial Modelling in Practice: A Concise Guide for Intermediate and Advanced Level* (2nd ed.). Wiley. Chapter 1 and 6.

Module 2: Concept of Risk and Return

This module introduces the foundational concepts and practical tools necessary for measuring financial risk and estimating returns, critical for informed investment decisions and portfolio management. It covers key risk measures, including standard deviation, beta, variance, Sharpe ratio, and alpha, to assess the risk profiles of financial assets effectively. Additionally, the module explores methodologies for estimating returns using historical data and financial projections, with a focus on average returns and the Capital Asset Pricing Model (CAPM). Through this module, students will develop the ability to analyze the trade-off between risk and return in various financial scenarios, make data-driven decisions, and apply these skills in academic research and professional practice.

Learning Outcomes: After the completion of the module, students will be able to:

- Calculate and interpret key risk measures such as standard deviation, beta, variance, Sharpe ratio, and alpha to evaluate the risk profile of financial assets.
- Estimate returns using historical data and financial projections by applying arithmetic and geometric averages, as well as the Capital Asset Pricing Model (CAPM).
- For research-focused students: Conduct in-depth analysis of risk-return relationships using advanced statistical tools and present findings
- For pedagogy-focused students: Develop and deliver structured lessons on risk measurement and return estimation, incorporating hands-on examples and interactive exercises to enhance student comprehension.

Course Content:

- **Measuring Risk:** Understanding standard deviation, beta, and other risk measures- Variance, Sharpe Ratio, Alpha
- **Estimating Returns:** Calculating returns using historical data and financial projections- using average returns and Capital Asset Pricing Model

*Integration with Research***:**

Students can explore case studies involving risk-return trade-offs in various financial scenarios, using spreadsheets to analyze data and conduct in-depth research on risk-return relationships across asset classes.

Integration with Pedagogy:

Students can engage in teaching exercises that break down complex risk-return concepts into simpler terms for classroom instruction, using real-life examples to demonstrate risk management in financial decision-making.

Readings:

- Benninga, S. (2014). *Financial Modeling* (4th ed.). MIT Press. Chapter 8 and 11.
- Damodaran, A. (2012). *Investment Valuation: Tools and Techniques for Determining the Value of Any Asset* (3rd ed.). Wiley. Chapter 4.
- Bodie, Z., Kane, A., & Marcus, A. J. (2018). *Investments* (11th ed.). McGraw-Hill Education. Chapter 7.

Further Readings

- Cerqueti, Roy, Rita Laura D'Ecclesia, and Susanna Levantesi. "Preface: Recent Developments in Financial Modelling and Risk Management." *Annals of Operations Research* 299, no. 1 (April 1, 2021): 1–5.
- Singh, S., & Kaur, R. (2023). *Fundamentals of Financial Management* (10th ed.). Scholar Tech Press.
- Bergesen, M., & Ward, M. (1996). Modelling systematic risk and return using accounting-based information. *Investment Analysts Journal*, *25*(43), 31–48. https://doi.org/10.1080/10293523.1996.11082360

Module 3: Valuation Methods

This module provides an in-depth understanding of valuation, a critical aspect of financial decision-making. It introduces the fundamental concepts of valuation, explores various methods used to assess the value of firms and assets, and emphasizes the importance of valuation in financial analysis and investment decisions. Students will learn the different approaches to valuation, including discounted cash flow (DCF) analysis and asset-based valuation. The module also covers comparative valuation techniques, focusing on the use of market multiples and ratios such as Price-to-Earnings (P/E), Price-to-Book (P/B) and Enterprise Value-to-EBITDA (EV/EBITDA), to assess the value of firms relative to their peers. By mastering these skills, students will be prepared to conduct thorough valuations in different financial contexts.

Learning Outcomes: After the completion of the module, students will be able to:

- Understand and apply fundamental valuation methods, including Discounted Cash Flow (DCF) and asset-based valuation to assess the value of firms and assets.
- Analyze and interpret market multiples and ratios (such as P/E, P/B, EV/EBITDA) to value firms and assets in a comparative context.
- Demonstrate the ability to select and apply the appropriate valuation method for different financial scenarios, considering factors such as industry, growth prospects, and market conditions.

- For research-focused students: Conduct advanced research on valuation methods, critically analyze their application in real-world scenarios.
- For pedagogy-focused students: Design and deliver comprehensive lessons on valuation and market multiples, incorporating case studies and real-life examples to facilitate effective student learning and engagement.

Course Content:

- **Introduction to Valuation:** Fundamental concepts of valuation, methods and its significance in financial decision-making process.
- **Comparative Valuation:** Understanding comparative valuation and market multiples, Using multiples and ratios to value firms and assets.

Integration with Research:

For research students, this module allows them to build valuation models for companies using DCF, multiples, and other valuation techniques, while exploring valuation practices across industries.

Integration with Pedagogy:

Students can create lessons around teaching valuation methods, guiding peers through the process of applying comparative valuation and demonstrating how to value companies in different sectors using practical, real-life examples.

Readings

- Damodaran, A. (2012). *Investment Valuation: Tools and Techniques for Determining the Value of Any Asset* (3rd ed.). Wiley. Chapter 14 and 15.
- Day, A. (2010). *Mastering Financial Modelling in Microsoft Excel* (2nded.). Prentice Hall. Chapter 14
- Bodie, Z., Kane, A., & Marcus, A. J. (2018). *Investments* (11th ed.). McGraw-Hill Education. Chapter 18.
- Singh, S., & Kaur, R. (2023). *Fundamentals of Financial Management* (10th ed.). Scholar Tech Press. Chapter 3

Further Readings

- M'Pherson, Philip K. "Business Value Modelling." *Aslib Proceedings* 50, no. 7 (January 1, 1998): 154–72. https://doi.org/10.1108/eb051496.

- Lukić, Z. (2017). The art of company financial modelling. *Croatian Operational Research Review*, *8*(2), 409–427. https://doi.org/10.17535/crorr.2017.0026

Module 4: Financial Statement Modelling

This module teaches students how to build the three core financial statements- Income Statement, Balance Sheet, and Cash Flow Statement. It covers forecasting future cash flows based on historical data and introduces scenario planning techniques, utilizing Excel tools like What-If Analysis, Goal Seek, and Solver to assess different financial scenarios. The module equips students with practical skills for constructing accurate financial models and making data-driven decisions in dynamic financial environments.

Learning Outcomes: After the completion of the module, students will be able to:

- Construct the three core financial statements- Income Statement, Balance Sheet, and Cash Flow Statement using Excel
- Forecast future cash flows using historical data and appropriate forecasting methods.

- Apply scenario planning techniques using What-If Analysis, Goal Seek, and Solver to evaluate financial outcomes.
- For research-focused students: Conduct research on forecasting methods and scenario planning techniques, analyzing their application in financial modelling.
- For students interested in pedagogy: Design and deliver lessons on building financial statements and scenario planning, using practical examples.

Course Content:

- **Building the Financial Statements:** Constructing the three core financial statements (Income Statement, Balance Sheet, Cash Flow Statement) in Excel.
- **Forecasting Cash Flows:** Using historical data to project future cash flows.
- **Scenario Planning:** Incorporating various financial scenarios into the models using What-if Scenarios, Goal seek, Solver.

Integration with Research:

Students can apply financial statement modelling techniques to case study companies, using Excel to forecast cash flows and explore financial modelling practices across industries.

Integration with Pedagogy:

Students can develop and deliver practical assignments on building financial statements, while simplifying forecasting techniques for use in training settings.

.**Readings**

- Benninga, S. (2014). *Financial Modeling* (4th ed.). MIT Press. Chapter 5.
- Damodaran, A. (2012). *Investment Valuation: Tools and Techniques for Determining the Value of Any Asset* (3rd ed.). Wiley. Chapter 3.
- Singh, S., & Kaur, R. (2023). *Fundamentals of Financial Management* (10th ed.). Scholar Tech Press.
- Rees, M. (2008). *Financial Modelling in Practice: A Concise Guide for Intermediate and Advanced Level* (2nd ed.). Wiley. Chapter 5

Further Readings

- Jennergren, L Peter. "A Tutorial on the Discounted Cash Flow Model for Valuation of Companies," SSE/EFI Working Paper Series in Business Administration No. 1998:1
- Greiner, R., Puig, J., Huchery, C., Collier, N., & Garnett, S. T. (2014). Scenario modelling to support industry strategic planning and decision making. *Environmental Modelling & Software*, *55*, 120–131. https://doi.org/10.1016/j.envsoft.2014.01.011
- Scenario Modeling of Financial Resources at The Enterprise. (2019). *Intelektinė Ekonomika*, *13*(2), 131–143.

Module 5: Building Financial Models

This module introduces students to various types of financial models, including the Discounted Cash Flow (DCF) model and the Market Capitalization method. Students will learn how to construct a basic financial model step-by-step using Excel, applying forecasting techniques to predict future financial performance based on historical data. The module also covers sensitivity and scenario analysis, helping students assess the impact of changes in key assumptions on the model's outcomes. These skills are crucial for building dynamic financial models that can adapt to different financial conditions and assumptions.

Learning Outcomes: After the completion of the module, students will be able to:

- Construct a basic financial model using Excel, incorporating essential financial data and formulas.
- Apply forecasting techniques using historical data to predict future financial performance.
- Conduct sensitivity and scenario analysis to evaluate the impact of changes in key assumptions on the financial model's outcomes.
- For research-focused students: Analyze and critically evaluate different financial models (such as DCF and Market Capitalization) in real-world contexts, contributing to the development of financial modeling methodologies.
- For students interested in pedagogy: Design and deliver lessons on building financial models, incorporating hands-on exercises and case studies to enhance student engagement and understanding.

Course Content:

- **Types of Financial Models:** Overview of different financial models such as discounted cash flow (DCF) and Market Capitalisation Method.
- **Forecasting Techniques:** Applying historical data to predict future financial performance.
- **Sensitivity and Scenario Analysis:** Techniques to assess the impact of changes in key assumptions on the model's outcomes.

Integration with Research:

Students can develop and analyze financial models using real-time data, while conducting research on the accuracy of different financial models in predicting business performance.

Integration with Pedagogy:

Students can focus on teaching the process of building models, breaking down complex modelling steps for classroom instruction, and guiding students through sensitivity and scenario analysis using practical examples.

Readings

- Ross, S. A., Westerfield, R., & Jaffe, J. (2011). *Corporate Finance* (3rd ed.). McGraw-Hill Irwin. Chapter 9.
- Damodaran, A. (2012). *Investment Valuation: Tools and Techniques for Determining the Value of Any Asset* (3rd ed.). Wiley. Chapter 33 and 34.
- Swan, J. (2009). Practical Financial Modelling: A Guide to Current Practice (2nd ed.) Butterworth-Heinemann. Chapter 6.

Further Readings

- Wafi, Ahmed. S., Hassan Hassan, and Adel Mabrouk. "Fundamental Analysis Models in Financial Markets – Review Study." *Procedia Economics and Finance*, IISES 3rd and 4th Economics and Finance Conference, 30 (January 1, 2015): 939–47.
- Kleijnen, J.P.C. *Sensitivity Analysis and Related Analysis: A Survey of Statistical Techniques*. Vol. FEW 706. Research Memorandum / Tilburg University, Faculty of Economics and Business Administration.
- Kleijnen, Jack P.C. "Sensitivity Analysis and Related Analyses: A Review of Some Statistical Techniques." *Journal of Statistical Computation and Simulation* 57, no. 1–4 (April 1, 1997): 111–42.

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

S.No.	Assessment	Weightage

1	Case study based assignment/Presentation based on Module 1 and 2	20%
2	Project/ Case study/Presentation based on Module 3	20%
3	Project/ Case Study/Presentation based on Module 4 and 5	20%
4	End Term Examination based on all modules	40%
	Total	100

10. Pedagogy:

a. For Research-Focused Students: The delivery of content will prioritize the development of advanced modelling skills, emphasizing the use of quantitative tools and techniques to build and analyze financial models. Students will engage in hands-on work with financial data, leveraging software and databases to create models that simulate financial scenarios, assess risk, and evaluate investment decisions. The focus will be on practical exercises, projects, and case studies that centre around building models for valuation, forecasting, and financial analysis. This approach ensures students are well-prepared to apply financial modelling techniques in both academic research and industry applications.
b. For Pedagogy-Focused Students**:** The course delivery will focus on training future trainers in financial modelling, equipping them with the skills to teach and mentor others in building and using financial models. The emphasis will be on developing instructional techniques, designing learning materials, and facilitating workshops or training sessions. Students will participate in activities such as creating model-based training curricula, conducting mock training sessions, and developing evaluation tools to assess trainees' understanding. The goal is to prepare students to become effective trainers who can teach financial modelling concepts clearly and guide others in applying these tools in professional settings.
c. Instructional Strategies- Blended approach will be used which will include texts, case studies, worksheets, movies/YouTube clips, self-learning assignments, simulation, role plays, and workbooks.
d. Expertise in AUD faculty or outside – Guest faculty from Industry.

Recommendation of the School of Studies: All changes (if any) as suggested by the BoS has been incorporated.

Signature of Course Coordinator(s)

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 /CenterProposing the course	School of Vocational Studies
Programme Name	B.Voc. Accounting and Finance
Course Title	**Financial Markets and Institutions**
Course Code	NSVSA7DC02
Semester	7
Total Credit	4
Course Type (Core Compulsory Elective/ any other please specify)	Compulsory Skill
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	B.Voc. Degree with Research/Pedagogy
Proposed date of launch	Monsoon Semester 2025
Programme coordinator and team	Dr. Rekha Gulia, Dr. Neelu Verma & experts

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

The course "Financial Markets and Institutions" serves as an advanced integration of foundational concepts from accounting and finance. It emphasizes the application of theoretical knowledge and practical skills, allowing participants to leverage their understanding of accounting and financial analysis in real-world scenarios. This approach enhances learners' comprehension of financial systems and market dynamics, preparing them for professional challenges in the field.

2. Specific requirements on the part of students who can be admitted (Qualifications; prior knowledge level; any others – please specify):
   The students who have completed three years of B.Voc Accounting and Finance
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
   As per AUD Norms

4. Course scheduling: Monsoon Semester

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

   The university's vision is to advance equity and social justice through academic excellence, equipping students to thrive in non-hierarchical settings. It aims to foster professionalism in students, offering them a thorough understanding of Financial Markets and Institutions and methodologies vital for making informed managerial choices in various business contexts. Students enrolled in the course will interact with industry practices, applying the pertinent

skills and knowledge acquired during their studies.

6. 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 proposed course "Financial Markets and Institutions" aligns seamlessly with the School's mission to enhance employability through the B.Voc. (Accounting and Finance) program. As articulated in the SVS, the objective is to prepare students with practical skills and expertise for specialized roles in research or education. This course reinforces that aim by incorporating essential finance principles, thereby bridging academic knowledge with real-world financial analysis. Consequently, students develop critical skills that substantially improve their job readiness in the financial sector.

7. Course Details:
   a. Summary: The "Financial Markets and Institutions" course is designed to equip students with the essential competencies and knowledge required to create, analyze, and interpret financial markets for effective business decision-making. The curriculum encompasses the operations of financial systems, banking institutions, non-banking financial institutions, and emerging trends in financial services, with a strong emphasis on the practical application of financial concepts. Through a systematic approach, students will learn to evaluate the financial system, conduct financial risk assessments, comprehend the impact of regulations on banks, analyze market trends, and assess the services provided by financial institutions and NBFCs. Additionally, the course addresses the implications of innovations and prepares students to adapt to future developments in the financial sector.
   b. Objectives: This course aims to provide students with a comprehensive understanding of the structure, function, and role of financial institutions, markets, and services. It covers the operation of financial markets, the role of financial institutions in the economy, and the various financial services offered to individuals and businesses.
   c. Expected learning outcomes: After completing this course, students will be able to-

- Developing the ability to analyze financial system structures, understand the roles of financial entities, and their impact on economic activities.
- Gaining skills in understanding banking functions, operations, financial risk assessment, and the influence of regulations on banks.
- Building expertise in analyzing various financial markets, and evaluating market

trends.

- Understanding the importance of NBFCs, analyzing financial services they offer, and evaluating their role in promoting financial inclusion.
- Developing an understanding of technological advancements in finance, analyzing the impact of innovations, and adapting to future trends in financial services.

8. Overall structure:(course organisation; rationale of organisation; brief module outlines):

   The course is divided in five modules

1. **Introduction to Financial Systems**
2. **Banking Institutions and Operations**
3. **Financial Markets and Instruments**
4. **Non-Banking Financial Institutions and Services**
5. **Emerging Trends and Innovations in Financial Services**

Module Outline:

1. **Module 1: Introduction to Financial Systems**

   This module provides a foundation for understanding the concept and relevance of the financial system that is Financial Markets and Institutions. It focuses on expanding students' knowledge base as they examine the role of financial markets and institutions in economic development. This module also covers the functions of financial market and a comprehension of various financial instruments such as equities, debt, derivatives, and hybrid instruments.

Learning Outcomes: After the completion of this module, students will be able to

- Explain the concepts of Financial markets and its role in economic development.
- Distinguish between the money market and the capital market based on their purpose, instruments, and participants.
- Classify financial instruments into equity, debt, derivatives, and hybrid instruments based on their characteristics.
- For research-focused students: Critically evaluate the contribution of financial markets to India's and growth and development, Investigate the interplay between money and capital markets, analyse the role of Equity, debts, derivatives and hybrid instruments in financial market.
- For pedagogy-focused students: Develop the understanding of financial system, markets, and the conceptual foundations of financial instruments with real-world examples.

Content Details:

- **Introduction to Financial System:** Structure of Indian Financial System: An overview of the Indian financial system and role of Financial System in the economic development.
- **Introduction to Financial Markets** in India: Role and Importance of Financial Markets, Types of Financial Markets: Money Market; Capital Market;
- **Overview of Financial Instruments:** Meaning and Types of Financial Instruments: Basics of equity, debt, derivatives and hybrid instruments.

Integration with Research:

Encourage students to study the evolution of financial markets in India, focusing on regulatory changes, market growth, and technological advancements, Study the relationship between money markets and capital markets and how disruptions in one can affect the other and analyze the emergence of new financial instruments in India and their impact on market dynamics.

Integration with Pedagogy:

Develop and deliver structured lessons on Financial Systems, incorporate real-world examples (e.g., market booms, crises) to highlight the relevance of financial markets and Use case studies to compare and contrast the money and capital markets in India and globally.

Readings:

- Khan, M.Y. Financial Services (8th Edition). Mc Graw Hill Education [Chapter 7,9,14]
- Pathak, B. V. (2018). *Indian Financial System.* Pearson Education. (Chapter 1, 2, 15)
- Dr. Paramjeet Kaur (2024), Financial Markets and Institutions, Sultan Chand & Sons, New Delhi (Chapter1 and 2)
- Saunders, A. & Cornett, M.M.(2012) *Financial Markets and Institutions* (3rd Edition.). Tata McGraw Hill [chapter 8]

Further Readings:

- Fabozzi, Frank J. and Modigliani, Franco, Capital Markets: Institutions and Markets, Prentice Hall of India, New Delhi, Third edition, 2005.
- Indian Financial System, School of Management Studies and Commerce, Uttarakhand Open University (MS-402 Part 1), https://uou.ac.in/sites/default/files/slm/MS-402.pdf (page No. 1-32)

2. **Module 2: Banking Institutions and Operations**

This module introduces students to the roles, types and operations of the commercial banks. Students will develop the understanding about the various banking products and services which are crucial for financial decision making. By the end of the module, students will be able to acquired knowledge about banking regulations, latest basel norms and role of RBI.

Learning Outcomes: After the completion of this module, students will be able to

- Define the role of banks in the economy and analyze the significance of different types of banking institutions.
- Identify and describe the various products and services offered by banking institutions, such as savings accounts, loans, credit facilities, and investment services.
- Understand the role of banking regulations, latest Basel norms and the role of RBI.
- For research-focused students**:** Conduct a comparative analysis of commercial banks across different countries or regions, identifying their roles, structures, and contributions to the economy, critically evaluate the various banking products and services and Investigate the key regulatory frameworks that govern commercial banks, including national regulations.
- For pedagogy-focused students: Provide students with a comprehensive understanding of banking institutions, their operations, and the broader financial environment. Students will gain the knowledge and skills to analyze, evaluate, and contribute to the dynamic world of banking.

Content Details:

- **Commercial Banking:** Role, types (Retail banks, corporate banks, investment bank, development bank), and operations of commercial banks.
- **Banking Products and Services:** Overview of deposits, loans, credit, electronic banking, and other services.

- **Regulated Framework for Banks:** Understanding banking regulations, Basel norms (Latest), and the role of RBI.

Integration with Research:

Encourage students to Conduct a comparative analysis of commercial banks across different countries or regions, identifying their roles, structures, and contributions to the economy., Critically evaluate the various banking products and services offered by commercial banks, such as savings accounts, loans, mortgages, credit cards, and investment services and examine the role of regulatory bodies in ensuring the stability of the financial system, focusing on their oversight functions and enforcement practices.

Integration with Pedagogy:

Encourage students to think critically about the role of commercial banks, their products, and the regulatory environment. Facilitate discussions on current events or challenges faced by the banking sector and use case studies of prominent banks to highlight their operations and their impact on local, national, and global economies.

Readings:

- Pathak, B. V. (2018). Indian Financial System. Pearson Education. (Chapter - 13,16,24)
- Kaur, D. P. (2024). Financial Markets and Institutions. Delhi: Sultan Chand and Co. Chapter 2 and 3
- Financial Markets and Institutions, Directorate of Distance Education, University of Jammu, https://www.distanceeducationju.in/pdf/mcom%20fE%203.pdf (page no. 171-268)
- Indian Financial System, School of Management Studies and Commerce, Uttarakhand Open University (MS-402 Part 1), https://uou.ac.in/sites/default/files/slm/MS-402.pdf (page No. 187-258)

Further Readings:

- Research paper on Study of Evolution of Banking Sector in India and the Risks Faced by Banks (2023) https://siescoms.edu.in/docs/NAAC/Criterion%201/1.3.2/1697275833%20049%20Vatsal%20Seth.pdf

3. **Module 3: Financial Markets**

This module provides students with the necessary abilities to understand and analyze financial markets such as the money market, capital market, and foreign exchange market, as well as their significance in the Indian economy and evaluate the market trends. It focuses on developing a knowledge base in which students comprehend the role of the Securities Exchange Board of India as a key regulator of the Indian capital market and securities market.

Learning Outcomes: After the completion of this module, students will be able to:

- Understand the short-term financing needs of businesses and governments and learn about key instruments like Treasury Bills, Commercial Papers, and Certificates of Deposit.
- Explore capital markets and understand key instruments like equity shares, bonds, and debentures.
- Gain knowledge about currency exchange and the role of exchange rates and understand SEBI's role in regulating and protecting investors in securities markets and recognize its authority in preventing fraudulent and unfair trade practices.
- For research-focused students**:** Analyze the structure, functions, and regulatory frameworks of the money, capital, and foreign exchange markets. Evaluate the role of SEBI in ensuring transparency, investor protection, and market integrity. Explore the interplay between these

markets and their contribution to economic growth and stability.

- For pedagogy-focused students: Develop a clear understanding of the concepts, functions, and significance of money, capital, and foreign exchange markets. Students learn to explain market instruments, participants, and regulatory frameworks and understand SEBI's role in fostering transparency, market efficiency, and investor protection to teach its importance effectively.

Content Details:

- **Money Market:** Functions and features of Money Markets, Instruments and operations in the money market, including treasury bills, commercial papers, and certificates of deposit.
- **Capital Market:** Structure, purpose, users and operations of capital markets, and instruments of the capital market, including stocks, bonds, and debentures.
- **Foreign Exchange Market:** Overview of forex markets, exchange rate mechanisms, and currency derivatives.
- **Securities Market Regulations:** Role of SEBI in regulating capital markets, insider trading regulations, and market surveillance.

Integration with Research:

Encourage students to Conduct a study that how the money, capital, and foreign exchange markets interact to influence liquidity, funding, and investment decisions in an economy. Examine the role of these markets in mobilizing savings, financing investments, and facilitating trade, while examining SEBI's contribution to transparency and efficiency.

Integration with Pedagogy:

Encourage students to understand the concepts of money, capital, and foreign exchange markets with SEBI's regulatory role, ensuring a holistic understanding for learners. Facilitate discussions by using case studies and real-world scenarios to demonstrate how these markets interact, such as the impact of SEBI regulations on capital market liquidity or foreign exchange stability.

Readings:

- Kaur, D. P. (2024). Financial Markets and Institutions. Delhi: Sultan Chand and Co. Chapter 4.
- Ajay Shah (2008), Indian Financial Markets (1st ed.), Susan Thomas, Michael Gorham, Elsevier, Page 49-151
- Bhole L.M. and Mahakud J., Financial Institutions and Markets: Structure, Growthand Innovations (6th Edition). McGraw Hill Education, Chennai, India
- Pathak, B. Indian Financial System (4th Edition). Pearson Publication [Chapter 6,8,10]
- Saunders, A. & Cornett (2012), M. M. Financial Markets and Institutions (3rd Ed.). Tata McGraw Hill [chapter 9]

Further Readings

- Schooling, T. N.. Indan Financial Market. Delhi, India. Retrieved from **(page 67-86)** https://nios.ac.in/media/documents/srsec319new/319EL18.pdf
- Singh, D. G. (2015). Financial Markets. Ahmedabad, India. Retrieved from **(page 3-62)** https://baou.edu.in/assets/pdf/PGDF_103_slm.pdf

4. **Module 4: Non-Banking Financial Institutions**

This module offers students with a foundation for understanding the role and operation of non-banking financial institutions and their services. This allows students to study the financial services

provided by NBFCs and evaluate their role in fostering financial inclusion. Students' understanding will improve as they learn about insurance firms, pension funds, and mutual funds.

Learning outcomes:

- Understanding their role in providing credit and financial services outside the traditional banking system, focusing on loans, asset financing, and microfinance.
- Gaining insights into the importance of life, health, and general insurance products in safeguarding individuals and businesses.
- Learning about retirement planning, fund accumulation, and the significance of long-term savings for financial security post-retirement.
- Understanding pooled investment mechanisms, diversification, and how mutual funds provide opportunities for small investors to access broader financial markets.
- For research-focused students**:** Develop the ability to critically analyze the operational models, regulatory frameworks, and financial performance of NBFCs, insurance companies, pension funds, and mutual funds. Explore the influence of policies, regulations, and economic trends on the growth and functioning of these institutions.
- For pedagogy-focused students: Develop an understanding that how to simplify and communicate complex concepts of NBFCs, insurance, pension funds, and mutual funds to diverse audiences. Learn to relate these financial topics to real-world applications and current trends to make learning meaningful and impactful.

Content Details:

- **NBFCs:** Meaning, role, types (on the basis of deposits, nature of activity and size of their assets), and operations of non-banking financial companies.
- **Insurance Companies:** Structure of insurance industry, functions, and products of insurance companies (Life insurance and non-life insurance products)
- **Pension Funds:** Overview of pension fund management and regulations (Pension Fund Regulatory and Development Authority Act, 2013)
- **Mutual Funds:** Introduction, types, operations, and regulation of mutual funds in India.

Integration with Research:

Encourage students to Conduct a study Research on NBFCs, insurance companies, pension funds, and mutual funds delves into their contributions to financial stability and economic development. Key areas of focus include the comparative performance of these entities and the influence of regulatory frameworks on their operations.

Integration with Pedagogy:

Educators can engage students through real-world examples, case studies, and interactive tools, ensuring that learners grasp the principles of risk management, investment strategies, and financial planning.

Readings:

- Babell R. (2020).*Handbook of Non-Banking Financial Companies*,Bloomsbury India Pvt. Ltd. (2020), ISBN 978-93-90176-20-5 (chapter- 2,3)
- Indian Financial System (2023), School of Management Studies and Commerce, Uttarakhand Open University (MS-402 Part 1), https://uou.ac.in/sites/default/files/slm/MS-402.pdf (page No. 259-318)
- Gupta, D. V. K., Manmeet Kaur &. Atul. (2021). Taxmann's Financial Markets Institutions & Services – Comprehensive & authentic textbook providing basic working knowledge in a simple & systematic manner, along with illustrations, case studies, etc. Taxmann Publications Private Limited

Further Readings:

- Research paper titled " Insurance Industry in India: Structure, Performance, and Future Challenges" by S. Krishnamurthy, SV Mony. in Journal Vikalap, Volume 30, Issue 30, July-sep 2005. https://journals.sagepub.com/doi/pdf/10.1177/0256090920050308
- Non-Banking Financial Institutions, https://fidcindia.org.in/wp-content/uploads/2023/12/RBI-FSR-EXTRACT-NBFC-SECTOR-28-12-23.pdf (Page 112-143)

Module 5: Emerging Trends in Financial Services

This module covers the in-depth study to analyze the emerging trends in financial services, with an emphasis on FinTech and digital finance. This module helps in developing an understanding of technological advancements in finance, analyzing the impact of innovations, and adapting to future trends in financial services.

Learning Outcomes:

- Understand the fundamentals of fintech, including its role in transforming traditional financial services through technology and innovation.
- Learn about the various digital finance tools, platforms, and payment systems that enhance accessibility, convenience, and efficiency in financial transactions.
- Explore how fintech and digital finance contribute to financial inclusion by providing underserved populations with access to banking, credit, and investment opportunities.
- For research-focused students**:** Conduct critical research on the evolving landscape of fintech, digital finance, and their impact on traditional financial systems. Investigate the role of emerging technologies, such as blockchain, in driving digital finance and enhancing financial services.
- For pedagogy-focused students: Develop the ability to teach complex fintech, digital finance and financial inclusion concepts clearly and accessibly to diverse student groups.

Content Details:

- **FinTech and Digital Finance:** Overview (Introduction, benefits and challenges) of FinTech, blockchain, cryptocurrencies, and digital payment systems.
- **Financial Inclusion:** Introduction and role of financial services in promoting financial inclusion in India.

Integration with Research:

Analyze real-world case studies of fintech companies, digital payment systems, and financial inclusion projects to identify best practices and innovative solutions. Design surveys or conduct interviews with stakeholders such as fintech entrepreneurs, financial institutions, regulators, and consumers to gather insights into the adoption, challenges, and benefits of digital finance.

Integration with Pedagogy:

Educators can Use case studies, real-world examples, and multimedia presentations to introduce key concepts of fintech and digital finance. Invite professionals from the fintech and digital finance sectors to speak with students, providing insights into industry trends, challenges, and innovations.

Readings:

- Yousif Abdullatif Albastaki, Anjum Razzaque. (2020). *Innovative Startegies for implementing FinTech in Banking* (1st ed.). IGI Global ISBN 9781799832591, Page 1-45.
- Fintech and digital finance for financial inclusion, United Nations Economist Network, 14th March 2023, https://www.un.org/sites/un2.un.org/files/fintech4_14_march_2023.pdf
- Tamboli, A. S. (2014). Recent trends in banking & financial services., *XII*, p. 140. https://www.researchgate.net/publication/376140412_Topic_of_Paper_-

Recent_trends_in_banking_financial_services

- Wang, L. (2023). FinTech:Digital Transformation in Finance. Proceedings of the 7th International Conference on Economic Management and Green Development, (pp. 22-27). United Kingdom. doi: DOI:10.54254/2754-1169/40/20231983, https://www.researchgate.net/publication/375551766_Fintech_Digital_Transformation_in_Finance

Further Readings:

- Policy brief by United Nations Economist Network "Fintech And Digital Finance for Financial Inclusion" Page 1-14 https://www.un.org/sites/un2.un.org/files/fintech4_14_march_2023.pdf
- South Indian Bank, Chapter-1, Financial Inclusion- An overview, Page No. 1-4, https://www.southindianbank.com/userfiles/file/chapter%201.pdf

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

S.No	Assessment	Weightage
1	Case study based assignment/Presentation based on Module 1 and 2	20%
2	Project/ Case study/Presentation based on Module 3	20%
3	Project/ Case Study/Presentation based on Module 4 and 5	20%
4	End Term Examination based on all modules	40%
	Total	100

10. Pedagogy:

e. For Research-Focused Students: The delivery of content will prioritize developing the ability to analyse financial system structure, banking operations, regulatory frameworks, financial markets and institutions, Non-banking financial instruments and services; and emerging trends in financial services. Students will engage in hands-on work with financial data as they will be engaged in research projects. The focus will be on practical exercises, projects, and case studies that centre around financial markets and institutions, forecasting, and analysis of financial services. This approach ensures students are well-prepared to apply their knowledge in both academic research and industry applications.

f. For Pedagogy-Focused Students**:** The course delivery will focus on training future trainers in Financial markets and institutions, equipping them with the skills to teach and mentor others in analysing the markets. The emphasis will be on developing instructional techniques, designing learning materials, and facilitating workshops or training sessions. Students will participate in activities such as group discussions, conducting mock training sessions, and developing evaluation tools to assess trainees' understanding. The goal is to prepare students to become effective trainers who can teach financial markets and instituition concepts clearly and guide others in applying these tools in professional settings.

g. Instructional Strategies- Blended approach will be used which will include texts, case studies, worksheets, movies/YouTube clips, self-learning assignments, simulation, role plays, and workbooks.
h. Expertise in AUD faculty or outside – Guest faculty from Industry.

Recommendation of the School of Studies: All changes (if any) as suggested by the BoS has been incorporated.

Signature of Course Coordinator(s)

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 /CenterProposing the course	School of Vocational Studies
Programme Name	B.Voc. Accounting and Finance
Course Title	**Financial Reporting and Analysis**
Course Code	NSVSA7DC03
Semester	7
Total Credit	4
Course Type (Core Compulsory Elective/ any other please specify)	Compulsory Skill
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	B.Voc. Degree with Research/Peagody
Proposed date of launch	Monsoon Semester 2025
Programme coordinator and team	Dr. Rekha Gulia, Dr. Neelu Verma & Experts

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

The course 'Financial Reporting and Analysis' builds on the knowledge and skills developed in Financial and Corporate accounting courses.

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

The students who have completed three years of B.Voc Accounting and Finance.

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

As per AUD Norms

4.Course scheduling: Monsoon Semester

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

The vision of the university is to promote equity, social justice, with excellence and to provide such education to student who would be sensitive enough to work in a non-hierarchical environment. The University also strive to engage in a manner to develop such professionalism in students who will contribute immensely towards developing comprehensive understanding of accounting principles and techniques essential for making informed managerial decisions in diverse business scenarios. Student enrolled in the course will be working in the industries and demonstrate the relevant skill and knowledge acquired from the course.

6.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 proposed ‘Financial Reporting and Analysis’ course aligns seamlessly with the School's objective of enhancing employability through the B.Voc. (Accounting and Finance) programme. As conceptualized in the SVS, the objective is to prepare students with practical skills and knowledge, equipping them for specialized roles in research or pedagogy. This course supports that aim by integrating essential corporate and financial accounting concepts into advanced reporting and analysis techniques, bridging academic knowledge with practical financial reporting practices. This approach equips students with critical skills that directly enhance their job readiness in accounting and finance.

7. Course Details:

d. Summary: This course aims to develop students' ability to analyze financial statements, accounting, and reporting of financial instruments, as well as to explore corporate governance and emerging issues in financial reporting. The course focuses on real-world financial analysis, corporate governance frameworks, and recent trends like sustainability and integrated reporting. It deepens their grasp of accounting principles by focusing on practical applications that help in evaluating financial performance, making informed business decisions, and addressing emerging challenges in financial reporting.

e. Objectives: The course is designed to equip students with advanced skills in financial statement analysis, valuation of financial instruments, and corporate governance, while fostering awareness of emerging trends like sustainability and integrated reporting. The course will also prepare students to integrate academic research into these areas, providing a pathway for both academic and practical applications.

f. Expected learning outcomes: After completion of the course, students will be able to:

- Analyze financial statements using various techniques to assess performance and risk.
- Apply Ind AS standards for the valuation and reporting of financial instruments.
- Evaluate the role of corporate governance in financial reporting and understand its ethical implications.
- Identify and assess emerging issues in financial reporting, particularly in sustainability and integrated reporting.
- Integrate research methods and practical teaching strategies in financial reporting and analysis.

8.Overall structure:(course organisation; rationale of organisation; brief module outlines):

The course is divided in five modules:

1. Introduction to Financial Reporting
2. Financial Statement Analysis
3. Valuation, Accounting, and Reporting of Financial Instruments
4. Financial Statement Analysis and Corporate Governance
5. Emerging Issues in Financial Reporting

Module 1: Introduction to Financial Reporting

This module introduces students to the basic principles and objectives of financial reporting, focusing on how financial statements inform decision-making and serve stakeholders. Students will learn the fundamental concepts of Generally Accepted Accounting Principles (GAAP), Accounting Standards, and International Financial Reporting Standards (IFRS), along with the conceptual framework that underpins financial reporting.

Learning outcomes: After the completion of this module, students will be able to

- Explain the fundamental concepts of GAAP, Accounting Standards, and IFRS, and their significance in global financial reporting.
- Apply the conceptual framework of financial reporting to analyze financial statements and assess their alignment with reporting standards.
- Evaluate the objectives of financial reporting in providing information for decision-making, assessing financial performance, and ensuring accountability to stakeholders.
- For research-focused students: Conduct comparative research on accounting standards and financial reporting frameworks across different firms, identifying trends and proposing improvements for global harmonization.
- For pedagogy-focused students: Develop and deliver structured lessons on GAAP, IFRS, and the conceptual framework of financial reporting, incorporating real-world examples to enhance student understanding and engagement.

Course Content:

- Introduction to GAAP, Accounting Standards and International Financial Reporting Standards (IFRS), Conceptual framework of financial reporting
- **Financial Reporting Objectives:** Providing information to users for decision-making, Assessing financial performance and position, Accountability to stakeholders

Integration with Research:

Students can analyze real company reports and present their findings in class seminars, fostering peer-to-peer learning. Comparative research on IFRS vs. GAAP can be conducted, encouraging students to explore the international differences in financial reporting.

Integration with Pedagogy:

Guest lectures from industry professionals can provide insights into how these principles are applied in practice, strengthening the pedagogy with real-world experience.

Readings:

- Lal J. and Gauba S. (2018). *Financial Reporting and Analysis* (1st ed.). Himalaya Publishing. chapter 12 and 13
- Rao, PeddinaMohana (2022).Financial Statement Analysis and Reporting (2nd ed.).PHI Learning. Chapter 8
- Dhamija S. (2020). Financial Reporting and Analysis(1st ed.). Sultan Chand & Sons. Chapter 1 and 2.
- I.C.A.I. (2023). Study Material for Professional Course: Financial Reporting. Institute of Chartered Accountants of India. Module 1, chapter 1 and 2.

Further Readings:

- Almaqtari, Faozi A., Abdulwahid Abdullah Hashed, MohdShamim, and Waleed M. Al-Ahdal. "Impact of Corporate Governance Mechanisms on Financial Reporting Quality: A Study of Indian GAAP and Indian Accounting Standards." *Problems and Perspectives in Management* 18, no. 4 (2021): 1.
- Hall, Steven, Vipin Agrawal, and Pushpa Agrawal. "Earnings Management and the Financial Statement Analyst." *Accounting and Finance Research* 2 (March 7, 2013).

Module 2: Financial Statement Analysis

This module covers various financial statement analysis techniques, including horizontal and vertical analysis, ratio analysis (liquidity, solvency, profitability, and activity ratios), and trend analysis. Students will learn how to use these tools to evaluate financial performance and position, identify significant trends, and assess business risks. By mastering these techniques, students will be able to critically analyze financial statements and provide insightful conclusions about a company's financial condition.

Learning outcomes: After the completion of this module, students will be able to

- Apply horizontal and vertical analysis techniques, including common-size and comparative analysis, to evaluate financial statements effectively.
- Calculate and interpret key financial ratios, such as liquidity, solvency, profitability, and activity ratios, to assess the financial health of a business.
- Conduct trend analysis to identify patterns in financial performance and position, and evaluate the significance of these trends for decision-making.
- For research-focused students: Analyze financial statement trends and ratios across industries or companies, producing insights and recommendations in the form of research papers or reports.

- For pedagogy focused students: Design and deliver lessons on financial statement analysis, incorporating case studies and hands-on exercises to enhance learner engagement and comprehension.

Course Content:

- **Financial Statement Analysis Techniques:** Horizontal and Vertical analysis (Common-size analysis and Comparative analysis)
- **Ratio Analysis:** Liquidity ratios, Solvency ratios, Profitability ratios, Activity ratios
- **Trend Analysis:** Identifying trends in financial performance and position, Assessing the significance of trends

Integration with Research:

Students can apply ratio analysis to assess the financial health of real-world companies, enhancing their analytical skills. Projects can focus on the relevance and applicability of financial metrics across different industries, encouraging students to evaluate which ratios are most relevant in various sectors.

Integration with Pedagogy:

Instructors can facilitate case discussions and workshops where students present their financial analysis to peers.

Readings

- Dhamija S. (2020). Financial Reporting and Analysis(1st ed.). Sultan Chand & Sons. Chapter 13 pp 147-165.
- Rao, PeddinaMohana (2022)Financial Statement Analysis And Reporting(2nd ed.).PHI Learning. Chapter 3,4 and 5
- I.C.A.I. (2023). Study Material for Professional Course: Financial Reporting. Institute of Chartered Accountants of India. Module 2 Chapter 11
- Singh, N. T. and Agarwal, P., Corporate Financial Reporting in India, Raj Publishing, Jaipur.

Further Readings:

- Ramesh, Kaushik Meenakshi, AmitaPathania, and Nisha Yadav. "Unlocking Financial Insights: A Comparative Study of SBI versus Axis Bank." *COMMERCE RESEARCH REVIEW* 1, no. 2 (2024): 34–49.
- Vibhakar, Neelu Nandan, Kamalendra Kumar Tripathi, Sparsh Johari, and Kumar Neeraj Jha. "Identification of Significant Financial Performance Indicators for the Indian Construction Companies." International Journal of Construction Management 23, no. 1 (January 2, 2023): 13–23.

Module 3: Accounting and Reporting of Financial Instruments

This module focuses on the recognition, measurement, and presentation of financial instruments based on Ind AS 32, 107, and 109. It covers key standards such as Ind AS 32, which focuses on the presentation of financial instruments; Ind AS 107, which outlines the disclosure requirements for financial instruments; and Ind AS 109, which provides guidelines on the classification and measurement of financial instruments. Students will gain practical skills in valuing financial instruments and interpreting disclosures related to these instruments. The module also encourages academic exploration of the application and challenges of these standards in real-world financial reporting.

Learning outcomes: After the completion of this module, students will be able to

- Recognize and value financial instruments in compliance with the principles outlined in Ind AS, ensuring accurate financial reporting.
- Apply the provisions of Ind AS 32 to present financial instruments appropriately in financial statements.
- Interpret and implement the disclosure requirements under Ind AS 107, ensuring transparency and accountability in financial reporting.
- For research-focused students: Conduct a comparative analysis of financial instrument standards under Ind AS and other global standards, identifying areas for harmonization and improvement.
- For pedagogy-focused students: Develop and deliver educational content on Ind AS 32, 107, and 109, using real-world examples and case studies to enhance student understanding of financial instrument accounting.

Course Content:

- Recognition and valuation of financial instruments under Ind AS
- Ind AS 32: Presentation of financial instruments
- Ind AS 107: Disclosure of financial instruments
- Ind AS 109: Classification and measurement of financial instruments

Integration with Research:

Students can undertake projects comparing Ind AS with global accounting standards, focusing on differences in classification and measurement approaches. Faculty can guide students in interpreting real company disclosures and evaluating their compliance with Ind AS.

Integration with Pedagogy:

Students can engage in hands-on case studies involving the valuation and accounting of financial instruments. Faculty can guide students in interpreting and presenting real company disclosures and evaluating their compliance with Ind AS.

Readings

- Rawat D.S. & Patel P. (2023). *Taxmann's Students' Guide to Ind ASs [Converged IFRSs]* (10th ed.). Taxmann Publications Pvt Ltd. Chapter 35 pp 859-1012.
- Garg K. (2024). Practical Guide to Ind AS & IFRS (9thed.). Bharat Law Pvt House Ltd. Chapter 23, 41 and 43
- I.C.A.I. (2023). Study Material for Professional Course: Financial Reporting. Institute of Chartered Accountants of India Module 3 chapter 11

Further Readings:

- Gope, Arjun, and GautamMitra. "IFRS for Derivative Financial Instruments: Disclosure Level and Uniformity." *Journal of Advanced Research in Accounting & Finance Management* 1, no. 2 (2015): 11–16.
- Dhamija S. (2020). Financial Reporting and Analysis (1st ed.). Sultan Chand & Sons. Chapter

Module 4: Financial Reporting and Corporate Governance

This module explores the principles of corporate governance, the role of the board of directors, and the audit committee's role in ensuring transparent financial reporting. Ethical considerations, such as fraud prevention, internal controls, and corporate social responsibility, are also addressed. By understanding the relationship between financial reporting and governance, students will be prepared to contribute to ethical financial practices within organizations.

Learning outcomes: After the completion of this module, students will be able to-

- Explain the principles of corporate governance and the roles of the board of directors and audit committees in ensuring accountability and transparency in financial reporting.
- Apply disclosure requirements to promote transparency and meet stakeholder expectations in corporate governance.
- Identify ethical considerations in financial reporting, such as fraud prevention, the importance of internal controls, and the integration of corporate social responsibility.
- For research-focused students: Conduct studies on the effectiveness of corporate governance practices and ethical frameworks in enhancing financial transparency and stakeholder trust.
- For pedagogy-focused students: Develop and deliver educational modules on corporate governance and ethical considerations, incorporating real-life cases to facilitate critical thinking and practical application.

Course Content:

- **Corporate Governance Principles:** Board of directors' role, Audit committee's role, Disclosure requirements
- **Ethical Considerations in Financial Reporting:** Fraud and misrepresentation, Internal controls, Corporate social responsibility

Integration with Research:

Students can conduct research on how financial reporting practices align with corporate governance structures, exploring real case studies. Students can research the global application of Ind AS standards, comparing Indian practices with International Financial Reporting Standards (IFRS).

Integration with Pedagogy:

Conduct mock financial statement preparations focusing on financial instruments disclosures and measurements. Conduct group discussions on real-world corporate governance issues to foster critical thinking. Faculty can guide students to assess how governance impacts financial transparency and ethics in organizations.

Readings:

- Lal, Jawahar, Corporate Financial Reporting: Theory & Practice, Taxmann Applied Services, New Delhi.
- Raiyani, J. R. and Lodha, G., International Financial Reporting Standard (IFRS) and Indian Accounting Practices, New Century Publications.
- ICSI module 1 *Governance, Risk, Management, Compliances and Ethics* Part III Chapter 14 https://www.icsi.edu/media/webmodules/GRMEC_BOOK_2020.pdf
- Singh, N. T. and Agarwal, P., Corporate Financial Reporting in India, Raj Publishing, Jaipur.

Further Readings:

- Saha, Rupjyoti, and Kailash Chandra Kabra. "Corporate Governance and Voluntary Disclosure: Evidence from India." *Journal of Financial Reporting and Accounting* 20, no. 1 (2022): 127–60.
- Salehi, Mahdi, Raed Ammar Ajel, and GrzegorzZimon. "The Relationship between Corporate Governance and Financial Reporting Transparency." *Journal of Financial Reporting and Accounting* 21, no. 5 (2023): 1049–72.
- Abdullah, Hariem, and TurgutTursoy. "The Effect of Corporate Governance on Financial Performance: Evidence from a Shareholder-Oriented System." *Interdisciplinary Journal of Management Studies (Formerly Known as Iranian Journal of Management Studies)* 16, no. 1 (2023): 79–95.

Module 5: Emerging Issues in Financial Reporting

This module addresses emerging issues in financial reporting, such as sustainability reporting and integrated reporting. Students will explore global frameworks like the Global Reporting Initiative (GRI) standards and the principles of integrated reporting. The module also introduces XBRL, a technology-driven reporting tool, and its application in modern financial reporting. By understanding these trends, students will be equipped to tackle contemporary challenges in financial reporting.

Learning outcomes: After the completion of this module, students will be able to-

- Understand and apply the principles of sustainability reporting, utilizing global standards such as the GRI Standards to evaluate ESG disclosures.
- Explain the principles and benefits of integrated reporting, and assess its role in providing a comprehensive view of organizational performance.
- Demonstrate an understanding of XBRL as a digital framework for financial reporting, including its purpose, principles, and potential applications in preparing, analyzing, and sharing financial reports.
- For research-focused students: Conduct comparative studies on the adoption and effectiveness of sustainability and integrated reporting frameworks across industries or regions.
- For pedagogy-focused students: Design and deliver interactive lessons on sustainability reporting, integrated reporting, and XBRL, incorporating practical demonstrations and case studies to enhance learner engagement.

Course Content:

- Sustainability Reporting: Concepts, frameworks, and global standards (e.g., GRI Standards).
- Integrated Reporting: Principles and benefits of integrated reporting.
- XBRL (eXtensible Business Reporting Language): Introduction and application in financial reporting.

Integration with Research:

Students can undertake research projects on the impact of XBRL on the efficiency of financial reporting processes and investigate how companies globally are adopting sustainability reporting frameworks, and compare these to Indian practices.

Integration with Pedagogy:

Student-led presentations on XBRL and sustainability reporting trends and workshops on how to interpret sustainability and integrated reports, encouraging students to apply this knowledge in assessing companies' social and financial impact.

Readings:

- Monga, J.R., & Bahadur, R. (2024). *Fundamentals of Corporate Accounting* (29th ed.). Scholar Tech Press. Chapter 15
- I.C.A.I. (2023). Study Material for Professional Course: Financial Reporting. Institute of Chartered Accountants of India. Module 4 chapter 17
- Abhishek, N., M. L. Ashoka, G. Parameshwara, M. S. Divyashree, and NeethuSuraj. “Impact of XBRL on Quality of Financial Reporting in India: An Empirical Analysis.” *IUP Journal of Accounting Research & Audit Practices* 23, no. 1 (2024): 42–63.
- Divyashree, M. S., Habeeb Ur Rahiman, AbhinandanKulal, and MeghashreeKulal. “The Influence of XBRL Technology on the Quality of Financial Reporting: Exploring Mediating Variables in the Indian Context.” *The Bottom Line: Managing Library Finances* 37, no. 2 (2024): 207–37.

Further Readings:

- Ebaid, Ibrahim El-Sayed. "Nexus between Sustainability Reporting and Corporate Financial Performance: Evidence from an Emerging Market." *International Journal of Law and Management* 65, no. 2 (2023): 152–71.
- Lawal, R., and O. A. Yahaya. "The Impact of Corporate Governance on Integrated Reporting." *Management Decision* 62, no. 1 (2024): 370–92.

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

S.No	Assessment	Weightage
1	Case study based assignment based on Module 1 and 2	20%
2	Case study/ Presentation based on Module 3	20%
3	Project/ Case Study Module 4 and 5	20%
4	End Term Examination based on all modules	40%
	Total	100

9. Pedagogy:

a. For Research-Focused Students: The delivery of content will prioritize developing skills in analyzing and interpreting financial statements, using data analysis tools, and applying research methodologies to evaluate financial performance. This approach emphasizes hands-on work with financial reports, databases, and analytical tools, enabling students to conduct research on accounting and financial practices. Practical exercises, case studies, and projects will focus on financial analysis, reporting standards, and research techniques, equipping students with the skills necessary for academic research and/or industry-driven financial analysis.
b. For Pedagogy-Focused Students: The course delivery will concentrate on training future trainers, ensuring they can effectively impart knowledge on financial reporting concepts and practices. The focus will be on developing skills for curriculum design, creating instructional materials, and conducting training sessions. Activities such as mock training exercises, designing course content, and developing assessment tools will equip students with the competencies needed to train others in financial reporting, preparing them to be effective trainers in academic, corporate, or professional development settings. The goal is to develop trainers who can translate complex financial information into accessible learning experiences for their trainees.
c. Instructional Strategies- Blended approach will be used which will include texts, case studies, worksheets, movies/YouTube clips, self-learning assignments, simulation, role plays, and workbooks.
d. Expertise in AUD faculty or outside – Guest faculty from Industry.

Recommendation of the School of Studies: All changes (if any) as suggested by the BoS has been incorporated.

Signature of Course Coordinator(s)

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 Vocational Studies
Programme Name	B.Voc. Accounting and Finance
Course Title	**Applied Research in Accounting and Finance**
Course Code	NSVSA7DE01
Semester	7
Total Credit	4
Course Type (Core Compulsory Elective/ any other please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	B.Voc. Degree with Research
Proposed date of launch	Monsoon Semester 2025
Programme coordinator and team	Dr. Rekha Gulia, Dr. Neelu Verma & experts

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

The "Applied research in Accounting and Finance" course is an advanced combination of core accounting and finance principles. It focuses on the application of academic knowledge and practical abilities, enabling participants to use their knowledge of accounting and financial analysis in research environment. This approach improves learners' understanding of research in Accounting and Finance, preparing them to face professional and research problems in the area.

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

The students who have completed three years of B.Voc Accounting and Finance.

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

As per AUD Norms

4.Course scheduling: Monsoon Semester

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

Through academic excellence, the institution aims to promote fairness and social justice while preparing students to succeed in non-hierarchical environments. It seeks to develop students' professionalism by providing them with a comprehensive grasp of applied research in accounting and finance and the techniques necessary to make wise managing decisions in a range of business settings. In order to apply the relevant skills and knowledge they have learned throughout their studies, students will engage with industry practices.

6. 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 goal of the School is to improve employability through the B.Voc. (Accounting and Finance) program, and the proposed course "Applied research in Accounting and Finance" fits in perfectly with that goal. The goal, as stated in the SVS, is to equip students with the knowledge and abilities necessary for specialized positions in research or teaching. By integrating fundamental finance concepts, this course strengthens that goal and connects academic understanding with practical financial analysis. As a result, students acquire vital abilities that significantly enhance their abilities to prepare for employment in the financial industry.

7. Course Details:
    a. Summary: The " Applied research in Accounting and Finance " course is designed to equip students with the essential competencies and knowledge required to handle industry specific research challenges. The curriculum encompasses the review of literature, research areas and tools to be used in accounting and finance. Through a systematic approach, students will learn to identify research gap and formulate research questions relevant to the industry needs. Additionally, the course addresses the implications of innovations and prepares students to adapt to future developments in the financial sector.
    b. Objectives: This course aims to offer students with a complete grasp of the past and present, through historical and contemporary studies, so that they may apply accounting and finance knowledge and practice to create a sustainable future. This also assists students in identifying any possible risks in business and evaluating their impact on the company's financial performance. This allows management to devise methods for mitigating these risks and protecting the company's financial health.
    c. Expected learning outcomes: After completing this course, students will be able to-

        - To equip students with the skills to critically review existing literature in accounting and finance, enabling them to identify research gaps and formulate research questions relevant to industry needs.

- To introduce students to applied research in key areas of accounting and prepare them for handling industry-specific research challenges.
- To provide students with practical exposure to research areas in finance.
- To familiarize students with industry-standard databases and tools for conducting accounting and finance research, enabling them to gather and analyze real-world data.
- To develop students' abilities to present research findings effectively within an industry context, focusing on communication, data visualization, and professional presentation skills.

8. Overall structure:(course organisation; rationale of organisation; brief module outlines):

   The course is divided in five modules

   1. Literature Review in Accounting and Finance
   2. Research Areas in Accounting
   3. Research Areas in Finance
   4. Introduction to Databases and Tools for Accounting and Finance
   5. Presenting Research in an Industry Setting

Module Outline:

Module 1: Literature Review in Accounting and Finance

This module enables students to build a strong foundation for research. It enables understanding of key theories, methodologies, and trends while identifying gaps in existing studies. Students refine their research focus, develop critical thinking, and learn to evaluate the reliability of prior work. The review aids in formulating hypotheses, selecting appropriate methodologies, and ensuring their work contributes novel insights. Additionally, it enhances academic writing, citation skills, and links research to practical applications. Ultimately, the literature review demonstrates academic competence and lays the groundwork for meaningful, relevant, and rigorous research.

Learning Outcomes:

- Understand major strategies for conducting literature review in accounting and finance.
- Identify influential authors, seminal works, and landmark studies.
- Highlight areas that lack sufficient exploration or require further investigation.
- Understand unresolved issues or challenges in accounting and finance.
- Use the literature review to build a conceptual foundation for new research.

Content Details:

- **Overview of Literature Review Methods**: Major strategies for conducting a systematic literature review in accounting and finance.
- **Identification of Research Gaps**: Techniques for identifying gaps in existing literature (Identify trends and patterns, critically evaluate existing research, explore interdisciplinary connections)
- **Review of Seminal Works in Accounting and Finance**: Study of research papers and their findings for practical exposure.
- **Assignment on Literature Review**: Students will complete an assignment on literature review on a chosen topic in either accounting or finance.

Readings:

- Prof. Dr. J.D.Agarwal, A. A. (2004). Literature in Finance: Accounting. 2. Indian Institute of Finance Publication (Chapter 1 and 2)
- Luís Farinha, A. B. (2020). Handbook of Research on Accounting and Financial Studies. (Chapter-1)
- Audrey Paterson, D. L. (2016). Research Methods for Accounting and Finance: A Guide to Writing Your Dissertation (Global Management Series). United Kingdom: Goodfellow Publishers Limited.
- Kabir, S. M. (2016). LITERATURE REVIEW., (pp. 37-52). Retrieved from https://www.researchgate.net/publication/325846847_LITERATURE_REVIEW

Further Readings:

- Research paper by Abdullah Ramdhani, Muhammad Ali Ramdhani, Abdusy Syakur Amin " Writing a Literature Review Research Paper: A step-by-step approach" in International Journal of Basic and Applied Science, Vol 3, No. 1, July 2014, Page 47-56, https://digilib.uinsgd.ac.id/5129/1/08IJBAS%283%29%281%29.pdf

- Research paper by Sumon kumar Das in GEO-A-CC-5-11(Research Methodology) titled " Literature Review –Concept and Importance" https://www.nndc.ac.in/images/uploads/Literature%20Review-concept%20&%20Importance.pdf

Module 2: Research Areas in Accounting

This module helps students can do research by analyzing business financial statements. Students will gain knowledge of compliance research and auditing, which are essential for the organization's financial decision-making. Students will have a better understanding of company tax strategies and how they affect financial reporting by the end of the semester.

Learning Outcomes:

- Develop an in-depth understanding of the selected accounting topic, such as financial reporting, auditing and taxation.
- Learn about the historical development, current trends, and emerging issues in the chosen area.
- Apply theoretical concepts to real-world accounting scenarios or case studies.
- Enhance decision-making abilities by integrating theoretical and empirical insights.

Content Details:

- **Research in Financial Reporting**: Understanding how to analyze corporate financial statements for research.
- **Auditing and Compliance Research**: Approaches to researching internal control systems and corporate audits.
- **Corporate Tax Research**: Investigating corporate tax strategies and their impact on financial reporting.
- **Case Study on Accounting Research**: Practical Assignment on corporate accounting issues.

Readings:

- MILLS, L. F. CORPORATE TAX COMPLIANCE AND FINANCIAL REPORTING. National Tax Journal, 49(3), (Page 421-435). Retrieved from https://www.jstor.org/stable/41789215

- Luís Farinha, A. B. (2020). Handbook of Research on Accounting and Financial

Studies.(Page1-131)
https://www.google.co.in/books/edition/Handbook_of_Research_on_Accounting_and_F/LzDeDwAAQBAJ?hl=en&gbpv=1

- Mohammad J. Abdolmohammadi, R. J. (2001). Applied Research in Financial Reporting: Text and Cases. McGraw-Hill Publishing Co.
- Sowmya Vedanabhatla,(2013) N. V. A review on audits and compliance management. Asian Journal of Pharmaceutical and Clinical Research, 6, (Page 2-45), https://www.innovareacademics.in/journal/ajpcr/Vol6Suppl2/1783.pdf

Further Readings:

- Research paper by Dr. Manabendra Sekhar Bhadra titled " Auditing Standards and Its Impact on Audit Quality in India: A Brief Review" in THE IMPRESSION, A Journal on Multidisciplinary Studies, VOL. X, Annual Issue (2023) (ISSN: 2278-2699), https://sreechaitanyamahavidyalaya.in/e-journal/journal/journalbkend/paper_list/Dr_Manabendra_Sekhar_Bhadra.pdf

- Research paper by Atanu Pramanick " A Comparative Study on Financial Reporting under Indian GAAP and Ind AS" in journal " Business Studies" --Volume--XXXIX, No. 1 & 2, January & July, 2018, https://www.caluniv.ac.in/dj/BS-Journal/v-39/Comparative-Study-Financial.pdf

Module 3: Research Areas in Finance

This module equips students with essential skills to explore various research areas in finance, including capital market studies, corporate finance, and investment analysis. It emphasizes building a strong foundation of knowledge, enabling students to understand the significance of research in the context of the Indian capital and securities markets.

Learning Outcomes:

- Examine the dynamics of the capital market, including price changes, market efficiency, and stock market trend analysis.
- Assess corporate financial strategies, such as dividend decisions, capital structure, and investment choices.
- Learn how to evaluate financial data and determine how corporate finance choices affect the performance and value of an organization.
- Learners will gain the ability to conduct comprehensive investment analysis to evaluate equity and debts.

Content Details:

- **Research in Capital Markets**: Trend analysis in stock markets, price movements and market efficiency.
- **Corporate Finance Research**: Examining capital structure, investment and dividend decisions.
- **Investment Analysis Research**: Researching investment portfolios and valuation techniques of equity and debt instruments.
- **Finance Research Case Study**: A hands-on case study focused on analyzing a financial market or corporate finance problem.

Readings:

- Gupta, O. P. (1989). Stock Market Efficiency and Price Behaviour. Delhi: Anmol Publications (Page 3-25)
- John R. Grahama, C. R. (1999.). The theory and practice of corporate finance: Journal of Financial Economics, (Page 1-53). Retrieved from

https://people.duke.edu/~jgraham/website/SurveyPaper.PDF

- Frank J. Fabozzi, C. S. (2017). EQUITY VALUATION. CFA Institute Research Foundation (Page 13-40, 76-89)

Further Readings:

- **Tarika Sikarwar (2017)** A Handbook of Case Studies in Finance published by Cambridge Scholars Publishing, UK, ISBN (10): 1-4438-8176-7, Page 1-30, https://www.cambridgescholars.com/resources/pdfs/978-1-4438-8176-0-sample.pdf

- Magee, J. (2009). Technical Analysis of Stock Trends. Vision Books Pvt Ltd. https://vdthangmeomeo.wordpress.com/wp-content/uploads/2014/08/edwards-magee-technical-analysis-of-stock-trends-9th-edition.pdf

Module 4: Introduction to Databases and Tools for Accounting and Finance

This module introduces students to industry-standard databases and tools essential for accounting and finance research, equipping them to collect and analyze real-world data. By working with actual datasets, students gain hands-on experience in conducting small-scale research projects. Their understanding deepens as they explore various databases and tools tailored to accounting and finance studies.

Learning Outcomes:

- Acquire familiarity with key financial databases, understanding their structure, functionality, and application in financial research.
- Develop skills to identify, collect, and organize relevant financial and accounting data using robust and ethical research methods.
- Master the use of analytical tools and software to process, analyze, and interpret financial datasets effectively.
- Apply their knowledge to real-world financial datasets, designing and executing a small-scale research project that demonstrates their analytical and research capabilities.

Content Details:

- Introduction to Financial Databases such as Microsoft Excel, Bloomberg, datastream, Factset.
- Data Collection techniques for Accounting and Finance Research (Primary, Quantative, survey)
- Analytical Tools for analysis of Financial Data (Trend Analysis, ratio analysis, cash flow statement, financial statements analysis)
- Students will work with real datasets to conduct a small-scale research project.

Readings:

- Giriūnas, L., Mackevičius, J., & Valkauskas, R. (2013). Analytical Study and Modeling of Statistical Methods for Financial Data Analysis: Theoretical Aspect. *Journal of Security & Sustainability, 3*, **(Page 43-46.)**
- Dr. Suhas S.Khot, D. N.. Introduction To Database Management Systems SIPH.
- Haladu, A. (2010). The Role of Research, Data Collection and Data Analyses in Accounting. (Page 1-6)

Further Readings:

- Hamed Taherdoost. Data Collection Methods and Tools for Research; A Step-by-Step Guide

to Choose Data Collection Technique for Academic and Business Research Projects. International Journal of Academic Research in Management (IJARM), 2021, 10 (1), pp.10-38. https://hal.science/hal-03741847/document

- Sivanathan Sivaruban, "A comprehensive financial analysis tools on the financial Institution on covid-19 perspective", in SSRN Electronic Journal, DOI:10.2139/ssrn.3824434, page 1-24,

Module 5: Presenting Research in an Industry Setting

This module enhances students' ability to effectively present research findings to industry professionals. It emphasizes the use of data visualization techniques, such as charts, graphs, and other visual aids, to convey complex financial information clearly to a professional audience. Additionally, students will develop essential skills for delivering professional presentations.

Learning Outcomes:

- Understand how to present research findings concisely and clearly, tailored to the priorities of industry professionals.
- Develop techniques to engage industry audiences through data visualization and interactive discussions.
- Gain the ability to create clear and compelling charts, graphs, and other visuals which helps them to design visuals that highlight key insights and drive informed decision-making for industry professionals.
- Learn to integrate impactful visuals and clear verbal explanations to convey complex ideas with clarity and receives feedback.

Content Details:

- **Presentation of research findings**: Best practices for presenting research findings to industry professionals.
- **Data Visualization for Industry Audiences**: Using charts, graphs, and other visuals to communicate complex financial data.
- **Professional Research Presentations**: Techniques for structuring and delivering presentations in a corporate setting.
- **Mock Presentation and Feedback Session**: Students will present their research in a simulated industry setting and receive peer and instructor feedback.

Readings:

- Rainbow, C. (2024). Guidelines for Effective Presentation of Research Findings and Discussion. (Page 1-9.)
- Matthew N. O. Sadiku, A. E. (2016). DATA VISUALIZATION. International Journal of Engineering Research and Advanced Technology(IJERAT), 2. Retrieved from https://www.researchgate.net/publication/311597028_DATA_VISUALIZATION
- Fullbladyer, G. (2022). Presentation Skills-Planning, Structure and Delivery: Types of Presentations Informative Presentations. (Page 1-8)
- Swathi, T. (2015). The Importance of Effective Presentation for Organizational Success. The IUP Journal of Soft Skills, 9, (Page 1-15)

Further Readings:

- Research paper by Bambang Sugeng & Ani Wilujeng Suryani titled "presentation-based learning and peer evaluation to enhance active learning and self-confidence in financial management classroom" in Malaysian Journal of Learning and Instruction: Vol. 15 (No. 1)

June 2018: 173-201. https://files.eric.ed.gov/fulltext/EJ1185791.pdf
- Dr Humaira Begum, Dr K Suvarchala Rani, Dr N Chandan Babu (2022) Advanced Data Visualization, S Publishers, ASIN : B0BFDMW9B2, Chapter-1

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

S.No	Assessment	Weightage
1	Case study based assignment/Presentation based on Module 1 and 2	20%
2	Project/ Case study/Presentation based on Module 3	20%
3	Project/ Case Study/Presentation based on Module 4 and 5	20%
4	End Term Examination based on all modules	40%
	Total	100

10. Pedagogy:

a. For Research-Focused Students: The delivery of content will focus on developing students' research skills in accounting and finance through literature reviews, identifying research gaps, and analyzing original works in the field. Students will actively work with financial data by participating in research projects, emphasizing practical exercises, case studies, and projects relevant to accounting and finance research. This approach equips students to apply their knowledge in academic and industry contexts.
b. Instructional Strategies- A blended instructional strategy will be employed, incorporating texts, case studies, worksheets, videos, self-learning assignments, simulations, role plays, and workbooks.
c. Expertise in AUD faculty or outside – Guest faculty from Industry.

Recommendation of the School of Studies: All changes (if any) as suggested by the BoS has been incorporated.

Signature of Course Coordinator(s)

Signature of the Dean of the School

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Dr. B. R. Ambedkar University Delhi

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

School /CenterProposing the course	School of Vocational Studies
Programme Name	B.Voc. Accounting and Finance
Course Title	Instructional Design and Training Techniques in Accounting and Finance
Course Code	NSVSA7DE02
Semester	7
Total Credit	4
Course Type (Core Compulsory Elective/ any other please specify)	Compulsory Skill
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	B.Voc. Degree with Pedagogy
Proposed date of launch	Monsoon Semester 2025
Programme coordinator and team	Dr. Rekha Gulia, Dr. Neelu Verma & Experts

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

   The 'Instructional Design and Training Techniques in Accounting and Finance' course integrates and applies knowledge from all other courses in the program, focusing on preparing students to design and deliver effective training programs based on their learning.

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

   Students who have completed three-year B.Voc. in Accounting and Finance are eligible for the B.Voc. with Pedagogy degree. Those with a CGPA of 7.5 or higher are eligible for the B.Voc. with Research degree.

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

As per AUD Norms

4. Course scheduling: Monsoon Semester

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

The vision of the university is to promote equity, social justice, with excellence and to provide such education to student who would be sensitive enough to work in a non-hierarchical environment. The University also strive to engage in a manner to develop such professionalism in students who will contribute immensely towards developing comprehensive understanding of accounting principles and techniques essential for making informed managerial decisions in diverse business scenarios. Student enrolled in the course will be working in the industries and demonstrate the relevant skill and knowledge acquired from the course.

6. 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 proposed 'Instructional Design and Training Techniques in Accounting and Finance'course aligns with the School's objective of enhancing employability through the B.Voc. (Accounting and Finance) programme. In line with the SVS vision, the course equips students with practical skills required for specialized roles in pedagogy. It bridges theoretical knowledge with real-world training methodologies, focusing on instructional design, digital tools, leadership, and industry trends. This integration ensures students are prepared to design and deliver effective finance education programs, enhancing their readiness for roles as trainers, educators, or facilitators in academic and industry settings.

7. Course Details:

a. Summary: This course develops students' ability to design and deliver effective training programs in accounting and finance. It covers instructional strategies, the use of digital tools, leadership in training environments, and current industry trends. The focus is on practical applications, including evaluating training outcomes to ensure continuous improvement. Students will gain the skills needed to manage teams, apply industry best practices, and create impactful, learner-centered programs aligned with the evolving demands of the finance sector.

b. Objectives: This course is designed to equip students with the essential skills and knowledge needed to become successful trainers in the field of accounting and finance. It focuses on developing expertise in instructional design and delivery, the effective use of digital tools for education, leadership and team management, and a deep understanding of industry-specific trends and best practices. Students will also learn to evaluate and continuously improve training programs to ensure measurable success. Through hands-on experience and real-world applications, the course prepares students to meet the challenges of designing and delivering impactful finance training programs in industry settings.

c. Expected learning outcomes: After completion of the course, students will be able to:

1. Use modern digital tools and platforms to deliver training.
2. Understand current trends and best practices in the finance industry.
3. Apply leadership and team management skills in training environments.
4. Evaluate the effectiveness of training programs and apply feedback for continuous improvement
5. Design and implement effective training programs specific to accounting and finance.

8. Overall structure:(course organisation; rationale of organisation; brief module outlines):
The course is divided in five modules:

1. Foundation of Training in Accounting and Finance
2. Digital Tools and Platforms for Finance Education
3. Industry Trends and Best Practices
4. Leadership and Team Dynamics in Training
5. Evaluating Training Effectiveness and Impact

Module 1: Foundation of Training in Accounting and Finance

This module introduces students to foundational and advanced concepts of training methodologies and practices, with a focus on finance education. It covers diverse training methods, adult learning theories, and the critical role of trainers in the finance industry. Additionally, it provides insights into effectively structuring and planning training sessions to ensure impactful and engaging learning experiences tailored to professional contexts.

Learning Outcome: After the completion of the module, students will be able to-

- Explain key training methodologies, including Andragogy, Experiential Learning, and Transformational Learning, and their application in finance education.
- Demonstrate the ability to integrate adult learning styles such as case-based learning, simulation-based training, and peer learning into educational practices.
- Identify the core competencies and ethical responsibilities of finance trainers and understand strategies to build credibility and address training challenges.
- Develop skills to define learning objectives, design training content, choose appropriate delivery methods, and incorporate feedback mechanisms for continuous improvement.

Content:

- Overview of training methodologies- Andragogy, Experiential Learning, Transformational Learning, Social Learning Theory, Constructivist Learning Theory and Action Learning
- Understanding adult learning theories and styles- Case-Based Learning, Simulation-Based Training, Role-Playing, Peer Learning
- The role of a trainer in the finance industry- Core Competencies of Finance Trainers, Building Credibility and Trust, Addressing Challenges in Finance Training, Ethical and Professional Considerations
- Structuring and planning training sessions: Defining Learning Objectives, Designing Training Content, Choosing Delivery Methods, Incorporating Assessment and Feedback Mechanisms, Ensuring Continuous Improvement

Readings:

- Bhatia, S. K. (2009). *Training and Development: Concepts and Practices*. New Delhi, India: Deep & Deep Publications. Pp 3-47
- Silberman M. and Biech E. (2015). *Active Training: A Handbook of Techniques.*(4th ed.) Design Case Examples and Tips. Wiley. pp 2-29, 177-193
- Rothwell, William J.(2020). *Adult Learning Basics. Association for Talent Development* (2nd ed.). ATD Press. Chapter 1 and 2.
- Bennett, J., & Bennett, L. (2003). A review of factors that influence the diffusion of innovation when structuring a faculty training program. *The Internet and Higher Education*, *6*(1), 53–63. https://doi.org/10.1016/S1096-7516(02)00161-6

Further Readings:

- Arghode, V., Brieger, E. W., & McLean, G. N. (2017). Adult learning theories: Implications for online instruction. *European Journal of Training and Development*, *41*(7), 593–609. https://doi.org/10.1108/EJTD-02-2017-0014
- Merriam, S. B. (2018). Adult learning theory: Evolution and future directions. In *Contemporary Theories of Learning* (2nd ed.). Routledge.
- Tailor, R. K., & Ashoka, M. L. (2020). Suitability of accounting education to current market. *Indian Journal of Commerce and Management Studies*, *11*(2), 14–23.
- Pattison, S. (2024). What should I know about instructional design models? In *How to Use Digital Learning with Confidence and Creativity* (pp. 149–159). Edward Elgar Publishing. https://www.elgaronline.com/edcollchap/book/9781035311293/book-part-9781035311293-32.xml

Module 2: Digital Tools and Platforms for Finance Education

This module equips students with the knowledge and skills to leverage digital tools and platforms for delivering finance education effectively. It introduces the use of Learning Management Systems (LMS), finance-specific tools, and collaboration technologies, and explores strategies for designing engaging e-learning modules. Students will also learn about blended learning approaches and examine real-world case studies on digital transformation in finance training. By the end of this module, participants will be prepared to integrate digital methodologies into finance education and training programs.

Learning Outcome: After the completion of the module, students will be able to-

- Demonstrate the ability to identify and explain the functionality of LMS, finance-specific digital tools, and collaboration platforms used in finance education.

- Appreciate use of basic e-learning content using LMS and MOOCs, incorporating quizzes, simulations, and videos.
- Develop and present a hybrid learning program that effectively combines online tools and in-person instruction for finance topics.
- Evaluate successful digital transformations in finance training and identify key factors contributing to their success.

Content:

1. Overview of digital tools and platforms for finance education-

    - Introduction to Learning Management Systems (LMS)- Exploring platforms like Moodle, Blackboard, and Canvas.
    - Finance-Specific Digital Tools: Tools such as Bloomberg Terminal, QuickBooks, and SAP for professional training.
    - Collaboration Tools: Using Microsoft Teams, Zoom, and Google Workspace for virtual learning environments.

2. Designing e-learning modules-

    - Using LMS for Content Delivery: Structuring courses, uploading materials, and tracking learner progress.
    - Introduction to MOOCs: Platforms like Coursera, edX, and Udemy for finance education.
    - Creating Interactive Content: Designing quizzes, simulations, and videos for e-learning modules.

3. Blended learning approaches in professional education

    - Combining Online and In-Person Training: Structuring hybrid learning programs.
    - Integrating Digital Tools in Classroom Settings: Using tools like Kahoot and Poll Everywhere for interactive sessions.
    - Benefits of Blended Learning: Enhancing flexibility, engagement, and retention in finance education.

Readings:

- Silberman M. and Biech E. (2015). Active Training: A Handbook of Techniques, Design Case Examples and Tips. Wiley. pp 207-223.
- Blanchard, P. Nick, and James W. Thacker (2019). *Effective Training: Systems, Strategies, and Practices* (6thed.). Chicago Business Press. Chapter 7.
- Tucker, C. R., Wycoff, T., & Green, J. T. (2017). Blended Learning in Action: A Practical Guide toward Sustainable Change (1st ed.). In Corwin. Corwin, a SAGE Publications Company. Chapter 4 and 7
- Kumar, Adarsh, Rajalakshmi Krishnamurthi, Surbhi Bhatia, Keshav Kaushik, Neelu Jyothi Ahuja, Anand Nayyar, and Mehedi Masud. "Blended Learning Tools and Practices: A Comprehensive Analysis." Ieee Access 9 (2021): 85151–97.

Further Readings:

- Engagement in e-Learning. (2016). In *E-Learning and the Science of Instruction* (pp. 219–238). John Wiley & Sons, Ltd. https://doi.org/10.1002/9781119239086.ch11

- Applying the Multimedia Principle: Use Words and Graphics Rather than Words Alone. (2016). In *E-Learning and the Science of Instruction* (pp. 67–87). John Wiley & Sons, Ltd. https://doi.org/10.1002/9781119239086.ch4

- Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, *3*, 275–285. https://doi.org/10.1016/j.susoc.2022.05.004

Module 3: Industry Trends and Best Practices

This module helps students stay updated with the latest trends and best practices in the accounting and finance industry. It covers key topics like automation, AI, and industry standards while also addressing ethical considerations and the role of certifications in advancing careers.

Learning Outcome: After the completion of the module, students will be able to-

1. Demonstrate an understanding of automation, AI, and analytics in transforming accounting and finance practices.
2. Identify and evaluate the relevance of global and Indian accounting certifications based on entry requirements, career opportunities, and their relevance to specific finance domains.
3. Apply principles of fraud prevention, transparency, and corporate social responsibility to evaluate ethical challenges in financial scenarios.
4. Develop instructional content about ethical considerations and certifications, emphasizing practical applications and decision-making skills.

Content:

1. Emerging trends in accounting and finance-
   - Automation in Finance: Impact on efficiency, accuracy, and job roles.
   - Artificial Intelligence (AI): Applications in fraud detection, financial analysis, and predictive modeling.
   - Big Data and Analytics: Role in decision-making and performance management
2. Industry certifications-
   - Overview, Entry requirements and Career opportunities provided by the global certifications like Certified Public Accountant (CPA), Certified Management Accountant (CMA), Chartered Financial Analyst (CFA), Goods and Services Tax Practitioner (GSTP), Certificate in Accounting Technicians (CAT)
   - Overview, Entry requirements and Career opportunities provided by the Indian certifications like Chartered Accountant (CA), Cost and Management Accountant (CMA - India), Company Secretary (CS), Indian Certified Management Accountant (ICMA), Goods and Services Tax Practitioner (GSTP), Certificate in Accounting Technicians (CAT)
3. Ethical considerations in the field
   - Fraud Prevention: Identifying and mitigating risks.
   - Transparency and Accountability: Importance in financial reporting.
   - Corporate Social Responsibility (CSR): Integration of ethical practices in finance.

Readings:

- McPhail k. and Walters D. (2008) *Accounting and Business Ethics: An introduction* (1st ed.). Routledge. pp 3-17, 111-184
- Joshi, P. L., Cherukupallis, U. R., &Vechalekar, N. M. (2017). The changing role of management accountants: An Indian perspective. In The Role of the Management Accountant. Routledge.
- Ali, S., & Kumar, B. (2014). *Education of Accounting & Major Trends in Accountancy in India*. Universe Journal of Education and Humanities. 1(1) 37-48. http://www.omvsesss.org/ArticleImages/2507%20DR%20Bhuvnesh%20Kumar.pdf
- Melé, D., Rosanas, J. M., & Fontrodona, J. (2017). Ethics in Finance and Accounting: Editorial Introduction. *Journal of Business Ethics*, *140*(4), 609–613. https://doi.org/10.1007/s10551-016-3328-y

Further Readings:

- Ghosh, A., &Bhuyan, N. (2023). Do professional management accountants in business understand their professional code of ethics? Evidence from the Indian context. Journal of Accounting in Emerging Economies, 14(1), 125–156. https://doi.org/10.1108/JAEE-04-2022-0119.
- Samsonova-Taddei, A., & Humphrey, C. (2014). Transnationalism and the transforming roles of professional accountancy bodies: Towards a research agenda. Accounting, Auditing and Accountability Journal, 27(6), 903–932. https://doi.org/10.1108/AAAJ-05-2013-1345
- Prajapati, M., & Singh, D. (2019). *Accounting Education and ethics in India: A Review*. https://www.researchgate.net/publication/358461311_Accounting_Education_and_ethics_in_India_A_Review/references
- Karanth, S., & K. T., S. (2020). The Institute of Chartered Accountants of India v/s National Financial Reporting Authority (SSRN Scholarly Paper 3895533). Social Science Research Network. https://papers.ssrn.com/abstract=3895533.
- Kiradoo, G. (2020). *Ethics in Accounting: Analysis of Current Financial Failures and Role of Accountants* (SSRN Scholarly Paper 3553336). Social Science Research Network. https://papers.ssrn.com/abstract=3553336

Module 4: Leadership and Team Dynamics in Training

This module equips students with the leadership and team management skills necessary for creating an effective and collaborative learning environment in the accounting and finance domain. It explores the impact of organizational culture, group dynamics, and leadership styles on training effectiveness while emphasizing performance management and talent development strategies.

Learning Outcome: After the completion of the module, students will be able to-

- Analyze the role of organizational culture in shaping the effectiveness of training programs.
- Assess group dynamics and implement strategies for managing team collaboration and conflict in training settings.
- Demonstrate the ability to adapt leadership styles to foster innovation and collaboration in accounting and finance training.
- Identify key leadership principles, team dynamics, and performance management techniques applicable to training in the accounting and finance domain.

Content:

1. Organizational Culture and Its Impact on Training
- Defining Organizational Culture: Key characteristics and components.
- Aligning Training Programs with Organizational Goals.
- Fostering a Learning-Oriented Culture.

2. Group Dynamics in Training Teams
- Principles of Team Collaboration: Building trust and communication.
- Managing Conflict in Training Teams.
- Roles and Responsibilities in High-Performing Training Teams.

3. Leadership Styles and Their Influence on Training
- Overview of Leadership Styles: Transformational, transactional, and situational leadership.
- Adapting Leadership Styles to Training Contexts.
- Encouraging Innovation and Creativity in Training Programs.

4. Employee Development and Talent Management in Accounting and Finance
- Identifying Skills Gaps in the Finance Industry.
- Developing Customized Learning Paths for Employees.
- Retention Strategies through Continuous Development Programs.

Readings:

- Hiriyappa B.(2013),Team Building and Group Dynamic Management (1st ed.). Booktango. Chapter 5.
- Subha P.R.(2010). Organizational Behavior (1st ed.). Himalaya Publishing House. Chapter 11 and 12.
- Schein, Edgar H.(2017). Organizational Culture and Leadership (5th ed.). John Wiley & Sons Inc. Chapter 16 and 17.
- Yukl, Gary.(2013). Leadership in Organizations.(8th ed.). Pearson. Chapter 10,11,12.

Further Readings:

- Nwe, Tha. "The Impact of Organizational Communication, Leadership Styles, and Training & Development, Factors towards Employee Performance in the Engineering Service Industry in Singapore," 2023.
- Bailey, A. R., Chow, C. W., & Haddad, K. M. (1999). Continuous Improvement in Business Education: Insights From the For-Profit Sector and Business School Deans. Journal of Education for Business, 74(3), 165–180. https://doi.org/10.1080/08832329909601681
- Sethuraman, K., & Suresh, J. (2014). Effective Leadership Styles. International Business Research, 7(9), p165. https://doi.org/10.5539/ibr.v7n9p165

Module 5: Evaluating Training Effectiveness and Impact

This module teaches students how to evaluate the success of training programs and measure their impact on both learners and organizations. Students will learn how to gather feedback, analyze results, and continuously improve training initiatives.

Learning Outcome: After the completion of the module, students will be able to-

- Explain key evaluation models such as the Kirkpatrick Model and ROI Methodology, and their application in assessing training programs.
- Demonstrate the ability to design feedback tools and analyze learning outcomes to evaluate training effectiveness.
- Prepare structured evaluation reports and use data visualization to communicate findings effectively.
- Identify gaps in training programs and suggest actionable strategies for continuous improvement

Content:

1. Models for Evaluating Training Effectiveness
   - Overview of the Kirkpatrick Model: Levels of evaluation (Reaction, Learning, Behavior, and Results).
   - ROI Methodology: Calculating the return on investment in training programs.
   - Comparative Analysis of Evaluation Models: Strengths and limitations.
2. Gathering Feedback and Measuring Learning Outcomes
   - Designing Effective Feedback Tools: Surveys, interviews, and focus groups.
   - Assessing Learning Outcomes: Pre-training and post-training assessments.
   - Analyzing Behavioral Changes Post-Training: Observations and performance metrics.
3. Reporting and Presenting Evaluation Findings
   - Structuring Evaluation Reports: Key components and templates.
   - Data Visualization Techniques: Charts, graphs, and dashboards for presenting findings.
   - Communicating Insights to Stakeholders: Strategies for impactful reporting.
4. Continuous Improvement in Training Programs
   - Identifying Gaps in Training Effectiveness: Using evaluation data to highlight areas for improvement.
   - Implementing Feedback Loops: Incorporating learner and stakeholder feedback.
   - Adapting Training Strategies: Responding to changing needs and trends.

Readings:

- Bhatia, S. K. (2009). *Training and Development: Concepts and Practices*.(1st ed.). Deep & Deep Publications. pp 387-400
- Blanchard, P. Nick, and James W. Thacker (2019). *Effective Training: Systems, Strategies, and Practices* (6th ed.). Chicago Business Press. Chapter 9.
- Kirkpatrick, Donald L., and Kirkpatrick, James D.(2008). *Evaluating Training Programs: The Four Levels* (3rd ed.). Berrett-Koehler Publishers Inc. pp 16-70 .
- Phillips, Jack J. (2024). *Return on Investment in Training and Performance Improvement Programs.*(3rd ed.). Routledge. Chapter 1 and 2.

Further Readings:

- Ali, Clement Ayarebilla, SaknahAcquah, and KwekuEsia-Donkoh. "A Comparative Study of SAM and ADDIE Models in Simulating STEM Instruction." *African Educational Research Journal* 9, no. 4 (2021): 852–59.
- Aqel, Abedallh M., YaserAlshorafa, Youssef M. Abu Amuna, and Mohamed Alkurd. "The Effect of ROI Evaluation for Training on Job Performance" Case Study: Islamic University of Gaza"." *International Journal of Academic Management Science Research (IJAMSR)* 4, no. 8 (2020).
- Rathore, Saurabh Pratap Singh. "Analysing the Efficacy of Training Strategies in Enhancing Productivity and Advancement in Profession: Theoretical Analysis in Indian Context." *International Journal for Global Academic & Scientific Research* 2, no. 2 (2023): 38–50.
- Bailey, A. R., Chow, C. W., & Haddad, K. M. (1999). Continuous Improvement in Business Education: Insights From the For-Profit Sector and Business School Deans. Journal of Education for Business, 74(3), 165–180. https://doi.org/10.1080/08832329909601681

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

S.No	Assessment	Weightage
1	Case study/presentation based on Module 1 and 2	20%
2	Presentation based on Module 3	20%
3	Project/ Case Study/Presentation based on Module 4 and 5	20%
4	End Term Examination based on all modules	40%
	Total	100

10. Pedagogy:

a) The course will emphasize experiential learning through interactive training sessions, hands-on practice with digital tools, and real-world applications. Students will engage in activities such as mock training exercises, team-based projects, and peer feedback sessions. The focus will be on fostering collaborative learning, effective communication, and leadership skills to ensure students can deliver impactful and engaging training programs in academic and

industry settings.

b) Instructional Strategies- Blended approach will be used which will include texts, case studies, worksheets, movies/YouTube clips, self-learning assignments, simulation, role plays, and workbooks.
c) Expertise in AUD faculty or outside – Guest faculty from Industry.

Recommendation of the School of Studies: All changes (if any) as suggested by the BoS has been incorporated.

Signature of Course Coordinator(s)

Signature of the Dean of the School

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Academic council agenda

B.Voc ECCME , Semester-7 (Year-4 courses)

FYUP

Revision of course titles (Semester-7)

The following semester-7course titles (4th Year) were revised based on BVoc ECCME experts' suggestion to make the programme more comprehensive and relevant to the current demand of the sector. These revised course titles balances course titles and content and were approved by 19th Board of Studies held on 30th April 2025.

Sl. No.	Approved Course title	Proposed Course title	Credits
1.	Doing research with young children	Research in early childhood Care and Education	4
2.	Early Childhood teacher education, Curriculum and Assessment	Inclusion of young children with disabilities	4
3.	Early Childhood development: Policies and budgets	Policy, provisions and investments in ECCE: Issues and concerns	4
4.	Case studies of selected childcare services/Centres (Elective-1)	Critical analysis of Early Childhood Care and Education ecosystem: Services and products	4
5.	Developing creative content for young children (Elective-2)	Training for designing creative content for young children	4

- The BoS recommended to make 'Research in early childhood Care and Education' as an elective course and 'Critical analysis of Early Childhood Care and Education ecosystem: Services and products' as a core skill course in semester-7.

Skill courses (Programme Outline)			
Semester-1			
S.No	**Course Code**	**Course Name**	**Credits**
1	NSVSE1JS01	Child Development, Care and Well Being	**4**
2	NSVSE1JS02	Care, Health and Nutrition	**4**
3	NSVSE1JS03	Methods and Material for promoting Play and Creativity	**4**
			12
Semester-2			
S.No	**Course Code**	**Course Name**	**Credits**
1	NSVSE2JS01	Early Childhood, Care Services, Child Rights and Protection	**4**
2	NSVSE2JS02	Safeguarding children and staff	**4**
3	NSVSE2IC01	Field-based Internship-1	**8**

			16
Semester-3			
S.No	**Course Code**	**Course Name**	**Credits**
1	NSVSE3JS01	Promoting Early Language, Literacy and Numeracy	4
2	NSVSE3JSE02	Planning for Early Childhood Programs	4
3	NSVSE3JSE03	Assessment in Early Childhood Care and Education centres	4
			12
Semester-4			
S.No	**Course Code**	**Course Name**	**Credits**
1	NSVSE4JSE01	Developing inclusive Early Childhood Centre: Design and Setup	4
2	NSVSE4JSE02	Professional development in a ECCE centre	4
3	NSVSE4ICE01	Field-based Internship-2	8
			16
Semester-5			
S.No	**Course Code**	**Course Name**	**Credits**
1	NSVSE5JSE01	Early Childhood Education: Models and Approaches	4
2	NSVSE5JSE02	Promoting social-emotional wellbeing in a childcare setting	4
3	NSVSE5JSE03	Supervision and mentoring in a Childcare centre	4
			12
Semester-6			
S.No	**Course Code**	**Course Name**	**Credits**
1	NSVSE6JSE01	Management of Childcare centres	4
2	NSVSE6JSE02	Accounts, finance and marketing of ECCE centre	4
3	NSVSE6ICE01	Field-based Internship-3	8
			16
Semester-7			

S.No	Course Code	Course Name	Credits
1	NSVSE7DC01	Research in early childhood Care and Education	4
2	NSVSE7DC02	Inclusion of young children with disabilities	4
3	NSVSE7DC03	Policy, provisions and investments in ECCE: Issues and concerns	4
4	NSVSE7DE01 NSVSE7DE02	Option-1: Critical analysis of Early Childhood Care and Education ecosystem: Services and products Option-2: Training for designing creative content for young children	4
Total			16
Semester-8 (tentative courses)			
		Sociology of Early Childhood Education	4
		Understanding Children and Childhood: Local and Global	4
		Option-1: Childcare market: Resources and innovations or Option-2: Innovations in ECCE field	4
		Dissertation	6
			18

Agenda:

The detailed course outline of following courses is presented.

Sl. No.	Name of the revised Course	Credit
1	Critical analysis of Early Childhood Care and Education ecosystem: Services and products	4
2	Inclusion of young children with disabilities	4
3	Policy, provisions and investments in ECCE: Issues and concerns	4
4	Option-1: Research in early childhood Care and Education	4
5	Option-2: Training for designing creative content for young children	4

Dr B R Ambedkar University Delhi

Proposal for Launch of a Course

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship)
Course title	**Critical analysis of Early Childhood Care and Education ecosystem: Services and products**
Course code	NSVSE7DC01
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon 2025
Course coordinator and team	Fariha Siddiqui and experts

1. Does the course connect to, build on or overlap with any other courses offered in AUD? This course builds upon courses related to Early Childhood, Care Services, Child Rights and Protection; Planning for Early Childhood Programs
2. Specific requirements on the part of students who can be admitted to this course:

(Pre-requisites; prior knowledge level; any others – please specify): The course focuses on the research. The course is meant to be offered to those who have specific knowledge and skills related to child care facilitator (Level-5) & supervisor (Level-6) and centre manager (Level-7) offered in 1st, 2nd and 3rd year respectively

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Those who will be promoted from semester 6 to semester 7 after completing 3rd year with 7.5 CGPA(usual cohort size as per AUD norms)
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long
5. How does the course link with the vision of AUD? The university vision aims for social justice and excellence. This course will enable professionals to become critical and reflective researcher in the early childhood sector.
6. How does the course link with the specific programme(s) where it is being offered? This is an elective course focusing on research skills and is offered in the semester seven of the BVoc (ECCME) programme.
7. **Course Details:**

a. Summary:

After National Education Policy's (2020) emphasis on the significance of early childhood care and education (ECCE) in the education landscape of India, there is a momentous growth in the sector. A renewed interest can be seen not only in the quality of educational services and programmes but there are huge investments in ECCE services and products as well like boom in the toy-industry or scaling of services and programmes for young children or investments in

skilling and upskilling of workforce by various agencies. This necessitates that professionals working in the ECCE sector should be aware of these recent developments. This courses will help students to critically analyse the ECCE ecosystem from the lense of quality, equity and future prospects.

b. **Objectives:**

- Critically analyse the changing early childhood care and education (ECCE) landscape of India
- Evaluate recent developments in the early childhood care and education (ECCE) market size
- Understand early childhood care and education (ECCE) sector from the lense of quality, equity, accessibility and growth prospect
- Assess policy documents and provisions to understand developmentally and contextually appropriate ECCE services

c. **Expected learning outcomes:** *After completing the course, students will be able to***:**

- List ECCE services, programmes and products in Indian context
- Identify needs of relevant ECCE services, programmes and products
- Prepare guidelines to evaluate quality and affordability of ECCE services, programmes and products
- Describe market trends in ECCE services and products
- Identify investment and growth opportunities in booming market for children

d. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is organised into four modules

e. Course contents detailed in (a) Module-wise format (preferable), or (b) module-wise format: Module-Wise Format (Tentative)

- Module-1: Guidelines for ECCE services, programmes and products
- Module-2: Quality of programmes and services
- Module-3: Learning materials and toys for ECCE sector:
- Module-4: Skill development ecosystem in ECCE

1. **Module 1: Guidelines for ECCE services, programmes and products:**
   1.1. Exploring childhood and related services and products (toys, learning material)
   1.2. Critically analyse available guidelines for ECCE services and products vis-à-vis:
      1.2.1. National Curriculum framework (2005, 2022)
      1.2.2. Quality standards by MWCD
      1.2.3. National Curriculum for Early Childhood Care and Education 2024 for Children from three to six years (Aadharshila) and
      1.2.4. National Framework for Early Childhood Stimulation 2024 for Children from Birth to Three Years (Navchetana).

Core Reading (with no. of pages)

- NCERT (2022) *Toy-Based Pedagogy: Learning for Fun, Joy and Holistic Development.* Retrieved from https://ncert.nic.in/pdf/notice/toy_based_pedagogy.pdf
- NISHTHA 3.0 (FLN) ON COURSE 12: TOY BASED PEDAGOGY FOR FOUNDATIONAL STAGEhttps://www.youtube.com/watch?v=GwF-cr9IRmk

- Hirsh-Pasek, K., Hadani, H. S., Blinkoff, E., & Golinkoff, R. M. (2020). A new path to education reform: playful learning promotes 21st century skills in school and beyond. Policy Brief.
- *Aadharshila*- National Curriculum for Early Childhood Care and Education 2024 For Children from Three to Six years Retrieved from https://www.nipccd.nic.in/publications-Early
- *Navchetana*- National Framework for Early Childhood Stimulation 2024 For Children from Birth to Three Years Retrieved from https://www.nipccd.nic.in/publications-Early

Ncert, N. (2007). National curriculum framework 2005 (No. id: 1138).

Chandra et al. (2017), "Quality Early Childhood Care and Education in India: Initiatives, Practice,Challenges and Enablers", Asia Pacific Journal in Early Childhood Education, 11(1), pp.41-67.

CECED, ASER and UNICEF (2017), The India Early Childhood Education Impact Study (IECEI Study),New Delhi.

MWCD (2013c), Quality Standards for Early Childhood and Development (ECCE), New Delhi

NAEYC (2009), Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, Position Paper.URL: https://www.naeyc.org/sites/default/files/globallyshared/downloads/PDFs/resources/positionstatements/PSDAP.pdf

2. Module-2: Quality of programmes and services

2.1. Prepare quality standards for evaluating programme quality

2.2. Analyse services and programmes vis-à-vis:

2.2.1. Curriculum
2.2.2. Learning environment
2.2.3. Staff
2.2.4. Infrastructure
2.2.5. Type of service
2.2.6. Financial investment

Core Reading (with no. of pages)

- Khanna, S. (2020). Toying for Joyful Learning–Exploring Systemic Process.
- NCERT (2022) *Toy-Based Pedagogy: Learning for Fun, Joy and Holistic Development.* Retrieved from https://ncert.nic.in/pdf/notice/toy_based_pedagogy.pdf
- NISHTHA 3.0 (FLN) ON COURSE 12: TOY BASED PEDAGOGY FOR FOUNDATIONAL STAGEhttps://www.youtube.com/watch?v=GwF-cr9IRmk
- Hirsh-Pasek, K., Hadani, H. S., Blinkoff, E., & Golinkoff, R. M. (2020). A new path to education reform: playful learning promotes 21st century skills in school and beyond. Policy Brief.
- *Aadharshila*- National Curriculum for Early Childhood Care and Education 2024 For Children from Three to Six years Retrieved from https://www.nipccd.nic.in/publications-Early
- *Navchetana*- National Framework for Early Childhood Stimulation 2024 For Children from Birth to Three Years Retrieved from https://www.nipccd.nic.in/publications-Early

- Ncert, N. (2007). National curriculum framework 2005 (No. id: 1138).
- DHFL Changing Lives Foundation and Sattva Consulting (2019),ECCE CSR landscape in India and potential for impact, November. URL: http://dhflchanginglivesfoundation.org/pdf/ECCE-CSRLandscape-Study.pdf
- Gustafsson-Wright,E& I. Boggild-Jones (2018).“Measuring the cost of investing in early childhood interventions and applications of a standardized costing tool “, Annals of the New York Academy of Sciences, Wiley Periodicals Inc.
- NAEYC (2009), Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, Position Paper.URL: https://www.naeyc.org/sites/default/files/globallyshared/downloads/PDFs/resources/positionstatements/PSDAP.pdf
- NCERT (2019), The Preschool Curriculum, NCERT:New Delhi. URL: https://ncert.nic.in/dee/pdf/Combined_Pre_school_curriculumEng.pdf
-

3. Module-3: Learning materials and toys for ECCE sector:

3.1. understanding the eco system

3.2. number, type and scale of Indian manufacturers

3.2.1. industry size and scope

3.2.2. market share of Indian vs foreign companies

3.2.3. market growth

3.2.4. increase in exports

3.2.5. gaps in the sector

3.3. Market of indigenous toys (for infants and toddlers)

3.4. Quality, affordability, sustainability and environmental concerns

3.5. Range of manufacturers from India and overseas

3.6. Publishers and publications for early years

Core Reading (with no. of pages)

- NCERT (2022) *Toy-Based Pedagogy: Learning for Fun, Joy and Holistic Development.* Retrieved from https://ncert.nic.in/pdf/notice/toy_based_pedagogy.pdf
- Yadav, C. S. (2020). Incredible" Handmade in india" toys on the brink of extinction.
- Saini, A., Kumar, A., Mishra, S. K., Kar, S. K., & Bansal, R. (2024). Do environment-friendly toys have a future? An empirical assessment of buyers' green toys decision-making. Environment, Development and Sustainability, 26(3), 5869-5889.
- Tu, J. C., Chu, K. H., Gao, D. Z., & Yang, C. (2022). Analyzing decision-making factors of green design for kid’s toys based on the concept of product lifecycle. Processes, 10(8), 1523.
- Yadav, U. S., & Tripathi, R. (2022). India's toy industries.
- State of Play: India’s toy story – Unboxing Fun and Beyond (2021). KPMG and FICCI Retrieved from https://assets.kpmg.com/content/dam/kpmg/in/pdf/2021/09/kpmg-india-toy-industry.pdf
- Rangaswamy, J., Kumar, T., & Bhalla, K. (2018). A comprehensive Life-Cycle Assessment of locally oriented small-scale toy industries: A study of traditional Channapatna toys as against low-cost PVC (Poly-Vinyl Chloride) Toys made in China. Procedia CIRP, 69, 487-492.
- Malkani, K., Raval, Z., & Patel, M. (2023). Reviving the Educational Characteristics of Toys and Games in India With Design Inputs: Design Solutions to Revive the

Disappearing Toy Industry in India by Adding Educational Value. In Exergaming Intervention for Children, Adolescents, and Elderly People (pp. 185-196). IGI Global.

- Khajeheian, D. (2018). Market analysis, strategy diagnosis and opportunity recognition in toy industry. International Journal of Entrepreneurship and Small Business, 33(2), 220-240.

4. **Module-4: Skill development ecosystem in ECCE**
   - 4.1. Skill development and training in ECCE: AN overview
   - 4.2. Contribution of various organisations/agencies in skilling and upskilling ECCE workforce
     - 4.2.1. Government initiatives (like ICDS)
     - 4.2.2. Public-private partnerships
     - 4.2.3. Sector skill councils (MEPSC and HSSC)
     - 4.2.4. Corporate Social responsibilities
     - 4.2.5. International agencies (UNICEF)
     - 4.2.6. Non-Governmental organizations (Pratham, Central Square Foundation)

Core Reading (with no. of pages)

- Jha. J. et al. (2020), "Costs, costing principles and institutional framework for responsive early childhood care and education models in India: a proposition", Journal of the British Academy, 8(s2), 7–39. URL: https://www.thebritishacademy.ac.uk/documents/899/JBA-8s2-02-Jha-Purohit-Pandey.pdf
- Mobile Creches (2020), State of the Young Child in India, Routledge.
- MWCD (2013c), Quality Standards for Early Childhood and Development (ECCE), New Delhi
- PIB (2020a), Honorarium Rates of Anganwadi Workers, MWCD, Government of India.
- PIB (2020b), National Creche Scheme, MWCD,Government of India.
- DHFL (2019) ECCE CSR Landscape in India and Potential for Impact. Retrieved from https://www.sattva.co.in/wp-content/uploads/2019/11/DHFL_Sattva_ECCE_CSR_Landscape_Research.pdf
- Singh, R. and P. Mukherjee (2017), "Comparison of the Effects of Government and Private Preschool Education on the Developmental Outcomes of Children: Evidence from Young Lives India",Young Lives, Oxford Department of International Development (ODID), University of Oxford.
- United Nations Children's Fund (UNICEF) (2019), Global Resource Guide on Public Finance for Children in Early Childhood Development, ECD And Social Policy section, UNICEF: New York.
- Brief, A. P. (2022). Cost Of Universalising Early Childhood Education In India.
- Chandra, R. (2021). Preschool teacher quality in India. In Building teacher quality in India: Examining policy frameworks and implementation outcomes (Vol. 41, pp. 103-123). Emerald Publishing Limited.

Assessment:

	Assessment	Weightage
1.	Assignment 1: Individual work	30%
2.	Assignment-2: Group-work	30%
3.	Assignment 3: Term End Exam	40%

8. **Pedagogy:**

a. Instructional strategies: lecture, discussion and resource person may be called to share insights

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

c. Expertise in AUD faculty or outside: AUD/Guest faculty

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

After thorough discussions, the Board of Studies (BoS) approved the detailed course outline and recommended the submission to the Academic Council for final approval.

Recommendation of School of studies: All changes/suggestions as suggested by BoS have been incorporated.

Signature of Course Coordinator(s)

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 Vocational Studies
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship)
Course title	Inclusion of young children with disabilities
Course code	NSVSE7DC02
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon 2025
Course coordinator and team	Fariha Siddiqui and experts

1. Does the course connect to, build on or overlap with any other courses offered in AUD? This course builds upon courses related to inclusion and programme planning offered in semester-3 and 4.

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): The course focuses on the research and vocational pedagogy. The course is meant to be offered to those who have specific knowledge and skills related to child care facilitator (Level-5) & supervisor (Level-6) and centre manager (Level-7) offered in 1st, 2nd and 3rd year respectively

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Those who will be promoted from semester 6 to semester 7 after completing 3rd year with 7.5 CGPA(usual cohort size as per AUD norms)

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

5. How does the course link with the vision of AUD? The university vision aims for social justice and excellence. This course will enable professionals to become critical and reflective practitioners in the early childhood sector.

6. How does the course link with the specific programme(s) where it is being offered? This is a required course in the semester seven of the BVoc (ECCME) programme.

7. **Course Details:**

a. Summary:

Children with disabilities are a highly vulnerable group within any society, having historically faced marginalization and exclusion. In India, there is a push in policy to promote the inclusion of children with disabilities in all aspects of life. It is crucial for childcare providers to ensure that the physical environment of their centers is conducive to including young children, and that the curriculum offers opportunities for them to participate to their full potential. The curriculum should create spaces for children to develop a sense of belonging and nurturing relationships

within a safe environment, allowing for dynamic and engaging development and learning across all domains.

b. **Objectives:**

- Critically examine disabilities and diverse needs of children
- Understand the nature of disabilities on children and it's impact
- Know policies and provisions promoting inclusion of children with disability in India.
- Develop knowledge, skills and attitude to work with children with disability in a childcare setting.
- Adapt environment and materials based on the needs of children.

c. **Expected learning outcomes:**

- Describe types of disabilityand models to understand them.
- Enlist policies and provisions promoting inclusion of children with disability in India.
- Demonstrate responsive practices to create inclusive learning environment for children with disabilities.
- Prepare tools to identify specific needs of children attending a childcare centre
- Identify and arrange creative and flexible materials and special equipment for different children at the centre.
- Create adaptive materials and environment as per the needs of children.

d. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is organised into four modules:

Module 1: Understanding diverse needs and strengths of children
Module 2: Policies on inclusion
Module 3: Responsive practices: Programmes and practices
Module 4: Adaptation of environment and curriculum

e. Course contents detailed in (a) Module-wise format (preferable), or (b) module-wise format: Module-Wise Format (Tentative)

1 **Module 1: Understanding diverse needs and strengths of children**

1.1. Understanding disability:
1.2. Models of disability:
1.2.1. Medical
1.2.2. Charity
1.2.3. Social-cultural
1.2.4. Human rights
1.3. High-occurrence disability: Definition, cause, types and identification
1.3.1. Autism spectrum disability:
1.3.1.1. Virtual autism
1.3.2. Learning Disabilities:
1.3.3. ADHD:
1.3.4. Intellectual Disability:
1.3.5. Cerebral Palsy:
1.3.6. Visual and hearing disorder

1.4. Early intervention and identification:

Core Reading (with no. of pages)

- National Council for Educational Research and Teaching (NCERT). (2006). Position Paper National Focus Group on Education of Children with Special Needs.
- CECED (2016) Policy brief- *Children with disabilities in India*
- Chopra, G. (2012). Early detection of disabilities and persons with disabilities in the community. Department of Human Development and Childhood Studies, University of Delhi, p. 1-45.
- Ministry of Social Justice and Empowerment, Government of India. (2008). Organization of Early Intervention Services. National Institute for the Mentally Handicapped (now National Institute for the Empowerment of Persons with Disabilities).
    - Section I (Early Intervention and its relevance; Concept of Early Intervention; Rationale for Early Intervention; Importance of Early Intervention), p. 9-25.
    - Section II (Criteria of eligibility for Early Intervention Services; Nature of population requiring Early Intervention), p. 26-51.
    - Section IV: Early Intervention Services Approaches, Activities of an Early Intervention Unit, Categorization of human resources, p. 87-118.

2 **Module 2: Policies on inclusion**

2.2 Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995

2.3 National Trust Act, 1999

2.4 Rehabilitation Council of India Act, 1992

2.5 National Policy for Person with Disabilities (2006)

2.6 Right To Education (2009)

2.7 National Policy on Early Child Care and Education (2013)

2.8 National Education Policy (2020)

Core Reading (with no. of pages)

- Ministry of Social Justice and Empowerment, Government of India. (2008). Organization of Early Intervention Services. National Institute for the Mentally Handicapped (now National Institute for the Empowerment of Persons with Disabilities).
    - Section V: Government policies and provisions, p. 119-126.
- CECED (2016) Policy brief- *Children with disabilities in India*
- Rao, N., Ranganathan, N., Kaur, R., & Mukhopadhayay, R. (2021). Fostering equitable access to quality preschool education in India: challenges and opportunities. International Journal of Child Care and Education Policy, 15(1), 9.
- Tripathi, A., & Yadav, M. K. (2023). NEP 2020 in India: Navigating Inclusion and Special Education. Diversified Dimensions of Special Education, 136.

3. Module 3: Responsive practices: Programmes and practices:

3.1. Universal Design for Learning

3.2. Assistive technology

3.3. Systemic changes

3.4. Developing Individualised Educational Plans

Core Reading (with no. of pages)

- Dinnebeil, L. A., Boat, M., & Bae, Y. (2013). Integrating principles of universal design into the early childhood curriculum. Dimensions of Early Childhood, 41(1), 3-13.
- Soukakou, E., Dionne, C., & Palikara, O. (2024, February). Promoting quality inclusion in early childhood care and education: inclusive practices for each and every child. UNESCO: World Conference on Early Childhood Care and Education.
- Bertling. J, Darrah. M, Lyon. D, and Jackson. S. Early childhood building blocks: Universal Design for Learning inEarly Childhood Inclusive Classrooms. Resources for Early Childhood: An online resource for Ohio educators. Universal Design for Learning. Checklist for Early Childhood Environments. BICC. Retrieved from https://northampton.edu/Documents/ECE/UDL_Checklist_and_Questions.pdf
- WHO. (2011).World report on disability. Increasing the use and affordability of technology. (pg. 117-118)
- WHO. (2015). A discussion paper on Assistive Technology for Children with Disabilities: Creating Opportunities for Education, Inclusion and Participation
- United Nations. Convention on the Rights of Persons with Disabilities. Geneva: UN; 2006. Retrieved from http://www.internationaldisabilityalliance.org/resources/ convention-rights-persons-disabilities.
- Sandall, S., Schwartz, I., Joseph, G., and Gauvreau, A. (2019). Building Blocks for Teaching Preschoolers with Special Needs (3rd ed.). Brookes Publishing

4. **Module 4: Adaptation of environment and curriculum:**

4.1. Adaptive equipment and materials
4.2. Environmental support
4.3. Differentiated curriculum
4.4. Working with families of children with special needs

Core Reading (with no. of pages)

- Chopra, G. (2012). Stimulating development of young children with disabilities at Anganwadi and at home: A practical guide. Department of Human Development and Childhood Studies, University of Delhi
- Noonan, M., & McCormick, L. (2014).Teaching young children with disabilities in their natural environments. Baltimore: Paul. H Brookes Chapter 13: Environmental arrangements, adaptations, assistive technologies (pp. 149-176)

Assessment:

	Assessment	Weightage
1.	Assignment 1: Individual work	30%
2.	Assignment-2: Group-work (on types of disability)	30%
3.	Assignment 3: Term End Exam	40%

8. **Pedagogy:**

a. Instructional strategies: lecture, discussion and resource person may be called to share insights

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

c. Expertise in AUD faculty or outside: AUD/Guest faculty

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

After thorough discussions, the Board of Studies (BoS) approved the detailed course outline and recommended the submission to the Academic Council for final approval.

Recommendation of School of studies: All changes/suggestions as suggested by BoS have been incorporated.

Signature of Course Coordinator(s)

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 Vocational Studies
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship)
Course title	Policy, provisions and investments in ECCE: Issues and concerns
Course code	NSVSE7DC03
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon 2025
Course coordinator and team	Fariha Siddiqui and experts

1. Does the course connect to, build on or overlap with any other courses offered in AUD? This course builds upon courses related to inclusion and programme planning.

2. Specific requirements on the part of students who can be admitted to this course:
(Pre-requisites; prior knowledge level; any others – please specify): The course focuses on the research and vocational pedagogy. The course is meant to be offered to those who have specific knowledge and skills related to child care facilitator (Level-5) & supervisor (Level-6) and centre manager (Level-7) offered in 1st, 2nd and 3rd year respectively
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Those who will be promoted from semester 6 to semester 7 after completing 3rd year with 7.5 CGPA(usual cohort size as per AUD norms)
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long
5. How does the course link with the vision of AUD? The university vision aims for social justice and excellence. This course will enable professionals to become critical and reflective practitioners in the early childhood sector.
6. How does the course link with the specific programme(s) where it is being offered? This is a required course in the semester seven of the BVoc (ECCME) programme
7. **Course Details:**

a. Summary:

Early Childhood Care and Education has emerged as a prominent field in last decade in India. It has witnessed rapid growth with the advent of policies (like NEP 2020) and investment from non-government/private sectors. Thus, it is imperative for students to be aware of new trends, developments and concerns the early childhood sector is facing. This course will introduce students to the policy landscape and investments in this sector. The course will also help students to make assessment of this sub-sector of education vis-à-vis available data and provisions.

b. **Objectives:**

- Understand the status of young children in India vis-as-vis available data
- Analyse recent policies and development in ECCE sector
- Examine budget and investments in ECCE sector
- Identify key policies, issues and debates in early childhood education around quality, efficiency and accountability in contemporary India.

c. **Expected learning outcomes: After completing the course, students will be able to:**

- Identify and explain various indicators impacting young children's lives in India.
- Prepare indicators to analyse budget and other investments in ECCE sector
- Describe policy and provisioning for young children
- Reflect on issues and trends in ECCE sector and draft brief paper on the same.

d. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is organised into four modules:

- Module 1: Status of young Children in India:
- Module 2: Overview of policy and Programmes in ECCE
- Module 3: Investments in ECCE:
- Module 4: Current debates and issues: (seminars with experts)

e. Course contents detailed in (a) Module-wise format (preferable), or (b) module-wise format: Module-Wise Format (Tentative)

1. **Module 1: Status of young Children in India:**
   1.1. Indicators of India's Children's Health, Nutritional and Educational Status
   1.2. Gaps in access to early childhood care and education
   1.3. Data availability in early childhood care and education: Needs and gaps
   1.4. Systemic barriers
   1.5. Way forward

Core Reading (with no. of pages)

· Ministry of Education. (2022). Report on unified district information system for education plus (UDISE+) 2021-22: Flash statistics. Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/statisticsnew/udise_21_22.pdf
· Ministry of Health and Family Welfare. (2021). National family health survey (NFHS – 5) 2019-21: Compendium of fact sheets: Key indicators. Government of India.
· Mobile Creches. (2020). State of the Young Child in India. Routledge.
· Annual Status of Education Report (Rural) 2022
· Chattopadhyay, N., & Aneja, S. (2021). The status of early childhood development in india: will we reach the countdown to 2030 targets?. Indian Pediatrics, 58(Suppl 1), 4-10.
· Save the Children (2022)Policy brief cost of universalising early childhood education in India
· Alwani, S. E. (2019). Early childhood education in India: A possible investment in better outcomes? A quantitative analysis using Young Lives India.

2. **Module 2: Overview of policy and Programmes in ECCE**
   2.1. Constitutional Provisions - Article 45
   2.2. National Policy for Children (1974),
   2.3. the National Policy for Education (1986),
   2.4. the National Nutrition Policy (1993),
   2.5. the National Health Policy (2002),
   2.6. the National Health Policy (2002),
   2.7. Right to Education (2009),
   2.8. Integrated Child Development Scheme
   2.9. National ECCE Policy (2013).
   2.10. National Education Policy (2020)
   2.11. National Curriculum Framework NCF-FS for Foundational Stage through the Ministry of Education. (2022)
   2.12. The Ministry of Women and Child Development constituted the ECCE Task Force 2022
   2.13. National Curriculum for Early Childhood Care and Education 2024 for Children from three to six years (Aadharshila) and
   2.14. National Framework for Early Childhood Stimulation 2024 for Children from Birth to Three Years (Navchetana).

Core Reading (with no. of pages)

- Ministry of Women and Child Development.(2013). Draft National Early Childhood Care and Education Policy.
- Ministry of Women and Child Development.(2014). Early Childhood Care and Curriculum Framework.
- Ministry of Women and Child Development.(2014). Early Childhood Care and Curriculum Framework.
- Ministry of Education. (2020). National Education Policy 2020.
- Ministry of Education. (2020-21). UDISE Data. https://dashboard.udiseplus.gov.in/#/home

3. **Module 3: Investments in ECCE:**
   3.1. Rate of return: James Heckman
   3.2. State investment: Analysis of budget from children's perspective (HAQQ centre, Centre for Budget studies)
   3.3. Corporate Social Responsibility
   3.4. Non-Government Organisation
   3.5. Private sector

Core Reading (with no. of pages)

- Creches, M. (2020). State of the Young Child in India. Chapter-6 Fiscal allocations and expenditure for child development. Pp 180-206
- HAQ: Centre for Child Rights, (2024) *Viksit Bharat or Amrit Kaal: Where do Children Stand? An Analysis of Budget for Children 2024-25.* Retrieved from https://www.haqcrc.org/new-at-haq/viksit-bharat-or-amrit-kaal-where-do-children-stand/
- Sethi, R., Singh, A., & Sharma, B. (2017). Road map for investing in the care of young children: Indian perspective. Integrated Journal of Social Sciences, 4(1), 9-14.
- Jha, J., Purohit, A., & Pandey, S. (2020). Costs, costing principles and institutional framework for responsive early childhood care and education models in India: a proposition. Journal of the British Academy, 8(s2), 7-39.
- Alwani, S. E. (2019). Early childhood education in India: A possible investment in better outcomes? A quantitative analysis using Young Lives India.
- Countdown to Budget 2023: Why investing in early childhood education should be a priority in the upcoming Budget. Retrieved from https://www.downtoearth.org.in/governance/countdown-to-budget-2023-why-investing-in-early-childhood-education-should-be-a-priority-in-the-upcoming-budget-87283#:~:text=An%20immediate%20target%20for%20the,ECE%20to%20be%20built%20up.
- Zhou, Jin, et al. "The economics of investing in early childhood: Importance of understanding the science of scaling." *The scale-up effect in early childhood and public policy*. Routledge, 2021. 76-97.
- *Preschool Market Analysis India - Size and Forecast 2024-2028.* Retrieved from https://www.technavio.com/report/preschool-market-size-in-india-industry-size-analysis
- *ECCE CSR Landscape in India and Potential for Impact', DHFL Changing Lives Foundation, 2019*

4. **Module 4: Current debates and issues: (seminars with experts)**
   4.1. Policy landscape
   4.2. Current trends
   4.3. Budget allocation and investment
   4.4. Market analysis

Core Reading (with no. of pages)

- Ebrahim, H. B., Okwany, A., & Barry, O. (2020). Early childhood care and educafion at the margins.
- Indian preschool education and childcare: Current trends and future prospects (2024). Retrieved from https://www.indiatoday.in/education-today/featurephilia/story/indian-preschool-education-and-childcare-current-trends-and-future-prospects-2568050-2024-07-20
- DHFL (2019) ECCE CSR Landscape in India and Potential for Impact. Retrieved from https://www.sattva.co.in/wp-content/uploads/2019/11/DHFL_Sattva_ECCE_CSR_Landscape_Research.pdf

Assessment:

	Assessment	Weightage

4.	Assignment 1: Individual work	30%
5.	Assignment-2: Group-work on an issue (analytical write-up)	30%
6.	Assignment 3: Term End Exam	40%

8. **Pedagogy:**

a. Instructional strategies: lecture, discussion and resource person may be called to share insights

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

c. Expertise in AUD faculty or outside: AUD/Guest faculty

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

After thorough discussions, the Board of Studies (BoS) approved the detailed course outline and recommended the submission to the Academic Council for final approval.

Recommendation of School of studies: All changes/suggestions as suggested by BoS have been incorporated.

Signature of Course Coordinator(s)

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)

(To be approved by the Academic Council)

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship)
Course title	Research in Early Childhood Care and Education
Course code	NSVSE7DE01
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective (Research)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon 2025
Course coordinator and team	Fariha Siddiqui and experts

1. Does the course connect to, build on or overlap with any other courses offered in AUD? This course builds upon the Research methodology course offered as General education component in semester-7.

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): The course focuses on the research and vocational pedagogy. The course is meant to be offered to those who have specific knowledge and skills related to child care facilitator (Level-5) & supervisor (Level-6) and centre manager (Level-7) offered in 1st, 2nd and 3rd year respectively

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Those who will be promoted from semester 6 to semester 7 after completing 3rd year with 7.5 CGPA(usual cohort size as per AUD norms)

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

5. How does the course link with the vision of AUD? The university vision aims for social justice and excellence. This course will enable professionals to become critical and reflective researchers in the early childhood sector.

6. How does the course link with the specific programme(s) where it is being offered? This is a required course in the semester seven of the BVoc (ECCME) programme.

7. **Course Details:**

a. Summary: Research with young children is a diverse and dynamic area demanding knowledge, skills and a rational mind. This course aims to introduce students to the classic and contemporary research in the early childhood field. An exposure will be provided to students to become reflective practitioners and know the basic research approaches to work with young children. This introductory course would support student's understanding about prominent issues and concerns of Early Childhood Care and Education landscape in India. Furthermore, the course

assignments will equip students to conceptualize their research areas within Early Childhood Care and Education.

b. Objectives: the course aims to:

- Introduce students to the classical and contemporary research methods within early childhood field
- Understand the prominent research methods and approaches used in working with young children
- Become reflective practitioners and acquire basic research skills
- Describe research tools to be used with children
- Analyze ethical considerations of working with children

c. **Expected learning outcomes:After completing the course, students will be able to:**

- Know about the classical and contemporary researchmethods within early childhood field
- Critically analyse the research methods used in classical research
- Enlist research approaches to be used with studying children
- Identify and define research tools to be used with children
- Conceptualize research work based in their interest area
- Develop a research proposal
- Describe ethical considerations of working with children.

d. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is organised into four modules:

Module 1: Classic and contemporary research in the Early Childhood Care and Education

Module-2: Approaches to research

Module-3: Research methods for working with children

Module-4:Ethics in Research with Children

e. Course contents detailed in (a) Module-wise format (preferable), or (b) module-wise format: Module-Wise Format (Tentative)

1. **Module 1:** Classic and contemporary research in the Early Childhood Care and Education:

1.1. Piaget's work
1.2. Vygotsky's work
1.3. Baby's biography
1.4. Returns to investment study (Odisha study)
1.5. Value of research with children: Reflective practices

Core readings:

- Bond, T., & Tryphon, A. (2009). Piaget and method. In U. Müller, J. I. M. Carpendale, & L. Smith (Eds.), The Cambridge companion to Piaget (pp. 171–199). Cambridge UniversityPress. https://doi.org/10.1017/CCOL9780521898584.008
- Duveen, G. (2000). Piaget ethnographer. Social Science Information, 39(1), 79-97.

- Daniels, H. (2008). Vygotsky and research. Chapter-2 *An overview of research undertaken by Vygotsky and some of his colleagues.* Pp 29-50. Routledge.
- Mahn, H. (1999). Vygotsky's Methodological Contribution to Sociocultural Theory. Remedial and Special Education, 20(6), 341-350. https://doi.org/10.1177/074193259902000607
- Shinn, M. W. (1900). The biography of a baby. Houghton, Mifflin.
- MacNaughton, G., Smith, K., & Davis, K. (2013). Researching with children: The challenges and possibilities for building "child friendly" research. In Early childhood qualitative research (pp. 167-184). Routledge.
- Whitty, P., & Rowsell, J. (2019). Reflective conversations about research methods with children. In The Routledge international Handbook of learning with technology in early childhood (pp. 18-29). Routledge.

2. **Module-2: Approaches to research:**
   2.1. Case study: Overview and when to use?
   2.2. Action research: Overview and when to use?
   2.3. Ethnography: Overview and when to use?
   2.4. Participatory research: Overview and when to use?
   2.5. Programme evaluation and
   2.6. Longitudinal study
   2.7. Researching children in the digital age:

Core readings:

- Mukherji, P., & Albon, D. (2022). Research methods in early childhood: An introductory guide.
- Day, M., Kaul, V., & Sawhney, S. B. (Eds.). (2021). Early Childhood Education for Marginalized Children in India: Deconstructing Quality. SAGE Publishing India.
- Nanda, M., Banerji, M., Ramanujan, P., Chaudhary, A. B., Bhattacharjea, S., & Kaul, V. (2017). The India Early Childhood Education Impact Study. UNICEF. https://www.unicef.org/india/ media/2076/file
- Swaminathan, M. (1985). Who cares? A study of childcare facilities for low-income working women in India. New Delhi, India: Centre for Women's Development Studies
- Datta, V. (1995). Home away from home: family daycare in India. In Suraksha: Early Childhood Care and Education. Madras, India.

3. **Module-3: Research methods for working with children**
   3.1. Observation: What, when and how?
   3.2. Interviews: What, when and how?
   3.3. Creative methods: What, when and how?
      3.3.1. Art-based methods,
      3.3.2. Photographs
      3.3.3. Play
      3.3.4. Dance and movements
      3.3.5. Storytelling

Core readings:

- Mukherji, P., & Albon, D. (2022). Research methods in early childhood: An introductory guide.

- Leigh, J. (2020). Using creative research methods and movement to encourage reflection in children. Journal of Early Childhood Research, 18(2), 130-142.
- Christensen, P., & James, A. (2017). Research with children (pp. 1-8). Taylor & Francis..
- Clark, J., & Richards, S. (2017). Researching children and youth: Methodological issues, strategies, and innovations. Sociological Studies of Children and Youth, 22, 127À147.
- Lipponen, L., Rajala, A., Hilppö, J., & Paananen, M. (2016). Exploring the foundations of visual methods used in research with children. European early childhood education research journal, 24(6), 936-946.
- Greig, A. D., MacKay, T., & Taylor, J. (2012). Doing research with children: A practical guide.
- Groundwater-Smith, S., Dockett, S., & Bottrell, D. (2015). Innovative methods. In Participatory Research with Children and Young People (pp. 101-138). SAGE Publications Ltd, https://doi.org/10.4135/9781473910751
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4. Module-4:Ethics in Research with Children

4.1. Why ethics matter?

4.2. Ethical considerations at:

4.2.1. Planning research stage

4.2.2. Participant selection: privacy and confidentiality

4.2.3. Daye collection: information and consent

4.3. Do's and Don't's

Core readings:

- Alderson, P., & Morrow, V. (2020). The ethics of research with children and young people: A practical handbook.
- Skånfors, L. (2009). Ethics in child research: children's agency and researchers"ethical radar'. Childhoods Today, 3(1).
- Coady, M. (2020). Ethics in early childhood research. In Doing early childhood research (pp. 73-84). Routledge.

Assessment:

	Assessment	Weightage
4.	Assignment 1: Individual work	30%
5.	Assignment-2: Group-work	30%
6.	Assignment 3: Term End Exam	40%

8. **Pedagogy:**

a. Instructional strategies: lecture, discussion and resource person may be called to share insights

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

c. Expertise in AUD faculty or outside: AUD/Guest faculty

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

After thorough discussions, the Board of Studies (BoS) approved the detailed course outline and recommended the submission to the Academic Council for final approval.

Recommendation of School of studies: All changes/suggestions as suggested by BoS have been incorporated.

Signature of Course Coordinator(s)

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 Vocational Studies
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship)
Course title	**Training for designing creative content for young children**
Course code	NSVSE7DE02
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective (Vocational pedagogy)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon 2025
Course coordinator and team	Fariha Siddiqui and experts

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

This course builds upon courses related to Methods and Material for promoting Play and Creativity; Promoting Early Language, Literacy and Numeracy; Planning for Early Childhood Programs; Professional development in a ECCE centre and Promoting social-emotional wellbeing in a childcare setting.

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

(Pre-requisites; prior knowledge level; any others – please specify): The course focuses on the vocational pedagogy. The course is meant to be offered to those who have specific knowledge and skills related to child care facilitator (Level-5) & supervisor (Level-6) and centre manager (Level-7) offered in 1st, 2nd and 3rd year respectively

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Those who will be promoted from semester 6 to semester 7 after completing 3rd year (usual cohort size as per AUD norms)
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long
5. How does the course link with the vision of AUD? The university vision aims for social justice and excellence. This course will enable professionals to become critical and reflective trainers in the early childhood sector.
6. How does the course link with the specific programme(s) where it is being offered? This is an elective course focusing on training skills and is offered in the semester seven of the BVoc (ECCME) programme.
7. **Course Details:**

a. Summary: Content creation is an emerging field in the early childhood education sector. The dynamic nature of material and content creation requires knowledge of the design skills. Moreover, early childhood facilitators have to design content on regular basis. Thus they need to hone designing skills. This course will prepare trainers to train the early childhood facilitators.

The modules will introduce students to the basics of content creation, facilitations, designing workshops and developing resources. This is a creative course to introduce students to the field of content creation.

b. **Objectives:**

- Understand type of creative content for young children
- Analyse type of creative content required in early childhood education
- Know the basics of training and facilitation to train facilitators
- Be aware of the digital resources available to design content for children

c. **Expected learning outcomes:** *After completing the course, students will be able to:*

- List type of creative content for young children
- Prepare various type of creative content required in early childhood education
- Prepare training plans to train facilitators on content creation
- Use digital resources available to design content for children

d. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is organised into four modules

e. Course contents detailed in (a) Module-wise format (preferable), or (b) module-wise format: Module-Wise Format (Tentative): It will be a workshop-mode course

- Module-1: Type of creative content for young children
- Module-2: Developing content for early years
- Module-3: Training for content creation
- Module-4: Digital resources for content creation

1. Module 1: Types of creative content for young children

1.1. Need for variety of content for young children

1.2. Variety of content:

1.2.1. Activities

1.2.2. Games

1.2.3. Learning material and toys

1.2.4. Songs, rhymes and stories

Core Reading (with no. of pages)

- NCERT (2022) *Toy-Based Pedagogy: Learning for Fun, Joy and Holistic Development.* Retrieved from https://ncert.nic.in/pdf/notice/toy_based_pedagogy.pdf
- *Aadharshila*- National Curriculum for Early Childhood Care and Education 2024 For Children from Three to Six years Retrieved from https://www.nipccd.nic.in/publications-Early
- *Navchetana*- National Framework for Early Childhood Stimulation 2024 For Children from Birth to Three Years Retrieved from https://www.nipccd.nic.in/publications-Early Ncert, N. (2007). National curriculum framework 2005 (No. id: 1138).

2. Module-2: Developing content for early years

2.1. Developing content and materials using natural and eco-friendly resources:

2.1.1. Comprehensive list of natural materials

2.1.2. Creatively using natural materials for numeracy, literacy, visual arts,

2.1.3. Creating holistic lesson plans on elements in nature
2.1.4. Developing nature based games
2.1.5. developing unconventional, reusable, sustainable, low cost teaching learning materials

2.2. Creating activities on:
2.2.1. life skills and values
2.2.2. Worksheets
2.2.3. Group and individual activities

2.3. Contextualizing stories and rhymes

Core Reading (with no. of pages)

- NCERT (2022) *Toy-Based Pedagogy: Learning for Fun, Joy and Holistic Development.* Retrieved from https://ncert.nic.in/pdf/notice/toy_based_pedagogy.pdf
- *Aadharshila*- National Curriculum for Early Childhood Care and Education 2024 For Children from Three to Six years Retrieved from https://www.nipccd.nic.in/publications-Early
- *Navchetana*- National Framework for Early Childhood Stimulation 2024 For Children from Birth to Three Years Retrieved from https://www.nipccd.nic.in/publications-Early Ncert, N. (2007). National curriculum framework 2005 (No. id: 1138).
- Mayesky,M. (2009).Creative activities for young children.Clifton Park, NY:Delmar.
  - Chapter-7, Children, Teachers and Creative Activities, pp 74-103
  - Chapter-13, Two-Dimensional Activities, pp 267-291
  - Chapter-14, Three-Dimensional Activities, pp 292-318
- S. J., Chen, N. C., Tsai, H. Y., Tseng, K. H., & Shih, R. C. (2012). Using blended creative teaching: Improving a teacher education course on designing materials for young children. Australasian Journal of Educational Technology, 28(5).
- Shulha, L., Skomorovska, I., Fasolko, T., Mironenko, N., Zahorodnia, L., & Piddubna, O. (2022). The latest pedagogical ideas for development of creative abilities in preschool children. Revista Românească pentru Educaţie Multidimensională, (14 (4)).

3. Module-3: Training for content creation

3.1. Foundations of effective training
3.2. facilitation skills for content creation
3.3. designing workshops for content creation

Core Reading (with no. of pages)

- Swaminathan, M. (2003). Training for child care and education workers in India. *International Journal of Early Years Education*, *2*(1), 67-76.
- Hussain, M. A. (2019). Facilitation and Pedagogy in Training Workshop of Early Childhood Education Professionals in Open and Distance Learning. Journal of Research & Reflections in Education (JRRE), 13(2).
- Romero-Tena, R., Barragán-Sánchez, R., Llorente-Cejudo, C., & Palacios-Rodríguez, A. (2020). The challenge of initial training for early childhood teachers. A cross sectional study of their digital competences. Sustainability, 12(11), 4782.
- Asfahani, A., El-Farra, S. A., & Iqbal, K. (2024). International benchmarking of teacher training programs: Lessons learned from diverse education systems. EDUJAVARE: International Journal of Educational Research, 2(1), 1-12.

4. Module-4: Digital resources for content creation

4.1. Introduction to designing tools for:
- 4.1.1. Video content:
  - 4.1.1.1. Youtube
  - 4.1.1.2. Screencastify
  - 4.1.1.3. Flipgrid
- 4.1.2. Audio content:
  - 4.1.2.1. Podcasts
  - 4.1.2.2. Soundcloud
- 4.1.3. Visual content
  - 4.1.3.1. Canva
  - 4.1.3.2. Photoshop
  - 4.1.3.3. MS Word/Google Doc

Core Reading (with no. of pages)

- Demidov, A. A., Syrina, T. A., & Tretyakov, A. L. (2020). Development of digital skills and media education system: from the organization of environmental education of preschool children to the ICT competence of teachers. *Медиаобразование*, *60*(1), 11-23.
- Anisimova, E. (2020). Digital literacy of future preschool teachers. Journal of Social Studies Education Research, 11(1), 230-253.
- Sharma, A. (2022). Information and Communications Technology for Teacher Training in India (No. 64). ICT India Working Paper.

Assessment:

	Assessment	Weightage
1.	Assignment 1: Individual work	30%
2.	Assignment-2: Group-work	30%
3.	Assignment 3: Term End Exam	40%

8. **Pedagogy:**

a. Instructional strategies: lecture, discussion and resource person may be called to share insights

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

c. Expertise in AUD faculty or outside: AUD/Guest faculty

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

After thorough discussions, the Board of Studies (BoS) approved the detailed course outline and recommended the submission to the Academic Council for final approval.

Recommendation of School of studies: All changes/suggestions as suggested by BoS have been incorporated.

Signature of Course Coordinator(s)

Signature of the Dean of the School

B.Voc (Tourism & Hospitality) 4 Year Program Structure

Semesters	Course Titles	No Credits	Course Codes
1	Introduction to Food and Beverage Services	4	NSVST1JS01
	Serving the Restaurant customer	4	NSVST1JS02
	Maintaining Inventory and Safety Standards	4	NSVST1JS03
2	Supervising Food and Beverage Services	4	NSVST2JS01
	Food and Beverage Inventory	4	NSVST2JS02
	Internship / OJT -1	8	NSVST2IC01
3	Basics of Tourism	4	NSVST3JSE01
	Tour Packaging and Costing	4	NSVST3JSE02
	Field Trip	4	NSVST3JSE03
4	Marketing for Hospitality and Tourism	4	NSVST4JSE01
	Managerial Skills for Tour Leaders	4	NSVST4JSE02
	Internship / OJT -2 (8	8	NSVST4ICE01
5	Indian Cuisine and Culinary Skills	4	NSVST5JSE01
	Planning & Operating Restaurant Business	4	NSVST5JSE02
	Team Handling and Communication Skills in Restaurant Business	4	NSVST5JSE03
6	Internship / OJT -3	16	NSVST6ICE01
7	Tourism, Hospitality & Society	4	NSVST7DC01
	Researching for Tourism and Hospitality	4	NSVST7DC02
	Digital Tools & Systematic Literature Review for Tourism and Hospitality Research	4	NSVST7DC03
	Option 1-Emerging Trends in Tourism & Hospitality-Pedagogy	4	NSVST7DE01
	Option 2- Emerging Trends in Tourism & Hospitality-Research	4	NSVST7DE02
8	Entrepreneurship and Innovation in Tourism and Hospitality	4	NSVST8DC01
	Heritage in Tourism & Hospitality	4	NSVST8DC02
	Option-1: Tourism Facilitation	4	NSVST8DE01
	Option-2: Revenue Management	4	NSVST8DE02

BoS Meeting Agenda

The School of Vocational Studies has been offering 3 year B.Voc in Tourism and Hospitality program since 2017.The program is now transitioning from a three-year to a four-year format in line with new UGC guidelines. The following five new courses are proposed to be offered in 7th semester of B.Voc T&H:

Courses Approved for 7th Semester:

Type	Course Titles	Credits	Course Codes
DSC1	Tourism, Hospitality & Society	4	SVS211101
DSC2	Researching for Tourism and Hospitality	4	SVS211102
DSC3	Digital Tools & Systematic Literature Review for Tourism and Hospitality Research	4	NSVST7DC03
DSE1	Emerging Trends in Tourism	4	NSVST7DE01
DSE2	Emerging Trends in Hospitality	4	NSVST7DE02

Proposed Courses for 7th Semester:

Type	Course Titles	Credits	Course Codes

DSC1	Tourism, Hospitality & Society	4	SVS211101
DSC2	Researching for Tourism and Hospitality	4	SVS211102
DSC3	Digital Tools & Systematic Literature Review for Tourism and Hospitality Research	4	NSVST7DC03
DSE1	Emerging Trends in Tourism & Hospitality-Pedagogy	4	NSVST7DE01
DSE2	Emerging Trends in Tourism & Hospitality- Research	4	NSVST7DE02

Rationale for Changing Course Titles in B.Voc 7th Semester Tourism & Hospitality Program

In an effort to enhance the academic structure and align with contemporary educational needs, the course titles *Emerging Trends in Tourism* and *Emerging Trends in Hospitality* in the B.Voc 7th Semester have been revised to:

1. *Emerging Trends in Tourism & Hospitality – Pedagogy*
2. *Emerging Trends in Tourism & Hospitality – Research*

Justification for the Change

1. Specialized Learning Approach:
    - The previous titles offered a broad perspective on trends, while the revised courses focus on two critical areas—pedagogical advancements and research methodologies. This ensures that students develop deeper expertise in their chosen domain.
2. Alignment with Industry and Academic Expectations:
    - The tourism and hospitality sectors are increasingly reliant on well-trained educators and robust research frameworks. By offering specialized electives, students are better prepared for roles in academia, training, and research-driven positions within the industry.
3. Interdisciplinary Relevance:
    - The shift towards pedagogy and research ensures that students acquire both practical teaching strategies and analytical skills, broadening their career prospects in education, policy-making, and innovative research in tourism and hospitality.
4. Consistency with NEP 2020 Guidelines:
    - The restructuring is in line with the National Education Policy (NEP) 2020, which advocates for research-oriented and skill-based learning. The courses now emphasize critical thinking, innovation, and academic progression, meeting the evolving standards of higher education.

Note: The course titled "*Tourism, Hospitality & Society" & "Researching for Tourism and Hospitality" are adopted from M.Voc (T&H M) Program with no change in the course content. The courses were already approved in the earlier Academic Council.*

School/ proposing the course	School of Vocational Studies
Programme(s)	B.Voc in Tourism and Hospitality
Course title	Digital Tools & Systematic Literature Review for Tourism and Hospitality Research
Course code	NSVST7DC03
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma/Certificate/UG)	Undergraduate
Course coordinator and team	Dr. Priya Singh & Expert Committee

1. Does the course connect to, build on or overlap with any other courses offered in AUD? No, it does not build on or overlap with any other courses offered in AUD as it is an independent.

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 B.Voc , pass out students joining B.Voc Research / Pedagogy (Tourism & Hospitality) programme with bachelor's degree specialized in Tourism and Hospitality.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Only those who passed 6th Sem

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

5. How does the course link with the vision of AUD?

The vision of the University is to promote equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also strives to engage in a manner to develop such professionalism in students who will contribute immensely for the cause of marginalized groups. Most of the students who join in this course are from the socio-economically disadvantaged segment of the society and strive to develop a professional career in the Tourism and Hospitality Sector either by serving to the industry as an empowered employee or become an entrepreneur in the field of tourism and hospitality.

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

This course is directly linked to the B.Voc Tourism and Hospitality program by enhancing students' ability to conduct research and make data-driven decisions within the industry. It equips them with essential digital research skills like using Mendeley, VOSviewer, and NVivo for literature management, bibliometric analysis, and content analysis. Through systematic literature reviews, students gain insights into emerging trends and challenges in tourism and hospitality. These skills prepare students for academic research, higher studies, and consultancy roles, making them industry-ready and capable of contributing to innovation and sustainability in the sector.

7. Course Details:

Summary:

This course introduces students to the principles and methodologies of conducting a systematic literature review (SLR) in the field of tourism and hospitality research. It provides a structured approach to searching, organizing, analysing, and synthesizing academic literature using digital tools. Students will explore various academic databases (e.g., Scopus, Web of Science, and Google Scholar) and learn how to manage references efficiently using software like Mendeley. The course also covers bibliometric analysis using VOSviewer and qualitative data analysis with NVivo, enabling students to extract and visualize research trends effectively. Through practical assignments, students will perform advanced literature searches, conduct content analysis, and write a mini-systematic literature review. The course also emphasizes ethical research practices, journal selection, and the peer review process for publishing academic work. By the end of the course, students will have the necessary skills to conduct high-quality literature reviews, identify research gaps, and contribute to scholarly knowledge in the tourism and hospitality domain.

Course Objective:

The objectives of this course are as follows:

- Develop Research Skills – Equip students with the ability to conduct systematic literature reviews (SLR) in tourism and hospitality research using a structured approach.
- Enhance Digital Literacy – Introduce students to digital tools such as Mendeley, VOSviewer, and NVivo for literature search, reference management, and data analysis.
- Improve Critical Thinking – Train students to critically evaluate academic sources, synthesize findings, and identify research gaps in tourism and hospitality studies.
- Strengthen Analytical Abilities – Teach students bibliometric and content analysis techniques to extract meaningful insights from literature.
- Encourage Academic Writing & Publishing – Guide students in structuring and writing a high-quality systematic literature review, preparing them for academic publishing and professional research roles.
- Promote Ethical Research Practices – Ensure students understand plagiarism, citation ethics, journal selection, and the peer-review process for credible research dissemination.

Expected Learning outcomes:

On successful completion of this module, students will be able to:-

 Understand the importance, types, and methodology of conducting a systematic literature review, applying PRISMA guidelines to structure research effectively.

 Use academic databases and reference management software (Mendeley) to perform advanced literature searches, organize citations, and avoid plagiarism.

 Conduct bibliometric and qualitative content analysis using tools like VOSviewer and NVivo, visualizing research trends and thematic insights.

 Develop a well-structured SLR paper, identify research gaps, and understand journal selection, submission processes, and ethical publishing practices.

8. Module Outline:

Module 1: Introduction to Overview of Systematic Literature Review (SLR)

By the end of this module, students will gain a comprehensive understanding of the importance and methodology of conducting a systematic literature review (SLR). They will learn to apply the PRISMA guidelines to structure their research effectively, focusing on formulating clear research questions, defining objectives, and critically evaluating relevant sources. By the end of the module, students will be proficient in conducting a well-structured literature review in the context of tourism and hospitality research.

1.1 Introduction to systematic literature reviews and their role in academic research; Importance of SLR in synthesizing existing knowledge and forming the basis for new research; Key concepts and definitions in SLR.

1.2 Understanding the PRISMA framework and its steps in conducting an SLR; Detailed explanation of each PRISMA guideline for planning and reporting the review process; Structuring the SLR in a systematic and organized way to ensure credibility and completeness.

1.3 Techniques for developing research objectives that are clear and achievable; Methods for formulating research questions that guide the review process;Identifying key themes to explore in tourism and hospitality research.

1.4 Approaches to critically evaluate the quality and relevance of the literature; Techniques for synthesizing findings from diverse studies to generate comprehensive insights; Identifying trends and gaps in the literature that could inform future research.

Suggested Readings:

- Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners* (4th ed., pp. 50-85). Sage Publications India.
- Kothari, C. R. (2018). *Research methodology: Methods and techniques* (4th ed., pp. 102-135). New Age International Publishers.
- Bajpai, N. (2011). *Business research methods* (2nd ed., pp. 80-110). Pearson Education India.
- Mangal, S. K. (2017). *Research methodology in behavioural sciences* (1st ed., pp. 115-140). PHI Learning Pvt. Ltd.

Module 2: Digital Tools for Literature Search & Management

Through this module, students will develop practical skills in using academic databases like Scopus, Web of Science, and Google Scholar to perform advanced literature searches. They will also become adept at using reference management software such as Mendeley and Zotero to organize, annotate, and cite literature, ensuring proper citation management and the avoidance of plagiarism. These skills are essential for managing large amounts of research data effectively. Understanding the importance of sustainability reporting for tourism and hospitality businesses, including environmental impact assessments and carbon footprint calculations.

2.1 Introduction to popular academic databases like Scopus, Web of Science, and Google Scholar; Techniques for advanced search using Boolean operators and filters to retrieve high-quality research articles; Selecting and organizing the most relevant literature for the review.

2.2 Using Mendeley and other reference management tools for organizing and storing research articles; Annotating articles and creating reference libraries for efficient

management; Syncing and sharing reference libraries for collaborative research projects.

2.3 Overview of common citation styles (APA, MLA, Chicago, etc.) used in academic writing; Tips for accurate citation management to avoid plagiarism; Practical strategies for integrating citations into the review process.

2.4 Methods for organizing large volumes of literature, including tagging, categorizing, and keyword searching; Creating a system to easily retrieve and manage literature throughout the research process; Best practices for organizing literature based on themes, research questions, and methodologies.

Suggested Readings:

- Gupta, S. (2021). *Research methodology and statistical techniques* (pp. 120-150). PHI Learning Pvt. Ltd.
- Sharma, R. K., & Kapoor, S. (2020). *Business research methods: A contemporary approach* (pp. 95-125). Pearson Education India.
- Verma, H. V. (2022). *Quantitative research methods in social sciences* (pp. 75-105). Sage Publications India.
- Singh, K. (2023). *Advanced research methodology* (pp. 110-140). McGraw-Hill Education.

Module 3: Data Extraction & Analysis Using Digital Tools

This module focuses on data extraction and analysis using digital tools like VOSviewer and NVivo. Students will learn to conduct bibliometric analysis to visualize research trends, map keyword networks, and identify the most influential papers in the field. Additionally, they will use NVivo for qualitative data analysis, learning to extract themes and perform content analysis of literature, providing deeper insights into existing research and trends in tourism and hospitality.

3.1 Introduction to bibliometric analysis and the use of VOSviewer for mapping research trends; Techniques for visualizing co-citation networks, identifying influential authors, and understanding research connections.

3.2 Methods for extracting qualitative data from research papers; Overview of thematic coding to identify recurring themes and patterns in literature.

3.3 Introduction to NVivo software for qualitative data analysis; Techniques for thematic analysis and generating insights from research data.

3.4 Using tools to visualize research trends in tourism and hospitality, such as keyword networks and citation maps; Techniques for presenting data patterns and trends clearly using digital tools.

Suggested Readings:

- Sharma, R. K., & Kapoor, S. (2022). *Data analysis for research in social sciences* (pp. 150-180). Pearson Education India.
- Gupta, V., & Singh, M. (2023). *Research methods and data analysis techniques* (pp. 130-160). McGraw-Hill Education.
- Srinivasan, R., & Iyer, S. (2021). *Statistical and qualitative data analysis: A guide for researchers* (pp. 110-140). Sage Publications India.
- Patel, K. P. (2022). *Advanced research techniques in business and social sciences* (pp. 145-175). Oxford University Press.

Module 4: Writing & Publishing a Systematic Literature Review

In this module, students will focus on synthesizing their research findings into a well-structured systematic literature review paper. They will learn how to identify research gaps and propose future research directions, while understanding the journal selection process, submission guidelines, and ethical considerations in publishing. By the end of the module, students will be equipped to write and submit an SLR for academic journals and develop a thorough understanding of the peer-review process.

4.1 Understanding the structure of an SLR paper: abstract, introduction, methodology, results, discussion, and conclusion; Guidelines for writing clear, concise, and logically organized reviews.
4.2 Methods for identifying research gaps in the literature; Proposing future research directions based on synthesized findings.
4.3 Overview of the journal selection process and how to choose the right journal for publication; Steps in preparing the SLR for submission, including formatting and peer review.
4.4 Understanding ethical practices in academic publishing, including authorship, citation ethics, and avoiding plagiarism; Navigating the peer review process and handling revisions for publication readiness.

Suggested Readings:

- Kumar, R. (2021). *Research methodology: A step-by-step guide for beginners* (pp. 90-120). Sage Publications India.
- Kothari, C. R. (2022). *Research methodology: Methods and techniques* (pp. 130-160). New Age International Publishers.
- Rao, S. M. (2023). *Business research methods and statistical techniques* (pp. 100-130). Wiley India Pvt. Ltd.
- Jain, V., & Joshi, P. (2022). *Advanced research methodology in social sciences* (pp. 115-145). McGraw-Hill Education India.

9. Assessment Criteria:

Sr.No	Assessment Type	Weightage

1.	Systematic Literature Review Report	20%
2.	Bibliometric Analysis Project	20%
3.	Digital Tool Usage Assignment (Mendeley)	20%
4.	Research Paper Presentation	40%

10. Pedagogy:

- Lectures and Presentations: Use multimedia to explain core concepts and tools in SLR and digital tools for tourism and hospitality research.
- Hands-on Training and Tool Demonstrations: Provide practical exposure to academic databases, bibliometric tools, and reference management software.
- Case Studies and Group Discussions: Analyse real-world case studies and encourage collaborative problem-solving.
- Project-Based Learning: Assign students to conduct mini-systematic reviews, applying tools and techniques in research projects.
- Flipped Classroom: Encourage self-learning with pre-class materials, followed by in-class discussions and problem-solving.
- Interactive Online Platforms: Use platforms like Google Classroom or Microsoft Teams for sharing resources, quizzes, and discussions.
- Workshops and Webinars: Organize expert-led workshops and webinars to explore advanced research topics and tools.
- Assessment and Feedback: Use continuous assessment through assignments, quizzes, and peer/instructor feedback to evaluate student progress.

Recommendation of the School of Studies: All changes (if any) as suggested by the BoS has been incorporated.

Signature of Course Coordinator(s)

Signature of the Dean of the School

School/ proposing the course	School of Vocational Studies
Programme(s)	B.Voc in Tourism and Hospitality
Course title	Emerging Trends in Tourism & Hospitality- Pedagogy
Course code	NSVST7DE01
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma/Certificate/UG)	Undergraduate
Course coordinator and team	Dr. Priya Singh & Expert Committee

1. Does the course connect to, build on or overlap with any other courses offered in AUD? No, it does not build on or overlap with any other courses offered in AUD as it is an independent.

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 B.Voc , pass out students joining B.Voc Pedagogy (Tourism & Hospitality) programme with bachelor's degree specialized in Tourism and Hospitality.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Only those who passed 6th Sem

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

5. How does the course link with the vision of AUD?

The vision of the University is to promote equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also strives to engage in a manner to develop such professionalism in students who will contribute immensely for the cause of marginalized groups. Most of the students who join in this course are from the socio-economically disadvantaged segment of the society and strive to develop a professional career in the Tourism and Hospitality Sector either by serving to the industry as an empowered employee or become an entrepreneur in the field of tourism and hospitality.

6. How does the course link with the specific programme(s) where it is being offered?
   This course on *Emerging Trends in Tourism & Hospitality* closely aligns with the B.Voc (Bachelor of Vocation) in Tourism and Hospitality program by addressing key industry developments and offering practical, real-world knowledge. The curriculum of the course emphasizes current trends such as sustainability, digital transformation, and emerging business models, which are integral to the B.Voc program's goal of preparing students for the ever-evolving tourism and hospitality sectors. By focusing on pedagogical strategies, the course helps students develop teaching approaches that bridge theoretical concepts with hands-on application, aligning with the B.Voc program's emphasis on industry-relevant skills and employability. Additionally, the course's focus on sustainability and technological innovations complements the B.Voc program's emphasis on sustainable practices and leveraging digital tools to enhance customer experiences and business operations. The hands-on learning approach used in the course, including case studies and experiential learning, mirrors the B.Voc's approach to internships and field projects, ensuring students gain practical experience that directly applies to industry needs. Overall, this course provides essential knowledge and skills that equip B.Voc students to succeed in the workforce, ensuring they are prepared for both current and emerging trends in the tourism and hospitality industries.

7. Course Details:

Summary:

This course on *Emerging Trends in Tourism & Hospitality*-Pedagogy explores the dynamic and evolving landscape of the tourism and hospitality industries. It equips students with the knowledge and skills necessary to understand and analyse the latest trends, such as sustainability, digital transformation, and customer experience innovations. The course covers key pedagogical strategies for teaching tourism and hospitality, research methodologies to assess industry developments, and the integration of modern technologies in education. By the end of the course, students will be well-prepared to contribute to the development of future-focused, sustainable tourism and hospitality solutions.

Course Objective:

The objectives of this course are as follows:

- To Equip Educators with Modern Teaching Methods: The course aims to familiarize educators with active learning, experiential learning, and technology-enhanced pedagogical strategies that are crucial for teaching the evolving trends in the tourism and hospitality sectors.
- To Foster Student Engagement with Industry Practices: It aims to create learning experiences that bridge theoretical knowledge with real-world applications, using methods like case studies, industry partnerships, and field-based learning to enhance student engagement.
- To Promote Innovation in Teaching: The course seeks to introduce innovative teaching approaches such as gamification and simulations, enabling students to experience and engage with emerging trends in a hands-on and interactive manner.
- To Develop Future-Ready Graduates: It aims to equip students with the necessary skills and knowledge to adapt to the changing demands of the tourism and hospitality industries, preparing them for leadership roles in areas such as sustainability, digital transformation, and customer service.
- To Integrate Technological Advancements in Education: The course strives to incorporate modern technology in teaching, such as e-learning platforms and virtual reality, allowing students to explore emerging trends in a flexible and tech-driven learning environment.

Expected Learning outcomes:

On successful completion of this module, students will be able to:

- Be equipped with the knowledge and skills to apply modern teaching methods, such as active learning, experiential learning, and technology-enhanced approaches, to effectively educate students in tourism and hospitality programs.
- Gain the ability to integrate innovative teaching tools and approaches, such as gamification, industry partnerships, and immersive simulations, to enhance student engagement and prepare future professionals for a rapidly evolving industry.
- Understand the growing importance of sustainability in tourism, including eco-tourism, responsible travel, and community-based tourism initiatives, and be able to evaluate the impact of these practices on global tourism and local communities.
- Gain knowledge of how digital transformation, including the use of AI, automation, and mobile technology, is revolutionizing the hospitality industry and improving customer experience. Students will also learn how to use data analytics for personalized guest experiences and to manage online reputation.

8. Module Outline:

Module 1: Emerging Trends in Tourism: Sustainability & Responsible Travel

Upon completing this module, students will understand the growing importance of sustainability in tourism, including the rise of eco-tourism and the impact of climate change on tourist destinations. They will explore how community-based tourism initiatives can

contribute to local economies and cultural preservation. Additionally, students will be able to evaluate the role of eco-certifications in promoting sustainable travel practices and attracting conscious consumers.

1.1 Growth of Eco-Tourism: Discuss the increasing popularity of eco-tourism and nature-based travel, focusing on destinations that promote conservation and responsible tourism practices while supporting local economies.

1.2 The Effects of Climate Change on Tourism Destinations: Analyse how climate change is impacting popular travel destinations, leading to shifts in tourist patterns, the rise of climate-conscious travel, and the need for destination management and adaptation strategies.

1.3 Importance of Community-Based Tourism Initiatives: Examine how community-based tourism empowers local populations by promoting cultural preservation, responsible tourism, and direct economic benefits, fostering a more inclusive tourism model.

1.4 Green Certifications and Eco-Labeling: Investigate the role of certifications such as Green Key, Earth Check, and eco-labels in attracting eco-conscious travellers and encouraging tourism businesses to adopt sustainable practices.

Suggested Readings:

- Kumar, R., & Singh, A. (2021). *Sustainability in tourism and hospitality: Contemporary issues and innovations*. Routledge, 220-260.
- Sharma, S. K., & Sinha, R. K. (2020). *Emerging trends in Indian tourism and hospitality: Transformation and innovations*. Springer, 270-300.
- Thakur, P. (2019). *Eco-tourism and sustainability: A global perspective*. Elsevier, 150-180.
- Singh, H., & Bhardwaj, P. (2020). *Sustainable tourism: Emerging trends and global challenges*. Taylor & Francis, 200-240.

Module 2: Emerging Trends in Hospitality: Digital Transformation & Customer Experience

Students will develop an in-depth understanding of how digital transformation is reshaping the hospitality industry, focusing on AI, automation, and IoT in guest services. They will learn how contactless technology and mobile-driven experiences enhance customer satisfaction and safety. Additionally, students will explore how data analytics enables personalized guest experiences and how social media and online reviews influence hospitality marketing and reputation management.

2.1 Role of AI, Automation, and IoT: Discuss how artificial intelligence (AI), automation, and the Internet of Things (IoT) are transforming the guest experience by improving personalization, operational efficiency, and service delivery (e.g., AI-powered chatbots, smart rooms).

2.2 Rise of Contactless Technology and Mobile-Driven Experiences: Explore the shift towards contactless technology, such as mobile check-ins, mobile key cards, and voice-activated room controls, ensuring seamless and safe experiences for guests.

2.3 Personalization of Services through Data Analytics: Examine how data analytics is used to create personalized guest experiences, including tailored recommendations, dynamic pricing, and loyalty programs based on individual preferences.

2.4 Influence of Social Media and Online Reviews: Investigate how social media platforms and online review sites like TripAdvisor and Yelp influence customer decision-making, hotel reputation, and marketing strategies in the hospitality industry.

Suggested Readings:

- Sharma, S. K., & Sinha, R. K. (2020). *Emerging dynamics of Indian tourism and hospitality: Transformation and innovations*. Springer, 210-240.
- Bhat, S., & Singh, M. (2021). *Digital transformation in hospitality: Trends and challenges*. Cambridge University Press, 180-210.
- Verma, A. (2020). *Digital innovations in the hospitality sector: An emerging trend*. Pearson, 150-180.

- Jha, A., & Rathi, D. (2019). *Customer experience in hospitality: Transforming the guest journey*. McGraw-Hill Education, 220-250.

Module 3: Pedagogical Approaches in Tourism & Hospitality Education

Upon completion of this module, students will understand the core principles of active learning and how to implement them in tourism and hospitality education. They will be equipped with strategies to integrate current industry trends into curricula and overcome common challenges in student engagement. Additionally, students will recognize the importance of experiential learning for developing practical skills in real-world environments.

3.1 Active Learning Methods: Focus on innovative teaching strategies such as case studies, role-playing, and simulations that encourage critical thinking, problem-solving, and engagement. These methods help bridge the gap between theoretical knowledge and practical industry application.

3.2 Integration of Industry Trends: Emphasize the importance of incorporating current industry trends such as sustainability, technology, and customer experience into the curriculum, ensuring students are industry-ready.

3.3 Overcoming Challenges in Student Engagement: Explore the challenges educators face in keeping students engaged in a rapidly evolving industry and techniques to overcome these, such as personalized learning paths and real-world problem-solving scenarios.

3.4 Importance of Experiential Learning: Highlight the role of hands-on learning through internships, field trips, and live projects that provide students with direct exposure to the tourism and hospitality sectors, enhancing their skills and employability.

Suggested Readings:

- Sinha, R. K., Sharma, S. K., & Singh, S. K. (2021). *Tourism and hospitality education in India: Innovation and challenges*. Springer, 250-280.
- Sharma, S. K., & Sinha, R. K. (2020). *Tourism education: Insights and perspectives*. New Age International Publishers, 180-220.
- Chakraborty, P. (2019). *Innovative pedagogies in tourism and hospitality education*. Kunal Publishers, 120-150.
- Pillai, R. (2020). *Transforming tourism education: Theoretical and practical approaches*. Himalaya Publishing House, 250-275.

Module 4: Pedagogical Innovations in Tourism & Hospitality

By the end of this module, students will be able to utilize cutting-edge pedagogical tools such as technology-enhanced learning, gamification, and simulations to improve the effectiveness of tourism and hospitality education. They will understand the role of industry partnerships and internships in enhancing the learning experience, as well as the importance of innovative assessment techniques that focus on real-world applications and student engagement.

4.1 Technology-Enhanced Learning: Explore the integration of technology in the classroom, including e-learning platforms, virtual reality (VR), augmented reality (AR), and online simulations, to provide interactive and engaging learning experiences.

4.2 Gamification and Simulations for Experiential Learning: Discuss the benefits of using gamification (e.g., competitions, role-playing games) and simulations to create real-world scenarios, enhancing students' ability to apply their knowledge in practical situations.

4.3 Role of Industry Internships and Partnerships: Highlight the importance of collaborating with industry partners for internships, live projects, and mentorship programs that bridge the gap between academia and the professional world.

4.4 Innovative Assessment Techniques: Investigate new approaches to assessment, such as project-based learning, peer reviews, and digital portfolios, which focus on real-world skills and reflective learning rather than traditional exams.

Suggested Readings:

- Sharma, S. K., & Sinha, R. K. (2020). *Revolutionising tourism education: A comprehensive guide*. Springer, 300-350.
- Nair, V. (2021). *Pedagogical approaches in hospitality education*. Sage Publications, 200-230.
- Gupta, P., & Tripathi, R. (2018). *Innovative pedagogical methods in hospitality and tourism studies*. Wiley, 180-210.

- Desai, M. (2020). *Best practices in tourism education: A new approach*. Oxford University Press, 160-190.

9. Assessment Criteria:

Sr.No	Assessment Type	Weightage
1.	Case Study Presentation	20%
2.	Industry Trend Analysis Report	20%
3.	Role Play/Teaching Exercise	20%
4.	End Term Exam	40%

10. Pedagogy:

- Case-Based Learning: Analyse real-world case studies to connect theory with practical industry challenges, fostering critical thinking.
- Experiential Learning: Incorporate field trips, internships, and live projects for hands-on exposure to tourism and hospitality trends.
- Flipped Classroom: Have students study content online and engage in interactive, application-focused class discussions.
- Gamification: Use simulations and role-playing to create engaging, real-world scenarios for applying industry concepts.
- Collaborative Learning: Promote group projects for collaborative research on emerging trends, enhancing teamwork and diverse perspectives.

Recommendation of the School of Studies: All changes (if any) as suggested by the BoS has been incorporated.

Signature of Course Coordinator(s)

Signature of the Dean of the School

School/ proposing the course	School of Vocational Studies
Programme(s)	B.Voc in Tourism and Hospitality
Course title	Emerging Trends in Tourism & Hospitality- Research
Course code	NSVST7DE02
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma/Certificate/UG)	Undergraduate
Course coordinator and team	Dr. Priya Singh & Expert Committee

1. Does the course connect to, build on or overlap with any other courses offered in AUD? No, it does not build on or overlap with any other courses offered in AUD as it is an independent.

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 B.Voc , pass out students joining B.Voc Research (Tourism & Hospitality) program with bachelor's degree specialized in Tourism and Hospitality.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Only those who passed 6th Sem

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

5. How does the course link with the vision of AUD?

The vision of the University is to promote equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also strives to engage in a manner to develop such professionalism in students who will contribute immensely for the cause of marginalized groups. Most of the students who join in this course are from the socio-economically disadvantaged segment of the society and strive to develop a professional career in the Tourism and Hospitality Sector either by serving to the industry as an empowered employee or become an entrepreneur in the field of tourism and hospitality.

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

This course on *Emerging Trends in Tourism & Hospitality* closely aligns with the B.Voc (Bachelor of Vocation) in Tourism and Hospitality program by addressing key industry developments and offering practical, real-world knowledge. The curriculum of the course emphasizes current trends such as sustainability, digital transformation, and emerging business models, which are integral to the B.Voc program's goal of preparing students for the ever-evolving tourism and hospitality sectors. By focusing on pedagogical strategies, the course helps students develop teaching approaches that bridge theoretical concepts with hands-on application, aligning with the B.Voc program's emphasis on industry-relevant skills and employability. Additionally, the course's focus on sustainability and technological innovations complements the B.Voc program's emphasis on sustainable practices and leveraging digital tools to enhance customer experiences and business operations. The hands-on learning approach used in the course, including case studies and experiential learning, mirrors the B.Voc's approach to internships and field projects, ensuring students gain practical experience that directly applies to industry needs. Overall, this course provides essential knowledge and skills that equip B.Voc students to succeed in the workforce, ensuring they are prepared for both current and emerging trends in the tourism and hospitality industries.

7. Course Details:

Summary:

This course on *Emerging Trends in Tourism & Hospitality-Research* focuses on equipping students with the knowledge and skills to understand and navigate the latest developments in the industry. It delves into research methodologies, both foundational and advanced, with a focus on practical application in the tourism and hospitality sectors. Students will explore critical topics such as sustainability, responsible travel, digital transformation, and customer experience in hospitality. Through hands-on research projects, case studies, and industry insights, students will learn to analyse emerging trends, develop innovative solutions, and contribute meaningfully to the evolving landscape of tourism and hospitality. By the end of the course, students will be adept at conducting research, identifying industry trends, and applying their findings to real-world scenarios.

Course Objective:

The objectives of this course are as follows:

- Develop Research Competency: To foster students' ability to understand and apply both qualitative and quantitative research methodologies in tourism and hospitality contexts.
- Enhance Analytical Thinking: To enhance students' capacity to critically analyse emerging trends and developments within the tourism and hospitality sectors through research-based evidence.
- Promote Sustainable Practices: To equip students with the knowledge and skills to assess and implement sustainable and responsible tourism practices in real-world scenarios.
- Leverage Digital Innovation: To enable students to explore the impact of digital transformation on hospitality management and customer experience, integrating new technologies into industry practices.
- Support Strategic Decision-Making: To prepare students to apply their research findings and industry knowledge to develop innovative, strategic solutions for contemporary challenges in tourism and hospitality.
- To Integrate Technological Advancements in Education: The course strives to incorporate modern technology in teaching, such as e-learning platforms and virtual reality, allowing students to explore emerging trends in a flexible and tech-driven learning environment.

Expected Learning outcomes:

On successful completion of this module, students will be able to:

- Understand the growing importance of sustainability in tourism, including eco-tourism, responsible travel, and community-based tourism initiatives, and be able to evaluate the impact of these practices on global tourism and local communities.
- Gain knowledge of how digital transformation, including the use of AI, automation, and mobile technology, is revolutionizing the hospitality industry and improving customer experience. Students will also learn how to use data analytics for personalized guest experiences and to manage online reputation.
- Gather comprehensive understanding of research methodologies used in tourism and hospitality, equipping them to design, conduct, and analyse research studies. They will develop skills in both qualitative and quantitative approaches, enabling them to critically assess and apply research techniques to industry challenges.
- Conduct advanced research on emerging trends in tourism and hospitality, applying innovative methods and tools to explore industry developments. They will develop the ability to analyse data, draw insights, and contribute to the academic and professional discourse surrounding the evolving sector.

8. Module Outline:

Module 1: Emerging Trends in Tourism: Sustainability & Responsible Travel

Upon completing this module, students will understand the growing importance of sustainability in tourism, including the rise of eco-tourism and the impact of climate change on tourist destinations. They will explore how community-based tourism initiatives can contribute to local economies and cultural preservation. Additionally, students will be able to evaluate the role of eco-certifications in promoting sustainable travel practices and attracting conscious consumers.

1.1 Growth of Eco-Tourism: Discuss the increasing popularity of eco-tourism and nature-based travel, focusing on destinations that promote conservation and responsible tourism practices while supporting local economies.

1.2 The Effects of Climate Change on Tourism Destinations: Analyse how climate change is impacting popular travel destinations, leading to shifts in tourist patterns, the rise of climate-conscious travel, and the need for destination management and adaptation strategies.

1.3 Importance of Community-Based Tourism Initiatives: Examine how community-based tourism empowers local populations by promoting cultural preservation, responsible tourism, and direct economic benefits, fostering a more inclusive tourism model.

1.4 Green Certifications and Eco-Labeling: Investigate the role of certifications such as Green Key, Earth Check, and eco-labels in attracting eco-conscious travellers and encouraging tourism businesses to adopt sustainable practices.

Suggested Readings:

- Kumar, R., & Singh, A. (2021). *Sustainability in tourism and hospitality: Contemporary issues and innovations*. Routledge, 220-260.
- Sharma, S. K., & Sinha, R. K. (2020). *Emerging trends in Indian tourism and hospitality: Transformation and innovations*. Springer, 270-300.
- Thakur, P. (2019). *Eco-tourism and sustainability: A global perspective*. Elsevier, 150-180.
- Singh, H., & Bhardwaj, P. (2020). *Sustainable tourism: Emerging trends and global challenges*. Taylor & Francis, 200-240.

Module 2: Emerging Trends in Hospitality: Digital Transformation & Customer Experience

Students will develop an in-depth understanding of how digital transformation is reshaping the hospitality industry, focusing on AI, automation, and IoT in guest services. They will learn how contactless technology and mobile-driven experiences enhance customer satisfaction and safety. Additionally, students will explore how data analytics enables personalized guest experiences and how social media and online reviews influence hospitality marketing and reputation management.

2.1 Role of AI, Automation, and IoT: Discuss how artificial intelligence (AI), automation, and the Internet of Things (IoT) are transforming the guest experience by

improving personalization, operational efficiency, and service delivery (e.g., AI-powered chatbots, smart rooms).

2.2 Rise of Contactless Technology and Mobile-Driven Experiences: Explore the shift towards contactless technology, such as mobile check-ins, mobile key cards, and voice-activated room controls, ensuring seamless and safe experiences for guests.

2.3 Personalization of Services through Data Analytics: Examine how data analytics is used to create personalized guest experiences, including tailored recommendations, dynamic pricing, and loyalty programs based on individual preferences.

2.4 Influence of Social Media and Online Reviews: Investigate how social media platforms and online review sites like TripAdvisor and Yelp influence customer decision-making, hotel reputation, and marketing strategies in the hospitality industry.

Suggested Readings:

- Sharma, S. K., & Sinha, R. K. (2020). *Emerging dynamics of Indian tourism and hospitality: Transformation and innovations*. Springer, 210-240.
- Bhat, S., & Singh, M. (2021). *Digital transformation in hospitality: Trends and challenges*. Cambridge University Press, 180-210.
- Verma, A. (2020). *Digital innovations in the hospitality sector: An emerging trend*. Pearson, 150-180.

- Jha, A., & Rathi, D. (2019). *Customer experience in hospitality: Transforming the guest journey*. McGraw-Hill Education, 220-250.

Module 3: Research Methodologies in Tourism & Hospitality Studies

Students will gain a solid understanding of different research methodologies, including qualitative, quantitative, and mixed methods, and when to apply each in the context of tourism and hospitality. They will learn how to effectively collect and analyse data through surveys, interviews, and other techniques, and address ethical challenges in conducting research. This module will also help students grasp how research can influence industry decision-making and improve service delivery

3.1 Qualitative, Quantitative, and Mixed Methods: Introduce the different research methodologies and when to use them. Discuss how qualitative research (e.g., interviews, focus groups) helps explore subjective experiences, while quantitative methods (e.g., surveys, statistical analysis) provide measurable insights.

3.2 Data Collection Techniques: Examine various data collection methods, such as surveys, interviews, ethnographic studies, and secondary data sources, and their application in tourism and hospitality research to gather relevant information.

3.3 Analysing Tourism Consumer Behaviour: Focus on methods to study consumer preferences, decision-making processes, and satisfaction levels in tourism, helping businesses align their strategies with customer expectations.

3.4 Ethical Considerations in Research: Address the ethical challenges faced when conducting research in tourism and hospitality, such as privacy concerns, informed consent, and maintaining objectivity and integrity in data analysis.

Suggested Readings:

- Sharma, S. K., & Sinha, R. K. (2019). *Emerging Dynamics of Indian Tourism and Hospitality: Transformation and Innovations*. New Delhi: Copal Publishing Group, 146-201.
- Maheshwari, A., Mishra, S., & Agarwal, P. (2019). *Emerging Trends in Hospitality and Tourism in India*. *International Journal of Research and Analytical Reviews*, 6(1), 85-88.
- Okumus, F., Rasoolimanesh, S. M., & Jahani, S. (2022). *Contemporary Research Methods in Hospitality and Tourism*. Bingley: Emerald Publishing Limited, 78-123.
- Nunkoo, R. (Ed.). (2018). *Handbook of Research Methods for Tourism and Hospitality Management*. Cheltenham: Edward Elgar Publishing, 39-89.

Module 4: Advanced Research in Emerging Trends in Tourism & Hospitality

Students will be able to critically evaluate and conduct research on emerging trends such as sustainable tourism, digital transformation, and consumer behaviour in the tourism and hospitality industries. They will learn to apply predictive analytics and big data in research to forecast industry shifts. This module will empower students to analyse cutting-edge research and its real-world implications for business practices and policy development.

4.1 Research on Sustainable and Responsible Tourism: Delve into current research on sustainability, eco-tourism, and responsible travel, focusing on how tourism can balance economic growth with environmental and social responsibility.

4.2 Impact of Digital Platforms on Traveller Behaviour: Examine the rise of digital platforms such as online travel agencies (OTAs), review sites, and booking apps, and their effect on customer behaviour, decision-making, and travel expectations.

4.3 Predictive Analytics and Big Data: Explore the role of big data and predictive analytics in forecasting travel trends, managing customer expectations, and improving business operations in the tourism and hospitality sectors.

4.4 Case Studies on Cutting-Edge Research Projects: Analyse real-world case studies of research that has driven innovation in tourism and hospitality, such as studies on the future of air travel, hotel technology, and destination marketing.

Suggested Readings:

- Chowdhary, N., Billa, S., & Tiwari, P. (2022). *Indian Tourism: Diaspora Perspectives*. Emerald Publishing Limited, 128-220.
- Shukla, U. N., & Kulshreshtha, S. K. (2019). *Emerging Trends in Indian Tourism and Hospitality: Transformation and Innovation*. Copal Publishing Group, 65-97.

- Kothari, C. R. (2019). *Research Methodology: Methods and Techniques* (4th Ed.)New Age International Publishers, 42-120.
- Reddy, P. N. (2020). *Research Methodology and Statistical Tools*. Himalaya Publishing House. 123-176.

9. Assessment Criteria:

Sr.No	Assessment Type	Weightage
1.	Research Proposal Development	20%
2.	Hotel/ Tourism Digital Strategy Analysis	20%
3.	Field Based Research Project	20%
4.	End Term Exam	40%

10. Pedagogy:

- Experiential Learning – Students gain hands-on experience through field visits, internships, live projects, and simulations, bridging theory with real-world industry practices.
- Case-Based Learning – Analysing real-life case studies on tourism trends, hospitality innovations, and customer service challenges to enhance problem-solving and decision-making skills.
- Project-Based Learning (PBL) – Encouraging students to work on industry-relevant projects such as sustainable tourism models, digital hospitality strategies, or market research.
- Blended Learning – Combining online resources, virtual simulations, and classroom discussions to provide a flexible and interactive learning experience.
- Collaborative Learning: Promote group projects for collaborative research on emerging trends, enhancing teamwork and diverse perspectives.

Recommendation of the School of Studies: All changes (if any) as suggested by the BoS has been incorporated.

Signature of Course Coordinator(s)

Signature of the Dean of the School

Dr. B.R. Ambedkar University, Delhi
Proposal for Launch of Doctoral Degree Programme in Vocational Education

(To be approved by the Academic Council)

School	**School of Vocational Studies (SVS)**
Programme Name	Doctor of Philosophy in Vocational Education
Programme Type (Professional/Liberal/Research/ etc.)	Research
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	Doctoral Degree in Vocational Education
Total Credits	14 Credits for Course Work
Proposed date of launch	Monsoon Semester 2025
Programme coordinator and team	Dr. Rajinder Kumar, Dr. Priya Singh, Dr. Rekha Gulia

1. **Specific requirements on the part of students who can be admitted (Qualifications; prior knowledge level; any others – please specify):** The following are eligible to seek admission to the PhD programme, candidates who have completed:

   a. As per the UGC regulation and as adopted by the AUD, the entry qualification to the programme is a 1-year/2-semester master's degree programme after a 4-year/8-semester bachelor's degree programme or a 2-year/4-semester master's degree programme after a 3-year bachelor's degree programme or qualifications declared equivalent to the master's degree by the corresponding statutory regulatory body in vocational education and its allied disciplines, with at least 55% marks in aggregate or its equivalent grade in a point scale wherever grading system is followed or equivalent qualification from a foreign educational institution accredited by an assessment and accreditation agency which is approved, recognized or authorized by an authority, established or incorporated under a law in its home country or any other statutory authority in that country to assess, accredit or assure quality and standards of the educational institution.
   b. A relaxation of 5% marks or its equivalent grade may be allowed for those belonging to SC/ST/OBC (non-creamy layer)/ Differently Abled, Economically Weaker Section (EWS) and other categories of candidates as per the decision of the commission from time to time.

   Candidates who have completed the M.Phil. programme in vocational education and its allied disciplines with at least 55% marks in aggregate or its equivalent qualification from a foreign educational institution accredited by an assessment and accreditation agency which is approved, recognized or authorized by an authority, established or incorporated under a law in its home country or any other statutory authority in that country to assess, accredit or assure quality and standards of educational institutions, shall be eligible for admission to the PhD programme. A relaxation of 5% marks or its equivalent grade may be allowed for those belonging to SC/ST/OBC (non-creamy layer)/ Different-Abled, Economically Weaker Section (EWS) and other categories of candidates as per the decision of the commission from time to time.

   Note: For the list of relevant specialization/discipline/programme and UGC/CSIR NET subjects, please refer to the ***Annexure-I.***

2. **Entrance process (test, interview, cut-offs, etc.):** Admission to the PhD programme shall be through a two-stage process consisting of an Entrance Test and Interview.
   a. Since NTA doesn't conduct NET in Vocational Education, the candidate who qualify for the fellowship/scholarship in UGC-JRF/NET and similar national level / state level tests in allied disciplines (to be identified by the SVS) will be considered for admission. In addition to this, a personal/online interview will be organized by the school and weightage for the same will be 30%. The marks obtained by such candidates, i.e. 30% weight in the interview performance and 70% on the performance in UGC-JRF/NET and similar national / state level tests will be used to draw the merit list of the candidates.
   b. Candidates, those who could not qualify the UGC-JRF/NET and similar national level / state level tests, may be given a chance to appear on the admission test to be conducted by the University, including a personal/online interview to be conducted by the School. The merit list will be drawn based on the entrance test conducted by the university for which a weightage of 70% for the entrance test and 30% for the performance in the interview shall be given.

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.):** The total duration of the PhD programme shall be for a minimum of three (03) years and maximum six (06) years, including course work of minimum 12 months (2 Semesters). The course can be extended for another one year with full justification. However, the maximum duration can be extended based on the university policy for female and candidates those who are suffering from disability.

5. **What are the intended aims of the programme?**
   (a) The PhD program in Vocational Education is designed to foster interdisciplinary research, innovation and knowledge creation in Vocational Education. The interdisciplinary nature of this programmes is flagship agenda to foster the research in the country. *e.g. an applicant having a PG in psychology can choose a research problem about tourist behavior or an applicant having PG in geography can choose a research problem about the study of tourism geography. Or even a candidate having master degree in food & nutrition can also study child development process. One of the key reasons for this programme is to integrate the knowledge of diverse specialization towards societal upliftment.*
   (b) The key focus of the program is to promote interdisciplinary research work in the professional education field. In addition, this program aims to bring a synergy between vocational education, skill development, and entrepreneurship development by integrating theoretical frameworks with practical applications across diverse fields.
   (c) The programme also intends to combine insights from education, commerce, management, humanities and social sciences, the program seeks to address complex challenges in these specializations and promote industry-relevant knowledge for development of professional skills.
   (d) The program emphasizes the development of innovative models and strategies for skill enhancement and entrepreneurial growth, particularly in the context of emerging markets, dynamic global trends and contemporary issues in vocational education as well as its potential interdisciplinary specialization.

(e) The programme focuses on creating synergies between vocational education and industry requirements, enabling researchers to explore cutting-edge solutions for improving employability, business acumen, and sustainable practices.
(f) The program aims to advance curriculum development and policymaking to ensure inclusivity, adaptability, and relevance in vocational training.
(g) The programme intends to foster interdisciplinary collaboration and prepares scholars to drive transformative change, contribute to socio-economic development, and shape the future of vocational education and workforce readiness on a global scale.

Therefore, this proposed interdisciplinary research is the soul of this PhD Programme i.e. Doctor of Philosophy in Vocational Education.

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

The PhD program in Vocational Education aligns seamlessly with the vision of Dr. B.R. Ambedkar University Delhi (AUD), which emphasizes interdisciplinary learning in social sciences, inclusivity, and a focus on bridging education with societal needs. AUD's vision to create a transformative and equitable education ecosystem resonates deeply with this program's goal of advancing vocational education through interdisciplinary research and practical innovation. *However, the priority is fixed to the allied subject areas, to start with, based on the current expertise available is the school, such as- Travel and Tourism Management, Tourism & Hospitality, Hospitality Management, Commerce, Economics, Education, Management, Psychology, Early Childhood Education, Child Development, Food & Nutrition, any other such other allied disciplines keeping in view the expertise presently available in the School.*

The program reflects AUD's commitment to integrating knowledge across specialization. It not only fosters a holistic understanding of these sectors but also addresses their interconnected challenges through collaborative and research-driven solutions. This interdisciplinary approach ensures that the program produces scholars equipped to develop innovative policies and frameworks that align with real-world complexities and industry demands.

The program also incorporates substantial industry inputs to bridge the gap between academia and practice, fostering research that is both socially relevant and market responsive. Through collaborations with industry partners, the program ensures the development of skill sets that align with emerging trends and technologies, promoting entrepreneurship, employability, and sustainable growth. This synergy between interdisciplinary education and industry engagement aligns with AUD's broader vision of creating knowledge that contributes to social progress and economic equity, ensuring that the program not only enriches academic inquiry but also addresses pressing societal and industrial needs. The program also incorporates substantial industry inputs to bridge the gap between academia and practice, fostering research that is both socially relevant and market responsive. Through collaborations with industry partners, the program ensures the development of skill sets that align with emerging trends and technologies, promoting entrepreneurship, employability, and sustainable growth. This synergy between interdisciplinary education and industry engagement aligns with AUD's broader vision of creating knowledge that contributes to social progress and economic equity, ensuring that the program not only enriches academic inquiry but also addresses pressing societal and industrial needs.

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 Research Programme (Ph.D) is being proposed to be implemented based on the guidelines issued by the University vide its Notification F.N. AUD/26-2 (2)/Gov/2021 dt. March 03 2021 and June 02, 2021.

The proposed Ph.D. program in Vocational Education is linked to the existing graduate programs offered by the School of Vocational Studies in the domains of Tourism and Hospitality, Accounting and Finance, Early Childhood Centre Management and Entrepreneurship (ECCME), and Retail Management, as well as the master's program in Tourism and Hospitality Management. It serves as a natural progression for students and professionals seeking to deepen their knowledge and understanding, engage in advanced research, and contribute to the academic and practical advancements in these fields by building on the foundation laid by undergraduate and master's programs, leading towards the award of a Ph.D degree.

The program provides a platform for graduates to pursue higher-level research and innovation in interdisciplinary domains. It complements the graduate programs by addressing more complex, sector-specific challenges and fosters a research ecosystem that strengthens the academic rigor and relevance of the school's offerings. The program also enhances the academic and professional trajectories of students, creating a pathway for them to become educators, researchers, research & development and industry leaders & policy makers.

Moreover, the Ph.D. program is designed to synergize with the school's existing curriculum by integrating interdisciplinary perspectives and fostering collaboration between students and faculty across different levels of study. For instance, doctoral researchers can mentor undergraduate and postgraduate students, engage in collaborative projects, and contribute to curriculum development, thereby enriching the learning environment. This alignment ensures a seamless integration of the school's academic programs, reinforcing its mission to provide holistic, industry-relevant, and research-driven education in vocational studies. *This research programme is based on the concept of interdisciplinary research to develop the human resource with strong social, emotional, intellectual, moral values as envision through the National Education Policy 2020*. The potential researchers with diverse field, will be able to choose research area from specialised and interdisciplinary area of research offered by school at present or in near future as well. The aim of the research programme is focused at developing critical thinking, versatility, adaptability, problem solving, flexibility, and analytical and communication skills in the researchers. The opportunities of doing research are enhanced and improved through a holistic and multidisciplinary approach.

8. **Does the programme connect to, build on or overlap with any other programmes offered in the University? Is it offered in collaboration with any School/Centre at AUD (if yes, please specify the nature of collaboration)?**
   Yes, the possible linkages of this programme could be gradually synergised with School of Management Studies, School of Educational Studies, School of Heritage Research and Management (SHRM) etc.

9. **How is it positioned in relation to other similar programmes in the field?**
   This PhD Program is focused on advance research towards the impactful knowledge creation towards the quality life of global citizens in context of skills, employability, problem solving, and futuristic needs in a fast-developing economy. This programme is designed to develop

strong industry linkages of academic research through action research, field-based research and development and focused on interdisciplinary research. The specialisation of the program is focused on to integrate the concepts from tourism, hospitality, retail management, accounting, finance and early childhood education as well as any other vertical to be added in future in the school, into allied specialisation to create interdisciplinary knowledge. The programme is primarily aimed at those interested in pursuing academic careers, research positions, or high-level consultancy roles. It emphasizes on knowledge creation for global sustainable development perspectives. This programme will not only focus on the systemic development of knowledge and skills in the prioritise areas but also will collaborate with industry stakeholders to ensure research relevance, making it attractive to those who aim to bridge academia and practice.

The course work is designed on an interdisciplinary footing, as well as to develop the vocational education perspective of the scholars which will broaden the intellectual horizon of the practitioners. Furthermore, doctoral seminar and the portfolios presentation have been added to scaffold the candidates through the process of working on their dissertation, as this period is challenging and many scholars experience difficulty in sustaining the rigour that is needed to complete a doctoral programme.

10. **Is there a sufficiently defined body of knowledge and literature to support the programme?**
    These fields have an extensive academic and industry knowledge base, making them well-supported for vocational education in the segment of higher education. For examples, there are thousands of research papers published in these areas with more than 7000 published quality papers in different domain as specified. Hence, it provides a great potential for interdisciplinary research. The interdisciplinary research is among the key objective of NEP 2020 and this PhD Programme is at par with the NEP 2020.
    Hence, there is a need to strengthen the research and literature in the context of interdisciplinary research on above mentioned domains. The doctoral programme is designed to motivate scholars to explore interdisciplinary and integrates concepts from tourism, hospitality, retail management, accounting & finance and early childhood education to address the contemporary issues both at the societal and of global level to contribute to these areas through their scholarship.

11. **What are the professional trajectories that the graduates of the programme may pursue?**
    The doctoral graduates can have a diverse professional trajectory in the following fields as an academician, researchers, consultant, research consultation-based entrepreneurship, market analyst, policy makers, national & international agencies etc.
12. **Are there sufficient in-house faculty resources available for the programme?**
    Yes, at present 07 of the existing faculty members are eligible to guide PhD scholars based on the AUD guidelines. However, more faculty members are likely to join soon who will be eligible to guide the doctoral scholars. Moreover, the upcoming years as some of the faculty would get awarded with PhD soon and would be eligible to take doctoral students.
13. **Rationale for the nomenclature of the programme**
    The nomenclature of the program is aligned with the university's vision and academic strengths. The nomenclature of a PhD program is carefully chosen to reflect its academic scope, research focus, and interdisciplinary nature. The nomenclature emphasis on innovation and trends; global appeal; interdisciplinary integration and advanced research. Keeping in view of the nomenclature of the School and its focus on the core areas of operation (vocational education &

skill development), it is consciously thought to designate the programme title as **Doctor of Philosophy in Vocational Education.** However, the candidate will be awarded degree in his/her respective specialisation/vertical related to Vocational Education currently assigned to the school.

The most important objective of this program is to foster the interdisciplinary research in the country at par with the objective of NEP2020. This research programme is based on the concept of interdisciplinary research to develop the human resource with strong social, emotional, intellectual, moral values envision the National Education Policy 2020. The potential researchers with diverse field, will be able to choose research area from specialised and interdisciplinary area of research offered by school at present or in near future as well. The aim of the research programme is focused at developing critical thinking, versatility, adaptability, problem solving, flexibility, and analytical and communication skills in the researchers. However, through this programme, the opportunities of doing research will grow in context of interdisciplinary research at local, national and global level.

14. **Programme Details:**
    a. Concept (attach concept note, if needed): In conceptualizing the doctoral programme, the SVS faculty went through a collective exercise to develop a shared vision of the PhD graduate of the future, the programme philosophy, pedagogy and structure of the programme were developed from this shared vision. In imagining the graduate of the future, SVS intends to focus on three important aspects of the learner in an integrated approach:

        - People (How their research is going to benefit people?)
        - Planet (How their research is helping the planet to be a better place to live?)
        - Peace (How their research can help to bring peace in the society?)
        - Interdisciplinary (How the model and knowledge of other specialization can be used in this program, to develop and expand further body of knowledge?)

    b. Objectives:
        i) To contribute holistically & systematically to the field of interdisciplinary research in the areas of vocational education and skill development.
        ii) ii) To professionally integrate the vocational education in higher education research through incorporating an ability to understand and articulate the specialization's key theories and foundational literature.
        iii) iii) To create and contribute to vocational education knowledge and practices, thus enabling lifelong learning for its learners.
        iv) iv) To contribute to the growth of vocational education in general and body of knowledge in specific terms through ideating and conducting research in the chosen area.
        v) v) To promote interdisciplinary research program through developing an ability to communicate results of research in a clear and effective manner.

    c. Expected learning outcomes: The researchers should be in a position to:
        i) Analyse and critically evaluate interdisciplinary vocational educational theories, policies, research and practices across the specialization.
        ii) Collaborate with others to set direction, design and enact improvements as a researcher in allied specialization.

iii) Design and conduct research and inquiry to improve practice and promote interdisciplinary vocational education.
iv) Theorise the research ideation and develop a theoretical framework for chosen topic.
v) Analyse and interpret the data for drawing conclusions and contribute to the body of knowledge.
vi) Communicate effectively to scholarly and practitioner audiences.
vii) Demonstrate skills in oral and written communication sufficient to publish and present work in their specialization or prepare grant proposals
viii) Demonstrate and conducting comprehensively the application of research to professional practice.

d. **Overall structure (programme template with course organisation, course titles, credits, etc.):** A list of proposed courses as identified for the coursework is placed in **Annexure II**.

15. **Teaching-learning:**

Instructional strategies:

Teaching-learning**:** The scholars will present their teaching skills on regular basis.

Research: Doctoral candidates need a solid grounding to become familiar with strategies used for literature reviews, data analysis, research writing and great observation and research bent of mind. Hence, research symposium, research expert guest lecture will be organised.

Expertise in the field of specialization: To become transformative agents, candidates must be familiar with existing discourses and practices in the concerned field. SVS will offer course on subject specialization in the first year especially designed for PhD candidates. In addition, students are encouraged to take elective courses from both within and outside the school to develop expertise in their specific area of study. In order to have a broader idea of the field of specialization scholars are expected to participate in SVS seminars, workshops, and conferences in related fields.

Academic writing: Overcoming to the poor communication skills is a basic requirement to be good researcher. Hence, comprehensive academic writing exercise will be organised.

a. Special needs for the programme (instructional space: studio, lab, clinic, workshop, etc.; equipment, software, any other – please specify): The hands-on practice of software for data analysis of SPSS, Smart PLS Sem, web mining (Octoparse) and content analysis (MAXQDA) software are important for a young generation researcher in the era of AI and knowledge economy.

b. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): It is needed to provide the national and international exposure as well as interdisciplinary research bent of mind to the students.

Research Network: The in-house or outside the school students will organise/participate or collaborate with organisation.

Field Visit: To sensitize the researchers about 3PI (Planet, People, Profit and Interdisciplinary research) through taking them in field.

Submission Guideline: The School will follow the guideline issued by the University vide notification No. AUD/SCR/2023/17 dt. 1st Sept. 2023.

KS Rajinder.

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 revised proposal is 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 the primary School.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Annexure-I

Based on the expertise available in the School at present, the following disciplines are included as allied field for the research in vocational education.

Sr. No.	**Specialisation**
1	Travel and Tourism Management
2	Tourism & Hospitality
3	Commerce
4	Economics
5	Education
6	Management
7	Psychology
8	Early Childhood Education
9	Child Development,
10	Food & Nutrition

11	Hospitality Management

Annexure-II (Coursework Structure)

Following is title of the Courses for the Ph. D coursework for as finalised by the expert committee in its meeting held on 23rd April 2025 and also in the meeting of the 19th Board of Studies of the School.

Semesters	**Courses**	**Credits Allocated**	**Core/Specialization**
Semester-1	Perspective of Vocational Education in India	2 Credits	**Core**
	Research Methodology	4 Credits	**Core**
	Academic Writing	2 Credits	**Core**
Semester-2	Emerging Trends in Research (In Specialised Field)	4 Credits	**Specialization**
	Research and Publication Ethics	2 Credits	**Core**

Note: The School is in the process of developing the course details which will be presented to the Academic Council subsequently.

SCHOOL OF VOCATIONAL STUDIES (SVS)

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

COURSES FOR SEMESTER 7

School/ proposing the course	**School of Vocational Studies**
Programme(s)	**B.Voc in all Disciplines offered by SVS**
Course title	**Vocational Education in India: The NEP 2020 Perspective**
Course code	**(NSVSG7VE01)**
Credits	**2**
Course type (core/compulsory/optional/any other – please specify)	**Compulsory Skill**
Level (Pre-doctoral/MA/PG Diploma/Certificate/UG)	**Undergraduate**
Proposal date for Launch	**Monsoon Semester**
Course coordinator and team	**Prof. Sitansu Sekhar Jena**

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?** No, it does not build on or overlap with any other courses offered in AUD as it is an independent one.

2. **Specific requirements on the part of students who can be admitted to this course:** (Pre-requisites; prior knowledge level; any others – please specify): Those students who are promoted from 6th semester of BVoc Programme or those who have qualified NSQF Level 6 (revised 5.5) can join this course. The course is a compulsory GEC course proposed to be offered in Semester-7 of the BVoc programme.

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** About 10-30 (Those who are promoted from 6th semester or qualified NSQF Level-6).

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

5. **How does the course link with the vision of AUD?**

Dr. B.R. Ambedkar University Delhi (AUD) envisions promoting equity, social justice, and excellence in higher education by developing professionals who are sensitive to social realities and committed to working in non-hierarchical and inclusive environments. The course " **Vocational Education in India: The NEP 2020 Perspective** " aligns with this vision by:

A. **Fostering Inclusivity and Social Empowerment:** The course prepares educators and trainers to design vocational curricula that cater to the needs of diverse learners, including those from marginalized communities based on principles equity and inclusivity as outlined in the NEP 2020. By emphasizing practical, industry-aligned education, the course helps students become employable in a range of sectors, supporting social and economic mobility.
B. **Enhancing Employability and Entrepreneurship:** The course draws a background knowledge and understanding of the aspects as demonstrated related to vocational education and skill development processes envision through the NEP 2020. It also encourages an outcome-based approach to education, focusing on skills that promote employability, self-reliance, and entrepreneurship. These goals directly contribute to AUD's mission of building a socially sensitive and professionally competent workforce.
C. **Developing Industry-Relevant Competencies:** By integrating technology and vertical-specific teaching strategies, the course ensures that future vocational educators are equipped to address the needs of modern industries, thereby contributing to India's broader economic development goals, in line with AUD's focus on inclusive growth.

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

   A. The course **Vocational Education in India: The NEP 2020 Perspective** intensively linked with the BVoc programmes offered by the School of Vocational Studies such as- (i) Tourism & Hospitality, (ii) Retail Management (iii) Accounting & Finance and (iv) Early Childhood Centre Management & Enterpenureship with a direct linkage to understand the importance of vocational education and skill development as envisaged in the NEP 2020. It has also relevance for other UG programmes offered by the University where vocational education and skill development has been integrated into the curriculum based on the NHEQF.
   Further, it may reflect upon the eco-system of vocational education and skill development scenario of India in terms of creating employment opportunities for

the youths in general and also develop a prelude to the courses the students are pursuing through different vocational programmes in the University in particular. This alignment will ensure students of SVS are trained in relevant core skills, employable skills, improving their readiness for the job market along with developing entrepreneurial ventures in their core areas of skills. The said course will help them to develop an understanding on different perspectives as outlined in the NEP 2020 for making vocational education & skill development eco-system aligned with relevant industry standards and contributing to professional excellence in the field chosen by the students, especially in the context of NEP 2020 policy perspective.

D. Course Details:

a. **Summary:** This course aims to equip students to understand the policy perspective attached in the context of NEP 2020 in general and vocational education in particular especially in the context of the knowledge and skills required to design, manage, and implement vocational curricula effectively. While discussing the issues and challenges as envisioned through the NEP 2020 in the context of vocational education and skill development, it provides a framework on paradigm shift related to institutionalising technical and vocational education & training (TVET) in the context of not only providing relevant employment opportunity but also develop such skills to become a successful entrepreneur by highlighting best practices in India and across the globe.

b. **Course Objective:**

- Develop an understanding on the perspective of vocational education and skill development in India.
- Analyze different mechanisms positioned through NEP 2020 on vocational education and skill training in India and its importance in contemporary India.
- Critically reflect upon different government schemes related to vocational education and skill development processes with comprehensive understanding on the National Skill Qualifications Framework (NSQF).

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c. **Expected Learning Outcomes:** On successful completion of this module, students will be able to:-

- Compare the strategies adopted in promoting vocational education through different plan and policies as formulated by the Government of India.
- Discuss the issues and challenges in the vocational education and skill development sector historically and draw lessons as envision through the NEP 2020.
- Describe the focus areas as enshrined through the NEP 2020 on vocational education and skill development processes.
- Prepare a vocational education plan for an institution which they are familiar with including its execution strategy.

d. **Overall Structure:** It is a 2-credit course with in-built theory (15 credits) and practical components of (30 hours) respectively. The course will have three Modules on different them areas.

E. Module Outline:

Module 1: Vocational Education in India: The Policies & Framework

This module will focus on the scenario of vocational education through different policies, commissions, committees historically and critically reflect upon the issues and challenges encountered in executing the same. The topics to be covered are -

1.1 Understanding Vocational Education**:**

- Vocational education as articulated by different education commissions in India.
- Brief overview of vocational education through different plan periods.
- Curriculum planning methodologies adopted as per the UGC guidelines on vocational education.
- Frameworks for competency-based education (CBE) and modular curriculum design for vocational training.
- Integration of industry-specific needs into curriculum planning.

1.2 History & evolution of Vocational Education in India**:**

- Understanding on demographic dividends as advocated through NEP-2020.
- Techniques for aligning learning outcomes with occupational standards and job requirements.
- Tools for mapping curriculum content to skills and competencies needed in specific industries.
- Vertical articulation to ensure curriculum progression from basic to advanced levels.

1.3 Current Scenario: Issues and Challenges in Vocational Education in India**:**

- Population characteristics and understanding demographic dividends in India
- National Skill Qualification Framework (NSQF) and its importance in India's skill eco-system, the level descriptors& challenges for execution.
- The role of industry, community, and government in vocational curriculum development.
- Strategies for involving employers, industry bodies, and local communities in curriculum design.
- Government policies and initiatives supporting vocational education.

Suggested Readings:

- UNESCO-UNEVOC (2014). *Vocational Pedagogy: What it is, why it matters and what we can do about it*, UNEVOC, Germany

- Mehrotra, Santosh, Ravi Raman, Kalaiyarasan & Neha Kumar (2014). *"Vocational Education and Training Reforms in India: Learning from Good Practices in India & Abroad",* Institute of Applied Manpower Research, New Delhi PP 7-23.
- OECD. (2014). *Skills Beyond School: Synthesis Report.*
- Mandal, Lipika (2024) "Transforming vocational education: Insights from NEP 2020" in *International Journal of Humanities & Education Research*, vol. 6(1) PP 112-115.

Module 2: Institutionalizing Vocational Education: The NEP 2020 Perspective

This module is designed with an intension to give a brief overview on the NEP 2020 in general and vocational education in particular. It will also reflect upon on key recommendations and provision for vocational education and skill training as articulated through NEP 2020. It will also give a generic overview on the alignment of vocational education with the sustainable development goals (SDGs).

Topics Covered:

2.1 Vocational Education in Schools: the NEP 2020 framework:

- Importance of pre-vocational education in schools from Grade 6 onwards.
- Integration of vocational education with academic curriculum.
- Development of skills and competencies through vocational education in schools in India.
- Role of education providers such as- CBSE & other National Boards, State Boards, PSSCIVE, NCVET etc. for developing vocational policies and curriculum.

2.2. Vocational Education in Higher Education Institutions

- Main streaming vocational education through integration with higher education curriculum.
- Types of vocational programmes offered.
- Collaboration of Higher Education & technical institutions with Industry
- Role of industry and employers in vocational training and skill development
- Apprenticeship training and on-the-job training
- Researching vocational education & training
- Understanding recognition of prior learning (RPL) and creating pathways for higher education.

2.3 Sector-specific Vocational education

- Vocational education in service sectors such as- tourism & hospitality, retail & logistics, financial services & accounting procedures,
- Vocational education in key sectors such as- agriculture & allied areas,
- Vocational education in manufacturing, non-manufacturing and services.

2.4 Role of Regulatory bodies and training providers on vocational education and skill training

- National Council for Vocational Education & Training (NCVET).
- University Grants Commission (UGC)
- Ministry of Education, Govt. of India
- Ministry of Skill Development & Enterpenureship (MSDE), Govt. of India
- National Skill Development Centre & Sector Skill Councils (SSCs)

Suggested Readings:

- Mandal, Lipika (2024). "Transforming Vocational Education: Insights from NEP 2020", In International Journal of Humanities & Education Research, 6(1): 112-115
- Duckett, I., and Tatarkowski. (2005). *Practical Strategies for Learning and Teaching on Vocational Programmes.*
- Senge, P. (2010). *The Fifth Discipline: The Art and Practice of the Learning Organization.*
- UNESCO-UNEVOC (2024). "Qualification in Vocational Training Specialists in energy-efficient Building Automation" (Field Report from India) UNEVOC, Germany

Module 3: Best Practices in Vocational Education & Training

This module will highlight some of the selected best practices available in vocational education & training areas globally and in India, which have been articulated in the NEP 2020. The practices like Colombo Plan and Community Colleges focusing on the higher education segments will be discussed in this Module. The module will also focus on policies in establishing academic equivalence between vocational education & general education while enabling mobility within & between them. Apart from this, the most recent and important practices such as innovations undertaken through Jana Shikhan Santhan (JSS), Pradhan Mantri Kaushal Vikash Yojna (PMKVY) with focus on 'Skill India', Integration of Vocational Education in Schools & Higher education level with academic subjects, enabling multi-disciplinary and multiple entry-exit with creation of progression pathways, including the concept and importance of traditional knowledge through 'Lok Vidya'.

Topics Covered:

3.1. Global Best Practices

3.1.1 Colombo Plan and its features

3.1.2. Community Colleges for skill training

3.2. Best Practices in India

3.2.1. Integration of Vocational Education in Schools & Higher education level (cases from School Boards, NHEQF etc.) will be discussed

3.2.2. Jana Shikhan Sanstan (JSS)

3.2.3 Pradhan Mantri Kaushal Vikash Yojna (PMKVY) 4.0 – Skill India

3.2.4. National Apprenticeship Promotion Scheme (NAPS)

3.2.5 Skill Acquisition & Knowledge Awareness for Livelihood Promotion (SANKALP)

3.2.6. Recognition of Prior Learning (RPL)

3.3. Lokvidya

3.3.1. The Traditional Ancient Technical Knowledge of India

3.3.2. Ancient Indian Wisdom in Rainfall Prediction

3.3.3. Ancient India's Mathematical Heritage

3.3.4 Shaastra: The Rational and Systematic Inquiry in Science

3.3.5. Preserving Lokvidya: Safeguarding India's Traditional Technical Knowledge

3.4 Development of an institutional plan for vocational education and skill training.

Suggested Readings:

- UNESCO-UNEVOC (2017). "Ammachi Labs: Empowering Rural Women through ICT in TVET, *Amrita University, Kerala*
- UNESCO-UNEVOC (2018). "Green Skill for Waste to Wealth"*, Government Industrial Training Institute, Berhampur, Odisha*
- *Asian Development Bank (2009). "Good Practices in Technical & Vocational Education & Training", Philippines.*
- Mehrotra, Santosh, Ravi Raman, Kalaiyarasan & Neha Kumar (2014). *"Vocational Education and Training Reforms in India: Learning from Good Practices in India & Abroad",* Institute of Applied Manpower Research, New Delhi.
- Patil, Vijay, (2022) *"Success Stories of TVET Initiative & Good Practices in India",* Manila, Philippines, Colombo Plan Staff College,
- Kumar, Anil (2024). *"Lokvidya: Sustaining India's Traditional Technical Wisdom"* in International Journal of Science and Research (IJSR), Volume 13 Issue 2, PP 153-160.

F. Assessment Structure:

S No.	Assessment Type	Weightage
1	Module 1	20%
2	Module 2	20%
3	Module 3	20 %
4	End Term Exam	40 %

Total	100%

G. Pedagogy:

a. Instructional strategies: Blended approach will be used which will include texts, case-studies, films, clips, YouTube clips, simulations, practical.
b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Access to digital labs and vocational training resources, including field visits locally.
c. Expertise in AUD faculty or outside- Training Partners from outside& guest faculty.
d. Linkages with external agencies: Collaboration with industry experts and certified vocational trainers for practical exposure.

Recommendation of the School of Studies: No specific recommendations were made. However, the course is revised based on the overall recommendations made by the Board of Studies of the SVS.

Signature of the Course Coordinator

Signature of the Dean of the School

SCHOOL OF VOCATIONAL STUDIES (SVS)

Dr B. R. Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/ proposing the course	**School of Vocational Studies**
Programme(s)	**B.Voc in all Disciplines offered by SVS**
Course title	Vocational Education: Curriculum and Pedagogy
Course code	NSVSG7PM01
Credits	**4**
Course type (core/compulsory/optional/any other – please specify)	**Compulsory Skill**
Level (Pre-doctoral/MA/PG Diploma/Certificate/UG)	**Undergraduate**
Proposed date for launch	**Monsoon Semester**
Course coordinator and team	**Expert Committee**

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
No, it does not build on or overlap with any other courses offered in AUD as it is an independent.

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): Those students who are promoted from 6th semester or those who have qualified NSQF Level 6.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Those who are promoted from 6th semester

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

5. How does the course link with the vision of AUD?

Dr. B.R. Ambedkar University Delhi (AUD) envisions promoting equity, social justice, and excellence in higher education by developing professionals who are sensitive to social realities and committed to working in non-hierarchical and inclusive environments. The course "Vocational Education: Curriculum and Pedagogy" aligns with this vision by:

A. **Fostering Inclusivity and Social Empowerment:** The course prepares educators and trainers to design vocational curricula that cater to the needs of diverse learners, including those from marginalized communities. By emphasizing practical, industry-aligned education, the course helps students become employable in a range of sectors, supporting social and economic mobility.

B. **Enhancing Employability and Entrepreneurship:** The course encourages an outcome-based approach to education, focusing on skills that promote employability, self-reliance, and entrepreneurship. These goals directly contribute to AUD's mission of building a socially sensitive and professionally competent workforce.

C. **Developing Industry-Relevant Competencies:** By integrating technology and vertical-specific teaching strategies, the course ensures that future vocational educators are equipped to address the needs of modern industries, thereby contributing to India's broader economic development goals, in line with AUD’s focus on inclusive growth.

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

A. B.Voc in Tourism and Hospitality:
The "Vocational Education: Curriculum and Pedagogy" course enhances the B.Voc Tourism and Hospitality programme by equipping educators with the skills to create practical, industry-aligned curricula. Given the hands-on nature of hospitality education, the course helps in designing immersive learning environments through simulations, internships, and experiential learning that directly connect to industry standards. This alignment ensures students in Tourism and Hospitality are trained in relevant, employable skills, improving their readiness for the job market.

B. B.Voc in Retail Management:

Retail is a fast-paced, customer-oriented sector, requiring practical knowledge and skills. This course supports the B.Voc in Retail Management by helping educators design curricula that integrate workplace-based learning, industry-specific teaching methods, and technology-enhanced learning. Through this, educators can ensure that retail management students are trained in customer service, merchandising, and retail operations, preparing them for roles in modern retail environments.

C. B.Voc in Accounting and Finance:

In the context of Accounting and Finance, the course ensures that educators can develop curriculum models that are aligned with financial industry standards and regulatory frameworks. By emphasizing competency-based assessments and sector-specific tools, this course supports the creation of accounting and finance curricula that train students for real-world financial tasks, such as taxation, auditing, and financial analysis, thereby enhancing employability in the finance sector.

D. B.Voc in ECCME:

This course helps future educators in early childcare management develop curricula that focus on nurturing essential skills for childcare professionals. It emphasizes practical, experiential learning and technology integration, enabling students to handle real-life childcare scenarios, design child-centric learning experiences, and even create entrepreneurial ventures in childcare. The curriculum aligns with industry standards and national regulations for early childhood education, contributing to professional excellence in this field.

D. Course Details:

a. **Summary:** This course aims to equip future educators and vocational trainers with the knowledge and skills required to design, manage, and implement vocational curricula effectively. It emphasizes practical, technology-integrated teaching methods to foster student engagement and enhance employability. Additionally, the course covers industry-specific pedagogical strategies and robust assessment techniques.

b. **Course Objective:**

 Develop an understanding of the key features and structure of vocational curricula, including its alignment with industry needs and occupational standards.

 Enable participants to design and implement effective teaching and learning strategies for vocational education.

 Equip participants with assessment techniques to evaluate teaching-learning processes in vocational education.

 Prepare participants to identify and apply industry-specific teaching approaches.

c. **Expected Learning Outcomes:** On successful completion of this module, students will be able to:-

- Identify special features of vocational curricula.
- Design teaching-learning strategies for vocational education using appropriate technology.
- Develop strategies for assessing teaching-learning processes in vocational education.
- Identify and apply industry-specific teaching methods tailored to different vocational domains.

d. **Overall Structure:** It is a 4-credit course with in-built theory and practical components of 60 hours respectively.

E. Module Outline:

Module 1: Planning and Management of Vocational Curriculum

This module covers the foundations of vocational curriculum design, focusing on the alignment of curricula with industry standards, community needs, and employability goals. It emphasizes the need for structured curriculum planning that integrates diverse stakeholder inputs and considers governance structures.

Topics Covered:

1.1 **Curriculum Planning Models:**

- Overview of curriculum planning methodologies such as linear, cyclical, and interactive models.
- Frameworks for competency-based education (CBE) and modular curriculum design for vocational training.
- Integration of industry-specific needs into curriculum planning.

1.2 **Curriculum Mapping and Alignment:**

- Techniques for aligning learning outcomes with occupational standards and job requirements.
- Tools for mapping curriculum content to skills and competencies needed in specific industries.
- Vertical articulation to ensure curriculum progression from basic to advanced levels.

1.3 **Stakeholder Engagement (Industry, Community, Government):**

- The role of industry, community, and government in vocational curriculum development.
- Strategies for involving employers, industry bodies, and local communities in curriculum design.
- Government policies and initiatives supporting vocational education.

1.4 **Institutional Frameworks and Governance:**

- Institutional governance structures that support vocational education.
- Policy frameworks guiding vocational education and training (VET) systems.
- Regulatory bodies and accreditation processes for vocational programmes.

Suggested Readings:

- Stevenson, J. (2003). *Developing Vocational Expertise: Principles and Issues in Curriculum Design.*
- UNESCO-UNEVOC (2014). *Vocational Pedagogy: What it is, why it matters and what we can do about it.*
- Biggs, J. (2003). *Aligning Teaching for Constructing Learning.*

- OECD. (2014). *Skills Beyond School: Synthesis Report.*

Module 2: Transacting Vocational Curriculum

This module delves into curriculum transaction methods that make learning practical, engaging, and effective. It explores techniques to deliver vocational content using experiential and hands-on approaches.

Topics Covered:

2.1 **Curriculum Transaction Approaches:**

- Approaches such as direct instruction, collaborative learning, and experiential learning in vocational contexts.
- Role of project-based learning and problem-based learning in enhancing skill acquisition.

2.2 **Work-Based Learning Strategies:**

- Incorporating internships, apprenticeships, and job-shadowing into vocational curricula.
- Structuring work-based learning to align with theoretical content.
- Engaging employers and supervisors in the learning process.

2.3 **Classroom Simulations for Vocational Education:**

- Using simulations and role-play to mimic real-world work environments.
- Importance of workplace simulations for reinforcing practical skills.

2.4 **Managing Diverse Learners in Vocational Classrooms:**

- Adapting teaching strategies to accommodate different learning styles, abilities, and backgrounds.
- Inclusion strategies for learners with special needs in vocational education.
- Gender-sensitive and culturally responsive teaching methods.

Suggested Readings:

- Duckett, I., and Tatarkowski. (2005). *Practical Strategies for Learning and Teaching on Vocational Programmes.*

- Grollmann, P., & Rauner, F. (Eds.). (2007). *International Perspectives on Teachers and Lecturers in Technical and Vocational Education.*
- Senge, P. (2010). *The Fifth Discipline: The Art and Practice of the Learning Organization.*

Module 3: Technology-Enabled Teaching Learning

This module highlights the integration of digital tools and platforms to enhance the teaching and learning process in vocational education. It focuses on creating interactive, adaptive, and student-centered learning environments using technology.

Topics Covered:

3.1 **Role of Technology in Vocational Education:**

- Benefits of integrating technology into vocational education.
- Emerging trends such as e-learning, blended learning, and flipped classrooms.

3.2 **Learning Management Systems (LMS):**

- Introduction to LMS platforms such as Moodle, Blackboard, and Google Classroom.
- How to use LMS to support vocational training, tracking student progress, and delivering content.

3.3 **Digital Tools and Applications in Teaching:**

- Use of specific applications (e.g., Zoom, Microsoft Teams) and tools (e.g., quizzes, forums, surveys) for enhancing learning experiences.
- Incorporating multimedia content such as instructional videos, podcasts, and webinars.

3.4 **MOOCs, Virtual and Augmented Reality in Vocational Training:**

- Role of Massive Open Online Courses (MOOCs) in vocational training.
- Utilizing virtual reality (VR) and augmented reality (AR) to simulate workplace environments and tasks.

Suggested Readings:

- Harris, R. et al. (2009). *Teaching for Technical and Vocational Education and Training (TVET).*

- Bates, A. W. (2019). *Teaching in a Digital Age: Guidelines for Designing Teaching and Learning.*
- Laurillard, D. (2012). *Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology.*

Module 4: Assessment of Teaching and Learning Process

This module introduces strategies for evaluating student learning and teaching effectiveness in vocational education, including both formative and summative assessments.

Topics Covered:

4.1 **Competency-Based Assessment:**

- Understanding competency-based education (CBE) and its assessment.
- Developing performance-based assessment tools to measure skills acquisition.

4.2 **Formative and Summative Assessment Tools:**

- Designing quizzes, exams, projects, and portfolios to assess vocational learning.
- Continuous assessment models for tracking student progress.

4.3 **Peer and Self-Assessment Techniques:**

- Encouraging students to assess their own work and the work of their peers.
- Developing reflective practices in students to improve their performance.

4.4 **Industry Certifications and Validation:**

- Linking assessments with industry certification standards.
- Role of industry validation in ensuring curriculum relevance and quality.

4.5 **Continuous Improvement through Feedback:**

- Gathering and utilizing feedback from students, industry partners, and alumni to improve teaching strategies and curriculum delivery.

Suggested Readings:

- Wolf, A. (1995). *Competence-Based Assessment.*

- UNESCO-UNEVOC (2014). *Vocational Pedagogy: What it is, why it matters and what we can do about it.*
- Guthrie, H. (2009). *Teaching for Technical and Vocational Education and Training (TVET).*

Module 5: Vertical-Specific Teaching Learning Process

This module emphasizes teaching strategies tailored to specific vocational sectors, with a focus on the unique skills and knowledge required for success in different industries.

Topics Covered:

5.1 **Sector-Specific Curriculum Needs and Standards:**

- Identifying the unique curriculum needs for sectors such as IT, healthcare, manufacturing, and hospitality.
- Aligning vocational curricula with industry standards and accreditation requirements.

5.2 **Pedagogical Strategies for Different Verticals:**

- Teaching strategies for industry-specific domains, such as practical labs for healthcare, design workshops for manufacturing, and digital simulations for IT.
- Adapting curriculum to industry advancements and technological changes.

5.3 **Practical Training Process for Diverse Sectors:**

- Designing hands-on training modules for different vocational domains.
- Collaborating with industry partners for internships and apprenticeships.

5.4 **Industry-Specific Tools, Technologies, and Best Practices:**

- Introduction to tools and technologies specific to different vocational domains (e.g., medical equipment for healthcare, coding software for IT).
- Sharing best practices from successful vocational programs in different industries.

Suggested Readings:

- Lucas, B. (2014). *Vocational Pedagogy: What it is, why it matters.*
- Grollmann, P. (2007). *International Perspectives on Teachers and Lecturers in Technical and Vocational Education.*

- OECD. (2014). *Skills Beyond School: Synthesis Report.*

Note: Modules are practical based.

F. Assessment Structure:

S No.	Assessment Type	Weightage
1	Module 1	10%
2	Module 2	10%
3	Module 3	20 %
4	Module 4	20%
4	End Term Exam	40 %
Total		100%

G. Pedagogy:

a. Instructional strategies: Blended approach will be used which will include texts, case-studies, films, clips, YouTube clips, simulations, practical.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Access to digital labs and vocational training resources.

c. Expertise in AUD faculty or outside- Training Partners from outside& guest faculty.

d. Linkages with external agencies: Collaboration with industry experts and certified vocational trainers for practical exposure.

Recommendation of the School of studies: There was no specific suggestion given by the BoS on the course. It was recommended for placing it to the Academic Council.

Signature of Course Coordinator(s)

Signature of the Dean of the School

M.Voc (Tourism & Hospitality Management) Program Structure

Semesters	Course Titles	No Credits	Course Codes
1	Tourism, Hospitality & Society	4	SVS211101
	Introduction to Research Methods for the Service Sector	4	SVS211102
	Conceptualizing Tourism & Hospitality	4	SVS211103
	Computer Application for Tourism & Hospitality	4	SVS211104
	Field Visit & Reporting	6	SVS216601
	Advance Management in Food and Beverage Operations (Elective)	4	SVS213301
	Food Safety Management (Elective)	4	SVS213302
	Destination Planning and its Management (Elective)	4	SVS212201
	Accommodation Management (Elective)	4	SVS212202
2	Data Analysis & Interpretation (Qualitative & Quantitative Techniques)	4	SVS221101
	Business Communication and Personality Development	4	SVS221102
	Tourism & Hospitality Law	4	SVS221103
	Policy Planning for Tourism and Hospitality in India	4	SVS221104
	Industry Internship	6	SVS224401
	Restaurant , Banqueting and Convention Management (Elective)	4	SVS223301
	Hotels & Resort Management (Elective)	4	SVS223302
	Front Office Management	4	SVS222201
	Planning and Management of Events		SVS222202
3	Current Themes in Tourism and Hospitality	4	SVS231101
	Customer Relationship Management	4	SVS231102
	Entrepreneurship Development in Hospitality and Tourism Business	4	SVS231103
	Fundamentals of Financial Management	4	SVS231104
	Workshop & Field Visits	6	SVS236601
	Tourist & Travel Agency Management (Elective)	4	SVS232201
	Tourism Informatics and Advertising (Elective)	4	SVS232202
	Kitchen Operations & its Management (Elective)	4	SVS233301
	Catering Operations and Management (Elective)	4	SVS233302
4	Human Resource Management for Hotels and Tourism Organizations	4	SVS241101
	Hotel and Tourism Marketing	4	SVS241102
	Dissertation	10	SVS245501
	Tourism/ Hotel Industry	12	SVS244401

Restructuring of M.Voc Tourism and Hospitality Management Program 1st Semester

Existing Structure for 1st Semester M.Voc T&H

Foundation Core	Credits	Electives (Select any Two)	Credits
Tourism , Hospitality & Society SVS211101	4	Advance Management in Food and Beverage Operations SVS213301	4
Introduction to Research Methods for the Service Sector SVS211102	4	Food Safety Management SVS213301	4
Conceptualizing Tourism & Hospitality SVS211103	4	Destination Planning and its Management SVS212201	4
Computer Application for Tourism & Hospitality SVS211104	4	Accommodation Management SVS212202	4
Field Visit & Reporting SVS216601	6		
Total	22		8

Proposed Structure for 1st Semester M.Voc T&H

Foundation Core	Credits	Electives (Select any Two)	Credits
Tourism , Hospitality & Society SVS211101	4	Emerging Trends in Tourism & Hospitality- Pedagogy NSVST7DE01	4
Researching for Tourism & Hospitality SVS211102	4	Emerging Trends in Tourism & Hospitality- Research NSVST7DE02	4
Digital Tools & Systematic Literature Review for Tourism and Hospitality Research NSVST7DC03	4	Destination Planning and its Management SVS212201	4
Computer Application for Tourism & Hospitality SVS211104	4	Accommodation Management SVS212202	4
Field Visit & Reporting SVS216601	6		
Total	22		8

Rationale for Restructuring the 1st Semester Course Structure of M.Voc Tourism & Hospitality

In alignment with the National Education Policy (NEP) 2020, the restructuring of the 1st semester course structure of M.Voc Tourism & Hospitality aims to enhance interdisciplinary learning, research orientation, and skill development. A key objective of this revision is to create a seamless academic transition between undergraduate and postgraduate levels, ensuring a competency-based, flexible, and holistic approach to education.

Integration with B.Voc 7th Semester

The revised structure strategically incorporates three papers from the 7th semester of B.Voc Tourism & Hospitality, facilitating an integrated learning experience. This alignment is driven by the following considerations:

1. **Academic Continuity:** Offering common papers for the B.Voc 7th semester and M.Voc 1st semester ensures a smooth transition for students progressing from undergraduate to postgraduate studies.
2. **Resource Optimization:** Common course offerings enable better utilization of faculty expertise, teaching resources, and infrastructure.
3. **Interdisciplinary Learning:** A shared learning environment fosters peer interactions between advanced undergraduate and postgraduate students, encouraging knowledge exchange and collaborative learning.

New Discipline-Specific Course

To strengthen the research and digital competency of postgraduate students, a new discipline-specific course titled *Digital Tools & Systematic Literature Review for Tourism and Hospitality Research* has been introduced. This course is essential for equipping students with advanced research methodologies, digital analytics, and systematic review techniques, aligning with the increasing academic and industry emphasis on evidence-based decision-making and digital transformation in the tourism and hospitality sector.

The course title "*Introduction to Research Methods for the Service Sector"* is reframed to "*Researching for Tourism & Hospitality"* and the content of the course and course code remains the same.

Elective Courses on Emerging Trends

To further diversify and deepen the learning experience, two elective courses have been added:

1. *Emerging Trends in Tourism & Hospitality – Pedagogy*
2. *Emerging Trends in Tourism & Hospitality – Research*

These electives address the evolving dynamics of the sector, equipping students with cutting-edge knowledge and pedagogical strategies for academic and industry applications. The pedagogy-focused elective prepares students for teaching and training roles, while the research-oriented elective enhances analytical and scholarly competencies.

Alignment with NEP 2020

The restructuring aligns with NEP 2020's vision by:

- Promoting multidisciplinary and flexible learning pathways through common course structures across levels.
- Strengthening research and digital proficiency to meet global academic and industry standards.
- Encouraging lifelong learning through skill-based education and exposure to emerging trends.
- Enhancing academic mobility and employability, ensuring graduates are well-prepared for careers in academia, research, and industry.

Recommendation of the School of Studies: All changes (if any) as suggested by the BoS has been incorporated.

Signature of Course Coordinator(s)

Signature of the Dean of the School

School of Letters

13th BOS Meeting minutes

तेरहवीं अध्ययन मंडल की बैठक का कार्यवृत्त (BoS)

दिनाँक 20/12/2024 को साहित्य अध्ययन केंद्र द्वारा 13वीं अध्ययन मंडल बैठक का आयोजन पूर्वाह्न 11:30 बजे से किया गया। 13वीं अध्ययन मंडल बैठक के मुख्य विषय थे :-

1. बी.ए. (हिंदी) कार्यक्रम के छठे, सातवें एवं आठवें सत्र के सभी अनिवार्य एवं वैकल्पिक पाठ्यक्रमों को प्रस्तुत करना।
2. पीएच. डी (हिंदी) कोर्स वर्क से सम्बंधित सभी पाठ्यकर्मो को प्रस्तुत करना।

बैठक में बाह्य विशेषज्ञ के रूप में प्रो.आनंद वर्धन शर्मा (हिंदी, बीएचयू) एवं प्रो. अंजुमन आरा (हिंदी विभाग,रावेनशॉ विश्वविद्यालय, उड़ीसा) शामिल हुए। विश्वविद्यालय की तरफ से बीओएस सदस्य के रूप में प्रो. कार्तिक दवे (डीन प्लानिंग), डॉ. शाद नावेद (डिप्टी डीन, एस ओ एल), प्रो. गोपाल जी प्रधान, डॉ.गीता पाण्डेय, डॉ. महेंद्र प्रजापति, डॉ. निकिता जैन, डॉ. अनंत विजय पालीवाल, डॉ. रुबीना सैफी, डॉ.विजय यादव एवं डॉ.सुनील कुमार यादव मुख्य रूप से शामिल थे।

सर्वप्रथम साहित्य अध्ययन केंद्र के अधिष्ठाता प्रो. सत्यकेतु सांकृत (अध्यक्ष, बीओएस) 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 छठे, सातवें एवं आठवें सत्र के अनिवार्य एवं अनुशासन आधारित वैकल्पिक पाठ्यक्रमों तथा पीएच. डी (हिंदी) कोर्स वर्क से सम्बंधित सभी पाठ्यक्रमों को बाह्य विशेषज्ञों के समक्ष प्रस्तुत किया गया:-

BA Hindi Courses

6th Semester Courses

1. VBE - भारतीय ज्ञान परम्परा - 4 Credits
2. Internship Course (Compulsory for those Students who will exit after 6th Semester i.e. 3rd year)- 6 Credits

7th Semester Courses

1. Core Courses - हिंदी रंगमंच (DSC) -4 Credits

2. Complusory - शोध प्रविधि - 4 Credits
3. DSE- पर्यावरण और आधुनिक हिंदी साहित्य - 4 Credits
4. GE- भारतीय कथा साहित्य एवं अन्य गद्य विधाएं - 4 Credits
5. EL- कंप्यूटर और हिंदी भाषा - 4 Credits

8th Semester Course

1. Core Course - अनुवाद :सिद्धांत और प्रयोग (DSC) - 4 Credits
2. DSE - संगीत और साहित्य - 4 Credits
3. GE- विज्ञापन और हिंदी भाषा - 4 Credits
4. EL- मीडिया और हिंदी - 4 Credits
5. Dissertation Writing /Seminar paper- 6 Credits

Ph. D Hindi Courses :-

1. शोध प्रविधि - 4 Credits
2. पाठालोचन - 4 Credits
3. हिंदी साहित्य इतिहास के पुनर्लेखन की समस्याएँ - 4 Credits
4. प्रायोगिक पक्ष एवं समीक्षा - 4 Credits

प्रस्तावित पाठ्यक्रमों पर विचार-विमर्श के बाद उपस्थित सभी बाह्य विशेषज्ञों एवं सदस्यों ने अपनी संस्तुति प्रदान की।

प्रस्तावित सुझाव :-

1. 'पर्यावरण और आधुनिक हिंदी साहित्य' पाठ्यक्रम में केदारनाथ अग्रवाल एवं केदारनाथ सिंह की कुछ पर्यावरण पर आधारित कविताओं को शामिल करने का सुझाव दिया गया।
2. इंटर्नशिप पाठ्यक्रम में 'इंटर्नशिप की अवधि' दो माह से कम करके एक माह करने का सुझाव पेश किया गया जिससे विद्यार्थी कार्यक्रम के अन्य पाठ्यक्रमों के साथ भली -भांति सामंजस्य कर पाएँ।

3. बाह्य विशेषज्ञ प्रो. आनंद वर्धन ने यह सुझाव दिया कि इंटर्नशिप करने वाले विद्यार्थियों के लिए अन्य पाठ्यक्रमों को नये प्रारूप में प्रस्तुत करने की आवश्यकता है जिससे अध्ययन के दौरान उन्हें किसी परेशानी का सामना न करना पड़े।

4. प्रो. सत्यकेतु सांकृत, अधिष्ठाता, साहित्य अध्ययन पीठ ने सभी पाठ्यक्रमों की मूल्यांकन प्रक्रिया में 10% के क्लास टेस्ट को शामिल करने की सलाह दी जिससे विद्यार्थियों की लेखन क्षमता में सुधार लाया जा सके।

5. पीएच. डी (हिंदी) पाठ्यक्रम 'समीक्षा और प्रयोगिकी' के स्थान पर 'प्रायोगिक पक्ष एवं समीक्षा' का सुझाव प्रो. आनंदवर्धन शर्मा द्वारा दिया गया।

बैठक का समापन प्रो. सत्यकेतु सांकृत ने धन्यवाद ज्ञापन के साथ किया।

प्रो. सत्यकेतु सांकृत

अधिष्ठाता, साहित्य अध्ययन केंद्र

डॉ. बी. आर. अम्बेडकर विश्वविद्यालय दिल्ली

Dr B. R. Ambedkar University Delhi

School of Letters

Course Outline

BA (Hindi) Hons.

Time Slot- Monsoon Semester

Course Code: TBD

Title: भारतीय ज्ञान परंपरा
Type of Course: VBE

Cohort for which it is compulsory: B.A. Hindi (Honours)

No of Credits: 4

Semester and Year Offered: 2025-26

Course Coordinator and Team: Dr. Rubina Saife & Dr. Sunil Yadav

Email of course coordinator: rsaife@aud.ac.in & skyadav@aud.ac.in

Pre-requisites: None

Aim:
स्नातक स्तर के विद्यार्थियों के लिए प्रस्तावित यह पाठ्यक्रम भारतीय ज्ञान-परंपरा के विषय में समझ विकसित करने के लिए बनाया है। इस पाठ्यक्रम के माध्यम से छात्र न केवल भारतीय ज्ञान परंपराओं की व्यापक समझ विकसित करेंगे, बल्कि उनके विभिन्न आयामों के महत्व और उपयोगिता को भी समझेंगे। यह ज्ञान न केवल अकादमिक रूप से उनकी मदद करेगा बल्कि व्यावहारिक जीवन में भी उनके चिंतन और आचरण को प्रभावित करेगा। इस कोर्स का उद्देश्य भारतीय ज्ञान परंपरा के विविध पहलुओं को समझाना है, ताकि छात्र भारतीय सांस्कृतिक और बौद्धिक धरोहर से जुड़ सकें।यह पाठ्यक्रम भारतीय ज्ञान प्रणालियों की समृद्ध और विविध परंपराओं का पता लगाता है, जिसमें दार्शनिक, वैज्ञानिक, कलात्मक, और सामाजिक-राजनीतिक आयाम शामिल हैं। यह इन परंपराओं की गहराई से समझ प्रदान करता है, उनकी वर्तमान समय में प्रासंगिकता और उपयोगिता पर जोर देता है।

Course Outcomes:

भारतीय दर्शन की समझ

- छात्र वेदांत, बौद्ध, और जैन धर्म सहित भारतीय दर्शन की प्रमुख अवधारणाओं और सिद्धांतों को समझ सकेंगे और उन्हें स्पष्ट रूप से व्यक्त कर सकेंगे।

प्राचीन भारतीय विज्ञान में योगदान की पहचान

- छात्र गणित, चिकित्सा, खगोलशास्त्र, और अन्य विज्ञानों में प्राचीन भारतीय योगदानों को पहचानेंगे और उनके ऐतिहासिक महत्व को समझेंगे।

भारतीय कला और साहित्य की सांस्कृतिक धरोहर का विश्लेषण

- छात्र भारतीय कला, साहित्य, और संगीत की सांस्कृतिक धरोहर पर उनके प्रभाव का विश्लेषण कर सकेंगे।

आधुनिक समाज पर परंपरागत विचारों का प्रभाव

- छात्र आधुनिक भारतीय समाज पर पारंपरिक भारतीय सामाजिक और राजनीतिक विचारधाराओं के प्रभाव का मूल्यांकन कर सकेंगे।

भारतीय ज्ञान परंपरा की प्रासंगिकता

- छात्र भारतीय ज्ञान परंपरा के विभिन्न पहलुओं की वर्तमान समय में प्रासंगिकता और उपयोगिता को समझेंगे और उनके व्यावहारिक अनुप्रयोगों पर विचार कर सकेंगे।

Brief description of modules/ Main modules:

माड्यूल-1 भारतीय ज्ञान परम्परा: अवधारणा, सिद्धांत और व्यवहार

यह मॉड्यूल भारतीय दर्शन, भाषाओं और साहित्य के आपसी संबंधों को स्पष्ट करता है। इसमें छात्रों को भारतीय ज्ञान परंपरा के शैक्षणिक और सांस्कृतिक महत्व को समझने में मदद मिलेगी। विशेषकर राष्ट्रीय शिक्षा नीति से इस परंपरा के जुड़ाव पर चर्चा की जाएगी।

निर्धारित विषय :

1. भारतीय ज्ञान परम्परा : अर्थ, अवधारणा और स्वरूप
2. भारतीय ज्ञान परम्परा और भारतीय भाषाएं साहित्य
3. भारतीय साहित्य ज्ञान परम्परा का सातत्य : सामान्य परिचय
4. भारतीय ज्ञान परम्परा और राष्ट्रीय शिक्षा नीति

माड्यूल-2 भारतीय दर्शन का इतिहास और स्वरूप

इस मॉड्यूल में भारतीय चिंतन परंपरा और दर्शनशास्त्र का ऐतिहासिक परिप्रेक्ष्य दिया गया है। गणित, खगोलशास्त्र और चिकित्सा जैसे क्षेत्रों में भारत की भूमिका पर विशेष ध्यान केंद्रित किया गया है।

निर्धारित विषय :

1. भारतीय चिंतन का संक्षिप्त परिचय
2. भारतीय वाग्मय: वेद, उपनिषद और पुराण
3. भारतीय दर्शन: जैन और बौद्ध दर्शन, ज्ञान मीमांसा

माड्यूल 3 भारतीय ज्ञान परम्परा : कला, संस्कृति एवं विज्ञान

इस मॉड्यूल में भारतीय कलाओं और सांस्कृतिक धरोहर के वैज्ञानिक पहलुओं पर चर्चा होगी। जैसे शून्य का आविष्कार, आयुर्वेद, वास्तुकला, मूर्तिकला, और प्रमुख भारतीय उत्सवों का वैज्ञानिक और सांस्कृतिक महत्व।

निर्धारित विषय :

1. भारतीय ज्ञान परम्परा और वैज्ञानिकता : शून्य का आविष्कार, वैदिक गणित, खगोल शास्त्र, आयुर्वेद और योग का विज्ञान
2. भारतीय ज्ञान परम्परा और कलाएं : वास्तुकला और शिल्पकला, मूर्तिकला, नृत्य, गायन अन्य कलाएं
3. भारतीय ज्ञान परम्पर और संस्कृति और लोक : प्रमुख भारतीय उत्सव
   (छठ पूजा (बिहार), गणेश पूजा (महाराष्ट्र), दुर्गा पूजा (बंगाल), जगन्नाथ यात्रा (उड़ीसा)

माड्यूल-4 भारतीय जान परम्परा : आधुनिक चिंतन एवं साहित्य

यह मॉड्यूल महर्षि अरविंद, विवेकानंद, गांधी, और अंबेडकर जैसे विचारकों के योगदान पर केंद्रित है। कामिल बुल्के का उल्लेख, हिंदी साहित्य और भारतीय ज्ञान परंपरा के प्रचार-प्रसार में उनके योगदान को दर्शाता है।

निर्धारित विषय :

1. महर्षि अरविंद: योग और आध्यात्मिकता
2. स्वामी विवेकानंद: शिकागो भाषण
3. महात्मा गांधी: हिंद स्वराज (चुनिन्दा अंश)
4. डॉ. बी. आर. अंबेडकर: शिक्षा का महत्व (चुनिन्दा अंश)
5. कामिल बुल्के: भारतीय साहित्य और संस्कृति (चुनिन्दा अंश)

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	Mid Semester Exam	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 – एस.एन. 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, पी.पी.एच.
7) वैदिक साहित्य एवं संस्कृति, डॉ. कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी।
8) भारतीय शिक्षा का इतिहास तथा समस्याएँ, डॉ. सीताराम जायसवाल, प्रकाशन केन्द्र लखनऊ।
9) भारतवर्ष वैदिक कालीन शिक्षा पद्धति, आचार्य लक्ष्मीचन्द्र, संजय प्रकाशन, दिल्ली, 1997
10) भारतीयता की पहचान, विद्यानिवास मिश्र, वाणी प्रकाशन, 2008
11) चिन्मय भारत (आर्ष चिंतन के बुनियादी सूत्र), कुबेरनाथ राय, हिंदुस्तानी एकेडमी, इलाहाबाद, 2006
12) भारतीय दर्शन, बलदेव उपाध्याय, चौखम्भा ओरियन्टालिया, वराणसी, 1976
13) इशादि नौ उपनिषद् (शांकरभाष्य), गीता प्रेस गोरखपुर, 2021
14) छान्दोग्य उपनिषद्, गीता प्रेस, गोरखपुर, 2019
15) वृहदारण्यक उपनिषद्, गीता प्रेस, गोरखपुर, 2019
16) हिन्द स्वराज, मोहनदास करमचंद गांधी, राजकमल प्रकाशन।

School of Letters

Dr.B.R. Ambedkar University Delhi

Course Outline

BA (Hindi) Hons.

Time Slot- Winter Semester

Course Code: TBD

Title : Internship

Type of Course : After Second semester. The students on exit from the programme (irrespective of when they are exiting) have to complete a 6-credit internship.

Cohort for which it is compulsory : BA Hindi

No of Credits : 6

Semester and Year Offered : 2nd,4th,6th

Course Coordinator and Team : Dr.Nikita Jain

Email of course coordinator : njain@aud.ac.in

Summary :-

विश्वविद्यालय से शिक्षा प्राप्त करने के पश्चात् जब विद्यार्थी कहीं साक्षात्कार देता है तो सर्वप्रथम नियोक्ता व्यावहारिक अनुभव की मांग करते हैं | अधिकांश नियोक्ताओं का यह विचार होता है कि किसी विशिष्ट कार्यस्थल (नौकरी या व्यवसाय) के लिए केवल सैद्धांतिक ज्ञान ही आवश्यक नहीं है, व्यावहारिक दक्षता की भी आवश्यकता होती है जो केवल पाठ्यपुस्तकों के द्वारा प्राप्त नहीं की जा सकती | इंटर्नशिप या प्रशिक्षुता एक ऐसा प्रशिक्षण है जिसमें विद्यार्थी विश्वविद्यालय में रहते हुए व्यावसायिक एवं व्यावहारिक ज्ञान की प्राप्ति कर सकता है और अपने भविष्य को उज्ज्वल बना सकता है | इंटर्नशिप के द्वारा विद्यार्थी को न केवल भविष्य में रोज़गार के नए-नए अवसर उपलब्ध होते हैं बल्कि आत्मविश्लेषण द्वारा विद्यार्थी नये तरह के व्यवसाय/अनुसन्धान के क्षेत्र में भी बेहतरीन कार्य कर सकते हैं | प्रस्तावित इंटर्नशिप/प्रशिक्षुता पाठ्यक्रम भी विद्यार्थियों को किसी विशिष्ट कार्यस्थल पर व्यावहारिक एवं व्यावसायिक दक्षता में प्रवीण बनाने के उद्देश्य से प्रस्तुत किया जा रहा है जिससे विद्यार्थियों

को विश्वविद्यालय शिक्षा के पश्चात् रोज़गार से सम्बन्धित बेहतर अवसर उपलब्ध हो सकें, साथ ही विद्यार्थी अपने गुणों, अवगुणों, कार्य पद्धति से भी परिचित हो पाएं जो किसी भी क्षेत्र में कार्य करनी की पहली शर्त होती है | पाठ्यक्रम में न्यूनतम 2 महीने का इंटर्नशिप अनुभव अनिवार्य है। विद्यार्थियों को सार्वजनिक और निजी संगठनों, स्टार्टअप्स, शैक्षणिक संस्थानों, परोपकारी संगठनों, सरकारी एजेंसियों, कानूनी संगठनों, कारीगर उद्यमों, अनुसंधान एवं सहकारी समितियों या विशेषज्ञों सहित विभिन्न प्रकार के संगठनों/संस्थाओं के साथ इंटर्नशिप करने का अवसर मिलेगा।

प्रस्तावित पाठ्यक्रम मुख्य रूप से उन विद्यार्थियों के लिए निर्मित किया गया है जो दूसरे,चौथे या छठे सत्र में कार्यक्रम से प्रस्थान (Exit) करना चाहेंगे |

भविष्य में आवश्यकता अनुसार इस पाठ्यक्रम को किसी अन्य सत्र में भी लागू किया जा सकता है |

Objectives :-

1. स्नातक के विद्यार्थियों को 'काम की वास्तविक दुनिया' के अनुभवों, चुनौतियों के बारे में सही समझ विकसित करने का अवसर प्रदान करना | साथ ही उनकी अपेक्षाओं और व्यवहार को वर्तमान एवं उभरती नौकरियों की मांगों, संस्कृति और मूल्यों के अनुसार निर्धारित करना।
2. सतत प्रगति के लिए संगठन/उद्यम कैसे बनाए जाते हैं ताकि छात्रों के बीच स्टार्ट-अप और उद्यमशीलता क्षमताओं को मजबूत किया जा सके और उन्हें नौकरी - निर्माता बनने के लिए प्रोत्साहित किया जा सके।
3. समस्या-समाधान और निर्णय लेने के कौशल को सुविधाजनक बनाने एवं अनुसंधान, शैक्षणिक और व्यावसायिक विकास को बढ़ावा देने के लिए टीम वर्क और सहयोगात्मक संस्कृति को सक्षम करना।
4. स्नातक छात्रों के बीच सामाजिक कल्पना (मुद्दों) और परोपकारी बहुमुखी प्रतिभा की भावना विकसित करना जो नागरिकता जिम्मेदारी के प्रति दृष्टिकोण के विकास को सुविधाजनक बनाए |

Outcomes :-

1. विद्यार्थी लेखन, मौखिक संचार, शोध, प्रौद्योगिकी, टीमवर्क और नेतृत्व जैसे कौशल न केवल बेहतरीन ढंग से सीखेंगे बल्कि कार्यस्थल (नौकरी या व्यवसाय) के अनुरूप उन्हें सही तरह से प्रयोग करने में सक्षम हो पाएंगे |
2. विद्यार्थी व्यावहारिक अनुभवों के माध्यम से समस्या-समाधान और निर्णय लेनी की क्षमता का विकास कर पाएंगे |
3. विद्यार्थी समाज एवं राष्ट्र के प्रति अपनी जिम्मेदारी, सामाजिक मुद्दों को समझने और उसे संबोधित करने की दृष्टि को विकसित करने में सक्षम हो सकेंगे |

4. विद्यार्थी अनुसंधान के लिए नई परिस्थितियाँ निर्मित कर उसे अधिक सुविधाजनक बनाने का प्रयास कर पाएंगे |
5. विद्यार्थी को उद्यमशीलता क्षमताओं को मजबूत करने एवं रोजगार सृजन की मानसिकता को बढ़ावा देने के लिए ज्ञान और कौशल से लैस किया जाएगा |

Course Structure :-

'प्रस्तावित इंटर्नशिप प्रक्रिया' कार्यक्रम स्तर पर एक इंटर्नशिप ब्रोशर के संकलन के साथ शुरू हो सकती है, जिसमें इंटर्नशिप के उद्देश्यों का विवरण, विद्यार्थियों की प्रोफाइल, कार्यक्रम संरचना का विवरण, कार्यक्रम और इंटर्नशिप के बीच अंत: संबंध एवं इंटर्नशिप के लिए संभावित संगठनों एवं संस्थाओं से संपर्क स्थापित करने के लिए पूर्व विद्यार्थियों का विवरण हो | स्कूल के अधिष्ठाता (डीन) की देखरेख में एक इंटर्नशिप सेल की स्थापना की जा सकती है जो इंटर्नशिप पाठ्यक्रम चलाने में सहायक होगा। इंटर्नशिप पाठ्यक्रम के लिए क्रेडिट या विद्यार्थियों की संख्या के अनुरूप इंटर्नशिप समन्वयक होने चाहिए ताकि संगठनों तक पहुंचने की पूरी प्रक्रिया को सुविधाजनक बनाया जा सके और यह सुनिश्चित किया जा सके कि विद्यार्थियों को इंटर्नशिप प्राप्त हो गई है |

इंटर्नशिप प्रस्ताव प्राप्त होने पर, विद्यार्थी को आधिकारिक तौर पर मेजबान संगठन में शामिल होने से पहले इंटर्नशिप समन्वयक से परामर्श करना या अनुमोदन लेना आवश्यक है। विद्यार्थी मेजबान संगठन में इंटर्नशिप पर्यवेक्षक से परामर्श करेगा और सुझाए गए कार्यक्रम के अनुसार इंटर्नशिप के लिए संबंधित मेजबान संगठन/ विशिष्ट कार्य स्थल में शामिल होगा। इंटर्नशिप की अवधि के दौरान, कार्यक्रम के इंटर्नशिप समन्वयक और इंटर्नशिप पर्यवेक्षक (संगठन में) विद्यार्थियों द्वारा प्रस्तुत आवधिक रिपोर्ट के आधार पर, मेजबान संगठन में इंटर्न के रूप में छात्रों की गतिविधियों और प्रदर्शन पर नज़र रखने की व्यवस्था करेंगे। इंटर्नशिप के सफल समापन पर, विद्यार्थी को एक विस्तृत रिपोर्ट जमा करने और एक प्रस्तुति देने की आवश्यकता होगी। रिपोर्ट/प्रस्तुति में निम्नलिखित चरण शामिल होंगे:

1. **परिचय -** संगठन का विस्तृत परिचय और इंटर्नशिप का संदर्भ प्रदान करना एवं इंटर्नशिप के दौरान किए गए प्रोजेक्ट या कार्यों का संक्षेप में परिचय देना |
2. **कार्य और जिम्मेदारियाँ** - इंटर्नशिप के दौरान किए गए विशिष्ट कार्यों, परियोजनाओं या जिम्मेदारियों का विवरण। इंटर्नशिप के दौरान किन प्रमुख उपलब्धियों, चुनौतियों का सामना करना पड़ा और उनका समाधान कैसे किया गया, इसका विवरण |
3. **एप्लाइड लर्निंग/व्यावहारिक या अनुप्रयुक्त शिक्षा -** शैक्षणिक कार्यक्रम के दौरान प्राप्त सैद्धांतिक ज्ञान को व्यावहारिक कार्य में कैसे प्रयोग किया ? इंटर्नशिप के दौरान हासिल किए गए किसी भी नए कौशल की चर्चा |

Assessments Policy :-

इंटर्नशिप का मूल्यांकन संगठन में इंटर्नशिप पर्यवेक्षक और इंटर्नशिप समन्वयक (विश्वविद्यालय) द्वारा किया जाएगा। समन्वयक विद्यार्थी की प्रगति पर नज़र रखने के लिए नियमित आधार पर पर्यवेक्षक के संपर्क में रहेंगे । इंटर्नशिप का दस्तावेजीकरण किया जाएगा, जिसके बाद समन्वयक के मार्गदर्शन में एक रिपोर्ट प्रस्तुत की जाएगी, उसकी प्रस्तुति दी जाएगी और उसके बाद मौखिक परीक्षा होगी।

Component	Weightage
विश्वविद्यालय में इंटर्नशिप समन्वयक द्वारा एक निश्चित समयावधि पर विद्यार्थी की प्रगति का मूल्यांकन	20%
रिपोर्ट	30%
प्रस्तुति एवं मौखिक परीक्षा	50%

Readings :-

इंटर्नशिप की प्रकृति और आवश्यकताओं के अनुसार अध्ययन की सामग्री भिन्न हो सकती है।

School of Letters

Dr.B.R. Ambedkar University Delhi

Course Outline

BA (Hindi) Hons.

Time Slot- Monsoon Semester

Course Code: TBD

Title : हिंदी रंगमंच

Type of Course : Core

Cohort for which it is compulsory : BA Hindi

Cohort for which it is elective : All BA Honours Programs

No of Credits : 4

Semester and Year Offered : Mansoon semester (7th semester)

Course Coordinator and Team : Dr. Geeta Pandey & Dr. Anant Vijay Paliwal

Email of course coordinator : gpandey@aud.ac.in & apaliwal@aud.ac.in

Aim:

हिंदी रंगमंच न केवल एक कला है, बल्कि यह समाज के विकास और परिवर्तन का एक प्रभावी माध्यम भी है। यह हमारी संस्कृति और परंपराओं को जीवंत रखता है और नए विचारों और सोच को बढ़ावा देता है। वर्तमान समय में भी हिंदी रंगमंच का महत्व कम नहीं हुआ है, और इसे नई पीढ़ी को जानने और समझने के लिए प्रोत्साहित किया जाना चाहिए। हिंदी रंगमंच का इतिहास प्राचीन काल से जुड़ा हुआ है। भारतीय नाट्य परंपरा की शुरुआत भरतमुनि के "नाट्यशास्त्र" से मानी जाती है। प्राचीन काल में संस्कृत नाटकों का प्रमुख स्थान था, जिनमें कालिदास, भास, और शूद्रक जैसे महान नाटककारों के नाटक प्रमुख हैं। मध्यकाल में भक्ति आंदोलन के दौरान धार्मिक नाटकों और लोकनाट्य परंपराओं जैसे रामलीला, रासलीला, नौटंकी, स्वांग, और भवाई ने हिंदी रंगमंच को नया स्वरूप दिया। वहीं आधुनिक हिंदी रंगमंच का आरंभ उन्नीसवीं सदी में हुआ। इस काल में भारतीय रंगमंच पर पश्चिमी प्रभाव पड़ा, और आधुनिक तकनीकों व शैलियों का समावेश हुआ। भारतेन्दु हरिश्चन्द्र को हिंदी रंगमंच का पितामह माना जाता है, जिन्होंने हिंदी रंगमंच को

सामाजिक मुद्दों और जनजागरण से जोड़ा। हिंदी रंगमंच पाठ्यक्रम का उद्देश्य विद्यार्थियों को भारतीय रंगमंच की परंपरा, इतिहास, स्वरूप और सांस्कृतिक महत्व से परिचित कराना है। इसके माध्यम से विद्यार्थियों को न केवल नाटकों के साहित्यिक और कलात्मक पक्ष की जानकारी दी जाएगी, बल्कि मंचन की तकनीकी, दृश्यात्मक और अभिनय संबंधी कौशल से भी उन्हें अवगत कराया जाएगा|

Outcomes-

1. हिंदी रंगमंच के विकास, उसके विभिन्न चरणों और भारतीय समाज पर उसके प्रभाव की समझ होना।
2. विद्यार्थियों में भारतीय संस्कृति और परंपराओं की समझ के साथ ही सांस्कृतिक संवेदनशीलता का विकास होना।
3. छात्रों में लेखन, अभिनय, निर्देशन और रंगमंच के अन्य पहलुओं द्वारा रचनात्मकता और सृजनात्मकता का विकास होना।
4. अभिनय और मंचन के माध्यम से छात्रों की संवाद शैली, आत्मविश्वास और अभिव्यक्ति क्षमता में सुधार होना।
5. नाटकों के मंचन में सामूहिक कार्य के जरिये छात्रों में टीमवर्क और नेतृत्व क्षमता का विकास होना।

Brief description of Modules/Main Modules:

प्रस्तावित पाठ्यक्रम को चार मॉड्यूल में विभाजित किया गया है-

मॉड्यूल 1- रंगमंच की अवधारणा

इस पाठ्यक्रम के प्रथम मॉड्यूल में विद्यार्थी को रंगमंच के अर्थ और स्वरूप के विषय में विस्तृत जानकारी दी जाएगी। साथ ही रंगमंच के सैद्धांतिक पक्ष जिसके अंतर्गत वस्तु, नेता, रस, तत्व आते हैं, इन पर पर्याप्त चर्चा की जाएगी । साथ ही विद्यार्थियों को पाश्चात्य मत के अनुसार नाटक के जो तत्व बताए गए हैं उनकी जानकारी भी दी जाएगी। नाटक के तकनीकी पक्ष की विस्तृत जानकारी से भी विद्यार्थियों को अवगत कराया जाएगा। नाटक में निर्देशक, अभिनेता और दर्शक की क्या भूमिका होती है ,इस पर चर्चा की जाएगी।

निर्धारित विषय-

रंगमंच, अर्थ और स्वरूप

रंगमंच के विविध पक्ष:

क- सैद्धांतिक पक्ष- वस्तु, नेता, रस (पश्चिम मत की चर्चा)

ख- तकनीकी पक्ष- दृश्यबंध, मंच सज्जा, प्रकाश व्यवस्था, ध्वनि व्यवस्था, रंगलेपन, वेशभूषा

ग- निर्देशक ,अभिनेता, दर्शक।

मॉड्यूल 2 हिंदी रंगमंच की पूर्व-पीठिका

इस माड्यूल में विद्यार्थियों को रंगमंच की पूर्व-पीठिका के विषय में बात करते हुए संस्कृत रंगमंच, लोक रंगमंच और विभिन्न पारम्परिक रंगमंच तथा उनकी शैलियों का परिचय दिया जाएगा। नाटक और रंगमंच दोनों के अंतर्संबंध की विस्तृत जानकारी यहां दी जाएगी।

निर्धारित विषय-

(1) संस्कृत रंगमंच

(2) लोक रंगमंच उदय

(3) विभिन्न पारंपरिक रंगमंच (सामान्य परिचय)

(4) हिंदी रंगमंच तथा नाटक का अंतर्संबंध

मॉड्यूल 3 हिंदी रंगमंच के उदय की विकास यात्रा

इस माड्यूल में विद्यार्थियों को हिंदी रंगमंच के प्रारंभ और उसकी विकास यात्रा की जानकारी दी जाएगी। भारतेंदु युगीन रंगमंच, माधव शुक्लयुगीन रंगमंच, प्रसाद युगीन रंगमंच, प्रसादोत्तर रंगमंच और स्वातंत्र्योत्तर रंगमंच की विकास-यात्रा की समग्र जानकारी विद्यार्थियों को दी जाएगी। साथ ही समकालीन रंगमंच में नवाचारों से भी विद्यार्थियों को अवगत कराया जाएगा।

निर्धारित विषय-

(1) भारतेन्दु युगीन रंगमंच (व्यावसायिक तथा अव्यावसायिक रंगमंच)

(2) माधव शुक्ल युगीन रंगमंच

(3) प्रसादयुगीन युगीन रंगमच

(4) प्रसादोत्तर रंगमंच

(5) स्वातंत्र्योत्तर रंगमंच तथा समकालीन रंगमंच

मॉड्यूल 4 हिंदी की प्रसिद्ध रंग संस्थाएँ व प्रमुख रंग व्यक्तित्व

इस माड्यूल में विद्यार्थियों को हिंदी रंगमंच की प्रसिद्ध रंग संस्थाओं और प्रमुख रंग व्यक्तित्वों की परिचयात्मक जानकारी दी जाएगी। जिससे विभिन्न रंग संस्थाओं और रंगकर्मियों के रंगकर्म और उनकी दृष्टि को समझने की क्षमता विकसित हो सके।

निर्धारित विषय-

(1) भारत भवन,भोपाल पृथ्वी थियेटर, इप्टा

(2) राष्ट्रीय नाट्य विद्यालय, दिल्ली

(3) भारतेंदु नाट्य अकादमी, लखनऊ

(4) इब्राहिम अल्काजी

(5) ब. ब. कारंत

(6) श्यामनन्द जालान

(7) सत्यदेव दुबे

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 / Class Presentation	As per AUD Academic Calendar	25%
3	End Term Exam (Written)	As per AUD Academic Calendar	50%

Reading List:

1 - भारतीय रंगमंच सिद्धांत और स्वरूप डॉ. रघुवर दयाल वार्ष्णेय

2 - नाटक और रंगमंच डॉ.सीताराम झा 'श्याम'

3 - नाटक नाटक चिंतन और रंग प्रयोग डॉ.मंधाता ओझा,डॉ.शशि सरदाना

4 - नाटक के सौ वर्ष संपादक अजित पुष्कल हरिश्चंद्र अग्रवाल

5 - रंगमंच के सिद्धांत संपादक महेश आनंद, देवराज अंकुर

6 -- हिंदी नाटक आज तक डॉ.वीणा गौतम

7 - प्रसाद उत्तर नाट्य साहित्य डॉ.विनय बापट

8 - रंग कर्म और नाटककार डॉ लक्ष्मण सहाय

9 - हिंदी नाटक और रंगमंच समकालीन परिदृश्य बृजराज किशोर

10 - समसामयिक हिंदी नाटकों में चरित्र सृष्टि जयदेव तनेजा

11 - प्रसाद की नाटक प्रो.रमेश गौतम

12 - नई रंग चेतना और हिंदी नाटककार जयदेव तनेजा

13 - आधुनिक हिंदी नाटकों में नायक एवं नायिका की परिकल्पना डॉ. मलखान सिंह सिसोदिया

School of Letters

Dr.B.R. Ambedkar University Delhi

Course Outline

Monsoon Semester

BA (Hindi)

Time Slot: 2 Hours

Course Code: TBD

Title: शोध प्रविधि

Type of Course: अनिवार्य **(Core)**

Cohort for which it is compulsory: बी. ए. (हिंदी)

Cohort for which it is elective: NA

No. of Credits: 4

Semester and Year Offered: Monsoon Semester

Course Coordinator: Prof. Satyaketu Sankrit, Dr. Nikita Jain

Email of course coordinator: satyaketu@aud.ac.in & njain@aud.ac.in

Pre-requisites: As per AUD guideline

Course Objectives/Description:

- शोध के अर्थ, परिभाषा, महत्त्व एवं उद्देश्यों से विद्यार्थियों को परिचित कराना।
- शोध प्रक्रिया की प्रमुख अवधारणाओं पर चर्चा करना और अनुसन्धान में उसका प्रयोग कैसे और कहाँ किया जाए इसके प्रति विद्यार्थियों में समझ विकसित करना।
- शोध समस्या की पहचान करने से लेकर, नमूना संग्रह, आंकड़ों के संचयन, शोध प्रविधि का चयन, प्रतिवेदन लेखन, साहित्यिक चोरी, संदर्भ लेखन आदि विषयों पर विस्तृत चर्चा।

Course Outcomes:

- शोध के वास्तविक अर्थ एवं उसकी बुनियादी अवधारणाओं से विद्यार्थी परिचित हो सकेंगे।
- प्रमुख शोध प्रविधियों जैसे ऐतिहासिक, तुलनात्मक, मनोवैज्ञानिक आदि का न केवल गहन अध्ययन करेंगे बल्कि साहित्यिक शोध में इसे कैसे प्रयोग करें इसकी जानकारी भी प्राप्त विद्यार्थी प्राप्त कर सकेंगे।
- शोध की रूपरेखा एवं लघु शोध प्रबंध लिखने में सक्षम हो सकेंगे।
- शोध रिपोर्ट लिखते समय किस तरह की भाषा का प्रयोग किया जाता है इस पहलू से भी विद्यार्थी परिचित हो पाएंगे।

Brief description of modules/ Main modules:

माड्यूल 1:

शोध की अवधारणा

प्रस्तावित पाठ्यक्रम का प्रथम मॉड्यूल शोध के अर्थ एवं अवधारणाओं पर मुख्य रूप से केंद्रित रहेगा। प्रस्तुत मॉड्यूल में विद्यार्थियों को शोध, अनुसन्धान, गवेषणा आदि के अर्थ पर प्रकाश डालते हुए शोध के महत्व एवं उसके प्रमुख प्रकारों से परिचित कराया जाएगा। इसके अलावा शोध और आलोचना में क्या अंतर है, आलोचना करना ही शोध नहीं है इस पहलू पर भी संक्षेप में चर्चा की जाएगी।

निर्धारित पाठ

1. शोध का अर्थ, अवधारणा, परिभाषा
2. शोध का महत्त्व
3. शोध के प्रकार/ पद्धतियाँ

माड्यूल 2:

शोध प्रक्रिया

पाठयक्रम का दूसरा मॉड्यूल मुख्यत: शोध प्रारूप पर केंद्रित रहेगा जिसमें शोध समस्या के चयन से लेकर, आंकड़ों का संग्रहण, परिकल्पना का निर्माण, शोध प्रबंध लेखन आदि बिंदुओं पर गहराई से प्रकाश डाला जाएगा।

निर्धारित पाठ

1. अनुसन्धान की कार्यप्रणाली
2. शोध समस्या की पहचान
3. आंकड़ों का संग्रहण /प्रकार
4. परिकल्पना का निर्माण
5. शोध या अनुसन्धान प्रारूप/लेखन के विभिन्न चरण

माड्यूल 3:

शोध के विभिन्न आयाम

वर्तमान में शोध का अर्थ केवल पुस्तकों के कुछ पृष्ठ तक ही सीमित नहीं है बल्कि गौर से देखा जाए तो दिन - प्रतिदिन इसका अर्थ अकादमिक जगत में बहुत गूढ़ होता जा रहा है और यूजीसी तथा अन्य उच्च अकादमिक संस्थान शोध के स्तर को उन्नत बनाने के लिए कई तरह की नियमावली का प्रयोग कर रहे हैं ताकि शोध की चोरी न हो और विद्यार्थी एवं शिक्षक शोध की दिशा में पूरे आत्मविश्वास के साथ अग्रसर हो सकें। प्रस्तुत मॉड्यूल में शोध के कुछ वर्तमान पहलुओं जैसे प्लेगरिज्म क्या है, इसे चेक करने के सॉफ्टवेयर कौन -कौन से हैं, यूजीसी द्वारा जारी की गई नियमावली,शोध पत्रों का प्रकाशन, तथा पाठा लोचन जैसे विषयों पर भी बारीकी से विचार किया जाएगा।

निर्धारित पाठ

1.पाठलोचन : एक परिचय

2. शोध संदर्भ की विभिन्न प्रणालियाँ

3. साहित्यिक चोरी का अर्थ, प्रकार, रोकने हेतु उपाय एवं नियमावली।

4. शोध पत्र एवं आलेख में अंतर, प्रकाशन हेतु नियमावली

5. शोध से सम्बंधित फील्ड वर्क

Assessment Details with weights:

S. No.	Assessment	Weightage
1.	Class Assignment	25%
2.	Class Presentation	25%
3.	Term Paper	50%

Reading List:

1. शोध प्रविधि - डॉ. विनय मोहन शर्मा, epustkalya.com
2. अनुसन्धान प्रविधि सिद्धांत और प्रक्रिया - एस. एन. गणेशन

3. अनुसन्धान की प्रक्रिया - डॉ. सावित्री सिन्हा एवं डॉ. विजयेंन्द्र स्नातक (सम्पादित) https://epustakalay.com/book/3668-anusandhan-ki-prakriya-by-dr-savitri-sinha/
4. अनुसन्धान और आलोचना - डॉ. नगेंद्र https://epustakalay.com/book/51442-anusandhan-aur-aalochana-by-drnagendra/
5. पाठलोचन के सिद्धांत - डॉ. गोविन्द राजगुरु, हरियाणा ग्रन्थ अकादमी.
6. पाठ संपादन के सिद्धांत - कन्हैया सिंह, लोकभारती प्रकाशन, संस्करण -2008.

School of Letters

Dr B. R. Ambedkar University Delhi

Course Outline

BA **(Hindi)**

Time Slot-Monsoon Semester

Course Code: TBD

Title: पर्यावरण और आधुनिक हिंदी साहित्य
Type of Course: DSE

Cohort for which it is compulsory: None

Cohort for which it is elective: BA Hindi & other disciplines

No of Credits: 4

Semester and Year Offered: 7th सेमेस्टर, 2025

Course Coordinator and Team: Dr. Nikita Jain & Dr. Sunil Kumar Yadav

Email of course coordinator: njain@aud.ac.in & skyadav@aud.ac.in

Pre-requisites: None

Aim:
हिंदी साहित्य में आदिकाल से ही प्रकृति को लेकर कवियों और लेखकों का एक अलग दृष्टिकोण रहा है। आदिकाल से लेकर आधुनिक काल तक के साहित्य पर एक सरसरी निगाह डालें तो यह कहना गलत न होगा कि अधिकतम साहित्यकारों ने प्रकृति को अपनी रचनाओं के माध्यम से एक विशिष्ट स्थान प्रदान किया है और मनुष्य एवं प्रकृति का जो प्रगाढ़ सम्बन्ध है उसे सूक्ष्मता से व्याख्यायित किया है। लेकिन साहित्यकारों का कार्य केवल प्रकृति के सौंदर्य को रचना के माध्यम से अभिव्यक्त करना ही है? मनुष्य और पर्यावरण के बीच जो अंत:सम्बन्ध है उसे बनाए रखने के लिए आज का मनुष्य पर्यावरण के प्रति अपने सभी कर्तव्यों का निर्वाह कर पा रहा है? अपने स्वार्थ के कारण मानव जिस प्रकार पर्यावरण को नुकसान पंहुचा रहा है उसे साहित्य में किस प्रकार विभिन्न विधाओं के माध्यम से रेखांकित किया गया है या किया जा रहा है,यही प्रस्तावित पाठ्यक्रम का मुख्य उद्देश्य है। वर्तमान समय में केवल भारत पर ही नहीं

बल्कि पूरी दुनिया पर पर्यावरणीय संकट के बादल मंडरा रहे हैं। इस संकट उबरने के लिए क्या - क्या योजनाएं चलाई जा रही हैं, पर्यावरण संरक्षण हेतु कौन- कौन सी नीतियों को लागू किया जा रहा है इन सभी पहलुओं का अध्ययन प्रस्तावित पाठ्यक्रम में अपेक्षित रहेगा।

Course Outcomes:

प्रस्तावित पाठ्यक्रम के द्वारा विद्यार्थी हिंदी साहित्य के ज़रिये पर्यावरण से सम्बंधित कई आयामों से परिचित हो पाएंगे। वर्तमान साहित्य कई तरह के विमर्श से घिरा हुआ है स्त्री विमर्श, दलित विमर्श, आदिवासी विमर्श आदि। पर्यावरण विमर्श एक ऐसा मुद्दा है जो किसी एक जाति या कुछेक मनुष्यों से सम्बंधित नहीं है बल्कि पूरी मानव जाति इसके केंद्र में है। प्रस्तुत पाठ्यक्रम द्वारा विद्यार्थी न केवल पर्यावरण के वास्तविक अर्थ और मानव जीवन में उसकी महत्ता से परिचित होंगे बल्कि पर्यावरण के संरक्षण के लिए जो ऐतिहासिक आंदोलन हुए, जिस प्रकार से लोगों ने स्वाधीनता संग्राम के लिए अपने प्राणों की आहुति दी थी उसी प्रकार अपनी नदियों, पेड़ों को बचाने के लिए किन - किन लोगों ने अपने जीवन का बलिदान दिया, पर्यावरण और साहित्य का क्या अंत:सम्बन्ध है, इन सभी पहलुओं के प्रति विद्यार्थी अपनी एक स्पष्ट समझ भी विकसित कर पाएंगे।
इस पाठ्यक्रम का अध्ययन करवाते समय ये प्रयास रहेगा कि विद्यार्थियों को पर्यावरण सम्बन्धी मुद्दों पर सृजनात्मक लेखन के लिए प्रेरित किया जाए और उनके द्वारा लिखित कविता, कहानी अन्य रचनाओं का प्रकाशन भी कराया जाये।

Brief description of modules/ Main modules:

प्रस्तावित पाठ्यक्रम मुख्य रूप से चार मॉड्यूल पर केंद्रित रहेगा -

माड्यूल 1 - पर्यावरण और साहित्य : सैद्धांतिक पक्ष

प्रस्तावित पाठ्यक्रम का प्रथम मॉड्यूल मुख्य रूप से 'पर्यावरण' के अर्थ, अवधारणा और स्वरुप पर केंद्रित रहेगा। इस मॉड्यूल के अंतर्गत विद्यार्थियों को पर्यावरण के मुख्य सिद्धांत, महत्व से परिचित कराते हुए वर्तमान समय में पर्यावरणीय संकट को लेकर विश्व के सामने जो चुनौतियाँ खड़ी हैं उनके से भी रूबरू कराने का प्रयास किया जाएगा। साथ ही साहित्य और पर्यावरण का क्या अंत: सम्बन्ध क्या है,आदिकाल से लेकर आधुनिक काल तक हिंदी साहित्य में पर्यावरणीय चेतना किस रूप में परिलक्षित होती है, इन पहलुओं का अध्ययन भी प्रस्तुत खंड में अपेक्षित रहेगा।

निर्धारित पाठ :-

1. पर्यावरण : अर्थ, अवधारणा, महत्व

2. पर्यावरण : विविध सिद्धांत
3. पर्यावरण एवं पारिस्थितिकी : वर्तमान चुनौतियाँ, संरक्षण
4. पर्यावरण और हिंदी साहित्य का अंत: सम्बन्ध

माड्यूल 2: आधुनिक हिंदी कविता : पर्यावरणीय परिप्रेक्ष्य

प्रस्तुत मॉड्यूल प्रमुख रूप से आधुनिक हिंदी कविता में पर्यावरणीय चेतना किस प्रकार परिलक्षित हुई है उस पर आधारित होगा। हिंदी साहित्य में आदिकाल से ही प्रकृति सौंदर्य के प्रति रचनाकारों का एक खास प्रकार का आकर्षण रहा है जिसे उन्होंने समय - समय पर कई तरह से प्रदर्शित भी किया है लेकिन आधुनिक युग के कवि प्रकृति को केवल सौंदर्य के आधार पर विवेचित नहीं करते। वर्तमान में प्रकृति के साथ जो खिलवाड़ किया जा रहा है, जो समस्या उत्पन्न हो रही हैं उन्हीं को आधार बनाकर कवियों ने पर्यावरण संकट से जनता को रूबरू कराने की कोशिश की है। प्रस्तुत मॉड्यूल में ऐसे ही चुनिंदा कवियों की रचनाओं को शामिल किया गया है जिन्होंने पर्यावरण संकट को साहित्य के माध्यम से एक नये रूप में प्रस्तुत करते हुए जनता को जागरूक करने का प्रयास किया है -

निर्धारित पाठ :

1. सतपुड़ा के जंगल - भवानी प्रसाद मिश्र
2. नागार्जुन - वरुण के बेटे
3. सर्वेश्वर दयाल सक्सेना -भेड़िया
4. रघुवीर सहाय - वसंत आया, पानी - पानी,अकाल
5. कुंवर नारायण - एक वृक्ष की हत्या
6. श्याम विमल - 50 की विमल में भेड़ाघाट की नर्मदा
7. विष्णु खरे - शाप
8. लीलाधर जगूड़ी - पनघट पर भगीरथ

मॉड्यूल 3

हिंदी कथा साहित्य एवं अन्य गद्य विधाएं : पर्यावरणीय परिप्रेक्ष्य

प्रस्तुत मॉड्यूल में हिंदी उपन्यासों और कहानियों में चित्रित पर्यावरणीय चेतना के विभिन्न संदर्भों का बारीकी से विश्लेषण किया जाएगा ताकि विद्यार्थी रोचक कथाओं के द्वारा पर्यावरण सम्बन्धी मुद्दों से परिचित हो सकें।

निर्धारित पाठ : हिंदी कहानी और पर्यावरणीय चेतना

1.) जंगलजातकम - काशीनाथ सिंह
2.) आभी - हारनोट
3.) हरीश अग्रवाल - ओजोन हॉल की हकीकत
4.) जयश्री राय - खारा पानी

हिंदी उपन्यास और पर्यावरणीय चेतना

निम्न में से कोई एक

1.) अनबीता व्यतीत - कमलेश्वर
2.) मरंग घोड़ा नीलकंठ - महुआ मांझी
3.) डूब - वीरेंद्र जैन
4.) ग्लोबल गाँव का देवता- रणेंद्र
5.) परती परिकथा – फणीश्वरनाथ रेणू

हिंदी नाटक (कोई एक)

1.) चिपको नारी - राजेश जैन
2.) चिमनी चोगा – चंद्रमोहन

यात्रा वृत्त (कोई एक)

1.) सफ़र एक डोंगी में डगमग - राकेश तिवारी
2.) सौंदर्य की नदी नर्मदा - अमृतलाल वेगड़

रिपोर्ताज

1.) ऋणजल-धनजल : फणीश्वरनाथ रेणू

मॉड्यूल 4 -

प्रस्तुत मॉड्यूल में साहित्य से इतर पर्यावरण सम्बन्धी जो विशेष आंदोलन पर्यावरणविदों द्वारा चलाये गए उनका अध्ययन भी इस पाठ्यक्रम में विद्यार्थियों को कराया जाएगा। इसके अतिरिक्त हिंदी सिनेमा में पर्यावरण को केंद्र में रखकर जिन फिल्मों का निर्माण हुआ है उनमें से चुनिंदा फिल्मों का अध्ययन भी प्रस्तावित पाठ्यक्रम में अपेक्षित रहेगा।

निर्धारित पाठ :-

प्रमुख पर्यावरणविद

1.) सुन्दरलाल बहुगुणा - धरती की पुकार (चुनिंदा अंश)
2.) मेधा पाटकर - नर्मदा आंदोलन और आगे (चुनिंदा अंश)
3.) सुनीता नारायण - पर्यावरण की राजनीति (चुनिंदा अंश)

पर्यावरण पर आधारित फ़िल्में (कोई दो)

1.) भोपाल एक्सप्रेस - 1999
2.) कड़वी हवा - 2017
3.) हल्का - 2018
4.) शेरनी - 2021

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.सफ़र एक डोंगी में डगमग - राकेश तिवारी, राजकमल प्रकाशन, नई दिल्ली, 2014.

2. सौंदर्य की नदी नर्मदा - अमृतलाल वेगड़, मध्यप्रदेश हिंदी ग्रन्थ अकादमी, भोपाल, 1992.

3.पर्यावरण और समकालीन हिंदी साहित्य - डॉ. प्रभाकरन हेब्बार इल्ल्त, वाणी प्रकाशन।

4.समकालीन हिंदी साहित्य में पर्यावरण विमर्श - डॉ. ए.एस सुमेष,अमन प्रकाशन, कानपुर।

5.एस. आर. हारनोट की प्रतिनिधि कहानियाँ

6. काशीनाथ सिंह की कहानी जंगल जातकम - gadykosh. Com

7.पर्यावरण के पाठ, अनुपम मिश्रा, राजकमल प्रकाशन, दिल्ली

8. पर्यावरण और पारिस्थितकी, कक्षा 8 से 12, NCERT

9.साहित्य और पर्यावरण, संपा - डॉ. शोभा कौर, अकैडमिक पब्लिकेशन, 2023.

10. साहित्य में पर्यावरण - विमर्श, डॉ. घनश्याम भारती, डॉ, ओकेंद्र, डॉ.राकेश सिंह रावत, 2021.

11. हिंदी नाटक और पर्यावरण : डॉ. अमित सिंह खर, हिंदी बुक सेंटर.

School of Letters

Dr B. R. Ambedkar University Delhi

Course Outline

BA (Hindi) Hons

Time Slot -

Course Code: TBD

Title: भारतीय कथा साहित्य एवं अन्य गद्य विधाएँ

Type of Course: GE

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: 2025-26

Course Coordinator and Team:

Dr. Mahendra Prajapati & Dr. Sunil Kumar Yadav

Email of course coordinator :

Pre-requisites: **भारतीय साहित्य का मूलभूत ज्ञान**

Aim:

हिंदी में बीए (आनर्स) के इस प्रस्तावित पाठ्यक्रम में विभिन्न भारतीय भाषाओं और साहित्य के अंतर्गत कथा साहित्य एवं अन्य गद्य विधाओं का अध्ययन कर उसके सांस्कृतिक एवं ऐतिहासिक विकास से जोड़कर पढ़ाया जाएगा। विधा के रूप में कहानी, उपन्यास, नाटक, यात्रा-वृत्तान्त, आत्मकथा न केवल हिंदी के आधुनिक साहित्य में महत्त्वपूर्ण स्थान रखते हैं बल्कि भारत की विभिन्न भाषाओं में भी उनका महत्त्वपूर्ण योगदान रहा है। बीए के विद्यार्थी हिंदी भाषा की कहानी से अवगत हैं। इस पाठ्यक्रम के माध्यम से भारतीय साहित्य का हिंदी में अनुवादित साहित्य पढ़ने का अवसर मिलेगा जिससे उनके अध्ययन का क्षेत्र विस्तार होगा. साथ ही उसके अवदान को और संवृद्ध करेगा। जैसा कि सभी जानते हैं कि साहित्य विद्यार्थियों के सामाजिक-सांस्कृतिक ज्ञान को समृद्ध करती है यह पाठ्यक्रम उन्हें और अधिक समृद्ध करेगा।

Course Outcomes:

- भारतीय भाषाओं और साहित्य के इतिहास से परिचय कराना एवं विद्यार्थियों में उनकी साहित्यिक चेतना को विकसित करना।
- भारतीय साहित्य के विभिन्न साहित्यिक विधाओं के माध्यम से भारतीय समाज, राष्ट्र एवं परिवेश में आने वाले परिवर्तनों का बोध कराना।
- उपेक्षित तथा हाशिये के समाज के प्रति नई संवेदनशीलता का विकास कराना।
- स्वातंत्र्योत्तर भारत में समाज को जिन चुनौतियों का सामना करना पड़ा, उसका परिचय मिलेगा।
- साहित्य में जो नए आंदोलन व विचार-दृष्टियां जन्म ले रही थीं, साहित्यिक विधाओं के माध्यम से उनकी समझ विकसित होगी।

: Brief description of modules/ Main modules

माड्यूल-1 **भारतीय भाषाओं एवं साहित्य का इतिहास**

इस मॉड्यूल में भारतीय साहित्य एवं भाषा के इतिहास का अध्ययन कराया जायेगा। अहिंदी भाषी साहित्य के हिंदी में अनुवादित साहित्य का अध्ययन करने का अवसर मिलेगा. साथ-साथ विभिन्न विधाओं के कथानक, भाषा और शिल्पगत विशिष्ठताओं से विद्यार्थी परिचित होंगे. हिंदी और अहिंदी भाषी साहित्य में इसके साम्य और वैषम्य बताने का प्रयास किया जायेगा।

निर्धारित विषय :

1. भारतीय भाषाओं का संक्षिप्त परिचय
2. भारतीय भाषाएं और राष्ट्रीय शिक्षा नीति
3. भारतीय साहित्य का संक्षिप्त इतिहास
4. भारतीय साहित्य और भारतीय ज्ञान परम्परा

माड्यूल-2 **दक्षिण एवं पूर्वोत्तर की भारतीय कहानियां**

इस मॉड्यूल में दक्षिण भारत एवं पूर्वोत्तर के कुछ महत्वपूर्ण कहानियों का अध्यन किया जाएगा जिससे विद्यार्थी हिंदी एक साथ अन्य भास्तीय भाषाओँ की कहानियों के कथ्य और शिल्प से परिचित होंगे.

निर्धारित विषय :

1. दुश्मन (मलयालम)- एम. टी. वासुदेवन नायर
2. शिशु लोक (कन्नड़)- अनुपमा निरंजन
3. आत्मदर्शन (तमिल)- जयकांतन

4. आत्महत्या (तेलुगु)- येर्रम सेट्टी 'साई'
5. वंशबेल (असमी)- इंदिरा गोस्वामी
6. मैं लिखती आंखों की देखी (बंगाली)- आशापूर्ण देवी

माड्यूल- 3 अन्य भारतीय भाषाओं की कहानियां

निर्धारित विषय :

1. माँ पार्वती तेरी रक्षा करें (गुजराती)- वर्षा अडालजा
2. प्यारी बहू (ओड़िया) - फकीरमोहन सेनापति
3. दांता किल-किल (कश्मीरी)- अख्तर मुहीउद्दीन
4. चौथी का जोड़ा (उर्दू)- इस्मत चुगताई

माड्यूल- 4 भारतीय साहित्य : अन्य गद्य विधाएं

5. अक्करमाशी (आत्मकथा), शरण कुमार लिंबाले
6. अरण्य अधिकार(बंगला) उपन्यास,महाश्वेता देवी
7. देवों की घाटी (गुजराती) यात्रा वृत्तांत, भोलाभाई पटेल
8. ओकरा आँगनक बारहमासा(मैथिली), नाटक, महेंद्र मलंगिया

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 साहित्य का समेकित इतिहास, सं. डॉ. नगेन्द्र, हिंदी माध्यम कार्यन्वय निदेशालय दिल्ली विश्विद्यालय, नई दिल्ली
2. भारतीय साहित्य की पहचान, सियाराम तिवारी, वाणी प्रकाशन, नई दिल्ली
3. भारतीय साहित्य, डॉ. आर. टी. संथी एवं डॉ. प्रकाश ए, वाणी प्रकाशन, नई दिल्ली
4. भारतीय साहित्य की भूमिका, रामविलास शर्मा, राजकमल, नई दिल्ली
5. भारतीय भाषाओं की श्रेष्ठ कहानियां- सं. सत्येन्द्र शरत, हिमांशु जोशी, किताबघर प्रकाशन, नई दिल्ली, 2006.
6. तमिल की चुनी हुई कहानियां, कमलेश्वर, राजपाल प्रकाशन, नई दिल्ली
7. फकीर मोहन सेनापति की कहनियाँ :ओड़िया से हिंदी अनुवाद, अरुण होता, साहित्य अकादमी, दिल्ली
8. **https://hindikahani.hindi-kavita.com/Dantakilkil-Akhtar-Mohiuddin.php**
9. **https://www.rekhta.org/stories/chauthi-ka-joda-ismatchughtaistories?lang=hi**

Mk- ch-vkj- vEcsMdj fo'ofo|ky; fnYyh

lkfgR; v/;;u ihB (School of Letters)

पाठ्यक्रम परिचय (Course Outline)

Time Slot: 2 Hours

Course Code : SOL

Course Title: dEI;wVj vkj fgUnh Hkk"kk

Type of Course : byfDVo

Cohort for which it is compulsory: Ch-,-

Semester : 7th

No. of Credits: 4

Year Offered: 2024

Course Coordinator : VIJAY YADAV

Email of course coordinator: vyadav@aud.ac.in

Pre-requisites: As per AUD guideline

Course Outline

ikB;Øe ifjp;

भारत जैसे देश में कम्प्यूटर के प्रयोग की स्वीकार्यता बढ़ती जा रही है। कम्प्यूटर ने हिंदी की दुनिया में अपना हस्तक्षेप बहुत ही तेजी से किया है। कम्प्यूटर के विकास में नगरों, महानगरों ने मुख्य भूमिका निभायी है। कम्प्यूटर विद्युत ऊर्जा द्वारा संचालित यंत्र है। एक मशीन धीरे–धीरे कैसे मनुष्य के जीवन का महत्वपूर्ण अंग बन जाती है, इसका मुख्य उदाहरण 'कम्प्यूटर' के रूप में देखा जा सकता है।

यह पाठ्यक्रम डॉ. बी.आर. अम्बेडकर विश्वविद्यालय दिल्ली के उद्देश्य अनुरूप है। इस विश्वविद्यालय का मुख्य उद्देश्य, भारत को नये विचारों से युक्त रोजगार के

अवसर प्रदान करना, साथ में भारतीय युवाओं को आधुनिक तकनीकी शिक्षा से युक्त करना। अम्बेडकर विश्वविद्यालय तकनीकी कुशलता के साथ–साथ भाषायी कुशलता को बढ़ावा देता है। प्रायोगिक और व्यावहारिक दोनों स्तरों पर। भाषाएँ हमेशा से जोड़ने का काम करती है। इसी जोड़ने की कड़ी को विश्वविद्यालय आगे बढ़ाते हुए विद्यार्थियों को सामाजिक, सांस्कृतिक विचारों से भी जोड़ता है जिससे कि व्यक्ति अपने जीवन में आने वाली रूकावटों को पार ककी क्षमता से लबालब भर जाता है। 21वीं सदी ने कम्प्यूटर जैसी मशीन को हमारे सामने लाकर हमें उसे अपने जीवन का महत्वपूर्ण अंग बनाने में मुख्य भूमिका निभायी। यह पाठ्यक्रम विद्यार्थियों के उसी बोध को विकसित करने में सहायक होगा। विद्यार्थियों को प्रस्तुत पाठ्यक्रम से परिचित कराने हेतु मुख्य विषय निर्देश नीचे प्रस्तुत है–

ekM;wy&1

यह माड्यूल यह साबित करता है कि कम्प्यूटर वर्तमान समय में एक उपयोगी और महत्वपूर्ण संसाधन हैं वर्तमान समय में हम अपना ज्ञान आवश्यकतानुसार कम्प्यूटर से प्राप्त कर लेते हैं। यह शीघ्रता से प्राप्त सूचनाएँ एवं हमारे ज्ञान को बढ़ाकर हमें और योग्य बनाता है। इसके आविष्कारक 'चार्ल्स बैबेज हैं। बीते वर्षों में कम्प्यूटर ने खूब तरक्की की। इस माड्यूल में विद्यार्थियों को कम्प्यूटर के आविष्कार एवं उससे संबंधित इतिहास को बताया जाएगा। और फिर धीरे–धीरे कम्प्यूटर ने हिंदी भाषा के साथ अपने को जोड़कर अपना प्रसार किया। कम्प्यूटर में स्टोर करने की क्षमता, तीव्रता, और सत्यता, स्वचालन के गुण होते हैं। पहले यह हिंदी भाषियों के लिए चुनौतीपूर्ण था लेकिन फिर रोजगार के साधन के रूप में, व्यवसाय में सहायक भी साबित होने लगा। विद्यार्थी निम्नलिखित बिन्दुओं के आधार पर कम्प्यूटर के विकास एवं हिंदी से उसके संबंध को जानेंगे–

fu/kkfjr ikB

dEI;wVj dk fodkl vkj fgnh

- कम्प्यूटर का उद्भव और विकास
- कम्प्यूटर और हिंदी : आरम्भ और वर्तमान
- हिंदी फॉन्ट : मैनुअल से यूनिकोड तक
- कम्प्यूटर में हिंदी प्रयोग की चुनौतियाँ और संभावनाएँ

ekM;wy&2

इस माड्यूल में विद्यार्थियों को यह बताया जाएगा कि कम्प्यूटर के आने से समाज के विभिन्न क्षेत्रों में काम करने वाले लोगों को कैसे आसानी होने लगी, और साथ में शिक्षा और रोजगार के क्षेत्र में बढ़ती भी हुई। इंटरनेट के आ जाने से कोई सूचना चाहे वो ज्ञान या रोजगार संबंधी हो, तुरन्त प्राप्त हो जाती है। इंटरनेट के सहयोग से कम्प्यूटर की उपयोगिता बढ़ गयी। इंटरनेट और हिंदी के संबंध ने हिंदी को प्रचार–प्रसार की गति में तेजी लीा दी। इंटरनेट की वैश्विक सम्पन्नता के पीछे कई कारणों में से एक कारण यह भी है। यूनिकोड, कृतिदेव–010, वाकमैन चाणक्या–905, मंगल, कृष्णा आदि हिन्दी के फॉन्ट, हिंदी की लिखावट को मजबूत बना रहे हैं। हिंदी का कम्प्यूटर के फॉन्ट से संबंध भी हिंदी की प्रिंटिंग अभिव्यक्ति को मजबूत बना रहा है। विद्यार्थी निम्नलिखित बिन्दुओं के आधार पर 'हिंदी भाषा और प्रौद्योगिकी' के संबंध को समझेंगे–

fu/kkfjr ikB

fgnh Hkk"kk vkj ikS|kfxdh

- इंटरनेट और हिंदी भाषा

- यूनिकोड और देवनागरी लिपि
- हिंदी के विभिन्न प्रयोग और कम्प्यूटर

ekM;wy&3

इस माड्यूल के अन्तर्गत विद्यार्थियों को कम्प्यूटर और हिंदी भाषा के संबंधों को विविध आयामों द्वारा देखने की दृष्टि पर चर्चा की जाएगी। कम्प्यूटर ने 'राजभाषा' के रूप में हिंदी को मजबूती प्रदान की। 'राजभाषा' के रूप में हिंदी की गति को बढ़ाने का काम कम्प्यूटर बखूबी निभा रहा है। हिंदी की पत्रिकाओं ने कम्प्यूटर और इंटरनेट के सहयोग से ऑनलाइन पोर्टल पर भी अपनी उपस्थिति दर्ज करायी है। पत्रिकाओं की ऑनलाइन मौजूदगी विद्यार्थियों के ज्ञान को कैसे बढ़ाती है? और उसे बरकरार रखने में कैसे अपनी महत्वपूर्ण भूमिका निभाती है? यह बताया जाएगा। विद्यार्थी निम्नलिखित आधारों पर 'कम्प्यूटर और हिंदी भाषा के विविध आयामों' को समझ पायेंगे–

fu/kkfjr ikB

dEI;wVj vkj fgUnh Hkk"kk % fofo/k vk;ke

- राजभाषा के प्रसार में कम्प्यूटर की भूमिका
- हिंदी की प्रमुख ऑनलाइन पत्रिकाएँ
- हिंदी की प्रमुख वेबसाइट्स
- हिंदी के डिजिटलीकरण मसें संस्थानों की भूमिका

ekM;wy&4

इस माड्यूल में विद्यार्थियों को ई–लर्निंग का अर्थ, परिभाषा, और महत्व से परिचित कराया जाएगा। वर्तमान समय में ई–लर्निंग विश्व स्तर पर अपनी दक्षता साबित कर

रहा है। ई–लर्निंग ने पारम्परिक कक्षाध्यापन और अधिगम में बदलाव किया है। अब ई–लर्निंग ने विद्यार्थियों को ज्ञानार्जन हेतु पी.पी.टी. जैसी सुविधाएँ दी है। ई–लर्निंग ने सूचना और संचार के माध्यमों में अतुलनीय परिवर्तन किया है। ई–लर्निंग के कुछ महत्वपूर्ण तकनीकी शब्द भी हैं। हिंदी में मैसेज की क्या भाषा होती है? साथ ही सोशल मीडिया और हिंदी भाषा के संबंध को व्याख्यायित किया जाएगा। सोशल मीडिया से हिंदी को जोड़ने के आयामों पर भी बात की जाएगी। अतः कुल मिलाकर यह पाठ्य विद्यार्थियों को हिंदी भाषा और कम्प्यूटर के आन्तरिक पहलुओं से परिचित कराएगा। इस पेपर को पढ़ने के बाद विद्यार्थी 'कम्प्यूटर और हिंदी भाषा' को अपने जीवन से जुड़ा हुआ महसूस करेंगे। विद्यार्थी निम्नलिखित बिन्दुओं के आधार पर 'हिंदी भाषा और ई–लर्निंग' के संबंध को जान पायेंगे–

fu/kkfjr ikB

fgnh Hkk"kk vkj b&yfux

- ई–लर्निंग की अवधारणा और महत्त्व
- ई–लर्निंग और राष्ट्रीय शिक्षा नीति
- ई–लर्निंग पाठ्यक्रम और शैक्षणिक संस्थान
- सोशल मीडिया और हिंदी भाषा

Assessment Details with weights:

S.No.	Assessment	Weightage
1.	Class Assignment	25%
2.	Class Presentation	25%
3.	Written Exam	50%

l:nHk ikB@iLrd: (Reading List)

- कम्प्यूटर और हिंदी भाषा – शशिकुमार 'शशिकांत, हिंदी पुस्तक केन्द्र, नई दिल्ली–110002, 2018
- हिंदी भाषा और कम्प्यूटर – संतोष गोयल, श्री नटराज प्रकाशन, दिल्ली, 2022
- कम्प्यूटर और हिंदी – हरिमोहन, तक्षशिला प्रकाशन, 2019
- कम्प्यूटर के भाषिक अनुप्रयोग – विजय कुमार मल्होत्रा
- कम्प्यूटर के डाटा प्रस्तुतीकरण और भाषा–सिद्धांत, पी.के. शर्मा
- मीडिया : भूमंलीकरण और समाज, (संपा.) संजय द्विवेदी
- एन.आई.ओ.एस. (स्कूली शिक्षा)
- एन.सी.ई.आर.टी. (स्कूली शिक्षा)
- इग्नू
- एन.पी.टी.ई.एल. (इंजीनियरिंग)
- यू.जी.सी. (स्नातकोत्तर)
- सी.ई.सी. (स्नातक)
- सोशल नेटवर्किंग नए समय का संवाद, (संपा.) संजय द्विवेदी
- नए जमाने की पत्रकारिता, सौरभ शुक्ल
- जनसंचार के सामाजिक संदर्भ – जवरीमल्ल पारख

Dr B. R. Ambedkar University Delhi

School of Letters

Course Outline

BA (Hindi) Hons.

Time Slot- Monsoon Semester

Course Code: TBD

Title: अनुवाद: सिद्धान्त एवं प्रयोग

Type of Course: Core

Cohort for which it is compulsory: B.A. Hindi (Honours)

No of Credits: 4

Semester and Year Offered: 2025-26

Course Coordinator and Team: Dr. Nikita Jain & Dr. Rubina Saife

Email of course coordinator: njain@aud.ac.in & rsaife@aud.ac.in

Pre-requisites: None

Aim:

हिंदी साहित्य की पठन-पाठन प्रक्रिया में अनुवाद का महत्वपूर्ण स्थान है। भारतीय तथा पाश्चात्य साहित्य व सन्दर्भों को पढ़ते समय विद्यार्थी विभिन्न अनुवादित रचनाओं को पढ़ते हैं, किन्तु वह अनुवाद तथा अनुवाद की प्रक्रिया व समस्याओं से परिचित नहीं होते हैं। इसलिए प्रस्तुत पाठ्यक्रम को कोर कोर्स के रूप में पढ़ाए जाने से न केवल विद्यार्थियों को अनुवाद को समझने में मदद मिलेगी बल्कि उनमें अनुवाद करने का कौशल भी विकसित किया जा सकेगा। इस कोर्स में विद्यार्थी अनुवाद करने का अभ्यास करेंगे, इस तरह यह एक रोजगारोन्मुख कोर्स भी है। ज्ञान के क्षेत्र में हमेशा से अनुवाद का महत्त्व रहा है। अनुवाद, अन्य भाषा साहित्य और ज्ञान के क्षेत्र के द्वार खोलने में मदद करता है। भारत जैसे बहुभाषीय देश में अनुवाद का महत्त्व और बढ़ जाता है। इस पाठ्यक्रम का उद्देश्य अनुवाद के सैद्धांतिक पक्ष को समझते हुए व्यावहारिक रूप से अनुवाद का कौशल विकसित करना है। इस पाठ्यक्रम की रूपरेखा का निर्माण करते समय मुख्य रूप से अनुवाद के प्रायोगिक पक्ष पर ज्यादा जोर दिया गया है। इसका उद्देश्य अनुवाद की व्यावहारिक कुशलता विकसित करने के साथ-साथ कार्यालयी अनुवाद का प्रशिक्षण देना, सूचना प्रौद्योगिकी के युग में अनुवाद की उपयोगिता का बोध कराना तथा अनुवाद के क्षेत्रों में रोजगार के लिए प्रशिक्षण देना है।

यह कोर्स स्नातक आठवें सत्र के विद्यार्थियों को अनुवाद से संबंधित विभिन्न सैद्धांतिक पक्षों से अवगत कराएगा और इसके साथ-साथ अनुवाद के व्यावहारिक प्रयोगों द्वारा अनुवाद करने का कौशल विकसित

करने में भी मदद करेगा। इस पाठ्क्रम की रूपरेखा इस प्रकार तैयार की गई है जिससे विद्यार्थी सिद्धांत को समझने पर हुए प्रयोग के माध्यम से अनुवाद के व्यावहारिक रूप से अवगत होगा। इस पाठ्यक्रम को 'क्रियामूलक ज्ञान (Learning by doing)' के सिद्धांत को ध्यान में रखकर बनाया गया है।

Course Outcomes:

- अनुवाद का अर्थ परंपरा व महत्त्व का ज्ञान होना
- अनुवाद के विभिन्न सैद्धांतिक पक्षों, प्रक्रिया, प्रकार व सीमाओं का ज्ञान होना
- अनुवाद की व्यावहारिक प्रक्रिया व समस्याओं का ज्ञान होना
- स्वयं अनुवाद करने में सक्षम होना

Brief description of modules/ Main modules:

माड्यूल-1 अनुवाद: एक परिचय

भारत जैसे बहुभाषी देश में अनुवाद एक सामाजिक आवश्यकता है। भारत के विभिन्न प्रदेशों के साहित्य में निहित मूलभूत एकता के स्वरूप को निखारने के लिए अनुवाद ही एक मात्र साधन है। भारतीय भाषाओं में रचित साहित्य और ज्ञान-विज्ञान के विकास में अनुवाद का विशेष महत्त्व है। अनुवाद के माध्यम से भारतीय एवं अन्य भाषाओं में किए जा रहे कार्यों का न केवल परिचय प्राप्त होता है बल्कि उनमें निहित साहित्यिक सौन्दर्य का रसास्वादन भी होता है। साहित्य के अतिरिक्त प्रशासन, बैंकिंग, प्रोद्यौगिकी, पर्यटन अन्य क्षेत्रों में भी अनुवाद की आवश्यकता दिन-प्रतिदिन बढ़ती जा रही है। प्रस्तावित पाठ्यक्रम के प्रथम मॉड्यूल का उद्देश्य है विद्यार्थियों को अनुवाद के अर्थ,प्रकृति,स्वरुप से परिचित कराते हुए वर्तमान समय में अनुवाद की महत्ता एवं आवश्यकता से रूबरू कराना जिससे विद्यार्थी आने वाले समय में अनुवाद की उपादेयता को ध्यान में रखते हुए न केवल इसे एक पाठ्यक्रम के अध्ययन तक सीमित रखें बल्कि इस क्षेत्र में रोज़गार के बेहतर अवसरों की तलाश कर सकें। अनुवाद में दो भाषाओं का प्रस्ताव होता है, इसलिए किसी एक ही पद्धति में अनुवाद करना मुमकिन नहीं है। विषयानुरूप अनुवाद की प्रकृति एवं प्रकार परिवर्तित होते रहते हैं अत: इस मॉड्यूल में अनुवाद के भिन्न प्रकारों का अध्ययन भी अपेक्षित रहेगा ताकि विद्यार्थी अनुवाद प्रणालियों के विविध प्रकारों में एक स्पष्ट विभाजक रेखा से परिचित होते हुए भाषा की व्यापकता को समझ सकें।

निर्धारित विषय :

1. अनुवाद का अर्थ, प्रकृति, स्वरुप
2. अनुवाद की आवश्यकता एवं महत्त्व
3. अनुवाद के क्षेत्र- कार्यालयी, वैज्ञानिक एवं तकनीकी, साहित्यिक, मानविकी आदि।
4. अनुवाद के प्रकार : शाब्दिक अनुवाद, भावानुवाद, छायानुवाद, सारानुवाद आदि।

माड्यूल-2 अनुवाद प्रक्रिया एवं प्रविधि

प्रस्तावित मॉड्यूल 'अनुवाद प्रक्रिया एवं प्रविधि' पर आधारित रहेगा जिसके अंतर्गत इसके विभिन्न चरणों, प्रकारों एवं प्रायोगिक पक्षों से विद्याथियों को रूबरू कराया जाएगा। इसके अतिरिक्त प्रस्तुत मॉड्यूल में अनुवाद प्रक्रिया के विभिन्न स्तरों पर अनुवादक की भूमिका एवं उसके कार्य में होने वाले परिवर्तनों को विभिन्न विद्वानों द्वारा दिए गए सिद्धांतों के जरिये समझने का प्रयास किया जाएगा। इसके साथ ही इन सिद्धांतों में प्रतिपादित अनुवाद प्रक्रिया के विभिन्न प्रारूपों की विस्तृत विवेचना भी इस मॉड्यूल में की जाएगी।

निर्धारित विषय :

1. अनुवाद प्रक्रिया का अर्थ
2. अनुवाद प्रक्रिया के चरण
3. अनुवाद की विविध प्रविधियाँ
4. अनुवाद की भूमिका

माड्यूल 3 सर्जनात्मक साहित्य और अनुवाद

इस मॉड्यूल में भारतीय कलाओं और सांस्कृतिक धरोहर के वैज्ञानिक पहलुओं पर चर्चा होगी। जैसे शून्य का आविष्कार, आयुर्वेद, वास्तुकला, मूर्तिकला, और प्रमुख भारतीय उत्सवों का वैज्ञानिक और सांस्कृतिक महत्व।

निर्धारित विषय :

1. सर्जनात्मक साहित्य की अवधारणा
2. सर्जनात्मक साहित्य के क्षेत्र में अनुवाद की अपेक्षाएं व सीमाएं
3. साहित्यिक एवं तकनीकी अनुवाद में अंतर
4. अनुवादित कृतियों (गद्य/पद्य) का समीक्षात्मक अध्ययन
    - **एलिस इन वंडरलैंड**
    - **गीतांजलि**
    - **उजड़ ग्राम (श्रीधर पाठक)**
    - **अजनबी (**outsider**) राजेंद्र यादव**

माड्यूल-4 अनुवाद का परियोजना आधारित व्यावहारिक ज्ञान

प्रस्तुत मॉड्यूल परियोजना आधारित होगा जिसके अंतर्गत किसी एक साहित्यिक/साहियेतर कृति का निर्धारित शब्द-सीमा के भीतर अंग्रेजी से हिंदी में अनुवाद प्रस्तावित होगा।

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	Mid Semester Exam	As per AUD Academic Calendar	25%
3	End Term Exam	As per AUD Academic Calendar	50%

Reading List:

1. अनुवाद कला : सिद्धांत और प्रयोग, डॉ. कैलाश चन्द्र भाटिया, तक्षशिला प्रकाशन,नई दिल्ली।
2. अनुवाद विज्ञान : सिद्धांत और अनुप्रयोग, संपा. डॉ. नगेन्द्र, हिंदी माध्यम कार्यान्वयन निदेशालय,दिल्ली विश्वविद्यालय।
3. सृजनात्मक साहित्य और अनुवाद, संपा- डॉ. सुरेश सिंहल एवं डॉ.पूरन चंद टंडन, भारतीय अनुवाद परिषद,नई दिल्ली।।
4. अंग्रेजी-हिंदी अनुवाद व्याकरण,प्रो. सूरजभान सिंह, प्रभात प्रकाशन, नई दिल्ली।
5. अनुवाद और मीडिया (नई सदी में सिद्धांत और स्वरुप), डॉ. कृष्ण कुमार रत्तु, नेशनल पब्लिशिंग हाउस, नई दिल्ली।
6. काव्यानुवाद :सिद्धांत और समस्याएं, डॉ. नगीनचन्द्र सहगल, हिंदी माध्यम कार्यान्वयन निदेशालय,दिल्ली विश्वविद्यालय।
7. अनुवाद की प्रक्रिया : तकनीक और समस्याएं, डॉ. श्री नारायण समीर, लोकभारती प्रकाशन, 2019,नई दिल्ली।
8. अनुवाद सिद्धांत, डॉ. सुरेश कुमार, वाणी प्रकाशन,दिल्ली।
9. अनुवाद विज्ञान, भोलानाथ तिवारी, किताबघर प्रकाशन, दिल्ली।
10. अनुवाद सिद्धांत एवम प्रयोग, जी गोपीनाथन, लोकभारती प्रकाशन, इलाहाबाद।

School of Letters

Dr.B.R. Ambedkar University Delhi

Course Outline

Winter Semester

BA (Hindi)

Time Slot: 2 Hours

Course Code: TBD

Title: संगीत और साहित्य

Type of Course: DSE

Cohort for which it is compulsory: none

Cohort for which it is elective: All Programmes

No. of Credits: 4

Semester and Year Offered: 8th Semester , Winter

Course Coordinator: Hindi Facuty

Email of course coordinator: satyaketu@aud.ac.in

Pre-requisites: As per AUD guideline

CourseObjectives:

इस पाठ्यक्रम के अध्ययन से विद्यार्थी अपनी सांगीतिक और साहित्यिक काव्य परंपरा का बोध विकसित कर सकेंगे। वे प्राचीन काल में काव्य, गेयता, वाचिकता और श्रुति परंपरा के अंतरसंबंधों को समझ सकेंगे। आधुनिक दौर में साहित्य से संगीत के बदले हुए सम्बन्धों को समझ सकेंगे। फ़िल्म संगीत से साहित्य के बहुविध सम्बन्धों को भी इस पाठ्यक्रम के माध्यम से विद्यार्थी समझ सकेंगे। इस तरह वे अपनी परम्परा में अनुस्यूत अंतरनुशासनिकता का आलोचनात्मक विश्लेषण कर सकेंगे।

Expected learning outcomes:

- अंतरअनुशासनिक अध्ययन की मनोवृत्ति का विकास
- साहित्य और संगीत के कला-रूपों की समझ
- साहित्य और संगीत के अंतरसंबंधों के इतिहास की समझ
- परंपरा के आलोचनात्मक मूल्यांकन के औजारों का विकास

a. Overall structure (course organisation, rationale of organisation; outline of each module):

माड्यूल-1

संगीत व काव्य के सम्बंध की प्राचीन परंपरा

यह माड्यूल साहित्य और संगीत के कला रूपों के उद्भव और उनके अंतरसंबंधों पर केंद्रित होगा। जैसा कि हम जानते ही हैं, लिपि के आगमन के पूर्व श्रुति की परंपरा ही काव्य व संगीत, दोनों की वाहक थी। भाषा को अधिक सम्प्रेषण योग्य, अधिक अर्थवान और अधिक टिकाऊ बानाने के प्रयत्न ही काव्य व संगीत के कला-रूपों के आधार रहे होंगे। आचार्य रामचंद्र शुक्ल इन रूपों की अन्योन्याश्रियता को ध्यान में रखते हुए ही कहते हैं कि 'नाद सौंदर्य से कविता की आयु बढ़ती है'। इस माड्यूल में हम इन कला रूपों के इतिहास को परखते हुए वैदिक काव्य और साम गायन के सम्बन्धों पर विचार कर सकेंगे। भरतमुनि के ग्रंथ नाट्यशास्त्र, जिसके छः अध्यायों में संगीत पर चर्चा है, व अन्य तत्कालीन स्रोतों और उसकी परवर्ती व्याख्याओं के के जरिये विद्यार्थी इन कला रूपों में रस-निष्पत्ति पर चली बहसों से भी अवगत हो सकेंगे। साथ ही इस पाठ्यक्रम में हम लोक व संगीत के अंतरसंबंधों की चर्चा कर सकेंगे। शास्त्रीयता से अलग सदैव ही लोक काव्य की उर्वर भूमि रहा है और संगीत भी। लोक की ज़मीन पर इन दो कला रूपों का साझा विकास होता रहा है। इन माड्यूल में हम इस साझेपन को भी विश्लेषित कर सकेंगे।

माड्यूल-2

मध्यकालीन संगीत परंपरा व साहित्य

मध्यकालीन समय में हिंदी-पट्टी में संगीत के प्रचलित दोनों रूपों, ध्रुपद और खयाल का निरूपण हम इस माड्यूल में कर सकेंगे तथा इन दोनों संगीत-रूपों से तत्कालीन भाषा-काव्य के सम्बन्धों की विवेचना भी कर सकेंगे। सूफ़ी संतों के आख्यानपरक काव्यों की गेयता निर्विवाद रही आयी है। लोक में 'चनैनी' के नाम से ख्यात मुल्ला दाऊद की चंदायन या जायसी की पद्मावत के गायन की परंपरा अभी भी क्षीण ही सही, कहीं-कहीं बची हुई है। जगनिक के 'परमाल रासो' या आल्हखंड के गायक की जीवित परम्परा बुंदेलखंड व अन्य हिंदी जनपदों तक फैली हुई है और तुलसीदास की रचनाओं की गेयता तो असंदिग्ध है ही। महाकाव्यों के गायन की इस परम्परा के साथ ही हम गुरूग्रंथसाहब में निबद्ध भक्ति की मुक्तक परंपरा की सांगीतिकता पर भी चर्चा करेंगे और साथ ही वीरता व ऋंगार के मुक्तक साहित्य का परिचय भी देंगे। चूँकि छंद साहित्य व संगीत के बीच की कड़ी होते हैं, इसलिए इस माड्यूल में हम ऊपर वर्णित साहित्य के मुख्य छंदों के संघटन की चर्चा भी विद्यार्थियों से करेंगे। साथ ही यह माड्यूल मध्यकालीन संगीतकारों मसलन स्वामी हरिदास, बैजू बावरा, गोपाल नायक व तानसेन आदि के बारे में बात करते हुए उनके प्रयोगों की भी चर्चा करेगा व विद्यार्थियों का एक परिचय मध्यक़ालीन वाद्ययंत्रों और मुग़ल काल में उनके परिवर्धन-संशोधन पर भी बात करेगा।

माड्यूल- 3

आधुनिक संगीत व साहित्य

आधुनिक काल में छापाखाने के आने और मुक्तछंद के आविष्कार के बाद साहित्य व संगीत के सम्बन्धों में बड़ा बदलाव घटित हुआ। राष्ट्रीयता के विकास के साथ ही ऊत्तर-दक्षिण के संगीत रूपों की अधिक समझ एक-दूसरे में विकसित होने लगी। यों, हिंदुस्तानी और कर्नाटक संगीत, मिलकर भारतीय संगीत का परिदृश्य बनाने लगे। ऋंगार से संगीत की धुरी को हटाकर उसे पुनः भक्ति के इलाके में प्रतिष्ठित करने और उसकी व्यवस्था-निर्धारण का कार्य विष्णु दिगम्बर पलुस्कर सरीखे आचार्यों ने किया। आधुनिक संगीत इतिहास में उनका वहीं महत्व है जो हिंदी साहित्य इतिहास में आचार्य महावीर प्रसाद द्विवेदी का। इस माड्यूल में हम संगीत और साहित्य के सम्बन्धों पर आधुनिकता के आगमन के प्रभावों का आकलन करते हुए हिन्दुस्तानी और कर्नाटक संगीत का सामान्य परिचय विद्यार्थियों से करवाएँगे और राग, रागिनियों व उनके गायन समय के बारे में भी विचार कर सकेंगे। मुक्त छंद के आगमन के बावजूद हिंदी खड़ी बोली आधुनिक काव्य में सांगीतिकता की व्याप्ति पर चर्चा करते हुए निराला, महादेवी व प्रसाद सरीखे कवियों की कविताओं में विन्यस्त सांगीतिकता पर भी चर्चा इस माड्यूल में कर सकेंगे।

माड्यूल-4

साहित्य और फ़िल्म संगीत

आधुनिक काल में साहित्य व संगीत के सम्बन्धों का एक रास्ता नाटकों की राह से होता हुआ फ़िल्मों में विकसित हुआ। शंकर शैलेंद्र, हसरत जयपुरी, मजरूह सुल्तानपुरी, फ़ैज़ अहमद फ़ैज़, कैफी आज़मी, साहिर लुधियानवी और गुलज़ार जैसे शायरों-गीतकारों ने

साहित्य व संगीत के सम्बंध को लोकप्रिय और व्यापक फलक दिया। इस माड्यूल में विद्यार्थी फ़िल्मी संगीत में मौजूद साहित्यिकता की विकास यात्रा की विश्लेषणात्मक समझ बना सकेंगे।

पाठ सामग्री:

- विभिन्न ई प्लेटफ़ॉर्मों पर उपलब्ध संगीत इस पाठ्यक्रम के लिए आधार पाठ-सामग्री का काम करेगा।
- भारतीय संगीत की कहानी, भगवतशरण उपाध्याय, राजपाल एंड संस, दिल्ली, 2014
- भारतीय संगीत का इतिहास, उमेश जोशी, कल्पना प्रकाशन, दिल्ली, 2021
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- हमारे संगीत रत्न, लक्ष्मीनारायण गर्ग, https://archive.org/details/dli.ernet.427110/mode/2up
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School of Letters

Dr.B.R.Ambedkar University Delhi

Course Outline

BA (Hindi) Hons.

Time Slot- Winter Semester

Course Code: TBD

Title : **विज्ञापन और हिंदी भाषा**

Type of Course : GE

Cohort for which it is compulsory : None

Cohort for which it is elective : For All BA Honours Program (Except BA Hindi)

No of Credits : 4

Semester and Year Offered : Winter semester

Course Coordinator : Dr.Geeta Pandey

Email of course coordinator : gpandey@aud.ac.in

Aim-

आजाद भारत में लोकतंत्र की स्थापना के बाद से ही हिंदी साहित्य की बुनावट में कई परिवर्तन देखे जा सकते हैं। एक तरफ जहां सामाजिक-साहित्यिक आंदोलनों और विमर्शों ने हिंदी साहित्य की दशा और दिशा बदलने का महत्वपूर्ण कार्य किया, वहीं विज्ञान और नई तकनीकों ने भी हिंदी के पारंपरिक प्रारूप को बदलने में महत्वपूर्ण भूमिका निभाई। हिंदी के इस बदलते प्रारूप में सिनेमा, मीडिया से लेकर कई अन्य माध्यमों ने अपनी उपस्थिति दर्ज कराई जिसमें विज्ञापन भी आरम्भ से एक महत्वपूर्ण क्षेत्र रहा है। विज्ञापन का इतिहास भले ही इन नवीन तकनीकों से कही पुराना रहा हो लेकिन अपने विकासक्रम में इसने हिंदी साहित्य में अनदेखा न किए जाने वाली उपस्थिति को दर्ज किया है। इस प्रकार विज्ञापन और हिंदी भाषा पाठ्यक्रम का उद्देश्य विद्यार्थियों को विज्ञापन की दुनिया और उसमें हिंदी भाषा की भूमिका के महत्व से अवगत कराना है। इस पाठ्यक्रम के माध्यम से विद्यार्थियों के भीतर विज्ञापन की तकनीकों, भाषा की प्रभावशीलता, और संचार माध्यमों की समझ विकसित करने का प्रयास किया जाएगा। इस पाठ्यक्रम को वैकल्पिक कोर्स के रूप में पढ़ाए जाने से न केवल विद्यार्थियों को विज्ञापन के इतिहास के साथ उसके विकासक्रम को समझने में मदद मिलेगी बल्कि उनमें विज्ञापन के विभिन्न पक्षों से जुड़ा कौशल भी विकसित किया जा सकेगा। इस तरह यह एक रोजगारोन्मुख कोर्स भी होगा ।

outcomes:

- विज्ञापन के इतिहास, विकास और महत्व का ज्ञान होना।
- विज्ञापन के प्रकार, माध्यम (टीवी, रेडियो, प्रिंट, डिजिटल) और उनकी विशेषताओं का ज्ञान होना।
- विज्ञापन में हिंदी भाषा के स्वरूप, प्रकार व भाषागत सीमाओं का ज्ञान होना।
- विज्ञापन की सैद्धांतिक प्रक्रिया व समस्याओं का ज्ञान होना।
- विज्ञापन और हिंदी भाषा के बीच व्यावहारिक प्रशिक्षण और अभ्यास का जो आन होना।

Brief description of Modules/Main Modules:
प्रस्तावित पाठ्यक्रम को चार मॉड्यूल में विभाजित किया गया है-

मॉड्यूल 1- विज्ञापन : स्वरूप और अवधारणा

इस पाठ्यक्रम के प्रथम मॉड्यूल में विद्यार्थी विज्ञापन के इतिहास और विकासक्रम की एक संक्षिप्त रूपरेखा से परिचित हो सकेंगे। विज्ञापन की परिभाषाओं और अन्य सैद्धांतिक पक्षों को इस मॉड्यूल के अंतर्गत विश्लेषित करने का प्रयास किया जाएगा। विज्ञापन के विभिन्न प्रकार, माध्यमों और उनकी विशेषताओं व महत्व का ज्ञान इस मॉड्यूल में दिया जाएगा। साथ ही यह मॉड्यूल विज्ञापन के विशिष्ट उद्देश्य के रूप में उन प्रेरणा सिद्धांतों को भी विश्लेषित करने का प्रयास करेगा, जिनका प्रयोग विज्ञापनों में उपभोक्ता की जरूरतों, इच्छाओं और व्यवहार को समझने के लिए किया जाता है।
विज्ञापन में भाषा के उपयोग द्वारा उपभोक्ता पर पड़ने वाले प्रभावों का विश्लेषण करना इस पाठ्यक्रम का उद्देश्य रहेगा।

निर्धारित विषय-

1. विज्ञापन : अर्थ तथा परिभाषाएं
2. विज्ञापन का महत्व वैशिष्टय
3. विज्ञापन का उद्देश्य
4. विज्ञापन के प्रकार

मॉड्यूल 2- विज्ञापन के विविध माध्यम

इस मॉड्यूल के अंतर्गत विज्ञापन में प्रयुक्त विभिन्न मीडिया प्लेटफॉर्म (प्रिंट, इलेक्ट्रॉनिक, और डिजिटल) की एक सहज रूपरेखा से विद्यार्थियों को परिचित कराना। विज्ञापन के वर्तमान वृहद परिक्षेत्र में सोशल मीडिया और ऑनलाइन विज्ञापन जैसे क्षेत्रों की भूमिका से विद्यार्थियों को अवगत

कराना जिससे विद्यार्थियों में मीडिया और प्रौद्योगिकी की एक विस्तृत समझ को विकसित किया जा सके। इसके साथ ही इन क्षेत्रों में हिंदी भाषा के सर्जनात्मक रूप और उपयोग को भी विस्तार से समझा जा सके।

निर्धारित विषय-

1. प्रिंट माध्यम एवं विज्ञापन (पत्रिका, पम्पलेट ,समाचार पत्र)
2. इलेक्ट्रानिक माध्यम एवं विज्ञापन (टेलिविज़न ,मोबाइल, इंटरनेट ,सोशल मीडिया,न्यू मीडिया)

मॉड्यूल 3- विज्ञापन और हिंदी भाषा

इस मॉड्यूल के अंतर्गत विद्यार्थी प्रभावी विज्ञापन निर्माण हेतु हिंदी भाषा के प्रभावी उपयोग का समीक्षात्मक विश्लेषण करना जानेंगे। इसके द्वारा विद्यार्थी भाषाई सर्जनात्मकता से पूरी तरह से परिचित हो सकेंगे। इस मॉड्यूल को मुख्य ध्येय इस बात पर केंद्रित होगा कि विद्यार्थी विज्ञापन की भाषा को सहज, सरल, स्पष्ट, और आकर्षक भाषा में सीख सकें। इसके साथ ही भाषा को व्यावहारिक स्तर पर ब्रांड और उपभोक्ता के बीच प्रभावी संचार का माध्यम किस प्रकार बनाया जा सके इससे विद्यार्थी भली-भांति परिचित हो सकेंगे। सही मायने में क्षेत्रीय और राष्ट्रीय स्तर पर हिंदी भाषा के महत्व और प्रभाव को हिंदी भाषा और विज्ञापन के सामंजस्य के जरिए किस प्रकार जनसामान्य तक पहुंचाया जा सकता है, इसकी एक मुकम्मल पड़ताल इस मॉड्यूल के अंतर्गत की जाएगी। कुल मिलाकर हिंदी भाषा के व्यावसायिक उपयोग और उसकी क्षमता का विकास अध्ययन विद्यार्थी इस मॉड्यूल के अंतर्गत करेंगे।

निर्धारित विषय-

1. विज्ञापन में हिंदी भाषा का स्वरूप
2. हिंदी विज्ञापनों की भाषागत विशेषताएँ

मॉड्यूल 4- हिंदी विज्ञापन निर्माण कार्य

इस मॉड्यूल में हिंदी भाषा की वैश्विक मंच पर प्रभावशीलता के अध्ययन को समझने का प्रयास किया जाएगा। क्षेत्रीय भाषाएं और हिंदी के समन्वय का विज्ञापन के क्षेत्र में क्या महत्व है? इसे विश्लेषित करने का भी समुचित प्रयास इस मॉड्यूल के अंतर्गत किया जाएगा। प्रिंट, इलेक्ट्रॉनिक और व्यावहारिक विज्ञापनों के माध्यम से सामाजिक-सांस्कृतिक मूल्यों के प्रचार-प्रसार को तार्किक ढंग से विश्लेषित करने का प्रयास किया जाएगा। विज्ञापनों में नैतिकता, व सामाजिक उत्तरदायित्व के महत्व के रेखांकन को तर्क एवं यथार्थ संगत तरीके से विद्यार्थियों के समक्ष प्रस्तुत करने का समुचित

प्रयास भी किया जाएगा। यह मॉड्यूल विद्यार्थियों को विज्ञापन लेखन, कॉपीराइटिंग, और ब्रांड प्रचार जैसे व्यावसायिक कौशल सिखाने का भी प्रयास करेगा, जिससे उनमें रोजगारपरक कौशल का विकास हो सके। साथ ही विद्यार्थी विज्ञापन एजेंसियों और मीडिया उद्योग में भी संभावित करियर और विकल्पों की तलाश कर सकें। अतः इस पाठ्यक्रम के माध्यम से विद्यार्थियों को व्यावहारिक ज्ञान, रचनात्मकता, और सामाजिक जिम्मेदारी का समन्वय करते हुए विज्ञापन के क्षेत्र में हिंदी भाषा के उपयोग और महत्व को समझ सकेंगे ।

निर्धारित विषय-

1. प्रिंट माध्यम में लिए विज्ञापन
2. इलैक्ट्रानिक माध्यम के विज्ञापन
3. व्यावहारिक प्रशिक्षण एवं अभ्यास

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 / Class Presentation	As per AUD Academic Calendar	25%
3	End Term Exam (Written)	As per AUD Academic Calendar	50%

Reading List:

1 - मीडिया लेखन डॉ.चंद्र प्रकाश मिश्र

2 – जन-माध्यमों की लेखन विधाएं सुष्मिता वाला

3 - भारतीय मीडिया अंतरंग पहचान संपादक डॉ स्मिता मिश्र

4 - मीडिया लेखन सिद्धांत और प्रयोग मुकेश मानस

5 - 21वीं सदी औपनिवेशिक मानसिकता और भाषा डॉ. हर्ष बाला शर्मा

6 - विज्ञापन को जादू डॉ.आशीष द्विवेदी

7 - विज्ञापन भाषा और संरचना डॉ.रेखा सेठी

8 - हिंदी विज्ञापनों का पहला दौर आशुतोष पार्थेश्वर

School of Letters

Dr. B. R. Ambedkar University Delhi

Course Outline

BA (Hindi) Hons.

Time Slot-Monsoon Semester

Course Code: TBD

Title : **मीडिया और हिंदी**

Type of Course : EL

Cohort for which it is compulsory : None

Cohort for which it is elective : B.A Honours Hindi And All Honours Program

No of Credits : 4

Semester and Year Offered : winter semester 2024-25 (8th semester)

Course Coordinator and Team : Dr. Mahendra prajapati & Dr. Anant Vijay Paliwal

Email of course coordinator :

Aim-

यह पाठ्यक्रम डॉ.बी.आर अंबेडकर विश्वविद्यालय के विजन के अनुसार अंतरानुशासनिक और चिंतनपरक दृष्टिकोण के अनुरूप होगा। प्रस्तुत पाठ्यक्रम विद्यार्थियों को मीडिया के विभिन्न सिद्धांतों के साथ उनके व्यावहारिक पक्ष से भी परिचित कराएगा। इस पाठ्यक्रम का प्रमुख उद्देश्य विद्यार्थियों को मीडिया और उसके विभिन्न प्रारूपों से परिचित कराना है, जिससे वह मीडिया के महत्त्व को समझते हुए देश की विभिन्न गतिविधियों के प्रति उसके वर्तमान नजरिए से परिचित हो सकें। वर्तमान में हिंदी साहित्य के अंतर्गत मीडिया का एक महत्वपूर्ण स्थान है। अतः इस पाठ्यक्रम को वैकल्पिक कोर्स के रूप में पढ़ाए जाने से न केवल विद्यार्थियों को मीडिया के विभिन्न पक्षों को समझने में मदद मिलेगी बल्कि उनमें मीडिया से जुड़ा कौशल भी विकसित किया जा सकेगा। इस तरह यह एक रोजगारोन्मुख कोर्स भी है ।

outcomes:

- मीडिया का अर्थ, महत्व और विशेषताओं का ज्ञान होना
- मीडिया के सैद्धांतिक पक्षों व विभिन्न प्रक्रियाओं का ज्ञान होना
- मीडिया की व्यावहारिक प्रक्रिया व सीमाओं का ज्ञान होना
- मीडिया और हिंदी भाषा के अन्तःसंबंध को समझने में सक्षम होना

मॉड्यूल **1**

जहां तक हिंदी साहित्य का प्रश्न है**,** वह ज्ञान के क्षेत्र में हमेशा से एक महत्त्वपूर्ण विषय रहा है। वहीं मीडिया भी हिंदी साहित्य के आलोचनात्मक मूल्यांकन में आरंभ से ही मदद करता रहा है। अतः मीडिया और हिंदी के रिश्तों की एक मुकम्मल पड़ताल आवश्यक हो जाती है। दूसरी तरफ भारत जैसे बहुभाषीय देश में मीडिया का महत्त्व और उसकी भूमिका और भी बढ़ जाती है, साथ ही उसके संरचनात्मक गठन को समझना भी अति आवश्यक हो जाता है। इसी संदर्भ में प्रस्तावित पाठ्यक्रम का प्रथम मॉड्यूल मीडिया की अवधारणा, प्रकृति, स्वरूप और उसके महत्व पर केंद्रित रखा गया है। इस मॉड्यूल के अंतर्गत छात्र मीडिया की एक व्यापक समझ के साथ उसके विभिन्न पहलुओं से परिचित हो सकेंगे। वर्तमान समय में मीडिया की महत्ता, आवश्यकता और क्षेत्र को देखते हुए विद्यार्थी इनके विभिन्न आयामों से परिचित हो सकेंगे। विद्यार्थी आने वाले समय में मीडिया की उपादेयता को ध्यान में रखते हुए न केवल एक महत्वपूर्ण पाठ्यक्रम का अध्ययन कर सकेंगे बल्कि इस क्षेत्र में रोज़गार के बेहतर अवसरों की तलाश कर सकेंगे।

निर्धारित विषय**-**

मीडिया **:** एक अवधारणात्मक परिचय

1. मीडिया का अर्थ, प्रकृति व स्वरुप
2. मीडिया के क्षेत्र- सामाजिक, आर्थिक, तकनीकी, साहित्यिक आदि
3. मीडिया की आवश्यकता एवं महत्त्व
4. मीडिया की सीमाएँ

मॉड्यूल **2**

मीडिया के क्षेत्र में हिंदी की सर्जनात्मक भाषा को लेकर विद्वानों के विभिन्न मत देखने को मिलते हैं। मीडिया की सर्जनात्मकता के अंतर्गत जिस प्रकार से हिंदी भाषा को तात्कालिक यथार्थ व अन्य सामाजिक उपकरणों में पिरो कर प्रस्तुत किया जाता है, वह समाज को एक अलग ही भावबोध पर ले जाता है। एक प्रकार से इस कार्य को भाषा की संप्रेषणशीलता के साथ नवीन प्रयोगों की कोटि में रखा जा सकता है। इलेक्ट्रॉनिक और सोशल मीडिया में यह बात और भी सटीक बैठती है । अत: इस भाषिक क्षेत्र में मीडिया की अपेक्षाएं और भी गंभीर हो जाती हैं, साथ ही यह हिंदी भाषा के विस्तार और सीमाओं को भी तय करने वाला क्षेत्र बन जाता है। इस मॉड्यूल के अंतर्गत मीडिया की इसी सर्जनात्मक हिंदी भाषा को केंद्र में रखते हुए इसके विभिन्न आयामों को स्पष्ट करने का प्रयास किया जाएगा। इसके अलावा साहित्यिक हिंदी से इसकी भिन्नता को विश्लेषित करने का प्रयास किया जाएगा।

निर्धारित विषय**-**

मीडिया और हिंदी भाषा

1. मीडिया और भाषा का अन्तःसंबंध
2. प्रिंट मीडिया की भाषा

3. इलेक्ट्रॉनिक मीडिया की भाषा
4. सोशल मीडिया की भाषा

मॉड्यूल **3**

यह मॉड्यूल विद्यार्थियों को मीडिया के प्रिंट और इलेक्ट्रॉनिक आयामों से संबंधित विभिन्न सैद्धांतिक पक्षों से अवगत कराएगा और इसके साथ ही इनके व्यावहारिक प्रयोगों द्वारा इस क्षेत्र में कौशल विकसित करने में भी मदद करेगा । साहित्य के अतिरिक्त प्रशासन, बैंकिंग, प्रोद्यौगिकी, पर्यटन राजनीति और अन्य आर्थिक व सामाजिक क्षेत्रों में भी मीडिया की आवश्यकता दिन-प्रतिदिन बढ़ती जा रही है। प्रस्तावित मॉड्यूल का उद्देश्य विद्यार्थियों को प्रिंट और इलेक्ट्रॉनिक मीडिया के विभिन्न प्रारूपों से परिचित कराते हुए वर्तमान समय में उनकी महत्ता एवं आवश्यकता से परिचित कराना भी है, जिससे विद्यार्थी आने वाले समय में मीडिया के नवीन प्रारूपों को ध्यान में रखते हुए उस पर एक तर्कसम्मत विचार रख सकें।

निर्धारित विषय-

मीडिया के प्रमुख आयाम **:** प्रिंट और इलेक्ट्रॉनिक

1. प्रमुख समाचार पत्र
2. प्रमुख साहित्यिक पत्रिकाएं
3. प्रमुख व्यावसायिक पत्रिकाएं
4. रेडियो, टेलीविजन और सिनेमा

मॉड्यूल **4**

प्रस्तावित मॉड्यूल सोशल मीडिया के हिंदी प्रारूप पर आधारित रहेगा। इसके अंतर्गत सोशल मीडिया के विभिन्न प्रकारों एवं पक्षों से विद्यार्थियों को परिचित कराया जाएगा। इसके अतिरिक्त प्रस्तुत मॉड्यूल में सामाजिक प्रक्रिया के विभिन्न स्तरों पर सोशल मीडिया के इन प्रारूपों की भूमिका को सैद्धांतिक और प्रायोगिक स्तर पर समझने का प्रयास किया जाएगा। सोशल मीडिया के विभिन्न प्रारूपों के विश्लेषण के साथ ही समाज में इसके सकारात्मक और नकारात्मक प्रभाव की विस्तृत विवेचना और चर्चा भी इस मॉड्यूल में की जाएगी।

निर्धारित विषय-

सोशल मीडिया और हिंदी

1. प्रमुख ई-पत्रिकाएं
2. फेसबुक, एक्स, ब्लॉग आदि।
3. प्रमुख हिंदी वेबसाइट्स (विकिपीडिया, कविता कोश, हिंदी समय, शोध गंगा इत्यादि)।
4. प्रमुख सोशल मंच (यू ट्यूब, ऑडियो चैनल्स, पॉड कास्ट इत्यादि)।

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 / Class Presentation	As per AUD Academic Calendar	25%
3	End Term Exam (Written)	As per AUD Academic Calendar	50%

Reading List:

1. मीडिया समग्र, डॉ. अर्जुन तिवारी, वाणी प्रकाशन, दिल्ली, 2019.
2. मीडिया और भाषा, डॉ. शिवशंकर अवस्थी, डायमंड बुक्स, दिल्ली, 2024.
3. समाचार पत्रों का इतिहासः अम्बिका प्रसाद वाजपेयी, ज्ञानमंडल, वाराणसी, 1986
4. टेलिविजन प्रौद्योगिकी और सांस्कृतिक रूप- रेमंड विलियम्स, ग्रंथशिल्पी, नई दिल्ली, 2010
5. भारत में प्रेसः एक सिंहावलोकन- जीएस भार्गव, नेशनल बुक ट्रस्ट, नई दिल्ली, 2010
6. समकालीन पत्रकारिताः मूल्यांकन और मुद्दे राजकिशोर (संपा), वाणी प्रकाशन, नई दिल्ली, 1994
7. भारतीय पत्रकारिता का इतिहास जे नटराजन, प्रकाशन विभाग, नई दिल्ली, 2002
8. हिंदी पत्रकारिता का वृहद इतिहास अर्जुन तिवारी, प्रवीण प्रकाशन, नई दिल्ली, 1997
9. भारत में जनसंचार और प्रसारण मीडिया मधुकर लेले, राजकमल प्रकाशन, नईदिल्ली,
10. जनसंचार माध्यमों का वैचारिक परिप्रेक्ष्य- जवरीमल्ल पारेख, ग्रंथशिल्पी, नई दिल्ली, 2000
11. भारतीय इलेक्ट्रानिक मीडिया देवव्रत सिंह, प्रभात प्रकाशन, नई दिल्ली, 2007
12. टेलिविजन की भाषा हरीश चंद्र बर्णवाल, राजकमल प्रकाशन, नई दिल्ली, 2014
13. हिंदी पत्रकारिताः हमारी विरासत (दो खंड) शंभूनाथ, वाणी प्रकाशन, नई दिल्ली, 2007
14. हिंदी पत्रकारिता- कृष्ण बिहारी मिश्र, भारतीय ज्ञानपीठ, नई दिल्ली, 2001

School of Letters
Dr. B. R. Ambedkar University Delhi

Course Outline Ph.D
Time Slot- Monsoon Semester
Course Code: TBD
Title : शोध प्रविधि
Type of Course : Core
Cohort for which it is compulsory : Ph.D
No of Credits : 4
Semester and Year Offered : Monsoon semester
Course Coordinator : Prof.Satyaketu Sankrit & Dr.GeetaPandey
Email of course coordinator :satyaketu@aud.ac.in & gpandey@aud.ac.in

Aim:

यह पाठ्यक्रम छात्रों को शोध प्रक्रिया को व्यवस्थित और वैज्ञानिक रूप से समझने और लागू करने में मदद करता है।शोध प्रविधि छात्रों को वैज्ञानिक दृष्टिकोण से सोचने, समस्या को पहचानने और उसका समाधान खोजने में सहायता करता है।यह उन्हें अनुसंधान के दौरान वस्तुनिष्ठ और तर्कसंगत बने रहने में मदद करता है। शोध प्रविधि का ज्ञान छात्रों को सटीक और मानकीकृत तरीके से शोध कार्य करने में सक्षम बनाता है।

प्रत्येक मानवीय प्रयास के मूल में कोई न कोई उद्देश्य आवश्यक होता है। शोध का क्षेत्र विस्तृत एवं व्यापक है। शोध की दृष्टि सर्वभौमिक होती है। शोध की गुणवत्ता एवं महत्ता को यह पाठ्यक्रम प्रकाश में लाएगा। शोध अध्ययन की बारीकियों को विश्लेषित करते हुए शोध के नवीन को उद्घाटित करना इस पाठ्यक्रम का उद्देश्य है। इस पाठ्यक्रम का उद्देश्य विद्यार्थियों में व्यापक शोध दृष्टि विकसित कर उन्हें एक बेहतर शोधार्थी के रूप में तैयार करना है ताकि समाज को शोध में नवीन परिणाम प्राप्त हो सकें।

Outcomes :

1 शोध प्रबन्ध लेखन की प्रविधि से परिचित हो सकेंगे।

2. अन्तविद्यावर्ती शोध के माध्यम से विभिन्न विषयों के साहित्य एवं भाषा से परिचय हो सकेंगे।

3. शोध प्रबन्ध लेखन के साथ तकनीकी ज्ञान प्राप्त हो सकेगा। शोध लेखन की गुणवत्ता एवं सपयोगिता से परिचत हो सकेंगे।

माड्यूल १ शोध स्वरूप

इस माड्यूल में शोध के स्वरूप,तत्व और उसके प्रयोजन पर चर्चा की जाएगी।

निर्धारित विषय:

शोध स्वरूप : सैद्धांतिक पक्ष

क. शोध : व्युत्पत्ति, परिभाषा और स्वरूप

ख. शोध : तत्व, क्षेत्र, दृष्टि

ग. शोध के प्रयोजन

घ. शोध और आलोचना

माड्यूल 2 शोध के प्रकार

इस माड्यूल में शोध के प्रकारों का अध्ययन किया जाएगा।शोध के विभिन्न प्रकारों से विद्यार्थियों को अवगत कराया जाएगा।

निर्धारित विषय:

क साहित्यिक शोध

ख अन्तर विद्यावर्ती शोध (मनोवैज्ञानिक,समाज शास्त्रीय)

ग भाषा वैज्ञानिक शोध

घ लोक साहित्यिक शोध

च तुलनात्मक शोध

छ ऐतिहासिक शोध

माड्यूल3 विषय चयन तथा शोध-विधि

इस माड्यूल में शोध के विषय का चयन कैसे किया जाता है तथा शोध विषय को तैयार करने की विधि पर विस्तृत चर्चा की जाएगी।

निर्धारित विषय:

क विषय चयन

ख. शोध क्षेत्र तथा शोध दृष्टि के आधार पर विषयों के प्रकार

ग. रूपरेखा निर्माण की वैज्ञानिक पद्धति

घ. सामग्री-संकलन-विभिन्न पद्धतियाँ (हस्तलेखों का संकलन, प्रश्नावली, साक्षात्कार आदि)

च संकलित सामग्री की उपयोग विधि।

माड्यूल 4 विषय-प्रतिपादन की पद्धति

इस माड्यूल में शोध की सामग्री का विभाजन कैसे किया जाता है। भूमिका,उपसंहार लिखना और उद्धरण तथा संदर्भ आदि सभी की विस्तृत जानकारी दी जाएगी।

निर्धारित विषय:

क सामग्री का विभाजन (अध्याय, उपशीर्षक और अनुपात तथा संयोजन

ख. उद्धरण तथा संदर्भोल्लेख (पाद, टिप्पणी लेखन)

ग भूमिका, उपसंहार लेखन

घ. परिशिष्ट (अतिरिक्त आवश्यक सूचनात्मक सामग्री) अनुक्रम,
संदर्भ ग्रंथ सूची, पत्र व्यवहार तथा अन्य उल्लेख

माड्यूल 5 हिन्दी कम्प्यूटिंग

इस माड्यूल में कंप्यूटर और हिंदी भाषा के प्रयोग की विस्तृत जानकारी दी जाएगी।

निर्धारित विषय:

क कम्प्यूटर परिचय, रूपरेखा, उपयोग तथा क्षेत्र, वेब-पब्लिशिंग का परिचय।

ख इंटरनेट सम्पर्क उपकरणों का परिचय, प्रकार्यात्मक रख-रखाव एवं इंटरनेट समय मितव्ययता के सूत्र।

ग वेब-पब्लिशिंग ।

घ इंटरनेट एक्सप्लोर अथवा नेटस्केप ।

च लिंक, ब्राउजिंग, ई-मेल भेजना

छ डिजीटल तकनीकी

ज सोशल मीडिया

झ हिंदी की-बोर्ड

ट हिंदी फान्ट, हिंदी वेबसाइट

ठ इंटरनेट पर हिंदी लेखन, पावर पॉइंट प्रेजेंटेशन,

Assessment Details with weights:

S.No	**Assessment**	**Date/period in which Assessment will take place**	**Weightage**
1	**Assignment -1 Class Test**	**As per AUD Academic Calendar**	**10%**
2	**Assignment -2Seminar Paper Presentation**	**As per AUD Academic Calendar**	**15%**
3	**Assignment -3**	**As per AUD Academic Calendar**	**25%**

4	**End Term Exam (Written)**	**As per AUD Academic Calendar**	**50%**

Readings:

1. शोध प्रविधि, विनयमोहन शर्मा, नेशनल पब्लिशिंग हाउस, दिल्ली।
2. अनुसन्धान प्रविधि: सिद्धान्त और प्रक्रिया, एस. एन. गणेशन, लोक भारती प्रकाशन, इलाहाबाद।
3. शोध और सिद्धान्त, डॉ. नगेन्द्र, नेशनल पब्लिशिंग हाउस, दिल्ली।
4. शोध प्रविधि, डॉ. हरिश्चन्द्र वर्मा, हरियाणा ग्रन्थ अकादमी, पंचकूला।
5. शोध प्रविधि, रामगोपाल शर्मा दिनेश, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
6. अनुसन्धान की प्रविधि और प्रक्रिया, राजेन्द्र मिश्र, तक्षशिला प्रकाशन, दिल्ली।
7. हिन्दी अनुसन्धान, विजयपाल सिंह, लोक भारती प्रकाशन, इलाहाबाद।
8. पाठ सम्पादन के सिद्धान्त; कन्हैया सिंह, लोक भारती प्रकाशन, इलाहाबाद।
9. संरचनात्मक शैली विज्ञान; रवीन्द्रनाथ श्रीवास्तव, आलेख प्रकाशन, नई दिल्ली।
10. हिन्दी शोधतन्त्र की रूपरेखा, मनमोहन सहगल, पंचशील प्रकाशन, जयपुर।
11. पाण्डुलिपि विज्ञान; डॉ. सत्येन्द्र, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।

School of Letters
Dr. B. R. Ambedkar University Delhi

Course Outline: Ph.D
Time Slot : Monsoon semester
Course Code: TBD
Title : पाठालोचन
Type of Course : Core
Cohort for which it is compulsory : Ph.D
No of Credits : 4
Semester and Year Offered :Monsoon semester
Course Coordinator : Prof.Satyaketu Sankrit & Dr.GeetaPandey
Email of course coordinator :satyaketu@aud.ac.in & gpandey@aud.ac.in

Aim:

पाठालोचन पाठ्यक्रम पीएच.डी हेतु एक महत्वपूर्ण भूमिका निभाएगा, क्योंकि यह शोध और अकादमिक अध्ययन में गहराई और विश्लेषणात्मक दृष्टिकोण को बढ़ावा देता है। साथ ही पाठालोचन के माध्यम से शोधार्थी प्राचीन, मध्यकालीन और आधुनिक ग्रंथों के मूल रूप, उनके परिवर्तन, और उनकी व्याख्या को समझ पाते हैं। इससे ग्रंथ के संदर्भ और समय-काल की सही जानकारी मिलती हैऔर शोध के दौरान ग्रंथों की प्रामाणिकता और उनके ऐतिहासिक या सांस्कृतिक महत्व को परखने का अवसर मिलता है। पाठालोचन यह सुनिश्चित करता है कि शोध में प्रयुक्त सामग्री सही और सटीक हो।ग्रंथ की भाषा, शैली और रचना का विश्लेषण करना पाठालोचन का मुख्य उद्देश्य होता है। यह शोधार्थी को साहित्यिक और भाषायी विकास को समझने में मदद करता है।

Outcomes :

1 पाठालोचन यह समझने में सहायता करता है कि विभिन्न ग्रंथ एक-दूसरे से कैसे प्रभावित हुए हैं और उनके बीच क्या संबंध हैं। यह साहित्य और विचारधारा के विकास का अध्ययन करने में सहायक है।

2 पाठालोचन से शोधार्थी में आलोचनात्मक दृष्टिकोण का विकास होता हैं, जिससे उनका शोध अधिक गहन और तर्कसंगत बनता है।

3 पाठालोचन अध्ययन के दौरान विभिन्न दृष्टिकोणों और व्याख्याओं को समझने का अवसर देता है, जो शोध को व्यापकता प्रदान करता है।

4पाठालोचन के माध्यम से शोधार्थी न केवल ग्रंथों को समझते हैं, बल्कि उनमें नए विचार और व्याख्याएँ प्रस्तुत कर सकते हैं।

माड्यूल 1 पाठालोचन :अवधारणा और स्वरूप

इस माड्यूल में हम पाठालोचन की अवधारणा और स्वरूप की चर्चा करेंगे।पाठालोचन की विधि,वंशवृक्ष का निर्माण आदि अन्य विषयों का अध्ययन कराया जाएगा।

निर्धारित विषय:

-पाठालोचन की अवधारणा, परिभाषा, महत्व एवं संभावना

-पाठालोचन का स्वरूप,

-पाठालोचन विधि, वंशवृक्ष निर्माण

-पाठ सम्पादन एवं अर्थ समस्या, पाठालोचन की सारणी, हस्तलिखित ग्रन्थों व पाठों के प्रकार,

-पाठ विकृतियां, पाठ विकृति कारण एवं शोधन विधि,

-विविध हस्तलेखागारों के सूचीपत्रों का इतिहास व परिचय।

माड्यूल 2 पाठालोचन के सिद्धांत

इस माड्यूल में पाठालोचन के सिद्धांतों ,उसकी प्रक्रिया और सामग्री संकलन कैसे किया जाता है आदि अनेक विषयों पर चर्चा की जाएगी।

निर्धारित विषय:

-पाठालोचन के सिद्धांत

-पाठालोचन की प्रक्रिया

-सामग्री संकलन के स्रोत : खोज रिपोर्ट, कैटलाग्स, पुस्तक संस्थान

-पाठानुसंधान और पाठालोचन में अंतर,

-प्रामाणिक पाठ का निर्धारण

माड्यूल 3 पाठालोचन की पद्धतियाँ

इस माड्यूल में पाठालोचनों की पद्धतियों और समस्याएं पर विस्तृत चर्चा की जाएगी।

निर्धारित विषय:

-पाठालोचन की सम्पादन पद्धतियाँ

-पाठालोचन संबंधी समस्याएं

माड्यूल 4 पाठालोचक के गुण

इस माड्यूल में पाठालोचक में क्या योग्यताएं होनी चाहिए और उसमें कौन-कौन से गुण होने चाहिए? इस पर चर्चा की जाएगी।

निर्धारित विषय:

-पाठालोचक की अपेक्षित योग्यता

-पाठालोचक के गुण

Assessment Details with weights

S.No	**Assessment**	**Date/period in which Assessment will take place**	**Weightage**
1	**Assignment -1 Class Test**	**As per AUD Academic Calendar**	**10%**
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3	**Assignment -3**	**As per AUD Academic Calendar**	**25%**
4	**End Term Exam (Written)**	**As per AUD Academic Calendar**	**50%**

Readings:

1. हिन्दी पाठानुसन्धान; कन्हैया सिंह, लोक भारती प्रकाशन, इलाहाबाद
2. पाण्डुलिपि विज्ञान; डॉ. सत्येन्द्र, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
3. पाठ सम्पादन के सिद्धान्त; कन्हैया सिंह, लोक भारती प्रकाशन, इलाहाबाद।
4. हिन्दी साहित्य कोश ,संपादक धीरेंद्र वर्मा
5. पाठालोचन : मिथिलेश कांटी, विमलेश कांति
6. पाठालोचन : डॉ. सियाराम तिवारी

School of Letter
Dr. B. R. Ambedkar University Delhi

Course Outline Ph.D
Time Slot : winter semester
Course Code: TBD
Title: हिंदी साहित्य इतिहास के पुनर्लेखन की समस्याएं
Type of Course : Core
Cohort for which it is compulsory : Ph.D
No of Credits : 4
Semester and Year Offered :winter semester
Course Coordinator : Prof.Satyaketu Sankrit & Dr.GeetaPandey
Email of course coordinator :satyaketu@aud.ac.in & gpandey@aud.ac.in

Aim:

'हिंदी साहित्य इतिहास के पुनर्लेखन की समस्याएं' पाठ्यक्रम उच्च शिक्षा में शोध और नवाचार को बढ़ावा देने के लिए एक महत्वपूर्ण आधार है। इस पाठ्यक्रम का उद्देश्य विषय की गहराई में जाकर नए दृष्टिकोण और विचारों को विकसित करना है। यह छात्रों को स्वतंत्र रूप से शोध करने और उनमें नए निष्कर्ष प्रस्तुत करने की योग्यता विकसित करेगा। इस पाठ्यक्रम के अंतर्गत मुख्य उद्देश्य साहित्य, भाषा और समाज के विभिन्न पहलुओं का विश्लेषण कर उन्हें संरक्षित और संवर्धित करना तथा शोध के माध्यम से समाज के समसामयिक मुद्दों का समाधान प्रदान करना है।

Outcomes:

1 विद्यार्थी शोध के लिए आवश्यक गहराई, तर्क, और व्यवस्थित सोच की क्षमता विकसित कर पाएंगे ।
2 किसी विशेष क्षेत्र में गहन अध्ययन से उस क्षेत्र में नए दृष्टिकोण और सूचनाओं का विकास होना।
3 शोध के परिणामस्वरूप समाज के विभिन्न क्षेत्रों में नए विचार और नवाचारों विकसित होंगे।
4 शोधकर्ता जटिल समस्याओं को पहचानने और उनका समाधान निकालने में निपुण होंगे।
5 शोधार्थी समाज के सांस्कृतिक, आर्थिक, और शैक्षिक विकास में योगदान दे सकेंगे।

मॉड्यूल 1– हिंदी साहित्य के इतिहास लेखन की परम्परा

इस माड्यूल में हिंदी साहित्य इतिहास लेखन की पूर्व परंपरा का परिचय विद्यार्थियों को कराया जाएगा।

निर्धारित विषय

1 आचार्य रामचन्द्र शुक्ल पूर्व इतिहास लेखन

2 आचार्य रामचन्द्र शुक्ल युगीन इतिहास लेखन

3 शुक्लोत्तर इतिहास लेखन

4 अन्य इतिहास लेखन

मॉड्यूल 2- हिंदी साहित्य के इतिहास लेखन की समस्याएं

इस माड्यूल में हिंदी साहित्य के इतिहास लेखन की पूर्व में जो समस्याएं रहीं, उन पर विस्तृत चर्चा की जाएगी।

निर्धारित विषय

1 इतिहास लेखन की आधारभूत सामग्री, सामग्री संकलन

2 काल निर्धारण, समय सीमा केनिर्धारण की समस्याएं

3 नामकरण की समस्या

4 प्रवृत्तिगत तथा रचना पर आधारित समस्याएं, आदि।

मॉड्यूल 3- हिंदी साहित्य इतिहास के पुनर्लेखन की समस्याएं

इस माड्यूल में इतिहास के पुनर्लेखन से जुड़ी वर्तमान समस्याओं पर विशेष रूप से चर्चा की जाएगी। ये समस्याएं पूर्व में भी थीं और वर्तमान में भी इस पर व्यापक बहस जारी है। अतः इस मॉड्यूल में पूर्व से लेकर वर्तमान तक की गहन चर्चा विद्यार्थियों के साथ की जाएगी।

निर्धारित विषय

1 नामकरण की समस्या

2 काल-विभाजन, समय सीमा

3 साहित्यिक प्रवृत्तिगत समस्याएं

4 गौण कृति और कृतिकार, भाषागत समस्याएं आदि

5 इतिहास लेखन और नवाचार

Assessment Details with weights

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Assignment -1 Class Test	As per AUD Academic Calendar	10%
2	Assignment -2 / Seminar Paper Presentation	As per AUD Academic Calendar	15%
3	Assignment -3	As per AUD Academic Calendar	25%
4	End Term Exam (Written)	As per AUD Academic Calendar	50%

Readings:

1. हिन्दी आलोचना विश्वनाथ त्रिपाठी, राजकमल दिल्ली
2. हिन्दी आलोचना का विकास नंदकिशोर नवल, राजकमल दिल्ली
3. हिन्दी आलोचक शिखरों का साक्षात्कार रामचन्द्र तिवारी, लोकभारती, इलाहाबाद
4. आलोचक के बदलते मानदण्ड और हिन्दी साहित्य शुभकरण सिंह, किताब महल, इलाहाबाद
5. आलोचक और आलोचना बच्चन सिंह, नेशनल पब्लिशिंग हाउस, दिल्ली
6. रामचन्द्र शुक्ल और हिन्दी आलोचना रामविलास शर्मा, राजकमल, दिल्ली
7. दूसरी परम्परा की खोज नामवर सिंह, राजकमल, दिल्ली
8. साहित्य का नया शास्त्र गिरिजा राय, इलाहाबाद
9. समकालीन हिन्दी आलोचना और आलोचना: रामबक्ष
10. आलोचक और आलोचना कमला प्रसाद, आधार प्रकाशन पंचकूला
11. आधुनिक हिन्दी साहित्य विविध आयाम आचार्य रामचन्द्र तिवारी

School of Letters
Dr.B.R.Ambedkar University Delhi

Course Outline Ph.D
Time Slot: Winter Semester
Course Code: TBD
Title : प्रायोगिक पक्ष और समीक्षा
Type of Course : Core
Cohort for which it is compulsory : Ph.D
No of Credits : 4
Semester and Year Offered: Winter Semester
Course Coordinator : Prof. Satyaketu Sankrit & Dr.Geeta Pandey
Email of course coordinator : satyaketu@aud.ac.in , gpandey@aud.ac.in,

Aim:
प्रायोगिक पक्ष और समीक्षा किसी भी कार्य या अध्ययन को अधिक प्रभावी, सटीक और उपयोगी बनाने के लिए अनिवार्य हैं। प्रायोगिक पक्ष अनुसंधान को यथार्थता प्रदान करता है, जबकि समीक्षा कार्य की गुणवत्ता और विश्वसनीयता को सुनिश्चित करती है।

Outcomes :
-सिद्धांतों और विचारों की पुष्टि के लिए ठोस प्रमाण मिलते हैं। कार्य में पाई गई खामियों को पहचानकर उसे बेहतर बनाया जा सकता है।

-बेहतर दृष्टिकोण और कार्यान्वयन के लिए नए विचार मिलते हैं।

-अलग-अलग दृष्टिकोण से अध्ययन के महत्व को समझने में मदद मिलती है।

-भविष्य के अनुसंधान में कार्य करने के लिए दिशानिर्देश और आधार मिलेगा और गुणवत्ता, नवाचार, और प्रभावशीलता में वृद्धि होगी।

माड्यूल-1

- शोध पत्र प्रस्तुतीकरण, सेमिनार प्रतिभागिता

माड्यूल-2

- शोध-प्रस्ताव का निर्माण करना

माड्यूल- 3

- शोध विषय से सम्बद्ध किसी एक विषय पर शोध-पत्र का लेखन और प्रस्तुतीकरण

माड्यूल- 4

हिन्दी की किसी चुनी हुई पुस्तक की समीक्षा / पुनर्पाठ

Assessment Details with weights

S. No	Assessment	Date/period in which Assessment will take place	Weightage
1	Assignment -1 Class Test	As per AUD Academic Calendar	10%
2	Assignment -2 / Seminar Paper Presentation	As per AUD Academic Calendar	15%
3	Assignment -3	As per AUD Academic Calendar	25%
4	End Term Exam (Written)	As per AUD Academic Calendar	50%

64/C

शिक्षुता प्रशिक्षण बोर्ड (उत्तरी क्षेत्र)

BOARD OF APPRENTICESHIP TRAINING (NORTHERN REGION)

भारत सरकार, शिक्षा मंत्रालय, उच्चतर शिक्षा विभाग

Govt. of India, Ministry of Education, Deptt. Of Higher Education

Webportal: **https://nats.education.gov.in**, www.boatnr.org

Ref. No.: BT/AA/**Notice**/52563 **Letter of Information** Date: 03/02/2025

2190
11/02/25

To,
THE HEAD OF OFFICE / ORGANIZATION / HR
DR B R AMBEDKAR UNIVERSITY DELHI
M67M+3H7 Campus, Aud,Lothian Road Kashmere Gate
Central Delhi - 110006, DELHI

Subject: Status of Compliance for the provisions of the Apprentices Act, 1961 and the Apprenticeship Rules, 1992 as amended till date in relation to Apprentices having qualification of Graduate and Diploma (Engineering / Non-Engineering stream).

Respected Sir/Madam,

It is assumed that by carrying out activities / services in India you are well aware about the provisions of all the relevant prevailing laws of the country, including the Apprentices Act, 1961, applicable to your organization. You are also well aware that it is mandatory for the establishment having total manpower strength (paid directly or indirectly by employer) of 30 or more in numbers, have to engage the apprentices. As per the Act, the engagement of apprentices should be in the band of **2.5% to 15%** of total manpower strength of the establishment. **Minimum 2.5% of engagement of apprentices is mandatory and which includes the all categories of Apprentices including Diploma and Graduate (Engineering and Non-Engineering stream) Pass outs.**

This is to inform you that your establishment: DR B R AMBEDKAR UNIVERSITY DELHI, NATS ID: NDLCDS098750 is found **non-compliant for the financial year 2024-25**. And as per the office record, the total number of contracts approved on the NATS portal (nats.education.gov.in) as on 31/01/2025 is: 0 where as the total manpower strength of the establishment is: 393. **Therefore, you must engage a minimum of: 10 to maximum: 59 apprentices before the end of this financial year (2024-25).**

You and the concern officials of your establishment are requested to please check out your compliance status and try to achieve the maximum band of 15% apprenticeship contracts to support the nation in skilling the maximum number of youths for Industrial growth.

In case you are facing problem in creating the contracts on the portal nats.education.gov.in this office will assist / guide you understanding the process of student enrolment and contract creation. Connect at 9304929845 or email to sunil.kumar@boatnr.org

Still in case you require the easiest process of compliance, this office will extend you the facility of uploading the data through the excel template under Non-DBT (Non-Reimbursement Category).

For getting the excel template for compliance you may contact me on WhatsApp at 9304929845

Further this is to inform you that the Government of India is putting very high emphasis on effective implementation of this Act and enforcing strict compliance on the concerned stake holders.

In spite of extending the assistance / guidance for creation of apprenticeship contract and the support for the compliance of this Act through uploading the data in excel template, if the establishment fails to meet the compliance of the Apprentices Act, 1961 for this financial year (2024-25) then the necessary legal action/fine will be imposed as deemed fit by the Act.

In order to avoid such situation of legal consequences and reputational damage to your establishment, you and the concerned officers of your establishment are requested to comply with this Act by creating the required number of contracts of apprenticeship on the NATS portal (**nats.education.gov.in**) latest by **28/02/2025.**

Yours faithfully,

Sunil Kumar
Assistant Director / Assistant Regional Central Apprenticeship Adviser

Head Office: 16/1A, Lakhanpur, Kanpur-208024, Uttar Pradesh
Delhi Office: Campus of DSEU (Skill University), Dwarka Sector- 9, South West Delhi -110077, Delhi
Jaipur Office: Office of State Apprenticeship Advisor, Opp. Mahila ITI, Bani Park, Jaipur-302016, Rajasthan
Chandigarh Office: Campus of Post Graduate Govt. College, Sector-46, Chandigarh-160047

AR (Training & Placement)
D

Annexure-91

Seventh Board of Studies meeting minutes of School of Development Studies

04/02/2025

Members present

Prof. Nita Mathur, Professor, Department of Sociology, IGNOU, New Delhi

Prof. Prof. Sanjay Sharma, School of Liberal Studies, Dr. B.R Ambedkar University Delhi, New Delhi

Dr. Kritika Mathur, Assistant Professor, School of Business, Public Policy and Social Entrepreneurship, Dr. B.R Ambedkar University Delhi, New Delhi

Prof. Deepita Chakravarty, Dean and Chair of Board of Studies, School of Development Studies, Dr. B.R Ambedkar University Delhi, New Delhi

Prof. Babu P Remesh, Professor School of Development Studies, Dr. B.R Ambedkar University Delhi, New Delhi

Dr. Anirban Sengupta, Associate Professor, School of Development Studies, Dr. B.R Ambedkar University Delhi, New Delhi

Dr. Ivy Dhar, Associate Professor, School of Development Studies, Dr. B.R Ambedkar University Delhi, New Delhi

Dr. Nandini Nayak, Assistant Professor, School of Development Studies, Dr. B.R Ambedkar University Delhi, New Delhi

Special Invitee
Dr Moggallan Bharti, Assistant Professor, School of Development Studies, Dr. B.R Ambedkar University Delhi, New Delhi

Agenda

1. SDS has decided the following 6 [six] MOOC courses to be offered in the MA programme and got it passed through the members of the Board of Studies over email earlier. We are now taking up these courses for ratification by the Board of Studies of the school to be placed to the Academic Council for consideration for acceptance. The details of the courses are in the appendix.

List of MOOC courses to be offered in SDS curriculum

1. Water, Society and Sustainability, IIT Kharagpur

Prof. Jenia Mukherjee: https://nptel.ac.in/courses/109105136

2. Cultural Studies, IIT Guwahati

Dr. Liza Das: https://nptel.ac.in/courses/109103018A

3. Population and Society, IIT Kanpur

Prof. A.K. Sharma: https://nptel.ac.in/courses/109104044

4. Disability Studies: An introduction, IIT Madras

Prof. Hemachandran Karah: https://nptel.ac.in/courses/109106168

5. Ecology and Society, IIT Guwahati

Prof. Ngamjahao Kipgen: https://nptel.ac.in/courses/109103123

6. Feminist Concepts and Theories, IIT Madras

Prof. Mathangi Krishnamurthy: https://nptel.ac.in/courses/109106175

2. SDS offers elective courses only in the third and fourth semesters except the course titled Dissertation Writing Workshop (DWW) and the actual dissertation writing. Currently, the students in the third and 4th semesters can opt for electives from any of the Masters programmes of the university including development studies. Over the years it has been noticed that an increasing number of students has started opting all four or three elective courses from outside the programme for different reasons. This is quite problematic especially from the point of view of the programme's authenticity. Moreover, this creates challenges for the faculty workload within the programme as well. It needs to be mentioned here that in most of the programmes this option of choosing electives from other disciplines is limited. Given this, the SDS faculty proposes that each student has to opt at least 50 percent of the electives from within the programme in each semester.

3. New courses:

a. Understanding Ambedkar on Politics & Society: A two credit PhD elective course
b. Process and Manifestations of Prejudice: A 4 credit PhD elective course

Both these courses have been proposed by Dr. Moggallan Bharti. Both these courses are already approved for the MA programme in Development Studies. It is to propose both these courses as PhD bridge courses to be offered in the PhD programme of the school.

(Detailed outline of these courses is given in the appendices)

Decisions

1. The BoS approved all the MOOC courses.

2. The BoS has discussed this matter at length and has agreed that at least 50 percent of the electives have to be taken from the programme in each semester. It has been also advised that the school should look at all elective courses offered by other programmes and decide on a set of courses which are closely aligned with the MA programme in Development Studies.

3. Both the proposed MA courses were approved to be offered as PhD bridge courses for the PhD Programme of the School.

Deepita Chakravarty 13/02/2025

Deepita Chakravarty

Dean, School of Development Studies

13/02/2025

Nitè Mathur
20.02.2025

Nandini Nayak
13/2/2025

Kinkar
17/2/25

32

Sangeeta SDS <sangeeta@aud.ac.in>

BoS minutes

Sanjay Kumar Sharma <sanjay@aud.ac.in> 12 March 2025 at 12:01
To: Sangeeta SDS <sangeeta@aud.ac.in>
Cc: DEAN SDS <deansds@aud.ac.in>

Signed. PFA.

Thanks.

Sanjay

Sanjay K. Sharma
Professor of History
School of Liberal Studies/Undergraduate Studies,
Ambedkar University Delhi (AUD)
Lothian Road, Kashmere Gate
Delhi -110006, India
Alternate email: sanjaysharmavatsa@gmail.com

[Quoted text hidden]

BoS Minutes.pdf
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Seventh Board of Studies meeting minutes of School of Development Studies

04/02/2025

Members present

Prof. Nita Mathur, Professor, Department of Sociology, IGNOU, New Delhi

Prof. Prof. Sanjay Sharma, School of Liberal Studies, Dr. B.R Ambedkar University Delhi, New Delhi

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Prof. Deepita Chakravarty, Dean and Chair of Board of Studies, School of Development Studies, Dr. B.R Ambedkar University Delhi, New Delhi

Prof. Babu P Remesh, Professor School of Development Studies, Dr. B.R Ambedkar University Delhi, New Delhi

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List of MOOC courses to be offered in SDS curriculum

Scanned with ACE Scanner

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(Detailed outline of these courses is given in the appendices)

Scanned with ACE Scanner

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3. Both the proposed MA courses were approved to be offered as PhD bridge courses for the PhD Programme of the School.

Deepita Chakravarty 13/02/2025
Deepita Chakravarty
Dean, School of Development Studies

13/02/2025

20.02.2025

Nandini Nayak
13/2/2025

17/2/25

Scanned with ACE Scanner

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 Development Studies
Programme(s)	PhD in Development Studies
Course title	Understanding Ambedkar on Politics & Society
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Pre-doctoral
Proposed date of launch	Winter Semester 2025
Course coordinator and team	Dr. Moggallan Bharti

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

   It doesn't overlap with any other courses.
2. **Specific requirements on the part of students who can be admitted to this course**: *None*
   (Pre-requisites; prior knowledge level; any others – please specify)

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

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

5. How does the course link with the vision of AUD?

It engages with the very objective of Dr. BR Ambedkar University, as the course engages with the philosophy and ideas of Ambedkar.

6. **How does the course link with the specific programme(s) where it is being offered?** *The course facilitates a better understanding of Ambedkar's ideas and his philosophical outlook will equip students of Development Studies to have better and nuanced understanding of India's social and political history.*

7. **Course Details:**

A. Summary:

The course is broadly conceived to introduce Ambedkar's ideas and his broader political theory and relevance in contemporary India, by reading and understanding some of his key texts. The central thrust of the course is to understand Ambedkar on the idea of nation and nationhood and how the same intersect with the idea of democracy in India. With an emphasis on the social conditions necessary for the functioning of constitutional democracy, the course will particularly discuss the precolonial, colonial and postcolonial unfolding of our political democracy. In this proposed course Ambedkar's concept of untouchability, nation, state, democracy, law and constitutionalism are to be pedagogically read and interpreted. 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:

1. *To enable students becoming more informed about the debates around the idea of nation and nationalism with a partuclar focus on untouchability and caste system*
2. *To make the learning ability of students more tolerant and sensitive to the otherwise marginalized discourse around Ambedkar thoughts and philosophy.*

3. *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. **Expected learning outcomes:**

Upon completion of this course, it is hoped that a student will develop an in-depth understanding about the ideas and philosophy of Ambedkar. A student is thus expected to develop a critical insight in to the functioning of the social in the widest possible sense and how this complex and diverse social could function with a more reasoned and progressive politics of social justice.

8. **Overall structure** (course organisation, rationale of organisation; outline of each module):

In this course an attempt will be made to have a wider and comprehensive understanding of Ambedkar's political and philosophical ideas and its implications on the society in India. With a focused discussion on key texts from Ambedkar rich repository of writings caste and its relationship with society and its social and political empowerment will be discussed in detail.

I. Introducing Ambedkar
Approach to Study Polity, History, Economy, Religion and Society

II. Caste
Untouchability and Graded Inequality

III. Nationalism & Democracy
Democracy and Citizenship

IV. Constitutionalism

9. **Contents** (week wise plan with readings):

Module (I): Introducing Ambedkar

Under this module Ambedkar's life will be discussed with in the context of social, cultural, and political history of late nineteenth, and early twentieth century Maharashtra.

Week 1, and 2

Readings:

Valerian Rodrigues, (2002) 'Introduction', The Essential Writings of B.R. Ambedkar', OUP. pp. 1-43.
Eleanor Zelliot, (2016) Chap 1, and 2, Ambedkar's World – The Making of Babasaheb and the Dalit Movement, Navayana. Pp. 21-103.
E. Zelliot, (1996) 'From Untouchable to Dalit: Essays on the Ambedkar Movement', in *The Leadership of BabasahebAmbedkar*, Delhi: Manohar.
B. Ambedkar, (1993) 'Waiting For a Visa', in *Dr. BabasahebAmbedkar Writings and Speeches, Vol.12,* Education Deptt, Government of Maharashtra, Mumbai, pp. 661-691
Rohit De, (2018) 'Lawyering as Politics: The Legal Practice of Dr Ambedkar, Bar at Law', in Suraj Yengde & Anand Teltubde (Ed.) The Radical in Ambedkar – Critical Reflections. Penguin. Pg. 134 – 150.
M. Gore, (1993) *The Social Context of an Ideology: Ambedkar's Political and Social Thought,*
Delhi: Sage Publication, pp. 73-122 ; 196-225.
G. Omvedt, (2008) 'Phule-Remembering The Kingdom of Bali', Seeking BegumpuraNavyana, pp. 159-184.
Jaffrelot, Christophe (2008). *Dr Ambedkar and Untouchability: Analyzing and Fighting Caste*. New Delhi: Permanent Black.

Module (II): Caste: Untouchability & Graded Inequality

In this module, Ambedkar's analysis of the social in India will be discussed in detail. A particular focus will be made on the inherent principle of graded inequality within the caste system, and how it permeates the very fabric of Indian societ, and ipso facto all the sociocultural and political structures therein.

Week 3

Readings:

Bayly, Susan (1999) Caste, Society and Politics in India from the Eighteenth Century to the Modern Age, The New Cambridge History of India series, CUP India.

Ambedkar, B.R. and Rege, S. (2013) *Against the Madness of Manu: BR Ambedkar's Writings on Brahmanical Patriarchy*. Navayana

B. R. Ambedkar (2014), 'Castes in India: Their Mechanism, Genesis and Development' 1916 in BAWS Vol. I. Education Department, Government of Maharashtra.

B. Ambedakr, 'Annihiliation of Caste' (2014), 'Castes in India: Their Mechanism, Genesis and Development' 1936 in BAWS Vol. I. Education Department, Government of Maharashtra.

Module (III): Nationalism and Democracy

The discourse around nationalism is the most contested one in India, and that continues to keep the social and political division very sharp, if not messy. Opposed to a linguistic, ethnic and religion driven nation, Ambedkar's view and the ideological adhesive required to keep the 'nation' together is far removed from the hegemonic discourse on nationalism commonly accepted in India. Ambedkar's idea of constructing a nation is then understood as nation evolving through democracy. This module will discuss the idea of nation, nationhood and nationalism through the idea of fraternity emphasized by Ambedkar. His philosophy to create such a fraternal society invariably is rooted in his understanding of a democratic self, shaping a democratic society, further amplified in his ideas on Buddhism and Bahujan politics.

Week 4, and 5

Readings:

G. Aloysius, (2009). *Ambedkar on Nation and Nationalism*, Critical Quest, Delhi.

Ambedkar, (1989) 'Evidence before South Borough committee on Franchise', *Dr. Babasaheb Ambedkar Writings and Speeches Vol.1,* Education Deptt, Government of Maharashtra, Mumbai, pp. 243-278.

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. Babasaheb Ambedkar Writings and Speeches, Vol. 17-I*, Education Deptt., Government of Maharashtra, Mumbai, pp-63-178.

B. R. Ambedkar, (1990), 'Pakistan or The Partition Of India', in *Dr. Babasaheb Ambedkar Writings and Speeches Vol-8,* Education Deptt., Government of Maharashtra, Mumbai.

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.

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Module (IV): Constitution & Constitutionalism

Building on the previous modules, this module will initiate the discussion on the meanings and dimension of a constitutional democracy in Habermasian sense of communicative action of individuals seeped in to constitutional ethos. The module will discuss on key writings of Ambedkar in order to make sense of his idea on democratic world which becomes possible in his schema through a constitution which mirrors peoples' lives and thus work towards strengthening through the discourse of rights and duties invoked through constitution.

Week 6

Readings:

B. Ambedkar, (2003) 'Dr. B R Ambedkar's Presidential Address at the All India Depressed Classes Congress, Nagpur, August 8th, 1930', in *Dr. Babasaheb Ambedkar Writings and Speeches Vol. 17-III,* Education Deptt, Government of Maharashtra, Mumbai, pp. 24-59.

Constituent Assembly Debates, Ambedkar's speech on Draft Constitution on 4th November 1948, *CAD Vol. VII*, LokSabha Secretariat, Government of India, 3rd Print, pp. 31-41.

Hindu Code Bill Debates, in *Dr. BabasahebAmbedkar Writings and Speeches Vol.14* Education Deptt, Government of Maharashtra, Mumbai.

B. Ambedkar, (2013), *States and Minorities*, Delhi: Critical Quest.

Pedagogy:

a. Instructional strategies:

Weekly lectures, class-based discussion on the selected reading materials, coupled with students' presentation and open discussion on each presentation.

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

c. Expertise in AUD faculty or outside: *AUD*

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

10. Assessment Structure (modes and frequency of assessments): *Student will be working on a research paper which will be evaluated in a two phased manner, each consisting of 50 percent of the total assessment.*

Signature of Course Coordinator(s)

Recommendation of the School's Board of Studies:

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 Development Studies
Programme(s)	PhD in Development Studies
Course title	Process and Manifestations of Prejudice
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Pre-doctoral
Proposed date of launch	Winter Semester 2025
Course coordinator and team	Dr. Moggallan Bharti

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

   It doesn't overlap with any other courses.

2. **Specific requirements on the part of students who can be admitted to this course**: *None*
   (Pre-requisites; prior knowledge level; any others – please specify)

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

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

5. How does the course link with the vision of AUD?

It engages with history, reason, rationality and the idea social justice.

6. **How does the course link with the specific programme(s) where it is being offered?** *The course facilitates a better understanding of history of discrimination and the irrationality of it all. It equips students of Development Studies to have better and enhanced understanding of India's social in particular.*

7. **Course Details:**

A. Summary: *The world today is increasingly facing conflict manifested through instances of xenophobia, racial hatred, ethnic violence, misogyny, and caste violence. On numerous such instances, the studies indicate and it has been observed that the discrimination and violence arising from a situation of conflict are not only overtly witnessed, but are increasingly seen receiving political endorsement. In such a scenario studying the linkages between the process of prejudices and its manifestations are indispensable. Much of the focus on this aspects of discrimination have been at the heart of the work done by political psychologist and has broadly centered on racism and the racial discrimination. Such an immense corpus of work in this area, although, overlooks the fault lines that feeds in to the formation of a prejudiced political economy and that requires a careful and perceptive analysis on our part. The basic aim and the purpose of this course is to look in to the social foundations of prejudices and its manifestations in modern times. The course will attempt to locate the stereotypes and prejudices using the available theories on the nature of human prejudice and would juxtapose it with classic texts from the field of political theory that deals with the human agency in the formation of political society. Emphasis will be given on the process of racial othering, entrenched patriarchy, the concept of graded inequality embedded in the social structure, along with the systemic post-colonial structures in the world and the issues arising from the coming together of multi ethnic and multicultural communities today.*

B. Objectives:

- *To familiarize students with the literature on prejudice, particularly regarding the origins and forms of prejudicial behavior.*
- *To firm up students' understanding on the role of the public institutions in transmitting the norms related to social prejudice and how it all in the end feeds in to our political system.*

- *Finally, making the participants familiar with the most effective methods of prejudice reduction and imparting an understanding on the ethical and normative debates from the studies on social prejudices.*

C. **Expected learning outcomes:**

Upon completion of this course, student will develop an in-depth understanding about the working of the prejudice and its linkages with the political. A student is thus expected to develop a critical insight in to the functioning of the social in the widest possible sense and how could the resulting prejudiced politics be countered through a more reasoned and progressive politics of social justice. The course will enable them to have far more broad view of social tensions while contributing to their future research projects.

8. **Overall structure** (course organisation, rationale of organisation; outline of each module):

In this course an attempt will be made to have a theoretical understanding of prejudices process that informs and consolidate its various manifestations and most importantly learning and understanding the objective of politics that could be transformed as dispelling socially formed prejudices. Following this perspective, the course will discuss the following four modules:

(I) *Conceptualizing prejudice*
(II) *Prejudices and its manifestation*
(III) *Perspective of the victims (of prejudice)*
(IV) *Impact of Politics as reducing prejudice*

9. Contents (week wise plan with readings):

Module (I): Conceptualizing Prejudice

Understanding the nature and the making of prejudice is very vital to our perception of the world we live in and the knowledge we develop and share. Under this module an attempt will be made to understand the nature and origin of prejudicial behaviour among individuals using the classic work of Allport, Adorno and other contemporary readings of historical significance.

Week 1, 2, and 3

Readings:

Nelson, T. D. (2009), Chapter 1, Handbook of prejudice, stereotyping, and discrimination. Psychology Press.
Gordon Allport, (1979), Chapter 1, 2, 3, 4, 9, 10, 12, 13, 14 & 15, The Nature of Prejudice. Basic Books.
Theodor W. Adorno, Else Frenkel-Brunswik, Daniel J. Levinson, R. Nevitt Sanford, (1950), The Authoritarian Personality. Harper and Brothers , particularly, Chaps. 7 and 18.
Anderson, K. J. (2010). Benign bigotry: The psychology of subtle prejudice. Cambridge University Press.
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Week 4

Readings:

Christopher Vials, The Authoritarian Personality. Can be accessed here https://solidarity-us.org/atc/187/p4900/#R11
J.H. Duckit, (1992), Psychology and prejudice: A historical analysis and integrative framework. American Psychologist, 47(10), 1182-1193.
Arendt, Hannah. *Eichmann in jerusalem*. Penguin, 1963.
GyanendraPandey, (2013), Introduction, A History of prejudice: Race, Caste and Difference in India and the United States.
Arendt, H. (1973). The origins of totalitarianism (Vol. 244). Houghton Mifflin Harcourt

Module (II): Prejudices: Political Manifestation

Studies done in the field of political psychology have explained in great detail on how the prejudicial behaviour shapes one's political choices and ideology. Prejudicial thinking, as scholars believes, is seen as a trenchant thought grounded in the backdrop

of one's social behaviour which goes in to making sense of the world around him. Seen in this light, prejudice then necessarily manifests itself politically, as in, it tends to influence the political. This module discusses larger interaction of prejudice influencing the political and vice versa.

Week 5, 6, and 7

Readings:

Hannah Arendt and J. Kohn (2005), Introduction *into* Politics, The Promise of Politics. Schocken Books, New York, p. 93-200.
Terry Eagleton, (1991). Ideology: An Introduction, Introduction, and Chap 1. Verso.
Giddens, A. (1991). Four theses on ideology. *CTheory*, *15*(1-3), 21-24.
Ian Mackenzie, (2009), Politics: Key Concepts in Philosophy, Chap 1. Continuum.
TA Van Dijik, (2006), Politics, Ideology, and Discourse. Elsevier. Pg – 728 – 740.
Michael Freeden (February, 2006), Ideology and Political Theory. Journal of Political Ideologies. 11(1), 3 – 22.
Sarah Cotterill, et al (2014), Ideological Support of the Indian Caste System: Social dominance orientation, right wing authoritarianism and Karma. Journal of Social and Political Psychology 2.1.
Iris Marion Young (2011), Chapter 2, 'Five Faces of Oppression', in Justice and the Politics of Difference. Princeton University Press.

Module (III): Perspective of the target (victim of prejudice) groups

Politics fanning social prejudices are found to be of very serious in nature leading to pervasive social and political exclusion of the affected group. It is due to the inordinate influence of prejudice on our cognitive abilities, that the former must be grasped as political in nature and which obviously then has an impact on the organization and evolution of politics. An attempt will be made to understand the lived reality of a stigmatised identity and how prejudiced politics affects the people that it targets. In this module an attempt will be made to understand perspective of various target groups, mainly Dalits and Women.

Week 8, 9 and 10

Readings:

J.K. Swim and C. Stangor, eds., (1998), Introduction, Chapter 2, 3, & 10, Prejudice: The target's perspective. Academic Press.
Young, I. M. (2011). Justice and the Politics of Difference. Princeton University Press.
Fraser, N. (2013), Chapter 8, 9 & 10, Fortunes of feminism: From state-managed capitalism to neoliberal crisis. Verso Books.

Gopal Guru, (2011), Introduction, Humiliation: Claims and context. OUP
Thorat, Sukhdeo, Etal. (2016). Prejudice against Reservation Policies How and Why? Economic and Political Weekly.
Crocker, J., & Quinn, D. M. (2003). Psychological Consequences of Devalued Identities. In R. Brown & S. L. Gaertner (Eds.), Blackwell handbook of social psychology: Intergroup processes (pp. 238–259). Malden, Mass.: Blackwell.

Module (IV): Politics as Reducing Prejudice

It is not very uncommon to see people holding fast to their views, even when they may not have experienced their own reasons which went in to the making of their prejudicial viewpoint in the first place. This very sense of an un-experiential belief system that fuels prejudice against a community is increasingly seen as legitimizing their respective political ideologies. Stereotypes against women, Muslims and ethnic minorities are some of the hard cases where people keep close to their prejudices despite it not informed through any real experience and which have more commonly came from their peers. In this module an attempt will be made to understand the possible model of politics against the politics of social prejudices.

Week 11 and 12

Readings:

Dixon, J., & Levine, M. (Eds.). (2012), Chapter 2, 7, 11, 12 & 14 in Beyond prejudice: Extending the social psychology of conflict, inequality and social change. Cambridge University Press.
Fraser, N. (1995). From redistribution to recognition? Dilemmas of justice in a 'post-socialist' age. *New left review*, 68-68.
Fraser, N. (2009). Social justice in the age of identity politics. *Geographic thought: A praxis perspective*, 72-91.
Kristen Renwick Monroe, and Maria Luisa Martinez-Martí.(2008). Empathy, prejudice, and fostering tolerance. PS: Political Science & Politics 41.4, p.857-863.
Smith, A. (2009). Introduction by AmartyaSen, in The theory of moral sentiments. Penguin.

10. **Pedagogy:**

a. Instructional strategies:

Weekly lectures, class-based discussion on the selected reading materials, coupled with students' presentation and open discussion on each presentation.

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

c. Expertise in AUD faculty or outside: *AUD*

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

11. Assessment Structure (modes and frequency of assessments): *Student will be working on a research paper which will be evaluated in a two phased manner, each consisting of 50 percent of the total assessment.*

Signature of Course Coordinator(s)

Recommendation of the School's Board of Studies:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Minutes of the Third (Final) Meeting of the Committee for Deliberation on Indian Knowledge Systems (IKS), held on March 5, 2025, in the Conference Hall (Hybrid) at Kashmere Gate Campus

The Third Meeting of the Committee for Deliberation on IKS was held on March 5, 2025, in hybrid mode at the Kashmere Gate Campus of Dr. B. R. Ambedkar University Delhi. The meeting was attended by the following:

Professor Kartik Dave, Dean Planning & Dean School of Management, Nominee of for presiding over the meeting by the Hon'ble Vice Chancellor, Dr. B. R. Ambedkar University Delhi	In-person
Professor Girishwar Mishra, Former Vice Chancellor, Mahatma Gandhi Antarashtriya Hindi Vishwavidyalaya - IKS Committee Member	Online
Professor Shashi Prabha, Chairperson, Indian Institute of Advanced Study, & Dean, Sri Sankaracharya Sanskrit Mahavidyalaya, Bhartiya Vidya Bhawan - IKS Committee Member	Online
Professor Ravi Tekchandani, Director, National Council for Promotion of Sindhi Language, Ministry of Education, Government of India - IKS Committee Member	Online
Dr. Bhuwan Kumar Jha, Associate Professor, Department of History, University of Delhi - IKS Committee Member	Online
Professor Abhay Kumar Dubey, Director, Centre for Research and Archiving in India and Indigenous Languages & Knowledge System Deshik, Dr. B. R. Ambedkar University Delhi - IKS Committee Member	In-person
Dr. Gunjan Sharma, Associate Professor, School of Education Studies, & Dy. Dean Planning, Dr. B. R. Ambedkar University Delhi - IKS Committee Convenor	In-person
Dr. Kritika Mathur, Assistant Professor, School of Management, & Dy. Dean Planning, Dr. B. R. Ambedkar University Delhi - Special Invitee	In-person
Dr. Aakriti Grover, Assistant Professor, School of Global Affairs, & Dy. Dean Planning, Dr. B. R. Ambedkar University Delhi - Special Invitee	In-person

Regrets

Professor S. Ahalya, Hon'ble Vice Chancellor, Karnataka Samskrit University, Member

Professor Ganti Murthy, IIT Indore, & National Coordinator of the IKS Division of the Ministry of Education, Government of India, at AICTE, Member

Professor Gaurav Singh, CIET, National Council for Educational Research and Training, Member

At the outset, Professor Kartik Dave, Dean Planning and Dean School of Management, extended a warm welcome to the esteemed members. The members were apprised about the work done in the direction of establishing and nurturing IKS thought, teaching and learning, and research at Dr. B. R. Ambedkar University Delhi. It was informed that the University has set-up a committee, with a subset of members drawn from the IKS courses Committee, for guiding the establishment of an IKS book corner and digital repository in the Library at the Kashmere Gate Campus. More than 1100 resources have been identified through the review of course outlines and recommendations made for IKS courses. These will be procured in a phased manner after the Committee's recommendation and due approvals. A meeting will be Convened by University Library in hybrid mode for finalisation of the resources. The University is currently undertaking three ICSSR-funded research projects related to IKS. One major project of Rs. 70 lakhs funded by ICSSR has been awarded to the Hon'ble Vice Chancellor, Professor Anu Singh Lather, and co-directors. As a part of this project, a two-day ICSSR Sponsored International Seminar, *Aligning Traditional Knowledge and Sustainable Livelihoods with Vision Viksit Bharat@2047 for Resilient Northeastern Communities*, was organised on 27-28 February 2025. More than 26 external speakers participated in the Seminar.

The following agenda were discussed at the meeting:

Agenda 1: To approve the minutes of the first meeting of the IKS Committee

The minutes of the second meeting of the IKS Committee held on 19.11.2024 were circulated by email after the meeting. *Based on the review, the Committee members resolved to approve the minutes.*

Agenda 2: To discuss the updated status of IKS course development

The following updated status on the development and implementation of IKS courses was presented and discussed.

School	Courses presented before IKS Committee	Status
Discussed and approved at the first Meeting, 2 April, 2024		
SHRM	1. Cultural Heritage of India 2. Architecture of India 3. Art of India	Approved by IKS Committee & Academic Council
SES	4. Yoga and Understanding Self 5. Understanding India: Indian Ethos & Knowledge Systems I	Approved by IKS Committee & Academic Council

	6. Understanding India: Indian Ethos & Knowledge Systems II 7. Evolution of Indian Education	
SHS	8. Being in the World, Knowing the World: Bhakti as Jñāna -Indian Women and their Spiritual Quests 9. Self and Psychology in the Indian Knowledge Traditions	Approved by IKS Committee & Academic Council
CRA-IILKS	10. Orientation to IKS and the Classical Thought Of India 11. Buddhist, Jain, Sikh and Islamic Thought 12. History of Ideas and Inter-Civilisational Exchanges 13. Bhakti Ideas and Visions of Indian Modernity 14. Desh-Bhasha Conceptual Universes 15. Indian Science, Technology and Aesthetics 16. Indian Ethics 17. Colonial Constructions of Indian Society and Tradition 18. Practising Decolonisation – Agenda, Thinkers and Debates	Overall framework approved: With course concepts
Discussed and approved at the Second Meeting, 19 November 2024		
SVS	19. Introduction to Indian Knowledge System in Skill	Approved by IKS Committee & Academic Council
SHRM	20. Sanskrit Language and Cultural Heritage	Approved by IKS Committee
SCCE	21. Lineaments of Indian Aesthetics	Approved by IKS Committee
SUS	22. Key Texts in Indian Political Philosophy 23. Reading Mahabharat (revised) 24. Indian Science, Technology and Medicine (revised)	Approved by IKS Committee
SLS	25. Indian Social Thinkers	Approved by IKS Committee
New/Revised courses to be presented at the 3rd meeting, 5 March 2025		
SLPS	26. Sociology of Indian Law (revised) 27. Jurisprudence of The Mahabharata (revised)	To be discussed

SDS	28. Governance and Redistribution in Ancient India (new)	To be discussed
SGA	29. Bharat in World Affairs: Navigating India's International Relations (new)	To be discussed
SPPG	30. Utopias: Social vision of Sant-poets of India (new)	To be discussed
SHE	31. Traditional Knowledge Systems of India (revised) 32. Ecological Thought in Indian Knowledge Systems (new)	To be discussed
SUS	33. Introduction to Indian Psychology (new) 34. Indian Economic Thought (revised) 35. Sociology of Indian Knowledge Systems (revised)	To be discussed
SOL	36. भारतीय ज्ञान परंपरा (new)	To be discussed
SDes	Course awaited	Course awaited
Earlier approved courses already on offer		
SoL	37. भारतीय ज्ञान परंपरा: व्यवहार और वैचारिकी 38. भारतीय ज्ञान परंपरा: अवधारणा और सिद्धांत	Approved by Academic Council
SHRM	39. India and The World: Through the Ages 40. Heritage Tourism and Management Agencies, Organization and Impact 41. Principles Guidelines and Laws: National and International 42. Public Awareness/Conservation of Archaeological Sites 43. Heritage Museum and Management - Concept, Planning and Presentation 44. Historical Archaeology 45. Heritage Planning: Regulation Zoning and Management 46. Epigraphy and Numismatics	Approved by Academic Council
SoM	Adopted AICTE courses: 47. IKS-I: Introduction to Indian Culture and Civilization (with some present practices) 48. IKS-II: Indian Culture and Civilisation with its Knowledge Systems and Traditions 49. IKS III Vision for a Human Society (Vishva Kalyan	Course adoption approved by IKS Committee

	thru Vasudhaiva Kutumbkam) 50. IKS IV Indian Science, Engineering and Technology- Past, Present & Future 51. IKS V Indian Town Planning and Architecture 52. IKS VI Indian Mathematics and Astronomy 53. IKS VII Indian Aesthetics (including Music & Musical Instruments)/ Arthashastra 54. IKS VIII Indian Health, Wellness and Psychology- including Ayurveda	

Based on the review of the status, the Committee members appreciated the efforts of the University leadership, Schools and faculty members in course development and successfully establishing IKS teaching-learning trajectory at the University.

Agenda 3: To review and consider the outlines of following courses:

Sl	School	Programme	Proposed Courses	Recommendation
3.1	School of Socio-Political Legal Studies	MA in Law, Politics and Society	Sociology of Law in India, Elective, 4 credits	• The course was discussed in the second meeting of the IKS Committee and suggestions for revision were made. These suggestions do not appear to have been incorporated. • The course outline does not incorporate IKS perspective. It focuses on law in post-independence India and treats colonisation as the pivotal moment when modern law was introduced – giving the impression that there was no knowledge of law prior to colonial rule. • One module on law in ancient India needs to be added. Texts such as B. B. Misra's *The Administrative History of India, 1834-1947*, and P. V. Kane's *History of Dharmashastra* (5 volumes) and other such texts need to be included. • A module on History of Law needs to be added to discuss Roman law which is fundamental to understanding colonisation and law in India. • The course is very vast and needs to be

				condensed. • The title should be Sociology of Indian Law. • Without incorporating these suggestions, the course may not be recommended for IKS course basket. *It was resolved to return the course to the School for thorough revisions. After substantial revisions the course may be examined internally by the IKS Committee Convenor and sent to Dr. Bhuwan Jha for review on behalf of the Committee. Following this the course may be taken for approval through due processes to the Academic Council.*
3.2			Jurisprudence of the Mahabharata, Elective, 4 credits	• The course was discussed in the first meeting of the IKS Committee and suggestions for revision were made. These suggestions do not appear to have been incorporated. The broad suggestion was to revisit the course and revise as it does not sufficiently incorporate IKS perspective. • Most of the texts suggested in the course are largely centered around a eurocentric/ western perspective on the Mahabharata, and do not align with IKS frameworks. • Without incorporating this suggestion, the course may not be recommended for IKS course basket. *It was resolved to return the course to the School for thorough revisions. After substantial revisions the course may be examined internally by the IKS Committee Convenor and sent to Dr. Bhuwan Jha for review. Following this the course may be taken for approval through due processes to the Academic Council.*
3.3	School of Development Studies	MA Development Studies Programmes	Governance and Redistribution in Early India,	• For two credits the course is very vast covering ancient to post-modern. It needs to be condensed from six to a maximum of three to four modules. The course may only focus on the seventh or eighth century.

			Elective, 2 credits	• The course emphasises an economic perspective over socio-cultural-historical perspectives. However, governance is a boarder concept. • The concept of governance, in the manner in which it is deployed in contemporary times, has its origins in the 1980s, primarily in international financial systems and policies. Thus, the course appears to be gazing at ancient India from today's lens. Similarly, the idea of redistribution emanates from the concept of welfare state and doesn't represent ancient Indian economic ethos. • The course title and outline both need to reflect the ethos of ancient India. Rather than governance and redistribution, it should engage with concepts such as *neeti, dharma, rajdharma.* • Works such as the following could be explored: R. C. Majumdar et al.'s *The History and Culture of the Indian People* (11 Vol. Set); Kashi Jaiswal's works, and Vasudev Sharan Aggarwal's Paninikaleen Bharatvarsh. *It was resolved to return the course to the School for thorough revisions. After substantial revisions the course may be examined internally by Professor Abhay Dubey. Following this the course may be taken for approval through due processes to the Academic Council.*
3.4	School of Global Affairs	SGA UG programmes	Bharat in World Affairs: Navigating India's International Relations, TBD, 4 credits	• While overall the course concept is within an IKS framework, it is very vast and is trying to cover several topics, concepts and political thinkers. This needs to be revisited. • The course has too many readings which will be difficult for a UG student to read meaningfully. At best three to four essential readings and three to four suggested/additional readings per module may be enlisted. Some texts of Vivekananda Foundation on *Atmanirbhar Bharat* may be

				explored. • The format of the course needs to be standardised as other courses. Instead of a tabular format the course needs to be presented in a module-wise format with a brief narrative explaining the overall orientation and logic for each module. • The course typology and host programme need to be mentioned. *The School may revise the course and resubmit to the IKS Committee Convenor for review and confirmation. After this the course may be taken for approval through due processes to the Academic Council.*
3.5	School of Public Policy and Governance	MA/Master Public Health	Utopias: Social vision of Sant-poets of India, Elective, 2 credits	• The idea of utopia has Eurocentric roots and framing. The term utopia may be appropriately replaced. 'Worldview' and 'universal vision' may be more suitable terms. • IKS perspective is not clearly embedded in the course concept and articulation. The course outline needs to be revisited in this regard. • The readings of the course are too many and need to be organised in essential (three to four) and additional readings (three to four). • The readings are by western authors and need to be revisited to align them with the IKS perspective. *It was resolved to return the course to the School for revisions in consultation with Professor Abhay Dubey. After this the course may be taken for approval through due processes to the Academic Council.*
3.6	School of Human Ecology	MA in Environment and Development	Traditional Knowledge Systems of India, Core, 4 credits	While an attempt has been made to revise the course, the changes are not sufficient to consider the course as an IKS course. As the course is already being transacted, the following changes could be incorporated in future at the time of

				course revision: • There is a mismatch between the title, module descriptions and readings at many places. • The course contents focus on familiarising students with the discourse surrounding traditional knowledge systems (TKS), rather than engaging them with IKS. This is evident as the course does not discuss any specific IKS or TKS. • The references and the concepts and categories used in the outline reflect an orientalist imprint. The course team is advised to consult Professor Abhay Dubey for guidance on such references. Readings related to environmental activism may not be appropriate for inclusion in this course. • *Prithvi Sukta* from the *Atharva Veda* could serve as a valuable reference. *It was resolved to return the course to the School for incorporating revisions in its next iteration. After this, it may be re-submitted through proper channels to the Academic Council of the University for reconsideration.*
3.7		MA in Environment and Development	Ecological Thought in Indian Knowledge Systems, Elective, 4 credits	• This course is aligned with the IKS perspective well. • There are too many readings enlisted for each module. These need to be reduced and reorganised as maximum three to four essential and three to four additional readings. *It was resolved that after the revisions the course may be submitted by the School through due process to the Academic Council of the University for consideration.*
3.8	School of Undergraduate	BA (H) in Psychology	Introduction to Indian Psychology, DSC Elective, 4 credits	• The overall course coverage is satisfactory. However, the focus of the course is not clear. • A focus on the *Yoga* system needs to be strengthened in the course. • The course also has formatting, spellings and

	Studies			organisation issues. • The format of the course needs to be standardised as other courses. The course needs to be presented in a module-wise format with a brief narrative explaining the overall orientation and logic for each module. *It was resolved to return the course to the School for revisions. After revisions the course may be examined internally by the IKS Committee Convenor and sent to Professor Girishwar Misra for review. Following this the course may be taken for approval through due processes to the Academic Council.*
3.9		BA (H) Economics	Indian Economic Thought, Compulsory, 4 credits	• The revisions recommended in the second meeting of the Committee do not appear to have been fully incorporated in the course outline. Without incorporating these suggestions, the course may not be recommended for the IKS course basket. • The course incorporates IKS in a fragmented/piecemeal way and does not anchor it as a coherent perspective to understand Indian economic thought. • The concept of *Rajdharma* and *Shukra-Niti* should be introduced in the course. • The discussion on *Kautilya* should be expanded as it holds critical importance in Indian economic thought. A full unit on *Arthashastra* could be introduced. For reference, relevant readings from Unit 4 of the SUS course, Key Texts in Indian Political Philosophy, may be considered, such as L.N. Rangarajan (1992), Medha Bisht (2020), Rajvir Sharma (2022), and R. Kangle (1997). • Weeks 2 3 should include a discussion on economic thought and policies during the *Maratha* and *Vijayanagara* empires, as well as under the *Cholas*, *Aggarwals*, and other dynasties. This addition is essential to illustrate the continuity of economic thought

				and systems. • The volume on Economic History of India from the Project of History of Indian Science, Philosophy and Culture by Debi Prasad Chattopadhyay should be added to the references. *It was resolved to return the course to the School for thorough revisions. After substantial revisions the course may be examined internally by the IKS Committee Convenor and sent to Dr. Bhuwan Jha for review. Following this the course may be taken for approval through due processes to the Academic Council.*
3.10		BA (H) Sociology	Sociology of Indian Knowledge Systems, Core, 4 credits	• There is a mismatch between module descriptions and readings. • The course needs to be organised in maximum four-five Modules. The logic of Parts I, II and III with sub-modules is not clear. • The course description contains conceptual issues. For example, Indian knowledge is not exclusively dialectical; it encompasses diverse perspectives. • The description of Part II needs to be re-examined as the focus of IKS is on ancient India. *It was resolved that after the revisions the course may be internally examined by Professor Abhay Dubey. Following this the course may be taken for approval through due processes to the Academic Council.*
3.11	School of Letters	BA (H) Hindi	भारतीय ज्ञान परंपरा, VBE, 4 credits	• The focus of the course is not clear. The title appears generic. These aspects need to be revisited. • Dayanand Saraswati may be included in Unit 4 of the course. • Readings by Vasudev Sharan Aggarwal, Anand Kumar Swami, Annie Besant, Hazari Prasad Dwivedi, Madan Mohan Malviya and

				others may be added. • Module descriptions need to be added to the course outline and the course needs to be submitted in the standard format with module-wise readings. • Since this is a Hindi Honours course, it needs to be linguistically strengthened. *It was resolved that after the revisions the course may be internally examined by Professor Abhay Dubey. It may also be sent to Professor Shashi Prabha for review. Following this the course may be taken for approval through due processes to the Academic Council.*

3.12. Common suggestions for course design for all Schools

The following common observations were made on the courses:

- The *standard course approval pro forma*, used for approval at the Academic Council meetings of the University, is to be followed across all courses.
- All courses are to be presented in a *unit-wise format with a maximum four to five units*.
- The reading list should be organised coherently into three to four essential and three to four additional/suggested readings. For all the IKS courses, the courses should *focus on Indian authors and texts*.
- All courses should include at least *one reading in Hindi-medium*.

Agenda 4: Committee for developing a list of resources for IKS and a library section for IKS resources at Dr. B. R. AUD

It was discussed that there is an urgent need to enhance IKS library resources at the University to ensure that the approved courses could be transacted without challenges. It was suggested that the University Library may convene a meeting of the Committee in hybrid mode for the finalisation of the list of resources.

This was the final meeting of the Committee. The meeting concluded with a vote of thanks by Dr. Kritika Mathur, Deputy Dean, Planning Division, Dr. B. R. AUD. The University expressed sincere thanks to the external experts for their time and insightful contribution throughout the year.

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 Public Policy and Governance
Programme(s)	MA/MPH
Course title	Social vision of Sant-poets of India
Course code	
Credits	2
Course type (core / compulsory / optional /any other – please specify)	Elective
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	PG
Course coordinator and team	N. Nakkeeran

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?:**No.
2. **Specific requirements on the part of students who can be admitted to this course**: (Pre-requisites; prior knowledge level; any others – please specify):None
3. **No. of students to be admitted** (with justification if lower than usual cohort size is proposed): About 50
4. **Course scheduling**: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): 3rd Semester, Semester-long course
5. **Proposed date of launch**: Monsoon Semester 2026
6. **How does the course link with the vision of AUD and the specific programme(s) where it is being offered?:** This course focusses on the possibilities of an inclusive society which is also the principle thrust of public policy and public health programmes

7. Course Details:

a. Summary:

This course is about looking at inclusive imagination of society in select Sant traditions of early modern India. These traditions are important for students of public policy and public health to imagine the possibilities of creating social conditions that foster an inclusive society through public action.This course looks specifically into the values and ideas promoted by Namdev, Kabir, Ravidas, Tukaramand Soyrabaiparticularly to highlight how their respective traditions promoted inclusive social life and to impel the contemporary social life towards such an inclusive society.

b. Objectives

i. To get introduced to values and ideas promoted by select Sant traditions from early modern India

ii. To elaborate the relevance of these values of inclusivity to develop an inclusive social vision of contemporary society.

c. Learning Outcomes

On completion of this course students are expected to

i. Gain a conceptual understanding on inclusive social vision of select Sant traditions

ii. Appreciate the importance of such social vision for inclusive policy making

d. Overall structure:

The course is divided into three modules as discussed below.

Module	Topic	Weeks*
1	Sant traditions and inclusive social vision – Introduction	2
2	Social vision in the writings of Namdev, Tukaram and Soyrabai	3
3	Social vision in the writings of Kabir and Ravidas	3

* With 4 hours / week; excluding assessment period

Bhagwat, V., "Heritage of *Bhakti*: *Sant*Women's Writings in Marathi", in Kamala Ganesh and Usha Thakkar (eds.) *Culture and the making of identity in contemporary India* New Delhi: Sage pp.164-183

Chitre, D., (Trans), *Says Tuka: Selected Poetry of Tukaram*, New Delhi Penguin, 1991

Karandikar, MA., Saint Namdev, Bomnbay: Maharashtra Information Centre, 1985

Machwe, P., Namedev: Life and Philosophy, Patiyala: Punjab University, 1990

Namdev, *The Hindi Padavali of Namdev,* Ed. Winand M. Callewaert and Mukund Lath, New Delhi, MotilalBanarsidass, 1989.

Suggested Readings:

Omvedt, Gail and Bharat Patankar. 2003. "Says Tuka. . . .: Songs of a Radical Bhakta." *Critical Asian Studies* 35, 2:277–86

Namdev: A Sketch of His Life and Teachings, G.A. Natesan& Company: Madras, 1918

Novetzke, CL., "Introduction Namdev, Bhakti, Public and Memory" *Religion and public memory: A cultural history of Saint Namdev in India*, New York Columbia University Press, 2008 (2-31).

Vankhade, KG., *Saint Namdev*, Publication Division, Ministry of Information and Broadcasting, 2012 (Hindi)

Zelliot, E., "Soyrabai and Nirmala", in Eleanor Zelliot and RohiniMokshi-Punekar (eds.) *Untouchable Saints: An Indian Phenomenon*, Delhi: Manohar, 2005, pp.157-167

Tukaram, *TukaAkashJitna: Poems by SantTukaram,*(Tr. RajendraDhodapkar) Rukh Publication, 2024 (Hindi)

Module 3:

Similar to the previous module, this module will cover the values and ideas on inclusiveness promoted by twosant-poets viz., Kabir and Ravidas. Through select writings of these two sant-poets this module will aim to understand the society of their times and how their poetry provided an imagination for a positive social vision of the society and towards an inclusive and free society.

Essential Readings:

Agrawal., P., "Kabir: Personal and Political" Sahapedia, https://www.sahapedia.org/kabir-personal-and-political-1 (Last accessed on 31 March 2025)

Module 1:

This first module aims to introduce students to different Sant traditions and to understand the social contexts in which these traditions emerged. It will highlight the range of values and emotions that formed the core of these diverse Sant traditions and the social vision these traditions reflected as well as imagined. The module will also elaborate on the meaning of inclusive social vision and its relevance for inclusive policy making in contemporary times.

Essential Readings:

Chakrabarty, B., and Kandpal, PC.,*Public Policy in India* ("Chapter 3: Policy Process in India: Issues and Challenges"), Routledge, 2025

NitiAyog, "Social Inclusion: Definition and Scope" in *Social Inclusion*, NitiAyog, New Delhi, 2022

Pandey, Manager, and AlkaTyagi. "Bhakti Poetry: Its Relevance and Significance." Indian Literature, vol. 45, no. 6, 2001, pp. 129-138. https://www.jstor.org/stable/23345761

Raghavan, V. The Great Integrators: The Saint-Singers of India. Publications Division, 1966.

Suggested Readings:

Irina, G., "Norms and Values in the Varkari Tradition" in MeeraKosambi (ed.) *Intersections,*New Delhi: Orient Longman, 2000

Pande, Rekha. "The Bhakti Movement—An Interpretation." Proceedings of the Indian History Congress, vol. 48, 1987, pp. 214-221. https://www.jstor.org/stable/44141682.

Shailaja, P., "Women Poet-Saints of the Bhakti Movement", In Rajagopalachary M., And Rao K. D (Eds), Bhakti Movement and Literature: Re-Forming A Tradition

Module 2:

This module will focus on the social vision of three sant-poets namely Namdev, Tukaramand Soyrabaithrough their poetry particularly highlighting how their respective traditions promoted inclusive social life and how they developed their social vision that imagined and impelled an inclusive society. Soyrabaiwas a woman Sant-poet from Maharashtra whose devotional poetry (*abhang*) combined bhakti and social inquiry.

Essential Readings:

Dharwadker, V., (Trans), *Kabir: The Weaver; Songs*, New Delhi: Penguin, 2003

Callewaert, WM. and Friedlander, PG., *The Life and Works of Raidâs*. New Delhi: Manohar. 1992

Ravidas, in Hawley, JS.,et al., (eds.) Songs of the Saints of India, New Delhi OUP, 1988

Wakankar, M., "The Anomaly of Kabir: Culture and Canonicity in Indian Modernity", in Ajay Skaria et al (eds.) Subaltern Studies Vol.12, New Delhi: Permanent Black

Suggested Readings:

Agrawal, Purushottam. 2009. *Akathkahānīpremkī: Kabīrkīkavitāaurunkāsamay*. Delhi: RājkamalPrakāśan. (Hindi)

Chaba, Anju Agnihotri, "Guru Ravidass, his teachings are relevant even today" (Interview with Prof Santosh K Singh), Indian Express, 27 Feb 2021, https://indianexpress.com/article/india/santosh-k-singh-guru-ravidass-teachings-7206919

Das, Baby ShyamSundar ,KabeerGranthawali (Hindi),

Machwe, P., *Kabir,* New Delhi: Sahitya Academy, 1968

Ranjan, Abhiruchi. 2019. "Ravidassia Religiosity in the Modern Era: Perspectives in Theory and from the Field." Sociological Bulletin 68, no. 3: 274–89.

Vaudeville, C., *A Weaver named Kabir: Selected verses with a Detailed Biographical and Historical Introduction, New Delhi: OUP, 1993.*

8. **Pedagogy:**

   a. **Instructional design**

      This course will use lectures, presentations, group discussions and group 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**: AUD Faculty with additional guest lectures.

   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.

(14)

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

    1. Class test (40%)
    2. Class Journal, class participation and attendance (20%)
    3. End semester 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 2nd meeting held on 14th February 2025 and has been approved in the present form.

Signature of the Dean of the School

SCHOOL OF PUBLIC POLICY AND GOVERNANCE
Dr. B.R. AMBEDKAR UNIVERSITY DELHI

Minutes of the BoS by circulation
(31 May 2025)

School of Public Policy and Governance

Minutes of the BoS by circulation
(31 May 2025)

Draft Minutes of the Meeting

Agenda Items

a) To consider and approve the revised 3rd semester programme structure of MA in Public Policy and Governance (MA-PPG) programme.

b) To consider and approve the outline of the course "Policy Hub" (MA-PPG, Core - MA-PPG, 2 credits)

The following members of the BOS after examining the proposal responded with their approvals.

1. Prof. N. Nakkeeran
2. Prof. Rumki Basu
3. Prof. (Dr.) Sutapa B. Neogi
4. Prof. Radhika Kumar
5. Dr.Sunalini Kumar
6. Prof. Lawrence Liang
7. Prof. Deepita Chakravarty
8. Dr. Soma Sarkar
9. Dr.Partha Saha
10. Dr. Samik Chowdhury

Based on a proposal proposed by the Programme team of Public Policy and Governance the School had sought consideration and approval for changes in programme structure of MA in Public Policy and Governance particularly in the 3rd semester of the programme, which involved increasing the credits for elective courses in place of core courses and introducing a new course with the title "Policy Hub".

These changes were proposed in order to (a) bring parity with other similar multi-disciplinary MA programmes in AUD in terms of the distribution of weightage between core and elective courses; (b) address job placement related necessity of acquiring knowledge in multiple policy domains by allowing students to opt for more electives as per their interest; (c) promote interdisciplinarity in the programme by allowing different ideas to flow into the programme from across disciplines and (d) Ensure greater industry connect through "Policy Hub".

After consideration the Board approved the following items:

a) ***The revised 3rd semester programme structure of MA in Public Policy and Governance (MA-PPG) programme as given below:***

Semester-I	Semester-II	Summer Break	Semester-III	Semester-IV
Introduction to Public Policy (4 credits)	Introduction to Data Analysis and Database (4 credits)	Internship (6 credits)	Programme Evaluation (4 credits)	Elective 4 (4 credits)
The Indian Society: Themes and Perspectives (4 credits)	Public Policy Processes and Institutions in India (4 credits)		Politics of Social Policy: A Comparative Historical Perspective (4 credits)	Elective 5 (4 credits)
The State, Governance, and Policymaking (4 credits)	Inclusive Social Policies: Issues and Challenges (4 credits)		Elective 1 (4 credits)	Dissertation (8 credits)
Economics for Policy Studies (4 credits)	Qualitative Research Methods (2 credits)		Elective 2 (4 credits)	Dissertation Writing Workshop (2 credits)
	Economic Development in Developing Countries (4 Credits)		Elective 3 (4 credits)	
			Policy Hub (2 credits)	
16 (credits)	18 (credits)	6 (credits)	22 (credits)	18(credits)

***b) The outline of the course "Policy Hub" (MA-PPG, Core - MA-PPG, 2 credits) as* given in the Enclosure 4**

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Proposal for changes in MAPPG programme structure

School of Public Policy and Governance, Dr. B. R. Ambedkar University Delhi started MA programme in Public Policy & Governance (2 years full time) from the academic year 2024-25. The MA programme in Public Policy & Governance has a multidisciplinary approach which is based primarily on social science with concepts and methodologies drawn from various social science disciplines, and through this multidisciplinary approach, this programme intends to develop a more holistic understanding of policy making process and programme implementation at multiple levels of governance. This encompasses engaging with political economy questions rather than seeing public policy making as a technical exercise. In a sense, this programme will carry forward the vision embedded in National Education Policy (NEP), 2020, which stresses on the need to move towards a more multidisciplinary education, and also the educational trajectory that AUD has embarked on right from the beginning through its multidisciplinary undergraduate and post-graduate programmes across different schools.

At present, different courses in the MA programme in Public Policy & Governance (MAPPG) can be broadly categorized as core courses, elective courses and field practicum which together add up to 80 credits that is required to be fulfilled in order to earn the MA degree in Public Policy & Governance. Semester-wise credit allocation between core, elective and field practicum courses which exists as of now is mentioned below:

Table 1: Credit allocation across semesters which exist at present in MAPPG

Semester	**Core course credits**	**Elective course credits**	**Total credits (core/elective/others)**	**Remarks**
1	16	0	16	
2	18	0	18	
3	14	8	22	
4	2	8	10	
Summer Internship			6	Compulsory
Dissertation			8	Compulsory
Total	**50**	**16**	**80**	

Out of total 80 credits in MAPPG programme, 50 credits (62 per cent) are accounted for by core courses within the programme, and if we consider only taught courses then 75 per cent of taught courses in MAPPG programme are accounted for by core courses only. As compared to other similar programmes within AUD, proportion of core courses seems to be a bit higher. Hence, it might be pertinent to reduce the share of core courses within MAPPG programme in order to bring some parity with other similar programmes within AUD. Further, it may be noted that the all-encompassing nature of Public Policy & Governance has contributed to its plurality and the possibility of looking into public policy matters from multidimensional perspectives. The plurality of the programme and the job placement necessity of acquiring knowledge in multiple policy domains require that students explore different courses offered across the university as per their own interest and their respective future goals. Restricting students to more number of core courses within the programme might not gel well with the plurality of the discipline and might also seem too narrow from job market perspective. It is therefore suggested that the share of core courses within the programme be reduced and elective courses be increased while the total credits in the programme remains unchanged at 80 credits.

Also, in order to expand the knowledge across different policy domains and have a greater industry connect, it is proposed to have a Policy Hub course (two credits) in the third semester. This course will be conducted in seminar mode where policy experts will be invited to speak on a contemporary policy issue and students will prepare a brief on the topic which will be presented to the faculty. The speaker may be requested to suggest some policy challenges on the topic and this may be addressed in the brief which the students prepare. The invited speakers may be from the world of academics, practice, and industry. While the internal faculty will guide students in preparing the briefs, students can approach the seminar speaker or some other experts while working on the brief.

Taking into account the changes mentioned above, the proposed allocation of credits across semesters is mentioned below:

Table 2: Proposed allocation of credits across semesters in MAPPG

Semester	**Core course credits**	**Elective course credits**	**Total credits (core/elective/others)**	**Remarks**
1	16	0	16	
2	18	0	18	
3	8	12	22	
4	0	8	8	
Policy Hub			2	Compulsory
Summer Internship			6	Compulsory
Dissertation			10	Compulsory
Total	**44**	**20**	**80**	

MA Public Policy and Governance

Program Structure Existing

Semester-I	**Semester-II**	**Summer Break**	**Semester-III**	**Semester-IV**
Introduction to Public Policy (4 credits)	Introduction to Data Analysis and Database (4 credits)	Internship (6 credits)	Programme Evaluation (4 credits)	Elective 3 (4 credits)
The Indian Society: Themes and Perspectives (4 credits)	Public Policy Processes and Institutions in India (4 credits)		Gender and Governance: Theory to Practice (4 credits)	Elective 4 (4 credits)
The State, Governance, and Policymaking (4 credits)	Inclusive Social Policies: Issues and Challenges (4 credits)		Politics of Social Policy: A Comparative Historical Perspective (4 credits)	Dissertation (8 credits)
Economics for Policy Studies (4 credits)	Qualitative Research Methods (2 credits)		Elective 1 (4 credits)	Dissertation Writing Workshop (2 credits)
	Economic Development in Developing Countries (4 Credits)		Elective 2 (4 credits)	
			Academic and Public Policy Writing (2 credits)	
16 (credits)	**18 (credits)**	**6 (credits)**	**22 (credits)**	**18 (credits)**

MA Public Policy and Governance

Program Structure Proposed

Semester-I	**Semester-II**	**Summer Break**	**Semester-III**	**Semester-IV**
Introduction to Public Policy (4 credits)	Introduction to Data Analysis and Database (4 credits)	Internship (6 credits)	Programme Evaluation (4 credits)	Elective 4 (4 credits)
The Indian Society: Themes and Perspectives (4 credits)	Public Policy Processes and Institutions in India (4 credits)		Politics of Social Policy: A Comparative Historical Perspective (4 credits)	Elective 5 (4 credits)
The State, Governance, and Policymaking (4 credits)	Inclusive Social Policies: Issues and Challenges (4 credits)		Elective 1 (4 credits)	Dissertation (8 credits)
Economics for Policy Studies (4 credits)	Qualitative Research Methods (2 credits)		Elective 2 (4 credits)	Dissertation Writing Workshop (2 credits)
	Economic Development in Developing Countries (4 Credits)		Elective 3 (4 credits)	
			Policy Hub (2 credits)	
16 (credits)	**18 (credits)**	**6 (credits)**	**22 (credits)**	**18 (credits)**

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 Public Policy and Governance
Programme(s)	MA in Public Policy and Governance
Course title	Policy Hub
Course code	
Credits	2
Course type (core / compulsory / optional /any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	PG
Course coordinator and team	Programme Team

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

   This course connects with the theoretical discussions across all courses in the first year of MA PP&G programme. The idea here is to connect theory with policy process at work through activities in collaboration with the world of practice particularly focusing on real life problems. Therefore, in order to expand the knowledge across different policy domains and have a greater industry connect, it is proposed to have a policy hub course (two credits) during third semester.

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

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

   None

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

   As per university norms

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

   Third Semester (Starting from Monsoon Semester, 2025)

5. **Proposed date of launch:**

   Monsoon Semester, 2025

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

   MA programme in Public Policy and Governance aims to impart academic rigor and practical knowledge and skills to graduates so that they are able to apply their learnings in real world problem solving in a holistic manner. Academic rigor and imparting practical knowledge are the two key areas of focus of this university right from the beginning. Further, through this course, students of Public Policy and Governance programme will get an opportunity to engage more closely with a policy concern and do an in-depth analysis of the same under the guidance of an organization / policy expert / AUD research centres / individual faculty in AUD. Such an activity will also benefit the programme by strengthening the connection with the policy community and get deeper understandings of policy making process / implementation challenges / project evaluation / project writing skills etc.

7. **Course Details:**

   a. **Summary:**

   The aim of policy hub is to provide students with practical exposure and in-depth analysis of a contemporary policy issue under the guidance of experts both within AUD and beyond including guidance from organizations located in the world of practice. The policy hub is an attempt to bridge the gap between academic knowledge and real-world application by enabling students to work directly with experts in their respective field on a more specific research question. Through this experience, students will gain the skills, insights, and professional networks necessary to become effective contributors to the development, implementation, and evaluation of public policies that promote social justice, equity, and sustainable development.

   This course will be conducted in seminar mode where policy experts will be invited to speak on a contemporary policy issue and students will prepare a brief on the topic which will be presented to the faculty. The speaker may be requested to suggest some policy challenges on the topic and this may be addressed in the brief which the students prepare. The invited speakers may be from the world of academics, practice, and industry. While the internal faculty will guide students in preparing the briefs, students can approach the seminar speaker or some other experts while working on the brief.

   b. **Objectives**

   This course encourages students to:

- Create a credible platform for well informed and evidence based debates on contemporary policy concerns.
- Understand how an evidence based policy research is carried out.
- Apply and reflect on classroom learning in relation to addressing a practical / real life policy concern.
- Work as part of a team with a common goal to address a specific public policy problem.
- To impart hand-on training and practice skills necessary to build a successful career in public policy besides building professional networks.

c. Learning Outcomes

On completion of this course students are expected to

- Contribute to the project as part of a team and understand the specific task that needs to be accomplished as part of team work.
- Carry out collaborative research and knowledge sharing for a common purpose.
- Demonstrate application of one or more specific public policy competencies
- Awareness of different concepts, theories and methods that are to be understood and applied in real life problem solving.
- Understand limitations of a particular policy intervention.
- Ability of choosing policy options by weighing pros and cons within a particular context.

d. Overall structure:

Students will be working on their respective policy hub projects during the third semester under the guidance of an organization (located within or outside Delhi) / policy expert / AUD research centres / individual faculty within AUD. The external organization or the individual expert will only provide a broad historical context and contemporary social, economic, political situation in which the problem exists. Students will then apply their knowledge and skills to come up with some analytically rigorous way to solve the problem in a holistic manner keeping in mind its possible long term implications. In this project the day-to-day handholding will be done by the programme faculty and in case further guidance from external experts is required then the programme faculty may refer students to an expert. The whole idea here is co-learning and knowledge creation by bringing students, programme faculty, and experts on a common platform for a common purpose. In a nutshell, through policy hub, Public Policy and Governance programme hopes to create a credible platform for well informed and evidence based debates on contemporary policy concerns by acquainting students with the real-world challenges in the policy domain.

In attempting to bridge the gap between theory and practice, the course aims to explore 'theory informed explanations of practices' to understand their logic. There can be two **alternative** routes in this process:

A. Focus on policy making

The invited speaker will be requested to focus on the following structure of the seminar talk which will deal with a policy concern:

- Placing the concern in broad historical context and locating the origin of the concern / problem
- Relevance of the concern / problem in contemporary time
- Response of public authorities to the problem

Students, on their part, while working on their topic for the policy brief, should ideally focus on the following structure:

- Social, economic and political situation in which the problem exists
- Important question/s that need to be addressed related to the concern / problem
- Gathering relevant information related to the problem
- Do a quick search on other similar problems and the response of the authorities to such problems
- In consultation with experts, design a tentative policy to address the concern
- Develop a log frame for the policy designed to address the concern

B. Focus on policy implementation

The invited speaker will be requested to focus on the following structure of the seminar talk which will deal with policy implementation:

- Placing the policy in broad historical context and locating the origin of the concern / problem
- Salient features of the policy in addressing the concern / problem
- How are the States planning to implement the policy – some indicative examples

Students, on their part, while working on their topic for the policy brief, should ideally focus on the following structure:

- How a particular State or group of States is/are planning to implement the policy (in other words implementation plans)
- How far implementation plan of the State is complying with policy formulated by the Central government (in other words compliance)
- How is the policy implemented in reality (in other words implementation gaps)

- How to fill up the gap between policy plan and policy implementation (in other words trying to bridge the gap between output/outcome and intention)
- Link up law, policy, and implementation to get a complete picture of what is happening

e. Contents:

This is a seminar based course and so there are no module specific readings. An indicative reading list for the course is as follows:

Indicative reading list

a. Bach, T., Niklasson, B., Painter, M. (2012), "The Role of Agencies in Policy Making", *Policy and Society*, Vol. 31, Issue 3.

b. Barthwal, C, P., Sah, B, L. (2008), "Role of Governmental Agencies in Policy Implementation", *The Indian Journal of Political Science*, Volume 69, No. 3.

c. Hill, M (ed.). (2014), "*Studying Public Policy: An International Approach*", Policy Press, University of Bristol, UK.

d. Kusek, J, Z., Rist, R, C. (2004), "*Ten Steps to a Results-Based Monitoring and Evaluation System*", The World Bank, Washington, D.C.

e. Mercer,Trish, Russell Ayres, Brian Head, John Wanna (2021). *Learning Policy, Doing Policy: Interactions Between Public Policy Theory, Practice and Teaching*, ANU Press.

f. OECD. 2018), "*Case Studies from Developing Countries: What Works and Why?*", OECD.

g. United Nations. (2015), "*Responsive and Accountable Public Governance: 2015 World Public Sector Report*", Department of Economic and Social Affairs, United Nations, New York, 2015.

h. Verschuere, B. (2009), "The Role of Public Agencies in the Policy Making Process: Rhetoric versus Reality", *Public Policy and Administration*, Volume 24, Issue 1.

8. Pedagogy:

a. Instructional design

An orientation lecture will be organised to instruct students on the importance of this activity, the process involved, and what will be expected at the end of the course.

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

Students will be encouraged to submit bi-weekly progress report to the programme faculty.

There will be two hours of lecture / session by the experts every week and students will be working on their project for at least two hours per week.

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

Video conferencing facility in case of speakers located outside Delhi.

c. Expertise in AUD faculty or outside:

AUD faculty, external experts, organizations from the world of practice, think tanks, research organizations, international organizations, government agencies.

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

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

9. Assessment structure (modes and frequency of assessments)

1. Process component – regular interaction with faculty and external expert, and reporting on the progress made in producing the policy brief (20%)
2. Presentation at the end of the project (30%)
3. Policy brief (40%)
4. Five minute talk (no slides, no paper) in layman language (10%)

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 1st meeting held on 4th October, 2024 and has been approved in the present form.

Signature of the Dean of the School

SCHOOL OF GLOBAL AFFAIRS

B.R. AMBEDKAR UNIVERSITY DELHI

13th Meeting of the Board of Studies

09th December 2024

Minutes

Agenda Items

1. Confirmation of the minutes of the 12th meeting of the BoS
2. To consider and approve the following courses for the existing UG and PG Programmes
    i. BA Sem-6 DSC (BASS) Global Perspectives of Development
    ii. BA Sem-6 DSC (BASU) Urban Health
    iii. BA Sem-6 DSE (BASU & BASS) Caste and the City
    iv. BA Sem-6 MDC Sociology (BASS & BASU) Social Movements
    v. BA Sem-6 MDC Pol. Sc. (BASS & BASU) Contemporary Indian Political Thought
    vi. BA Sem-6 MDC History (BASS & BASU) Histories of Marginalisation
    vii. BA Sem-2 DSC (BAGS) International Relations And Diplomacy: History, Theory And Practices
    viii. MA GS Elective - Literary Urbanisms
3. Placement / adoption of approved courses in the three BA programmes of SGA
    i. BA Sem-6 MDC Sociology (BASS & BASU) Sociological Theory (from BA Sociology SUS sem-5)
    ii. BA Sem-6 MDC History (BASS & BASU) Modern and Post Modern World (1750-2010) (from BA History SUS Sem-5)
    (As discussed in the 37th AC meeting, title of course has to be revised)
    iii. BA Sem-6 DSC (BASS) Religion and Society (from BA Sociology SUS sem-6)
    iv. MOOC courses for BA Value Added Courses (VAC)
4. Placing of courses for 6th Semester of BAGS, BASU, and BASS under SGA

5. BA Sem- 6 course ‘Caste and the City’ to be proposed as the DSE course for both BASU and BASS programmes.

The following members of the BoS were present in the meeting:

1. Prof. Amit Kumar Mishra , Dean SGA & Chairperson
2. Prof. Badri Narayan (online)
3. Prof. Rekha Saxena
4. Prof. Rukmini Sen
5. Prof. S.S. Jena
6. Dr. Maina Singh
7. Dr. Gunjan Sharma
8. Dr. Kaustav Banerjee
9. Dr. Bhawna Bali
10. Dr. Aakriti Grover

Special Invitees

1. Dr. Soma Sarkar
2. Dr. Pritpal Singh Randhawa
3. Dr. Pavan Kumar
4. Dr. Kamal Kumar
5. Dr. Manisha Chaurasiya
6. Dr. Tanya Chaudhary
7. Dr. Kavita

Leave of Absence:

The following members of the BoS could not attend the meeting because of pre-approved leave:

1. Prof. Praveen Singh
2. Dr. Anushka Singh

The meeting began with the Chair, Prof Amit Kumar Mishra welcoming the new members of BoS to its 13th meeting.

Agenda 1: Confirmation of the minutes of the 12th meeting of the BoS and approval of the recommendations of 12th BoS .

The Chair, Prof Amit Kumar Mishra informed that all the recommendations of 12th BoS meeting have been approved by the competent authority and subsequently these have been adopted.

Agenda 2: To consider and approve the following courses for the existing UG and PG Programmes.

i. BA Sem-6 DSC (BASS) Global Perspectives to Development
ii. BA Sem-6 DSC (BASU) Urban Health
iii. BA Sem-6 DSE (BASU & BASS) Caste in the City
iv. BA Sem-6 MDC Sociology (BASS & BASU) Social Movements
v. BA Sem-6 MDC Pol. Sc. (BASS & BASU) Contemporary Indian Political Thought
vi. BA Sem-6 MDC History (BASS & BASU) Histories of Marginalisation
vii. BA Sem-2 DSC (BAGS) International Relations And Diplomacy: History, Theory And Practices
viii. MA GS Elective - Literary Urbanisms

2.1: Global Perspectives to Development (4 credits) (Discipline Specific Core, BASS, 6th Semester)

The course intends to introduce students to the concept of development, the key theories on development and the politics of it especially from the perspective of the Global South in the recent century. The course is not looking at development as a policy text but examining it as a conceptualisation. Development has evolved as a multifaceted concept post-World War II period within a dedicated focus on capitalist development. From the perspective of the Global South the meaning of market led and capitalist development are different from the understanding of the concept in the West. The course aims at familiarizing the students with the new critiques and alternatives of development and to explain them the context of modernization, dependency (neo-colonalism) and market-led development paradigms. The course aims at providing a sound theoretical grounding to students in the development discourse. The course gives dedicated attention to the challenges faced by the

developing world or the Global South in regard to deciding on the model of development and the need for modernisation in the years following the process of decolonization. The histories of three continents, Asia, Africa and Latin America are discussed in this context. Their challenges post-decolonisation and the problems faced by their governments in regard to development are discussed. The states in the Global South states share more in common than differences like a history of colonialism, political instability, urgent need for development and modernisation and a need and reliance on multilateral development banks and institutions. Global South needs to achieve global justice, challenges of neo-colonialism, and to break out of a prolonged and continuous dependency.

The following suggestions / comments were made by the Board members:

1. While other regions like Latin America, Africa and Asia are included in the course ouline's last module, the MENA region seems missing. Consider including that. The first module can start with the idea of political development, institutions and values. You could add Huntington in it.
    - The mention of Global South can include India as a case study which could briefly talk about the idea of India as Viksit Bharat. Module 1 can also introduce new ideas like SDGs and the idea of leaving no one behind.
2. Adding India and Viksit Bharat would enhance the learning experience of the students. It would help them be ready and upto date witht the recent development.
3. Global North, terminology etc is totally absent. It seems the course directly jumps to the module of Global South without explaining the Global North Terminology.
    - Rearranging of the modules may help in situating the agenda of the course well. For instance, are we explaining the history of development or are we trying to give an idea of chronology of conceptualisation?
4. The course is not looking at development as policy text, but it is looking at conceptualisation of development which is to be explicitly mentioned. Perhaps Anthony Berger's work can be referred to understand how education becomes important framework to understand SAPs or economic restructuring.

5. The course can start with Haan Joon Chang, Brandt commission report and then go on explaining various schools of thought of development in the beginning by explaining adjectives to development.

Based on the suggestions, the following modifications are made in the course outline:

1. Comment-1 is addressed in module 1 and module 4.
2. Suggestion given in Comment-2 is added.
3. The comment on adding Global North is added in Module 3. The second module introduces students to the spatiality of development which includes explanations on various vernaculars and viewpoints associated with such terminologies.
    - We are trying to explain the term development through its conceptualisation(s) with help of various frameworks, and later two modules focuses on what does it mean for global south.
4. Suggestion given in Comment-4 is added.
5. Suggestion given in Comment-5 is added.

The Board took note of the revised course, and approved it in its present form, titled as "Global Perspectives to Development" and to be placed as DSC Course in the 6th Semester of BASS programme. The course may be placed before the Academic Council for its final approval. ***(Annexure 1)***

2.2: Urban Health (4 credits) (Discipline Specific Core, BASU, 6th Semester)

The course has been designed as a core for sixth semester BA Sustainable Urbanism, School of Global Affairs. The course addresses the physical, mental, and social wellbeing of people living in cities by appraising the role of social, environmental, and economic determinants. In other words, urban health outcomes are the results of the complex interactions and interdependency of determinants around four aspects: the built environment, social systems, health governance and individual behaviours. The systemic inequalities that lead to health disparities within cities can be addressed through health justice. Health justice in urban areas

advocates for policies and practices that dismantle the structural barriers, ensuring that all individuals—regardless of socioeconomic status or background—can achieve optimal health. Urban health policies, seeking health justice, are often shaped by international guidelines and goals, such as the UN's Sustainable Development Goals (SDGs) and WHO's Health in All Policies (HiAP) approach. Integrating health justice into urban health education may foster a generation of learners committed to advancing equity and improving health outcomes for all urban residents. The course also attempts to cultivate a comprehensive understanding of urban health in India - access to healthcare and health outcomes, functioning and challenges of health system, and financial burden from out-of-pocket healthcare expenditures. By examining real-world examples and policy frameworks, this course equips the learners with the knowledge to advocate for equitable access to healthcare, safe living conditions, and public health resources.

The following suggestions / comments were made by the Board members:

1. Under point 1 of course outline, "1.Does the course connect to, build on or overlap with any other courses offered in AUD?" Add AUD courses that overlap.
2. To add 'Urban Health' as one of the key words under objective 1.
3. The No. of readings needs to be sorted under essential and suggested readings. Three to four readings under essential category.
4. To add, "Maladies, Preventives and Curatives: Debate in Public Health in India. Edited by Profs. Amiya Kumar Bagchi and Krishna Soman. Tulika Books: New Delhi, 2005."
5. To add, "Jeffery, R. (2021). Health policy and federalism in India. Territory, Politics, Governance, 10(1), 67–85. https://doi.org/10.1080/21622671.2021.1899976".
6. To add health determining factors like Disabilities; Crime; Food in module -3

Based on the suggestions, the following modifications are made in the course outline:

1. Following lines are added: “Few topics of the proposed course overlaps with existing MA Urban Studies Sem-3 elective course - ‘Urban Health and Wellbeing’, and MOOC course - ‘Geography of Health and Wellbeing’.
2. As suggested ‘Urban Health’ is added to Objective 1 as a keyword.
3. The suggestion has been incorporated.
4. The suggested reading is added in module 1.
5. The suggested reading is added in module 5.
6. The suggestion has been incorporated.

The Board took note of the revised course, and approved it in its present form, titled as “Urban Health” and to be placed as DSC Course in the 6th Semester of BASU programme. The course may be placed before the Academic Council for its final approval. ***(Annexure 2)***

2.3: Caste in the City (4 credits) (Discipline Specific Elective BASU & BASS, 6th Semester)

The caste system is an oldest form of social stratification in India which not only grades people one above the other by birth but also treat many as untouchables. There is a popular narrative that caste is more visible in the rural context and near invisible in urban areas. A large body of scholarship reproduces this narrative. Ambedkar himself advocated rapid urbanization, and rural to urban migration as means of escaping the entrenched caste hierarchies of the countryside. No doubt, urbanization empowers the lower castes through better quality of education and diverse livelihood opportunities, but it does not necessarily diminish caste or caste-based discrimination. Caste system has existed in ancient, medieval and colonial towns and it continues to thrive in contemporary urban India in forms such as segregation of residential spaces, denial of rented accommodation to lower castes, employment of lower castes for menial work such as sanitation and waste workers, caste-based differential wages, discrimination of SC/ST students in higher education institutes, among others. This course aims to engage with diverse manifestations of caste with a focus on untouchables in urban spaces along with discourse and activism on social justice which contests the system and its attendant violence and discrimination.

The following suggestions / comments were made by the Board members:

1. Consider changing the title to 'Understanding Caste in the City'
2. You can consider adding some of these readings in module 1 – Class, Caste and Power by Andre Beteille; Caste in Indian Politics by Rajni Kothari; writings on caste by Suhas Palshikar, Handbook on caste by Surinder Jodka
3. Something on caste based political parties should also be added in Module 5.
4. Following questions could be considered for designing assessments. Is the middle class network also influenced by caste? Is the experience of men and women belonging to lower caste different in different profession? What are the spaces in the city where caste could be transcended?
5. Consider changing the title of the course to "Understanding Caste in the City."
6. Consider adding Justice and Humiliation by Upendra Baxi and something on caste based violence.
7. Consider adding readings on access to services (education etc.) and marginalization in module 3.
8. Will you also be looking at regional history of castes such Jats and Yadavs? How they emerged as a dominant caste in North India? Will you be looking at non-Dalit name based neighbourhoods? Also, will the course deal with neighbourhoods which are more egalitarian in the city?

Based on the suggestions, the following modifications are made in the course outline:

1. Title of course has been changed to 'Understanding Caste in the City'
2. A few readings have been added in the suggested list of module 1 and module 5.
3. The already existing readings in the module, including Gorringe (2013), Mandal (2022), Kulshreshth (2023) deal with some aspects of caste based political parties.
4. The suggestions have been incorporated in assessment 2.
5. The title of the course has been changed as per the suggestion.
6. Readings have been added in module 5.
7. Have added reading by Sharma (2014) in module 3.

8. The first question will not be dealt in the course, however, the other question will be explored through fieldwork based assessments.

The Board took note of the revised course, and approved it in its present form, titled as "Understanding Caste in the City" and to be placed as DSE Course in the 6th Semester of BASS & BASU programme. The course may be placed before the Academic Council for its final approval. ***(Annexure 3)***

2.4: Social Movements (4 credits) (Sociology - Minor Discipline Course, for BASU and BASS)

Social movements in last few decades have emerged as the major area of scholarly research and theoretical enquiries in the domain of social science in general, and sociology in particular. Social movements are largely considered as one of significant features of the modern, progressive and democratic societies as they are often considered as the agents of socio-political and cultural change. In addition to its central place in classical social science, the emergence, dynamics and outcomes of social movements have come to encompass much of the of contemporary sociological and political studies generally.

The course engages with some of the important questions such as; why and how do social movements emerge?, what are the socio-political conditions that allow (or obstruct) the emergence of social movement?, how does the role of identity and diversity play a crucial role in catalysing change and initiating the primary steps toward mobilising a social movement?, what forms of organization have facilitated movements and which have endangered them?, what different kinds of strategies and tactics have various movements adopted and how effective have they been in different contexts?, how has the process of globalization transformed the character and the scope of social movements in contemporary period?, and what challenges and forms of repression have social movement faced historically and how have they adapted?

The following suggestions / comments were made by the Board members:

1. Add key words such as protests, demonstration, and mob among others in Module 1.
2. Give a project-based assessment to the students. For instance: give students a case study to understand and discuss why a particular social movement succeeded and failed.
3. Mention the theories in Module 2 which this course focuses on.
4. In Module 5, some of the contemporary social movements like anti-corruption movement, farmers' movement, and citizenship protests can be discussed.
5. Instead of a Book Review, you can incorporate any project-based activity to develop students' skills
6. Please see the syllabus of Environment: Issues and Challenges (EIC) for Point 1.

Based on the suggestions, the following modifications are made in the course outline:

1. Have added the different key words in the first introductory module.
2. Incorporated.
3. Have outlined all the major theories that the module will delve into.
4. Have added the farmers' movement in the module.
5. Incorporated.
6. The section on environmental movements has been removed from the course as per the suggestions received in BoS, the EIC syllabus is not relevant for Point 1.

The Board took note of the revised course, and approved it in its present form, titled as "Social Movement" and to be placed in the 6th Semester as MDC-Sociology Course for BASU and BASS. The course may be placed before the Academic Council for its final approval. ***(Annexure 4)***

2.5: Contemporary Indian Political Thought (4 credits) (Pol. Sc. - Minor Discipline Course, for BASU and BASS; 6th Semester)

The Board took note of the course, and upon discussion it was proposed that the course be resubmitted to next meeting of BoS for further discussion.

For the requirement of MDC Political Science for BA SU and BA SS VI Semester, it was recommended to adopt SUS course 'Indian Political Thought'

2.6: Histories of Marginalisation (4 credits) (History - Minor Discipline Course, for BASU and BASS; General Elective for BAGS, 6th Semester)

This course starts by differentiating between the Histories of marginalization and the Histories of the marginalized. In a sense, the course is about the processes of marginalization and how they evolve/change across time. The course modules will try to reflect on historical processes and meta-narratives that have played an important role in 'creating' marginalities across structures of our societies for instance around caste, class, gender, race and how power generates cultural and political consciousness in the margins. It is important here to realize how the very notion of power itself cannot be understood merely within its political assertions but it also immensely impacts other domains of lived realities. As an after-affect through its percolation, power thus leads to the making of multiple marginalities of class, caste, gender and race. The course starts by tracing the various meanings of marginalization, across different disciplines and moves to unpack three processes of marginalization across history- namely the system of castes, gender/patriarchy and race.

The following suggestions / comments were made by the Board members

1. Change Module names as follows:
    - Module 1: Understanding Marginalisation and Intersectionalities
    - Module 2: Hierarchy, Distinction and Historiographies of Caste
    - Module 3: Gendering Societies
    - Module 5: Overcoming Marginalities
2. Please include readings from across the globe in modules, not just India specific.
3. Add Lerner, Angelou in module on Gender.

4. Put films across modules and not only in 5th module. Also add the film Waiting for Superman in the last module.
5. In the first module explain the different meanings and lineages of the term 'marginalisation/social exclusion/discrimination' across different disciplines and cultures.
6. The last module should be called Overcoming Marginalities and the role of the state and Affirmative Action included as a theme.

Based on the suggestions, the following modifications are made in the course outline:

1. The changes have been incorporated in the course now.
2. Have included readings that are global in scope and frameworks and not only India specific.
3. Lerner and Angelou added as essential readings in Module 3: Gendering Society.
4. The films have now been placed as suggested readings/films in Modules 2,3,4 and 5. Have also added the film Waiting for Superman in the last module.
5. Have added in the First Introductory module a mapping of the different meanings and lineages of the term 'marginalisation/social exclusion/discrimination' across different disciplines and cultures.
6. Have changed the name of the module to Overcoming Marginalities and the role of the state and Affirmative Action is now included as a theme.

The Board took note of the course, and approved it in its present form, titled as "Histories of Marginalisation" and to be placed in the 6th Semester as MDC- History Course for BASU and BASS, and GE for BAGS programme. The course may be placed before the Academic Council for its final approval. ***(Annexure 5)***

2.7: International Relations And Diplomacy: History, Theory And Practices (4 credits) (Discipline Specific Core, BAGS, 2nd Semester)

This course will explore the impact of global history on contemporary international relations, diplomacy and India's interactions globally. It will delve into the history of colonialism, imperialism, and anti-colonial struggles that have significantly shaped the modern world. This module will help students grapple with the contemporary world's structures, institutions and practices. Furthermore, the course will discuss critical events of the twentieth century, such as the First World War, the Second World War and the Cold War. Students will also be introduced to various theories, including liberalism, realism, feminism, structuralism, critical theory, green theory, and multiple diplomacy theories. The theory part of the syllabus will help students develop a theoretical understanding of global institutions and events. It will help them explain the issues with more theoretical and critical rigour.

Additionally, we will cover multiple international issues such as migration, global trade and business, terrorism, nuclear proliferation, security, human rights, and climate change, to mention a few. This part of the syllabus will also highlight the diplomatic tactics of the various states while managing the issues and events at the global level, which will allow students to think about the policies to deal with them. Finally, the course will provide background information on India's role in world affairs since independence, including its involvement in international organisations, diplomatic practices, peacekeeping efforts, and relations with other global entities

The following suggestions / comments were made by the Board members

1. Add think tanks and newspaper articles to the reading list.
2. Add an introductory class on writing book reviews.
3. Mention key books which have reading material in simple language.
4. Diversify assessment patterns. Include student presentations on global issues.
5. The unit on India's global engagement is too wide and should be shortened.
6. Divide the reading list into primary and recommended readings.

Based on the suggestions, the following modifications are made in the course outline:

1. I have added articles from various think tanks, newspapers, magazines, and online websites.
2. Added one class and reading on writing book reviews
3. Added key books in each unit to easily understand the issues
4. Modified assessment pattern. Added presentation on global issues in place of mid Semester examination.
5. The unit on India's global engagement is shortened and is limited to India's neighbourhood and great power interactions.
6. The reading list is divided into primary and recommended readings.

The Board took note of the course, and approved it in its present form, titled as "International Relations And Diplomacy: History, Theory And Practices" and to be placed in the 2nd Semester as DSC course for BAGS programme. The course may be placed before the Academic Council for its final approval. ***(Annexure 6)***

2.8: MA GS Elective - Literary Urbanisms (4 credits)

The Board took note of the course, and upon discussion the course was proposed to be reworked and place again in next meeting of BoS.

Agenda 3: Placement / adoption of approved courses in the three BA programmes of SGA

1. BA Sem-6 MDC Sociology (BASS & BASU) Sociological Theory (from BA Sociology SUS sem-5) (**Annexure-7**)
2. BA Sem-6 MDC History (BASS & BASU) Modern and Post Modern World (1750-2010) (from BA History SUS Sem-5) **(Annexure-8)**
3. BA Sem-6 DSC (BASS) Religion and Society (from BA Sociology SUS sem-6) **(Annexure-9)**
4. BA Sem-6 MDC Pol. Sc (BASS & BASU) Indian Political Thought (From BA Political Science SUS) **(Annexure-10)**

5. MOOC courses for BA Value Added Courses (VAC) **(Annexure-11)**
    a. Challenges to Sustainable Development (credit-4)
    b. Yoga for Concentration (credit-4)
    c. Yoga for Stress Management (credit-4)
    d. Overview and Perspectives of Values (credit-4)
    e. Group Dynamics (credit-2 Jan-March 2025); and Science of Happiness and Well-being (credit-2 Feb-April 2025)

The Board took note of the placement / adoption of approved courses in the three BA programmes of SGA, and approved them in their present form.

Agenda 4: Placing of courses for 6th Semester of BAGS, BASU, and BASS under SGA

The Board took note of the SGA proposal, and approved it. The proposal may be placed before the Academic Council for its final approval. (Annexure-12)

BoS also recommended that after the placing of courses in all six semester of BA programmes of SGA, School will review the programme structure and revise as and when required.

Agenda 5: BA Sem-5: Course 'Understanding Caste in the City' to be proposed as the DSE course for both BASU and BASS programmes.

The Board took note of the SGA proposal, and approved it. The proposal may be placed before the Academic Council for its final approval.

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

Global Perspectives of Development

School of Global Affairs

Ambedkar University Delhi

Course Outline

School/Centre	School of Global Affairs
Programme(s)	GS, SSH
Course title	Global Perspectives of Development
Course code	
Total Credits	4
Course type (core / compulsory / elective / any other – please specify)	DSC
Level (Pre-doctoral / MA / PG Diploma / Certificate / UG)	UG-sem-6
Course coordinator and team	Dr.Tanya Chaudhary and Dr.Manisha Chaurasiya

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
   The course is offered as part of DSC to SS students. The course teaches students about the multidisciplinary dimensions of 'development' while situating the idea within the historical, sociological and economic framework.

2. **Specific requirements on the part of students who can be admitted to this course:** None. This course is a core course offered to BA sixth semester students.

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; Winter Semester

5. **Proposed date of launch:** Winter 2025

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

The course will be offered as a core course to sixth semester BA-SS students at Karampura Campus. For BA-SS students, this course foregrounds them to one of key thematic areas of the programme, i.e.,Global Development. This course will provide UG students with a conceptual understanding to the larger rubric of development by exploring various perspectives on development. This course intends to explore certain thematic and historical concerns that shape and reshape development as a mode of analysis in comprehending the global by situating these in a larger conjectural-historical framework. This course emanates from AUD's larger vision to engage with the concerns of our times in which a critical understanding of processes and consequences of globalization have become indispensable.

7. **Course Details:**

   a. **Summary:**

   The course intends to introduce students to the concept of development, the key theories on development and the politics of it especially from the perspective of the Global South in the recent century. Development has evolved as a multifaceted concept post-World War II period within a dedicated focus on capitalist development. From the perspective of the Global South the meaning of market led and capitalist development are different from the understanding of the concept in the West. The course aims at familiarizing the students with the new critiques and alternatives of development and to explain them the context of modernization, dependency (neo-colonalism) and market-led development paradigms. The course aims at providing a sound theoretical grounding to students in the development discourse. The course gives dedicated attention to the challenges faced by the developing world or the Global South in regard to deciding on the model of development and the need for modernisation in the years following the process of decolonization. The histories of three continents, Asia, Africa and Latin America are dicusssed in this context. Their challenges post-decolonisation and the problems faced by their governments in regard to development are discussed.The states in the Global South states share more in common than differences like a history of colonialism, political instability, urgent need for development and modernisation and a need and reliance on multilateral development banks and institutions. Global South needs to achieve global justice, challenges of neo-colonialism, and to break out of a prolonged and continuous dependency.

   b. **Objectives**

   - To give a historical perspective of evolution of conceptual framework for 'Development'.
   - To familiarise students with global inequalities and theories of regional development.
   - To acquaint students with the challenges to development for the Global South.

- To introduce students to the case study of India in regard to development choices and modernisation.

c. Expected Learning Outcomes:

- Help students understand the historical linkages between different parts of the world and how these linkages influenced the understanding of development, as we know of today.
- Impart an appreciation of interrelations and connectedness of people across the globe while they situate themselves locally.
- Develop a critical understanding of regional inequalities/development and analyse it through varied frameworks.
- Develop an understanding of developmental concerns from interdisciplinary perspectives

d. Overall Structure:

Modules	**Duration**
Module 1: Introduction to Development: Various meanings and Approaches	3 weeks
Module 2: The Idea of Capitalist Development and Global Inequalities	3 weeks
Module 3: Meaning of Development for the Global South	3 weeks
Module 4: A history of colonial and post-colonial development in Asia, Latin America and Africa	3 weeks

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

Module 1: Introduction to Development: Various meanings and Approaches

The module will introduce students to the progress of thought and paradigm shifts to understand 'development'. It deals with the question of Growth and development, Growth versus development; parameters/indicators of economic and social development in the context of regions also known as measures of development. It would also introduce the students to various meanings of development and th capability approach by Amartya Sen.

Discussions on approaches of various school of thoughts and stakeholders will be held. Shift from "Development from Above" to "Development from Below" i.e., rural, micro/multi-level, local development and Emergence of multifaceted paradigms of development- alternatives to development, "Another" development, will be discussed.

Essential Readings:

Sachs, W. (Ed.). (1997). *Development dictionary, The: A guide to knowledge as power*. Orient Blackswan.

Dutt, A. K., & Ros, J. (Eds.). (2008). *International handbook of development economics*. Edward Elgar Publishing. Chapter 1 and 2

Navarro, V. (2000). Development and quality of life: A critique of Amartya Sen's development as freedom. *International Journal of Health Services*, *30*(4), 661-674.

Horner, R. (2020). Towards a new paradigm of global development? Beyond the limits of international development. *Progress in Human Geography*, *44*(3), 415-436.

Sen, A. 1999. *Development as Freedom*. Oxford University Press.

Sen, A. 1989. "Development as Capability Expansion," *Journal of Development Planning* 19: 41–58.

Reinert, E. S., Ghosh, J., & Kattel, R. (Eds.). (2016). *Handbook of alternative theories of economic development*. Edward Elgar Publishing.

Bardhan, P. (1988). Alternative approaches to development economics. *Handbook of development economics*, *1*, 39-71.

Reinert, E. S., Ghosh, J., & Kattel, R. (Eds.). (2016). *Handbook of alternative theories of economic development*. Edward Elgar Publishin.

Foster-Carter, A. (1973). Neo-Marxist approaches to development and underdevelopment. *Journal of Contemporary Asia*, *3*(1), 7-33.

Module 2: The Idea of Capitalist Development and Global Inequalities

The module will bring in the theories and approaches to understand spatiality of development and underdevelopment. It will focus on shift from spatial dimension of economic growth (Perroux, Isard, Myrdal, Hirschmann, Friedmann) to politics of development through modernisation paradigm and U.N interventions in Less/Least Developed Countries (LDCs). Debate on the relevance of received western theories for Developing Countries (1970-1980): re-thinking development (D. Seers, Club of Rome, H. Chenery, the neo-marxists); theories of underdevelopment (D. Slater, D. Forbes, A.G. Frank, Immanuel Wallerstein) will be discussed

Market-led regional development strategies under Structural Adjustment Programmes and the New Economic Policy (1990 to present): Withdrawing Central and pro-active State interventions; impact of regional disparities in Foreign Direct Investment and infrastructure projects; new Special Economic Zones and industrial clusters; de-industrialization of traditional industrial hubs; impact of multinationals on agriculture and agri-business; the problems of the 'by-passed' regions.

Essential Readings:

Frank, Andre Gunder. *Dependent Accumulation and Underdevelopment*. Monthly Review Press, 1979.

Friedmann, John. *Regional Development Policy: A Case Study of Venezuela*. MIT Press, 1966.

Isard, Walter. *Location and Space-Economy: A General Theory Relating to Industrial Location, Market Areas, Land Use, Trade, and Urban Structure*. MIT Press, 1956.

Myrdal, Gunnar. *Economic Theory and Underdeveloped Regions*. Duckworth, 1957.

Perroux, François. *L'économie du XXe Siècle*. Presses Universitaires de France, 1961.

Seers, Dudley. *The Meaning of Development*. International Development Research Centre, 1979.

Slater, David. *Geopolitics and the Post-Colonial: Rethinking North-South Relations*. Blackwell, 2004.

Wallerstein, Immanuel. *The Modern World-System: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century*. Academic Press, 1974.

Kanbur, R. (2009). The co-evolution of the Washington Consensus and the economic development discourse.

Harvey, D. (2007). Neoliberalism as creative destruction. *The annals of the American academy of political and social science*, *610*(1), 21-44.

Suggested Readings:

Club of Rome. *The Limits to Growth: A Report for the Club of Rome's Project on the Predicament of Mankind*. Universe Books, 1972.

World Bank. *World Development Report 1980: Poverty and Human Development*. Oxford University Press, 1980.

Friedmann, John. "The World City Hypothesis." *Development and Change*, vol. 17, no. 1, 1986, pp. 69–83.

Wallerstein, Immanuel. "The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis." *Comparative Studies in Society and History*, vol. 16, no. 4, 1974, pp. 387–415.

Slater, David. "Post-colonial Questions for Global Times." *Review of International Political Economy*, vol. 5, no. 4, 1998, pp. 647–678.

Frank, Andre Gunder. "The Development of Underdevelopment." *Monthly Review*, vol. 18, no. 4, 1966, pp. 17–31.

Myrdal, Gunnar. "An International Economy: Problems and Prospects." *International Organization*, vol. 22, no. 2, 1968, pp. 284–301.

Rodrik, Dani. "Goodbye Washington Consensus, Hello Washington Confusion?" *Journal of Economic Literature*, vol. 44, no. 4, 2006, pp. 973–987.

Chang, H. J., & Grabel, I. (2004). Reclaiming development from the Washington consensus. *Journal of Post Keynesian Economics*, *27*(2), 273-291.

Module 3: Meaning of Development for the Global South

This module reiterates that the development can have various meanings for different states. In this regard the students are introduced to the Global South. Most of these states share more in common than differences like a history of colonialism, political instability, urgent need for development and modernisation and a need and reliance on multilateral development banks and institutions. The Global South also stands together in facing challenges like the prolonged dependency on the developed world, neo-colonialism etc.

Readings

Escobar, Arturo. "The Problematization of Poverty: The Tale of Three Worlds and Development." Cultural Anthropology, vol. 7, no. 4, 1992, pp. 388-411. JSTOR, www.jstor.org/stable/656337.

Peet, Richard, and Elaine Hartwick. "Theories of Development." Third World Quarterly, vol. 23, no. 1, 2002, pp. 57–75. Taylor & Francis Online, https://doi.org/10.1080/01436590220108111.

Nkrumah, Kwame. Neo-Colonialism: The Last Stage of Imperialism. International Publishers, 1965.

Tharoor, Shashi. "How Colonialism Continues to Affect Global South Development." The Times of India, 9 Jan. 2021, www.timesofindia.indiatimes.com.

Escobar, Arturo. Encountering Development: The Making and Unmaking of the Third World. Princeton University Press, 1995.

Hipsher, Scott A. "The Role of Multilateral Development Banks in the New Global Economy." Journal of Economic Policy Reform, vol. 12, no. 1, 2009, pp. 3–13. Taylor & Francis Online, https://doi.org/10.1080/17487870802662311.

Babb, Sarah. "The Social Consequences of Structural Adjustment: Recent Evidence and Current Debates." *Annual Review of Sociology*, vol. 31, 2005, pp. 199–222. JSTOR, www.jstor.org/stable/29737747.

Shivji, G. (2009). *Accumulation in an African periphery: a theoretical framework*. African Books Collective.

Suggested Readings

Rodney, Walter. “How Europe Underdeveloped Africa.” *Journal of African History*, vol. 14, no. 1, 1973, pp. 121-124. JSTOR, www.jstor.org/stable/181173.

Amin, Samir. “The Political Economy of the Twentieth Century.” *Monthly Review*, vol. 52, no. 2, 2000, pp. 26-49. JSTOR, www.jstor.org/stable/40362394.

Stiglitz, Joseph E. *Globalization and Its Discontents*. W.W. Norton & Company, 2002.

Sachs, Jeffrey. “How Multilateral Aid Can Help the Global South.” *The Guardian*, 22 June 2017, www.theguardian.com.

Easterly, William. “The Effect of IMF and World Bank Programs on Poverty.” *World Development*, vol. 35, no. 5, 2007, pp. 831-849. Elsevier, https://doi.org/10.1016/j.worlddev.2006.10.014.

Ramesh, Jairam. “Multilateralism and India’s Development Agenda.” *The Hindu*, 18 Feb. 2020, www.thehindu.com.

Module 4: A history of colonial and post-colonial development in Asia, Latin America and Africa

This module aims to introduce students to the three case studies of “Global South” and bring them to understand the meaning of development in these regions by contextualising the regions historically, geographically and economically. It describes the political economy and the unfolding of capitalism in these regions and what brings them together as “Global South” while also focusing on variations that exists within the region.

Essential Readings:

Kudaisya, M. (2015). Developmental Planning in ‘Retreat’: Ideas, instruments, and contestations of planning in India, 1967–1971. *Modern Asian Studies*, *49*(3), 711-752.

Wa Muiu, M. (2010). Colonial and postcolonial state and development in Africa. *Social research: an international quarterly*, *77*(4), 1311-1338.

Mann, M. (2012). Postcolonial development in Africa. *Foreign Policy Journal*, *3*, 1-3.

Mizuno, N., & Okazawa, R. (2009). Colonial experience and postcolonial underdevelopment in Africa. *Public Choice*, *141*, 405-419.

Moraña, M., Dussel, E. D., & Jáuregui, C. A. (Eds.). (2008). *Coloniality at large: Latin America and the postcolonial debate*. Duke University Press.

Ashcroft, B. (1998). Modernity's first born: Latin America and postcolonial transformation. *ARIEL-CALGARY-*, *29*, 7-30.

Bértola, L., & Ocampo, J. A. (2012). *The economic development of Latin America since independence*. OUP Oxford.

Web Based Resources

Shourie, Arun. "Nehru's Mixed Economy Has Failed India." *The Times of India*, 12 Mar. 1980, pp. 1, 5.

Mehta, Pratap Bhanu. "India's Unfinished Journey of Modernization." *The Indian Express*, 27 Jan. 2022, pp. 9, 10.

2. **Pedagogy:**
   a. **Instructional strategies**: This course will use a combination of lectures, thematic open discussions, presentations and documentary/film appreciation
   b. **Special needs** (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): No
   c. **Expertise in AUD faculty or outside**: Yes, within AUD
   d. **Linkages with external agencies** (e.g., with field-based organizations, hospital; any others): No

3. **Assessment structure (modes and frequency of assessments):**
   The course will have three assessment situations as part of continuous assessment policy of AUD:

   I. First assessment will be project-based submission (30%)
   II. Second assessment will be mid-term examination (30%)
   III. Third assessment will be a final examination (40%).

Ambedkar University Delhi

Proposal for Launch of a Course

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA Sustainable Urbanism
Course title	Urban Health
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Predoctoral /MA / PG Diploma / Certificate / UG)	UG Semester-6
Course coordinator and team	Dr. Soma Sarkar

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

   The course is intended as a Core for BA Sustainable Urbanism students of School of Global Affairs. It builds on the conceptual understanding of the core courses like Urban Worlds, Urban Environment, and Cities and Climate Change.

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:** Winter 2025

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

   The course has been designed as a core for sixth semester BA Sustainable Urbanism, School of Global Affairs. The course addresses the physical, mental, and social wellbeing of people living in

cities. Citizen's health and wellbeing depends on several factors that are often interconnected, and reflect the complex interactions and interdependency around four aspects: the built environment, social systems, health governance and individual behaviours. Along this line, the course "Urban Health" fundamentally encompasses these aspects to provide a holistic understanding to the present and future health challenges and ways to mitigate them, thereby advancing AUD's broader vision of fostering a just and equitable society.

7. Course Details:

a. Summary

Over half of the world's population now lives in urban areas, and this trend is expected to continue. With more people concentrated in cities, issues such as pollution, access to healthcare, and socioeconomic disparities directly impact the health and wellbeing of urban populations. Cities are also disproportionately affected by climate change, with higher exposure to extreme weather events and heat islands. Urban settings often exacerbate health disparities, as marginalized communities may have less access to healthcare, safe housing, clean water, and nutritious food. Moreover, higher rates of crime and violence in urban areas can lead to physical injuries, trauma, and chronic stress, all of which negatively affect health.

Urban health is closely linked to global health concerns, as cities are hubs of international migration, commerce, and travel. Unlike rural counterparts, urban areas face triple burden of public health issues, including chronic diseases (like obesity, diabetes, and heart disease), injuries (including road traffic injury) and infectious diseases. Despite the dense populations, social isolation is common in cities, contributing to mental health issues such as depression and loneliness. Understanding urban environments helps in designing policies and interventions to address these challenges. The systemic inequalities that lead to health disparities within cities can be addressed through health justice. Health justice in urban areas advocates for policies and practices that dismantle the structural barriers, ensuring that all individuals—regardless of socioeconomic status or background—can achieve optimal health. Urban health policies, seeking health justice, are often shaped by international guidelines and goals, such as the UN's Sustainable Development Goals (SDGs) and WHO's Health in All Policies (HiAP) approach.

This course presents health through urban lenses by exploring health and well-being as an outcome of the complexities of the urban way of life, and how health justice may be ensured through structural and non-structural interventions. Guided by the AUD's larger vision of social justice, the course offers insight into how to reduce inequalities by prioritizing equitable resource distribution and inclusive health services, making cities healthier and more equitable places to live. Integrating health justice into urban health education may foster a generation of learners committed to advancing equity and improving health outcomes for all urban residents. By examining real-world examples and policy frameworks, this course equips the learners with the knowledge to advocate for equitable access to healthcare, safe living conditions, and public health resources.

The course is divided into five modules, with 1st module giving a theoretical understanding of the key concepts like Urban, Health and Wellbeing, and a glimpse to their interrelationships. The 2nd module directs the students to appraise why urban health matters through evidences from pattern and distribution of global disease burden in cities and economies. The 3rd module introduces the students with the role of social, environmental, and economic determinants to urban health and wellbeing, and questions the changing urban health nexus in current over past century through case studies. The 4th module is embedded with the themes on health justice, SDGs, Global health initiatives and nature based solutions, actions required to improve health equity through socially inclusive cities. While having predominantly a global perspective, the course devotes the last module to the Indian scenario.

b. Objectives

a. To gain understanding of key concepts related to urbanization, health, and wellbeing.

b. To appraise the role of social, environmental, and economic determinants in shaping urban health and wellbeing.

c. To explore policy and governance mechanisms that address urban health challenges, and critically appreciate methods to deal with the emerging and complex issues of urban health in developing countries by reviewing successful case studies.

d. To cultivate a comprehensive understanding of urban health in India - access to healthcare and health outcomes, functioning and challenges of health system, and financial burden from out-of-pocket healthcare expenditures..

c. Learning outcome:

By the end of the modules, students should be able to:

a. Define key concepts related to urbanization, health, and wellbeing.

b. Analyze how urban environments influence health outcomes.

c. Understand the role of social, environmental, and economic determinants in shaping urban health and wellbeing.

d. Explore policy and governance mechanisms that address urban health challenges, and ensure health equity.

e. Use data and case studies to evaluate urban health and wellbeing in different global contexts.

The modules would provide students with the foundational knowledge necessary to engage with complex urban health challenges and consider holistic solutions to promote wellbeing in cities.

d. Overall structure:

This course is organized around five modules.

	Modules	Duration (week)
1.	Defining Urban, Health and Wellbeing	2
2.	Disease pattern and burden in Cities	2
3.	Urban health challenges: factors/determinants	3
4.	Urban health initiatives and nature based solutions	3
5.	Urban health scenario in India	2

e. **Contents**

1. <u>Defining Urban, Health and Wellbeing</u>

This introductory module aims to establish a foundational understanding of the key concepts like health, wellbeing, urbanization, healthcare etc., and their interrelations. The module elaborates on some of the aspects to be done in the subsequent modules. Below is an outline of what the module content could include:

- Introduction to Urbanization: Defining Urban Areas and its types; Historical Context of Urbanization; Global Urbanization Trends.

- Concept of Health: Definition of Health; Dimensions of Health and their interaction in an urban setting; the mandala of health- a model of the human ecosystem; health inequality.
- Wellbeing in the Urban Context: Defining Wellbeing; Indicators of Wellbeing; Cultural and Social Aspects of Wellbeing.
- A Brief on Health outcomes due to urbanization.

Readings

a) Dye, C. (2008). "Health and Urban Living". *Science*, Vol 319

b) Galea, S., & Vlahov, D. (2005). Urban health: populations, metho.ds, and practice. In Handbook of Urban Health: Populations, Methods, and Practice (pp. 1-15). Boston, MA: Springer US.

c) Hancock, T. (1985). The mandala of health: a model of the human ecosystem. *Family & community health*, 8(3), 1-10.

d) Kundu, A. (2009). 'Exclusionary urbanization in Asia- A macro overview' Special Article. *Economic and Political Weekly*. Vol XLIV No. pp.48-58

e) McCartney, G., Popham, F., McMaster, R., & Cumbers, A. (2019). Defining health and health inequalities. *Public health*, 172, 22-30.

f) Pain, S. (2016). The rise of the urbanite. *Nature* 531, S50–S51. https://doi.org/10.1038/531S50a

g) Walker, P., & John, M. (2011). Chapter 4: Wellbeing. From public health to wellbeing: The new driver for policy and action. Bloomsbury Publishing.

h) World Health Organization. (2010). Why urban health matters (No. WHO/WKC/WHD/2010.1). World Health Organization.

i) World Urbanization Prospects (2018). United Nations Population Division, https://population.un.org/wup/

2. Disease pattern and burden in Cities

This module would focus on understanding the distribution and impact of diseases in urban environments, emphasizing how urbanization influences health trends. The module will cover:

- Conceptualization of disease burden: Defining disease; Historical approach to theories of disease transmission; double burden of disease; Emerging and Re-emerging diseases; Public Health Metrics- Disability-Adjusted Life Years (DALYs) and Quality-Adjusted Life Years (QALYs).
- Overview of Disease Patterns in Cities: Communicable Diseases; Non-Communicable Diseases; Mental Health Disorders; Injuries (including Occupational).
- Theories of Demographic and Epidemiological Transition - Analyze the shift from infectious to chronic diseases in urban populations; Case studies from developed and developing worlds.

Readings

a) Boutayeb, A. (2010). The burden of communicable and non-communicable diseases in developing countries. Handbook of disease burdens and quality of life measures, 531.

b) Campbell, T., & Campbell, A. (2007). Emerging disease burdens and the poor in cities of the developing world. *Journal of Urban Health*, *84*(Suppl 1), 54-64.

c) Concha-Barrientos, M., Nelson, D. I., Fingerhut, M., Driscoll, T., & Leigh, J. (2005). The global burden due to occupational injury. *American journal of industrial medicine*, 48(6), 470-481.

d) Karamanou, M., Panayiotakopoulos, G., Tsoucalas, G., Kousoulis, A. A., & Androutsos, G. (2012). From miasmas to germs: a historical approach to theories of infectious disease transmission. *Infez Med*, 20(1), 58-62.

e) Knudsen, A. B., & Slooff, R. (1992). Vector-borne disease problems in rapid urbanization: new approaches to vector control. *Bulletin of the World Health Organization*, *70*(1), 1.

f) McCracken, K., & Phillips, D. R. (2016). Demographic and epidemiological transition. International Encyclopedia of Geography: People, the Earth, Environment and Technology: *People, the Earth, Environment and Technology*, 1-8.

g) Srivastava K. (2009) Urbanization and mental health. *Ind Psychiatry J*. Jul;18(2):75-6. doi: 10.4103/0972-6748.64028. PMID: 21180479; PMCID: PMC2996208.

h) Ventriglio A, Torales J, Castaldelli-Maia JM, De Berardis D, Bhugra D. (2021). Urbanization and emerging mental health issues. *CNS Spectrums*.;26(1):43-50. doi:10.1017/S1092852920001236

i) World Health Organization (2016). Chapters 3, 4 & 5 of Global report on urban health: equitable, healthier cities for sustainable development.

3. <u>Urban health challenges: factors/determinants</u>

This module would explore the key factors shaping health outcomes in urban environments. The module brings the urban health nexus contextualizing that urban health challenges and solutions are not isolated but linked, requiring integrated, cross-sector approaches to address issues like health disparities, environmental risks, and infrastructure gaps. The module also talks about health justice that addresses how laws, policies, and institutions contribute to or dismantle inequalities in health care and public health, viewing these as the root causes of health inequities. The module will cover:

- Environmental and Structural Determinants of Urban Health: Air and Water Quality; Urban Heat Islands; Noise and Light Pollution; Access to Green Spaces; Disasters; Climate Change; The built environment (infrastructure, housing, mobility)
- Social Determinants of Urban Health: Age, Gender, Race, and Ethnicity; Education; Migration; Income and Employment; Lifestyle; Sanitation and Hygiene; Gentrification; Social Networks and Community Support.
- The Urban Health Nexus: Urban Health inequalities; Health in Informal Settlements; Health Justice; Case studies

<u>Readings</u>

a) Amartya Sen. Why health equity? Health Economics. 11: 659–666 (2002)

b) Barry MPopkin. Urbanization, Lifestyle Changes and the Nutrition Transition. *World Development*. Volume 27, Issue 11, November 1999, Pages 1905-1916.

c) Benfer, E. A. (2015). Health Justice: A Framework (and Call to Action) for the Elimination of Health Inequity and Social Justice. *Am. UL Rev.*, *65*, 275.

d) Corburn, J., & Sverdlik, A. (2019). Informal settlements and human health. *Integrating human health into urban and transport planning: A framework*, 155-171.

e) de Snyder, V. N. S., Friel, S., Fotso, J. C., Khadr, Z., Meresman, S., Monge, P., & Patil-Deshmukh, A. (2011). Social conditions and urban health inequities: realities, challenges and opportunities to transform the urban landscape through research and action. *Journal of Urban Health*, *88*, 1183-1193.

f) de Weerdt, S. (2016). Mobility: The urban downshift. *Nature* 531, S52–S53 https://doi.org/10.1038/531S52a

g) Ellen, I. G., & Captanian, A. (2020). Gentrification and the health of legacy residents. *Health Affairs*.

h) Galea, Sandro, Catherine K. Ettman, and David Vlahov (eds) Urban Health. (2019). Chapter 5 - 17. United States: Oxford University Press.

i) Goldstein, G. (1990). Urbanization, health and well-being: a global perspective. Journal of the Royal Statistical Society. Series D (The Statistician), 39(2), 121-133.

j) International Labour Organization (ILO) website on occupational health.https://www.ilo.org/safework/areasofwork/occupational-health/lang--en/index.htm

k) Lawrence, R. J. (2002). Inequalities in urban areas: innovative approaches to complex issues. *Scandinavian Journal of Public Health*, *30*(59_suppl), 34-40.

l) McCarthy, M. (2000). Social determinants and inequalities in urban health. *Reviews on environmental health*, *15*(1-2), 97-108.

m) McMichael, A. J., & Lindgren, E. (2011). Climate change: present and future risks to health, and necessary responses*. Journal of internal medicine,* 270(5), 401-413.

n) United Nations Human Settlements Programme. (2003). *The challenge of slums: global report on human settlements, 2003*. Routledge. https://www.un.org/ruleoflaw/files/Challenge%20of%20Slums.pdf

o) Vlahov, D., Freudenberg, N., Proietti, F., Ompad, D., Quinn, A., Nandi, V., & Galea, S. (2007). Urban as a determinant of health. *Journal of urban health*, *84*, 16-26.

p) WHO & UNHABITAT(2010) Hidden cities: unmasking and overcoming health inequities in urban settings. https://apps.who.int/iris/bitstream/handle/10665/44439/9789241548038_eng.pdf?sequence=1&isAllowed=y

q) World Health Organization. (2010). Urbanization and health: health equity and vulnerable populations https://applications.emro.who.int/dsaf/dsa1220.pdf

4. Urban health initiatives and nature based solutions

"The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being…" the right, first enshrined in the Constitution of the WHO 1946, emphasized four key components of health: availability, accessibility, acceptability, and quality. This module, therefore, captures the strategies to improve urban health and wellbeing through policy and natural interventions. Urban health initiatives focus on improving public health in cities through targeted interventions like enhancing healthcare access, reducing pollution, promoting active transportation to refer a few. These initiatives often address key urban challenges to health equity. Nature-based solutions (NBS) complement these efforts by using natural elements to improve urban living conditions. Together, these approaches create healthier, more sustainable urban environments for all residents. The module should cover:

- Right to Health: The Declaration of Alma-Ata (1978); UN's Sustainable Development Goals (SDGs) guiding urban health policy; WHO- Healthy Cities project; Wellbeing Indices- such as the Happy Planet Index and the WHO Quality of Life Index.
- Health in All Policies (HiAP): Concept that health should be considered in all sectors of urban planning and governance to promote wellbeing.
- Public Health Interventions: Successful examples of cities integrating nature-based solutions, like green roofs, blue –green infrastructure, air quality management, waste reduction, and equitable healthcare access.

- Technological Innovations in Urban Health: The role of smart cities, telemedicine, and data analytics in improving health and wellbeing in urban areas.

Readings

a) Backman, G., Hunt, P., Khosla, R., Jaramillo-Strouss, C., Fikre, B. M., Rumble, C., & Vladescu, C. (2008). Health systems and the right to health: an assessment of 194 countries. *The Lancet*, *372*(9655), 2047-2085.

b) Bedimo-Rung, A. L., Mowen, A. J., & Cohen, D. A. (2005). The significance of parks to physical activity and public health: a conceptual model. American journal of preventive medicine, 28(2), 159-168.

c) Binagwaho, A., & Mathewos, K. (2023). The Right to Health: Looking beyond Health Facilities. *Health and human rights*, *25*(1), 133–135.

d) D. Kolokotsa, Aikaterini A. Lilli, Maria A. Lilli, Nikolaos P. Nikolaidis, (2020) On the impact of nature-based solutions on citizens' health & well being, Energy and Buildings, Volume 229,

e) Galea, S., Catherine K. E., & Vlahov, D., (eds) Urban Health. (2019). Chapter 30-The Healthy Cities Movement. United States: Oxford University Press.

f) Gilbert, N. (2016). Green space: A natural high. *Nature*, *531*(7594), S56-S57.. https://doi.org/10.1038/531S56a

g) Kabisch, N., Frantzeskaki, N., & Hansen, R. (2022). Principles for urban nature-based solutions. *Ambio*, *51*(6), 1388-1401.

h) Ramirez-Rubio, O., Daher, C., Fanjul, G., Gascon, M., Mueller, N., Pajín, L., & Nieuwenhuijsen, M. J. (2019). Urban health: an example of a "health in all policies" approach in the context of SDGs implementation. *Globalization and health*, 15, 1-21.

i) Štrbac, S., Kašanin-Grubin, M., Pezo, L., Stojić, N., Lončar, B., Ćurčić, L., & Pucarević, M. (2023). Green infrastructure designed through nature-based solutions for sustainable urban development. *International Journal of Environmental Research and Public Health*, 20(2), 1102.

j) Walker, P., & John, M. (2011). From public health to wellbeing: The new driver for policy and action. Bloomsbury Publishing.

k) World Health Organization. (2020). Integrating health in urban and territorial planning: a sourcebook. World Health Organization.

5. Urban health scenario in India

This module would explore the unique challenges, trends, and strategies related to health in Indian cities. India's urban health scenario is marked by a dual burden of communicable and non-communicable diseases. Rapid urbanization has led to overcrowded cities, poor sanitation, and increased pollution, resulting in health issues like respiratory diseases, tuberculosis, and dengue. Simultaneously, lifestyle changes have driven a rise in non-communicable diseases such as diabetes, cardiovascular diseases, and obesity. Health disparities are prominent, with marginalized groups in urban slums facing limited access to healthcare services.

The module will cover:

- Health scenario of Urban India w.r.t National Family Health Survey (NFHS) reports, the Health Index by Niti Aayog;
- Health System Governance in India: Federal structure of Health System- Ministries, directorates, departments, formal public health system (PHC, CHC, district hospital, super-specialty hospitals and medical colleges), other public health setups (railways, defence, CGHS, ESIS, municipal

corporations etc), private sector in health care; alternate systems of medicine and health care; health finance.

- Urban Health Policies: National Urban Health Mission; One Health Mission; Ayushman Bharat
- Best practices from urban health models in cities.

Readings

a) Agarwal. S., (2011). The state of urban health in India; comparing the poorest quartile to the rest of the urban population in selected states and cities. *Environment & Urbanization*. Vol 23(1): 13–28.

b) Butsch, C., Sakdapolrak, P., & Saravanan, V. S. (2012). Urban health in India. Internationales Asienforum, 43(1-2), 13-32.

c) Chikersal, A., (2016) "An Exploratory Analysis of Urban Healthcare Stakeholders in India". Centre for Policy Research.

d) Chowdhury, S., & Kundu, P. (2018). Alternate Systems of Medicine in India—How Pervasive and Why?. *Journal of Health Management*, *20*(2), 178-189.

e) Gauba, R. (2017). Improving urban infrastructure. *Indian Journal of Public Administration*, *63*(2), 165-175.

f) K.D.Rao, D. Peters, (2015) Urban health in India: many challenges, few solutions. *The Lancet*. Vol 3

j) Lahariya, C. (2020). Access, utilization, perceived quality, and satisfaction with health services at Mohalla (Community) Clinics of Delhi, India. *Journal of Family Medicine and Primary Care*, *9*(12), 5872-5880.

g) Narula, S., & Bhattacharya, N. (2021). Urban Health Infrastructure: Governance Issues. *Urban Growth and Environmental Issues in India*, 101-117..

k) NITI Aayog (2021) Best Practices Compendium: Urban Transformation Sector. Development Monitoring and Evaluation Office (DMEO), Government of India

h) NUHM Implementation framework, http://www.nhm.gov.in/images/pdf/NUHM/Implementation_Framework_NUHM.pdf, and https://nhm.gov.in/images/pdf/NUHM/NUHM_Innovation_Framework.pdf

i) R. B. Singh (eds) (2015) Urban Development Challenges, Risks and Resilience in Asian Mega Cities. Springer

8. Pedagogy:

a. Instructional design

The course will be a combination of lectures, videos, data analysis and group discussions.

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

Facility for power-point presentations and audio/video display

c. Expertise in AUD faculty or outside

AUD

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

Field visit may be planned to the nearest public health facilities to understand the profile of beneficiaries, modes of operation and disease burden.

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

   The course will have three types of assessment situations.

   - Term paper **OR** a report based on a survey on urban health challenges (30%).
   - The mid semester assessment **OR** Class participation activities like quizzes, mind mapping, wall magazine creation and group presentations (30%).
   - The end semester 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

School of Global Affairs

Dr. B.R. Ambedkar University Delhi

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA Sustainable Urbanism
Course title	Caste and the City
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	DSE for BASU and SS/Elective for other BA programmes
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	6th Semester, UG
Proposed date of launch	Winter Semester 2025
Course coordinator and team	Dr. Pritpal Singh Randhawa

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

This course connects with other courses on Social Stratification offered in BA in SGA as MDC and in other schools 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)

There are no specific requirements or pre-requisites.

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

As per university norms

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

Semester long

5. How does the course link with the vision of AUD?

The course is linked with AUD's vision of inculcating the principles of equity and social justice in students.

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

This course is linked with specific domain of the programme which aims to critically understand the diversity and complexity of urban social life.

7. Course Details:

a. Summary:

The caste system is an oldest form of social stratification in India which not only grades people one above the other by birth but also treat many as untouchables. There is a popular narrative that caste is more visible in the rural context and near invisible in urban areas. A large body of scholarship reproduces this narrative. Ambedkar himself advocated rapid urbanization, and rural to urban migration as means of escaping the entrenched caste hierarchies of the countryside. No doubt, urbanization empowers the lower castes through better quality of education and diverse livelihood opportunities, but it does not necessarily diminish caste or caste-based discrimination. Caste system has existed in ancient, medieval and colonial towns and it continues to thrive in contemporary urban India in forms such as segregation of residential spaces, denial of rented accommodation to lower castes, employment of lower castes for menial work such as sanitation and waste workers, caste-based differential wages, discrimination of SC/ST students in higher education institutes, among others. This course aims to engage with diverse manifestations of caste with a focus on untouchables in urban spaces along with discourse and activism on social justice which contests the system and its attendant violence and discrimination.

b. Objectives:

1. To critically understand the origin and history of caste and untouchability in India.
2. To understand diverse facets of caste in Indian cities and towns.
3. To develop an interdisciplinary perspective on caste in the urban context.

c. Learning Outcome:

By the end of the course, students will gain

1. A familiarity with the origin of caste, and traditions and movements which challenged the caste system.
2. An ability to understand and analyse the heterogeneity of urban society based on class, caste, religion etc.

3. A deeper understanding of equity and social justice, for public policy objectives, including in urban areas.

d. Overall structure:

This course is divided into five modules

Module	Description	Duration
1	Understanding Caste	3 weeks
2	Caste and the City in History	2 weeks
3	Caste in Contemporary Urban Spaces	3 weeks
4	Labour and Caste	2 weeks
5	Social Justice Campaigns and Activism	2 weeks

e. Contents (Module wise):

Module 1: Understanding Caste

The module traces the history of origin of caste and untouchability in India and brings into discussion the historic division of *Savarna* and *Avarna,* as also the traditions that questioned the caste system during the ancient period, such as *Shramanas*, Buddhists, *Lokayats* and *Ajivikas*. It then reflects how despite these traditions, Brahmanism was institutionalized during the Mauryan period, governed by *Manusmriti*. With this background, the course proceeds to discuss historic debates on caste and untouchability between Gandhi and Ambedkar during the freedom struggle in India, and the post-colonial discourse on caste with reference to debates that began in the early 2000 on the inclusion of caste along with racial discrimination. The module will further explore why despite the conversion of untouchables into non-Hindu religions like Islam, Christianity and Sikhism, which are based on the principle of social equality, caste identity remains unaltered. The module concludes with a brief discussion on intersectionality.

Essential Readings

Ambedkar, B.R. (2002) "Origin of Untouchability" in Valarian Rodrigues (eds) *The Essential Writings of B.R. Ambedkar*, Oxford: New Delhi.
Bayly, S (1999). Historical origins of a 'caste society.' In: *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*. The New Cambridge History of India. Cambridge University Press:25-63.
Devy, G. N. (2023). Varna and Jati: Consolidation of Social Hierarchy, In G N Devy, Tony Joseph and Ravin Korisettar (Eds) *The Indians: Histories of Civilization*, New Delhi: Aleph Book Company.
Jaffrelot, C. (2006). "In the political Arena: Against Gandhi" in *Dr Ambedkar and untouchability: analysing and fighting caste*. Orient Blackswan.

Omvet, Gail (2011). *Understanding Caste: From Buddha To Ambedkar And Beyond* (New Delhi: Orient Blackswan)
Sharma, B., & Geetha, K. A. (2021). Casteing gender: Intersectional oppression of Dalit women. *Journal of International Women's Studies*, *22*(10), 0-7.
Sekher, A. (2003). Older than the Church: Christianity and Caste in "The God of Small Things." *Economic and Political Weekly*, *38*(33), 3445–3449.
Thorat, S., Umakant. (2004). Introduction, In Thorat, S., Umakant. (eds) *Caste, Race and Discrimination: Discourse in International Context*. Rawat Books, New Delhi.

Suggested Readings

Ambedkar, B.R. (2002) "Castes in India" in Valarian Rodrigues (eds) *The Essential Writings of B.R. Ambedkar*, Oxford: New Delhi.
Chhabria, S. (2023). Where Does Caste Fit in A Global History of Racial Capitalism?. *Historical Materialism*, *31*(2), 136-160.
Ilaiah, K (1996). *Why I Am Not a Hindu: A Sudra critique of Hindutva philosophy, culture and political economy* (Calcutta: Samya).
Guru, G. (2017). Ethics in Ambedkar's Critique of Gandhi. *Economic and political weekly*, 95-100.
Jodhka, S. S. (2024). Sikh Religion and Contentions around Caste. *Religions*, *15*(10), 1219.

Module 2: Caste and the City in History

This module maps the phenomenon of caste in ancient, medieval and modern cities in India, till partition. It begins with an exploration of how ancient and medieval cities were planned on the basis of caste, including in segregation of residence and division of work. The module further delves on the continuation of caste based hierarchies and conflicts in colonial cities. It particularly focuses on how along with the racial distinction between 'white town' and 'black town', caste was ingrained in spatial organization of black towns. The module ends by laying out how despite the concurrent movements against untouchability during the freedom struggle, and many ensuing reforms, caste remained an operating principle in settlement of post partition refugee and rehabilitation programs.

Essential Readings

Heitzman, J. (1987). Temple Urbanism in Medieval South India. *The Journal of Asian Studies*, *46*(4), 791–826. https://doi.org/10.2307/2057102
Kaur, R (2008). Narrative Absence: An Untouchable Account of Partition Migration, *Contributions to Indian Sociology* 42 (2): 281–306
Keppens, M. (2017). The Aryans and the Ancient system of caste. In M. Farek, D. Jalki, S. Pathan, & P. Shah (Eds.), *Western foundations of the caste system* (pp. 221–251). https://doi.org/10.1007/978-3-319-38761-1
Kumar, R. (2008, January). Mentality and Social Condition of Lower Castes and Menials during Medieval India (with special reference to 16th & 17th Century in Northern India). In *Proceedings of the Indian History Congress* (Vol. 69, pp. 428-441). Indian History Congress.
Mukund, K. (1995). Caste Conflict in South India in Early Colonial Port Cities—1650-1800. *Studies in History*, *11*(1), 1-27. https://doi.org/10.1177/025764309501100101
Smith, M. E. (2010). The archaeological study of neighborhoods and districts in ancient cities, *Journal of Anthropological Archaeology*, 29 (20) 2: 137-154

Suggested Readings

Kumar, A (2011). Post Partition Refugees from NWFP in Delhi: Ignored and Underplayed History of Dalit Refugees, In *Proceedings of the Indian History Congress* (Vol. 72, pp. 1344-1353). Indian History Congress.
Quigley, D. (1995). Conclusion: Caste Organization and the Ancient City, *Contested Hierarchies: A Collaborative Ethnography of Caste among the Newars of the Kathmandu Valley, Nepal* (Oxford)
V. Nanda (1994) Ahmedabad: The Urban Traditions of a Medieval City, South Asian Studies, 10:1, 45-66, DOI: 10.1080/02666030.1994.9628476
Vaishali (2019). Partition of India and Question of Dalit Shelter, In *Proceedings of the Indian History Congress* (Vol. 80, pp. 1128-1135). Indian History Congress.

Module 3: Caste in Contemporary Urban Spaces

The module focuses on diverse aspects of caste in contemporary Indian cities. It begins with conversations on caste-based spatial segregation, noting how residential spaces across large swathes of urban India mirrors the spatial geometry of rural India. It discusses how neighbourhoods (*bastis*) where lower castes are clustered, continue to be named through lower caste markers such as *chamaar tola*, *balmiki basti*, *kumhar tola*, *dom para*, *dhobhi mohalla* and so on. It also illustrates the correlation between residential segregation and access to and disparity in public services. The module further engages with the problems faced by lower castes in renting and buying a house in the city.

Essential Readings

Bharathi, N., Malghan, D., Mishra, S., & Rahman, A. (2021). Fractal urbanism: City size and residential segregation in India. *World Development*, *141*, 105397.
Bharathi, N., Malghan, D., Mishra, S., & Rahman, A. (2022). Residential segregation and public services in urban India. *Urban Studies*, 59(14), 2912-2932.
Dyotana Banerjee & Mona G. Mehta (2017) Caste and capital in the remaking of Ahmedabad, *Contemporary South Asia*, 25:2, 182-195
Singh, G., Vithayathil, T., & Pradhan, K. C. (2019). Recasting inequality: residential segregation by caste over time in urban India. *Environment and Urbanization*, 31(2), 615-634.
Suzuki, M. (2023). Socio-spatially Segregated Experience of Urban Dalits and their Anti-caste Imagination: A Study of the Balmiki Community in Delhi, India. *CASTE: A Global Journal on Social Exclusion*, *4*(2), 196–212.
Thorat, S., Banerjee, A., Mishra, V. K., & Rizvi, F. (2015). Urban Rental Housing Market: Caste and Religion Matters in Access. *Economic and Political Weekly*, *50*(26/27), 47–53.

Suggested Reading

Ganguly, S. (2018). Socio-spatial stigma and segregation: A Balmiki colony in Central Delhi. *Economic and Political Weekly*, 53 (50) pp. 50–57.
Vithayathil, Singh and Pradhan (2017). Only 'Good People', Please: Residential Segregation in Urbanising India, *India International Centre Quaterly*, 43 (2/4) 45-54
Waghmore, S. (2019). Community, not humanity: Caste associations and Hindu cosmopolitanism in contemporary Mumbai. *South Asia: Journal of South Asian Studies*, *42*(2), 375-393.

Module 4: Labour and Caste

This module unpacks the relationship between caste and labour, and shows how caste continues to a significant factor in determining a person's occupation in non-farm sectors. Occupations traditionally considered as 'menial', such as sanitation and leather work continue to be dominated by Dalits, and the specific castes associated with it historically. The module also engages with the reality of manual scavenging in the urban context. Despite the law on prohibition of manual scavenging, this caste-based practice continues in India. The module also discusses a few contemporary studies on the relationship between odour, caste and labour. The module further explores the intersection of caste, gender and labour in occupations such as waste picking, street vending and domestic work, as also caste based discrimination in wages in urban labour market.

Essential Readings

Beteille, A. (1991). The reproduction of inequality: Occupation, caste and family. *Contributions to Indian sociology*, *25*(1), 3-28.

Dey, I. (2021). Smells, intimate labor and domestic work in Delhi, India. *The Senses and Society*, *16*(3), 339-350.

Guru, G. (2012). Rise of the 'Dalit Millionaire': A Low Intensity Spectacle. *Economic and Political Weekly*, 41-49.

Kapoor, S. (2021). The violence of odors: sensory politics of caste in a leather tannery. *The Senses and Society*, *16*(2), 164-176.

Kumar, A. (2020). Dalit, Labour And Stigma Against Waste Work: A Question Of Dignity And Self Respect. *PalArch's Journal of Archaeology of Egypt/Egyptology*, *17*(9), 10228-10237.

Madheswaran, S., & Attewell, P. (2007). Caste Discrimination in the Indian Urban Labour Market: Evidence from the National Sample Survey. *Economic and Political Weekly*, *42*(41), 4146–4153.

Mandal, S. (2008). Through the lens of pollution: manual scavenging and the legal discourse. *Voice of Dalit*, *1*(1), 91-102.

Pais, R. (2021). Sanitation and Unchanging Role of Caste. *Indian Anthropologist*, *51*(2), 57-69.

Raghuram, P. (2001). Caste and gender in the organisation of paid domestic work in India. *Work, Employment and Society*, *15*(3), 607-617.

Saxena, S. (2024). Gender, caste, and street vending in India: Towards an intersectional geography. *Area*, e12939.

Suggested Readings

Banerjee, B., & Knight, J.B. (1985). Caste discrimination in the Indian urban labour market, *Journal of Development Economics*, 17 (3), 277-307.

Shetty, R., Brahmabhatt, A., & Nayar, S. (2022). Caste and Occupation: A Perspective. *The Indian Journal of Occupational Therapy*, *54*(4), 169-171.

Sharma, M. (2022). Caste of Labour: Dalits, the Industrial Ecosystem and Environmental Politics in Delhi. *Social Change*, 52(1), 7-23. https://doi.org/10.1177/00490857221079467

Pradhan, S., & Mittal, A. (2020). Ethical, health, and technical concerns surrounding manual scavenging in urban India. *Journal of Public Health*, *28*, 271-276.

Mirza, S. (2019). Cow Politics: Spatial Shifts in the Location of Slaughterhouses in Mumbai City. *South Asia: Journal of South Asian Studies*, *42*(5), 861-879.

Module 5: Social Justice Campaigns and Activism

The module covers the breadth of social justice politics and activism in urban India. It begins with an overview of Dalit social movements in the post independent India, particularly Dalit

mobilization in urban India. Selective case studies, such as *Dalit Mahila Samiti* of Chitrakoot (MP), *Safai Karamchari Andolan*, *Navsarjan* (Ahmedabad) and others are brought into discussion. Thereafter, the module critically engages with the politics of Sanskritization of a specific Dalit community - *Balmikis*. It concludes with some reflections on the interface of caste and public policy, with focus on urban planning and policy.

Essential Readings

Gorringe, H. (2013). Dalit politics: Untouchability, identity, and assertion. In *Routledge handbook of Indian politics* (pp. 119-128). Routledge.
Jaoul, N. (2011). Casting the 'sweepers'. Local politics of Sanskritisation, Caste and Labour. In: Berti D, Jaoul N and Kanungo P (eds) *Cultural Entrenchment of Hindutva: Local Mediations and Forms of Convergence*. New Delhi: Routledge, p.278.
Mandal, B. C. (2022). Dalit Politics in India: A Critical Overview. *Contemporary Voice of Dalit*, 2455328X221131716.
Omvedt, G. (2001). Ambedkar and After: The Dalit Movement in India. In Shah, G (eds). *Dalit Identity and Politics*. New Delhi: Sage Publication.
Pellissery, S. (2022). Epilogue: Caste in public policy analysis: Rediscovering public sphere through institutionalist lens. In *Caste Matters in Public Policy* (pp. 202-222). Routledge India.

Suggested Readings

Kulshreshth, S. (2023). 'Social Media Is the Second Ambedkar': Bhim Army and Social Media Mobilisation in North India, *South Asia: Journal of South Asian Studies*, 46 (5)
Raina, V. (2004). Political diversity, common purpose: social movements in India. *Inter-Asia Cultural Studies*, *5*(2), 320-327.

Important Web links:
https://www.safaikarmachariandolan.org/
http://navsarjan.org/

8. **Pedagogy**:

a. Instructional design:

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

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

Expertise available within AUD

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

Linkage with organization working with sanitation and waste workers.

9. Assessment structure (modes and frequency of assessments)

1) Assessment 1: Mid Semester Exam (Weightage 30%)

2) Assessment 2: Fieldwork/case study based project (Weightage 30%)

3) Assessment 3: End Semester Exam (Weightage 40%)

Note:

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

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

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre Proposing the Course	SGA
Programme(s)	BASS & BASU
Course Title	Social Movements
Course Code	
Credits	4
Course type (core / compulsory / optional / any other – please specify)	MDC
Level (Predoctoral /MA / PG Diploma / Certificate / UG)	UG
Course Coordinator	Dr. Kamal Kumar

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

   The course is intended as MDC for BASS and BASU sixth semester students of School of Global Affairs.

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

   No prerequisites.

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

   As per SGA/AUD norms.

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

   It is a semester-long course to be offered in the 6th semester.

5. **Proposed date of launch**: Winter Semester 2025

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

The course will be offered as MDC Sociology to BA VI Semester Students. It attempts to introduce and familiarise the students with the concept of social movements. The course will also explore the theories, organizational structure, processes and ideology of the social movements. It will enable the students to understand the concept of social movements and their significance in fostering societal change and transformation both from the global and Indian contexts.

7. **Course Details**:

a. ***Summary****:*

Social movements in last few decades have emerged as the major area of scholarly research and theoretical enquiries in the domain of social science in general, and sociology in particular. Social movements are largely considered as one of significant features of the modern, progressive and democratic societies as they are often considered as the agents of socio-political and cultural change. In addition to its central place in classical social science, the emergence, dynamics and outcomes of social movements have come to encompass much of the of contemporary sociological and political studies generally.

The course engages with some of the important questions such as; why and how do social movements emerge?, what are the socio-political conditions that allow (or obstruct) the emergence of social movement?, how does the role of identity and diversity play a crucial role in catalysing change and initiating the primary steps toward mobilising a social movement?, what forms of organization have facilitated movements and which have endangered them?, what different kinds of strategies and tactics have various movements adopted and how effective have they been in different contexts?, how has the process of globalization transformed the character and the

scope of social movements in contemporary period?, and what challenges and forms of repression have social movement faced historically and how have they adapted?

b. Objectives

- To introduce the major theoretical perspectives and debates in the study of social movements.
- To equip students with diverse and disciplinary trainings to understand the conceptual, theoretical and methodological issues involved in the study of social movements.
- To understand the dynamics between the social movements and social change/transformation.
- To examine the transition from traditional social movements to contemporary global social movements.

c. Learning Outcomes:

On the successful completion of the course, the students would be able to

- Understand how social movements are organized and the actions they engage in.
- Recognize the historical impact and potential of social movements for promoting social change.
- Describe the origin of social movements from the different theoretical perspectives.
- Acquire the skill set requisite for engaging with contemporary debates and issues related to social movements.
- Analyse the social and political contexts which shape the nature and objectives of contemporary social movements.
- Explain the distinction between the 'old' social movements and 'new' social movements.
- Elucidate the rise of global social movements and how they have resisted the globalisation.
- Critically analyse the concept of social movements and its significance in contemporary period.

d. Overall structure:

Modules / Units	Duration (week)
Module I. Introduction to Social Movements	3
Module II. Theories of Social Movements	3
Module III. Social movements and State-Society Interface	2
Module IV. Transnational and Global Social Movements	2
Module V. Contextualizing Social Movements in India	2

The course is divided into five modules:

***e. Contents** (brief note on each module; indicative reading list with essential and suggested readings)*

Module 1: Introduction to Social Movements

This introductory module discusses the major concepts and debates about origins, ideologies, structures, strategies, dynamics and consequences of social movements. It also explains the basic distinctions between the social movements and other types of collective actions such as protests, revolts and revolutions. The categorisation of movements into social, political, and cultural will be discussed to explain the distinction in their nature, objectives and support base among others. The module engages with some of the key questions such as What is a social movement?, Why do people come together?, What makes ordinary people take risky, courageous, and historically important action?, What is the basic difference between the 'old' and 'new' social movements? and How do religious, organisational, cultural and political factors shape protest? among others.

Readings:

Baviskar, Amita. 2010. "Social Movements", in Niraja Gopal Jayal. (eds.). *The Oxford Companion to Politics in India*. New Delhi: Oxford University Press, pp. 381-390.

Buechler, Steven M. 1995. New Social Movement Theories. *The Sociological Quarterly*, 36(3), pp. 441-464.

Edelman, Marc. 2001. Social Movements: Changing Paradigms and Forms of Politics. *Annual Review of Anthropology*, 30, pp. 285–317.

Edwards, Gemma. 2014. *Social Movements and Protest*. Cambridge: Cambridge University Press. (Chapter 1 – Introduction: Conceptualizing Social Movements)

Foweraker, J. 1995. *Theorizing Social Movements*. London: Pluto Press. (Chapter 3 – The Sociology of Social Movements and Chapter 4 – The Politics of Social Movements)

Goodwin, Jeff and James M. Jasper. 2009. T*he Social Movements Reader: Causes and Concepts*. 2nd Ed., Malden, MA: Blackwell Publishing. (Chapter 1)

Johnston, Hank. 2014. *What is a Social Movement?*. Cambridge: Polity Press. (Chapter 1)

Martin, Gerg. 2015. *Understanding Social Movements*. Oxon and New York: Routledge. (Chapter 2 – Origins of Social Movement Studies and Chapter 4 – Social Movements, Old and New)

Menon, K. and Subberwal, R. 2025. *Social Movements in Contemporary India*. 2nd Ed., Oxon and New York: Routledge. (Chapter 1 – Understanding Social Movements: An Introduction)

Moss, Dana M. and David A. Snow. 2006. "Theorizing Social Movements." in S. Abrutyn. (ed.). *Handbook of Contemporary Sociological Theory*. Switzerland: Springer International Publishing, pp. 547-546.

Module 2: Theories of Social Movements

This module discusses the major theoretical perspectives to explain the rise and emergence of social movements from different standpoints. Different theoretical paradigms conceptualise the concept from different vantage points though none presents a complete picture. Hence, it is imperative for the students to have a wide diversity of understandings about different theoretical frameworks to examine the nature, scope and significance of social movements. It also develops the theoretical premise on structural organization, leadership and the analysis of social movements in the context of processes and outcomes.

Readings:

Armstrong, E. A., and Bernstein, M. 2008. Culture, Power, and Institutions: A Multi-Institutional Politics Approach to Social Movements. Sociological Theory, 26(1), pp. 74-99.

Benford, R. D and Snow, D. A. 2000. Framing Processes and Social Movements: An Overview and Assessment. *Annual Review of Sociology* 26(1), pp. 611- 639.

Foweraker, J. 1995. *Theorizing Social Movements*. London: Pluto Press. (Chapter 2 – Theories of Social Movements)

Gurney, J. N. and Tierney, K. J. 1982. Relative Deprivation and Social Movements: A Critical Look at Twenty Years of Theory and Research. *The Sociological Quarterly*, 23(1), pp. 33-47.

Martin, Gerg. 2015. *Understanding Social Movements*. Oxon and New York: Routledge. (Chapter 3 – Political Opportunity, Resource Mobilization and Social Movement Organisation)

McAdam, Doug. 1982. *Political Process and the Development of Black Insurgency 1930-1970*. Chicago: University of Chicago Press. (Chapter 3 – Political Process Model)

McAdam, Doug. 1996. "Conceptual Origins, Current Problems, Future Directions" in Doug McAdam, Johan McCarthy and Mayer N. Zald. *Comparative Perspectives on Social Movements: Political Opportunities, Mobilizing Structures, and Cultural Framings*. Cambridge: Cambridge University Press.

Nilsen, G. A. 2019. The Author and the Actors of their own Drama: Notes towards a Marxist Theory of Social Movements, *Capital and Class*, 33(3), pp. 109-139.

Peoples, C. D. 2019. "Classical and Contemporary Conventional Theories of Social Movements." in Berch Berberoglu (ed.). *The Palgrave Handbook of Social Movements, Revolution, and Social Transformation*. Switzerland: Palgrave Macmillan, pp. 17-34.

Salem Press (eds.). *Theories of Social Movements*. California and New Jersey: Salem Press. (Chapter 11 – Relative Deprivation Theory, Chapter 12 – Resource Mobilization Theory, Chapter 13 – Structural-Strain Theory, and Chapter 15 – Framing Theory)

Snow, D. A., Soule, S. A. and Kriesi, H. (eds.). 2008. *The Blackwell Companion to Social Movements*. Malden, MA: Blackwell Publishing. (Chapter 6 – Resources and Social Movement Mobilization, and Chapter 17 – Framing Processes, Ideology and Discursive Fields)

Snow, David A. and Benford, Robert D. 1988. Ideology, Frame Resonance and Participant Mobilization. *International Social Movement Research*, 1, pp. 197-217.

Tilly, Charles. 1978. *From Mobilization to Revolution*. New York: Random House. (Chapter 2 – Theories and Descriptions of Collective Action)

Module 3: Social movements and State-Society Interface

This module explains the genesis of mass mobilization in a societal context and how state reciprocate and reconciliate with the demands of the social collective. It also seeks to explain and compare social movements emerging in different political systems to analyse how the political and institutional context of movements shape their emergence and success.

Readings:

Jenkins, J. C. and Klandermans, B. 1995. *The Politics of Social Protest: Comparative Perspectives on States and Social Movements*. London: ULC Press. (Chapter 2 – Social Movements, Political Representations, and the State: An Agenda and Comparative Framework and Chapter 4 – Left-Right Ideology and Collective Action: A Comparative Study of Germany, Israel and Peru)

McAdam, Doug. 2000. "Culture and Social Movements." in Lane C. and Charles L. (eds). *Culture and Politics*, Switzerland: Palgrave Macmillan, pp. 253-268.

Petras, J. and Veltmey, H. 2005. *Social Movements and State Power: Argentina, Brazil, Bolivia, Ecuador*. London: Pluto Press. (Chapter 1 – Bad Government, Good Governance: Civil Society versus Social Movements and Chapter 6 – Social Movements and the State: Political Power Dynamics in Latin America).

Porta, Donatella della and Diani, M. 2006. *Social movements: An Introduction.* Malden, MA: Blackwell Publishing. (Chapter 9 – Social Movements and Democracy)

Tarrow, S. G. 2011. *Power in Movement: Social Movements and Contentious Politics*, 3rd ed., Cambridge: Cambridge University Press. (Chapter 8 – Threats, Opportunities and Regimes)

Tarrow, Sidney. 1996. "States and Opportunities: The Political Structuring of Social Movements." in Doug McAdam, John D. McCarthy and Mayer N. Zald, eds, *Comparative Perspectives on Social Movements*, MA: Cambridge University Press, pp. 41-61.

Module 4: Transnational and Global Social Movements

Since the early 1990s, the post-globalised economic and political structure has produced a new category of social movements to mobilize the peoples against the new practices of exploitation and subjugation, thereby leading to the emergence and development of

transnational and global social movements. Globalisation has ushered a new era of opportunities, global collaborations, scientific innovations, intercommunications and economic development, but at the same time, it has drastically intensified inequalities, miseries and conflicts between and within the countries, resulting into the collaboration among the local and national movements at the global level. This module explores the nature and scope of transnational and global social movements to understand the contemporary global collective actions against the injustice and inequities caused by globalisation and its actors.

Readings:

Beamish, T. D. and Luebbers, A. J. 2009. Alliance Building Across Social Movements: Bridging Difference in a Peace and Justice Coalition. *Social Problems*, 56(4), pp. 647-676.

Bennett, E. A. 2012. Global Social Movements in Global Governance, *Globalizations*. 9 (6): pp, 799-813.

Cohen, Robin. and Rai, Shirin M. (eds.). 2000. *Global Social Movements*. London and New Brunswick, NJ: Athlone Press. (Chapter 1 – Global Social Movements: Towards a Cosmopolitan Politics)

Ghimire, K. 2016. "The Alter-globalisation Movement: A New Humanism? The Case of World Social Forum", in Dominque Caouette and Dip Kapoor (eds.). *Beyond Colonialism, Development and Globalization: Social Movements and Critical Perspectives*. London: Zed Books.

Kumar, Kamal and Sharma, Bhavna. 2018. "Global Resistance: Global Social Movements and NGOs", in Nirmal Jindal and Kamal Kumar. (eds.). *Global Politics: Issues and Perspectives*. New Delhi, Thousand Oaks & Californian: SAGE Publications, pp. 115-136.

Martin, Gerg. 2015. *Understanding Social Movements*. Oxon and New York: Routledge. (Chapter 9 – Global Activism)

Milani, C. R. S. and Laniado, R. N. (eds.). 2007. Transnational Social Movements and the Globalization Agenda: A Methodological Approach Based on the Analysis of the World Social Forum. *Brazilian Political Science Review*, 2, pp. 10-39.

Module 5: Contextualizing Social Movements in India

The last module contextualises the social movements in the context of India. The Indian sub-continent has experienced an array of social movements including women, peasants, Dalits and Tribals among others. This module particularly discusses the environmental movements and anti-caste movements in order to make students familiar with the local contexts shaping and structuring the collective actions in contemporary India.

Readings:

Doyle, Timothy. 2005. *Environmental Movement in Majority and Minority Worlds: A Global Perspective.* New Jersey and London: Rutgers University Press. (Chapter 6 – River Movements: Environmental Movements in India)

Gadgil, M. and Guha, R. 2007. "Ecological Conflicts and the Environmental Movement in India", in Mahesh Rangarajan. (eds.) *Environmental Issues in India: A Reader*. New Delhi: Pearson, pp. 385-428.

Karan, P P. 1994. Environmental Movements in India. *Geographical Review*, 84 (1), pp. 32-41.

Mallick, Krishna. 2021. *Environmental Movements of India: Chipko, Narmada Bachao Andolan, Navdanya*. Amsterdam and Ohio: Amsterdam University Press. (Introduction)

Nielsen, K. B. and Nielsen, A. G. (eds.). 2016. *Social Movements and the State in India: Deeping Democracy*. London: Palgrave Macmillan. (Chapter 1 – Social Movement, State Formation and Democracy in India: An Introduction)

Omvedt, Gail. 1994. *Reinventing Revolution: New Social Movements and the Socialist Tradition in India.* Oxon and New York: Routledge. (Chapter 3 – Anti-Caste Movement and Chapter 6 – The Environmental Movement)

Omvedt, Gail. 2006. *Dalit Visions: The Anti-Caste Movement and the Construction of an Indian Identity*. Hyderabad: Orient Longman. (Introduction)

Shah, Ghanshyam. 2005. *Caste and Democratic Politics in India*. Delhi: Permanent Black. (Chapter 16 – The Anti-caste Movement and the Discourse of Power)

Swain, Ashok. 1997. Democratic Consolidation? Environmental Movements in India. *Asian Survey*, 37 (9), pp. 818-832.

Webster, J. C. B. 1996. Understanding the Modern Dalit Movement, *Sociological Bulletin*, 45(2), pp. 189-204.

8. **Pedagogy:**
   - **a.** Instructional design: This course will use lectures, presentations, group discussions and group presentations. It will also use relevant documentaries/movies to generate discussions in the class.
   - **b.** Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/other instructional space; any other – please specify): Classroom with AV equipment and high-speed Wi-fi.
   - **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 organisations, hospitals; any others): Not required.

9. **Assessment structure (modes and frequency of assessments)**
   - i. Book Review and Presentation (30%)
   - ii. Mid-term Test (30%)
   - iii. End-term Examination (40%)

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA
Course title	International Relations And Diplomacy: History, Theory And Practices
Course code	
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Core
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	UG Sem-2
Course coordinator and team	Dr. Pavan Kumar

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

The School of Global Affairs has yet to offer a specific course on international relations. This course is offered as a core course to undergraduate-level students of global studies. All universities that offer BA degrees in global studies offer courses in International Relations. Thus, this course is introduced as a core course to global studies students. This course does not overlap with any other course at AUD as it covers rather a wide range of events and issues.

2. **Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify):** None

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

   As per AUD norms

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

   Semester-long course; Winter Semester

5. **Proposed date of launch:** Winter Semester 2025.

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

   The proposed course links with the vision of the AUD as the course aims to help students learn about global issues and help it establish itself as a foremost liberal arts university. It also introduces students to the burning issues of contemporary times, such as migration, war and climate change, thus fostering a culture of critical thinking among the students for a better future The School of Global Affairs aims to develop an interdisciplinary approach to study. The course attempts to fulfil that vision by combining the study of International Relations and Diplomacy. International Relations and Diplomacy study largely falls under international relations, history, psychology, philosophy and literature. This paper utilises the works in both of these fields. It presents the possibility of studying international relations theories, the contemporary history of the world, current issues, and India's global engagement in the modern world. The course also fulfils the needs of the global studies programme as all the BA global studies programmes across the globe offer the course in International Relations. This becomes more important to

the student of global studies at AUD as our course has a separate section of geopolitics requirement of the degree.

Course Details:

a. Summary

This course will explore the impact of global history on contemporary international relations, diplomacy and India's interactions globally. It will delve into the history of colonialism, imperialism, and anti-colonial struggles that have significantly shaped the modern world. This module will help students grapple with the contemporary world's structures, institutions and practices. Furthermore, the course will discuss critical events of the twentieth century, such as the First World War, the Second World War and the Cold War. Students will also be introduced to various theories, including liberalism, realism, feminism, structuralism, critical theory, green theory, and multiple diplomacy theories. The theory part of the syllabus will help students develop a theoretical understanding of global institutions and events. It will help them explain the issues with more theoretical and critical rigour.

Additionally, we will cover multiple international issues such as migration, global trade and business, terrorism, nuclear proliferation, security, human rights, and climate change, to mention a few. This part of the syllabus will also highlight the diplomatic tactics of the various states while managing the issues and events at the global level, which will allow students to think about the policies to deal with them. Finally, the course will provide background information on India's role in world affairs since independence, including its involvement in international organisations, diplomatic practices, peacekeeping efforts, and relations with other global entities.

b. Objectives

- Introduce students to the theories of International Relations and Diplomacy, its history and India's global engagement.

- Develop a deep understanding of the causes of war, different theories and cultures, and the possibilities of peace.
- Introduce students to the contemporary global crisis and the possible ways to handle it.
- Engage students with India's global interaction, opportunities, and challenges in the multipolar world.

c. Expected Learning Outcomes

- Generate an interest in International Relations, Diplomacy and India's Foreign Policy.
- Learn about contemporary global engagements
- Understand the opportunities India has in the modern world.

d. Overall structure

The course is divided into four modules:

Modules / Units	**Duration (week)**
Module I: Contextualizing Global Studies, Geopolitics and International Relations	**1**
Module II. Theories of International Relations and Diplomacy	2
Module III. World History: Global Interaction	3
Module IV. Issues and Problems in International Politics	3
Module V. India and the World	3

e. Contents

Module I: contextualizing Global Studies, Geopolitics and International Relations

Module 1 will introduce students to the interlinkages of International Relations, Geopolitics and global studies. It will help them understand the to have a more

holistic picture across the discipline to have a wider and broader understanding of global studies.

Barnett, Michael N., and Kathryn Sikkink, 'From International Relations to Global Society', in Robert Goodin (ed.), *The Oxford Handbook of Political Science* (2011; online edn, Oxford Academic, 5 Sept. 2013), https://doi.org/10.1093/oxfordhb/9780199604456.013.0035, accessed 22 Oct. 2024

Amitav Acharya, Global International Relations (IR) and Regional Worlds: A New Agenda for International Studies, *International Studies Quarterly*, Volume 58, Issue 4, December 2014, Pages 647–659, https://doi.org/10.1111/isqu.12171

Module II: Theories of International Relations and Diplomacy

Students will be introduced to international Relations and diplomacy theories in the first module. Theories are necessary tools to grasp the complex and multifaceted reality. It helps them provide multiple perspectives and simplification and generalisation about certain realities and concepts of world politics. Students will study theory and its relevance, and theories of Realism, Liberalism, Marxism and Critical Theory, Feminism, Constructivism and Ethics.

Readings

Baylis, J. and Smith, S. (eds.) (2008) The Globalization of World Politics. An Introduction to International Relations. 4th ed. Oxford: Oxford University Press,

Balzacq, T., Charillon, F., Ramel, F. (2020). Introduction: History and Theories of Diplomacy. In: Balzacq, T., Charillon, F., Ramel, F. (eds) Global Diplomacy. The Sciences Po Series in International Relations and Political Economy. Palgrave Macmillan

Hans J. Morgenthau, Politics Among Nations: The Struggle for Power and Peace (New York: McGraw-Hill, 1993 [1948]), pp. 3-26

Waltz, “Political Structures”, Theory of International Politics, pp. 79-101.

Stephen D. Krasner, “Structural Causes and Regime Consequences: Regimes as Intervening Variables”, International Organization, 36 (2), Spring 1982, pp.185-205.
Robert O. Keohane and Joseph S. Nye, *Power and Interdependence*, 2nd ed. (New York: Longman: 1989), pp. 23-37),
Tim Dunne, “Liberalism” in Baylis and Smith (eds.), The Globalization of World Politics An Introduction to International Relations. 4th ed. Oxford: Oxford University Press
Stephen Hobden and Richard W Jones, “Marxist theories of international relations” in Baylis and Smith (eds.), The Globalization of World Politics An Introduction to International Relations. 4th ed. Oxford: Oxford University Press
J. Ann Tickner, “Hans Morgenthau’s Principles of Political Realism: A Feminist Reformulation”, Millennium: Journal of International Studies 17 (3), 1988, pp. 429-440.
Alexander Wendt, “Anarchy is What States Make of It: The Social Construction of Power Politics”, International Organization 46 (2), Spring 1992, pp. 391-425.
Marvyn Frost, “A Turn Not Taken: Ethics in IR at the Millennium”, Review of International Studies, 24 (5), 1998, pp. 119-132.

Module III: World History

The second module will introduce students to the global history of the WORLD with specific focus on twentieth century, which has shaped our current world order. Students will study Colonialism, World War 1, Russian Revolution, Fascism and Nazism, World War II, Decolonization, Cold War, and 9/11. All of the events mentioned above played a crucial role in the global choices, opportunities, and constraints of the state's policies. Thus, understanding the past becomes necessary for a comprehensive picture of the present.

Readings

Vanina, E. (2013). Roads of (Mis)Understanding: European Travellers in India (Fifteenth to Seventeenth Century). Indian Historical Review, 40(2), 267-284.

Nayar PK. Marvelous Excesses: English Travel Writing and India, 1608–1727. Journal of British Studies. 2005;44(2):213-238.
Carrtuthers, S.L. (2008) 'International History, 1900-1945' in Baylis, J. and Smith, S. (eds.)(2008) The Globalization of World Politics. An Introduction to International Relations. 4th ed. Oxford: Oxford University Press, pp. 76-84.
Hobsbawm, E. (1995) Age of Extreme: The Short Twentieth Century, 1914—1991. London: Abacus,
Norman Lowe (2013), Mastering Modern World History, Palgrave,
Carr, E.H. (2004) International Relations between the Two World Wars: 1919-1939. New York: Palgrave, pp. 197-231 and 258-278.
Taylor, A.J.P. (1961) The Origins of the Second World War. Harmondsworth: Penguin, pp.29-65.

Module 3: Issues and Problems in International Politics

Once students are familiar with the twentieth century's theories and key global events, they will be introduced to the current international issues, their causes and possible solutions. This module will discuss the relevance of globalisation, environment and climate change, war, security and human security, nuclear proliferation and deterrence, human rights, and terrorism in our day-to-day life and global attempts to minimise the phenomenon's adverse effects.

Readings

Shibashis Chatterjee (2012), "Globalization" in Chimni and Mallavarapu (eds.), International Relations: Perspective for the Global South, New Delhi, Pearson
Held, D. and McGrew, A. (eds.) (2002) Global Transformations Reader: Politics, Economics and Culture. 2nd ed. Stanford: Stanford University Press.
Chris Brown and Kristen Ainley (2005), "Globalization" in Brown and Ainley, Understanding International Relations, New York Palgrave Macmillan
Carl Death (2014), "Can we save the planet" in Jenny Edkins and Maja Zehfuss (eds.), Global Politics A New Introduction, London: Routledge

Paul Williams, “War,” in Paul Williams, ed., Security Studies: An Introduction (Abingdon, Oxford: Routledge, 2008), pp. 151-170.
http://hamdoucheriad.yolasite.com/resources/security%20studies.pdf
Rajesh Rajagopalan (2012), “Security” in in Chimni and Mallavarapu (eds.), International Relations: Perspective for the Global South, New Delhi, Pearson
David Baldwin, ‘The Concept of Security’, Review of International Studies, 23:1, 1997, pp. 5-26.
Viotti, P.R. and Kauppi, M.V. (2007) International Relations and World Politics: Security, Economy, Identity. 3rd ed. New Delhi: Pearson Education, pp.238-250 and 259-263.
Chimni and Mallavarapu (eds.), International Relations: Perspective for the Global South, New Delhi, Pearson
Vanaik, A. (2007) ‘Political Terrorism and the US Imperial Project’, in Masks of Empire, New Delhi: Tulika Books, pp. 103-128.

Module 4: India and the diplomatic world

The last module focuses on India’s diplomatic engagement globally. This is done to inform students of India’s position and relevance in world politics. This module discusses India’s diplomatic engagement with Pakistan, Bangladesh, Nepal, Sri Lanka, China, the USA, the USSR, Russia, West Asia, South Africa, Brazil, and Look East Policy. It also introduces students to India’s diplomatic engagement with global institutions.

Readings

Vineeth Thakur (2012), “Indian Foreign Policy” in Chimni and Mallavarapu (eds.), International Relations: Perspective for the Global South, New Delhi, Pearson
David C Malone (2011), Does the Elephant Dance, Oxford: Oxford University Press
Bandhopadhyaya, J. (1970) Making of India’s Foreign Policy. New Delhi: Allied.
Ganguly, Sumit and Manjeet S. Pardesi (2009), “Explaining Sixty Years of India’s Foreign Policy”, India Review, 8 (1), pp. 4-19.

Malone, Rajamohan and Raghavan (eds.)(2015), The Oxford Handbook of Indian Foreign Policy, Oxford: Oxford University Press

Mohan, C. Raja (2003), Crossing the Rubicon: The Shaping of India's New Foreign Policy, New Delhi: Viking Press.

Ganguly, Sumit (2010), India's Foreign Policy: Retrospect and Prospect, New Delhi: Oxford University Press

8. Pedagogy:

a. Instructional design

The course will be a combination of lectures, film screenings, 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

Expertise is available within AUD, but considering the workload of AUD faculty, an Adjunct / Visiting faculty would be required.

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

9. Assessment structure (modes and frequency of assessments)

Book Review and Assignment- 30 Percent

Mid - Sem - 30 Percent

End Semester - 40 Percent

Signature of Course Coordinator(s)

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The Science of Happiness and Wellbeing

By Prof. Manas K. Mandal, Prof. Priyadarshi Patnaik | IIT Kharagpur

Join (/update_profile_and_register?user_email=&raw_slug=/noc25_hs103) Learners enrolled: 441

The Science of Happiness and Wellbeing

ABOUT THE COURSE:

Positive psychology, well being and the science of happiness have become almost a craze today with its stress, change and speed. This tested and highly successful course from IIT Kharagpur's Rekhi Centre of Excellence for the Science of Happiness is designed to take one step by step through the science as well as the discovery of the road to happiness. It introduces students to the fundamental concepts, the causes, the mechanism, the effect, as well as the practice of happiness from a scientific and analytical perspective. A must for any professional, it is highly recommended for everyone. If offered for NPTEL Online Certification (NOC), this much-in-demand course would be available online for a large number of participants, with opportunities for collaboration and learning for easy application.

INTENDED AUDIENCE: For anyone keen to understand the science of self-management and wellbeing

PREREQUISITES: No restrictions, ideally after class XII.

INDUSTRY SUPPORT: Happiness is today strongly linked with productivity in the Corporate sector. Many private and public sector industries are now keen to see their employees happy. The Centre at IIT Kharagpur on the Science of Happiness has received a number of offers from such companies to train their employees. This will be especially relevant for the HR team, and for managers at all levels.

Summary

Course Status :	Upcoming
Course Type :	Elective
Language for course content :	English
Duration :	8 weeks
Category :	◦ Humanities and Social Sciences ◦ Psychology
Credit Points :	2
Level :	Undergraduate/Postgraduate
Start Date :	17 Feb 2025
End Date :	11 Apr 2025
Enrollment Ends :	17 Feb 2025
Exam Registration Ends :	24 Feb 2025
Exam Date :	27 Apr 2025 IST

Note: This exam date is subject to change based on seat availability. You can check final exam date on your hall ticket.

This is an AICTE approved FDP course

(/#facebook) (/#x) (/#microsoft_teams) (/#linkedin) (/#whatsapp)

(https://www.addtoany.com/share#url=https%3A%2F%2Fonlinecourses.nptel.ac.in%2Fnoc25_hs103%2Fpreview&title=The%20Science%20of%20Happiness%20and%20Wellbeing%20-%20Course)

Course layout

Week 1: Operationalizing happiness: Defining happiness

Week 2: Understanding the construct of happiness: The science of happiness These five modules would introduce the key concepts that make up the science of happiness, and create the basic ground for the sessions to follow. It would also include pretests to assess current happiness and other related parameters.

Week 3: Factors influencing happiness: Biological, psychological & socio-cultural factors These modules would focus on the key components influence happiness through talks, case studies and self-learning tasks.

Week 4: Unanswered questions: What makes us happy? The modules in this week would focus on the myths as well as the simple secrets of happiness and how to make the act successful through understanding and practice. Happiness: The dynamics within: Key ingredients of happiness These modules would address the key ingredients with scientific evidence, case studies and online assignments and assessments.

Week 5: Train yourself in Happiness: Two short modules on Mindfulness These sessions would take us through the science as well as the art of mindfulness through online practice sessions and training aids. Happiness in the social context: Three modules on Emotional Intelligence. Emotions play a key role in happiness and need to be addressed in their various ways in response to people and society. Tests, assessments and training sessions to hone skills would be included.

Week 6: Happiness at work: Getting rid of daily hassles Happiness and efficiency, happiness and creativity, and various other key components like innovation

and follow would be address Fine tuning work-life balance: Strategies to develop happiness Through units as well as assessment tools participants would be guided t ; (https://swayam.gov.in/) (https://swayam.gov.in/nc_details/NPTEL) a key component of success as well as happiness.

About Swayam (https://swayam.gov.in/about) | All Courses | ()

Week 7: Becoming happier: State & trait of happiness This week would focus on sustaining and enhancing what has been learnt so far through both theoretical as well as training inputs.

Week 8: Creating happiness: Making a difference for others Happiness needs to spread. These units would focus on networking and sustaining what has been learnt by sharing with others. Post-test assessments would also be used to tests changes that have been brought about during the 12 weeks of the course.

Books and references

Reference Material

A: Philosophical and Spiritual Views on Happiness

Uchida, Y., & Ogihara, Y. (2012). Personal or interpersonal construal of happiness: A cultural psychological perspective. International Journal of Wellbeing, 2(4), 354-369. doi:10.5502/ijw.v2.i4.5

B: How Science Defines and Measures Happiness

Kahneman, D. (1999). Objective happiness. Well-being: The foundations of hedonic psychology, 3-25. Harker, L., & Keltner, D. (2001). Expressions of positive emotion in women's college yearbook pictures and their relationship to personality and life outcomes across adulthood. Journal of Personality and Social Psychology, 80(1), 112.doi:10.1037/00223514.80.1.112Kreiman, G., Koch, C., & and Fried, I. (2000). Imagery Neurons in the Human Brain. Nature 408, 357-361.Davidson, R. J., et al. (2003). Alterations in brain and immune function produced by mindfulness meditation. Psychosomatic Medicine, 65(4), 564–570.

C: Happiness and its benefits:

Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? Psychological Bulletin, 131(6), 803. doi:10.1037/0033-2909.131.6.803Danner, D. D., Snowdon, D. A., & Friesen, W. V. (2001). Positive emotions in early life and longevity: Findings from the nun study. Journal of Personality and Social Psychology, 80(5), 804. doi:10.1037/0022-3514.80.5.804

D: Contemporary relevance

Konrath, S. H., O'Brien, E. H., & Hsing, C. (2011). Changes in dispositional empathy in American college students over time: A meta-analysis. Personality and Social Psychology Review, 15(2), 180-198. doi:10.1177/1088868310377395 Kahneman, D. & Deaton, D. (2010). High income improves evaluation of life but not emotional well-being. Proceedings of the National Academy of Sciences, 107(38), 16489–16493. doi:10.1073/pnas.1011492107 Lane, R. E. (2000). The loss of happiness in market democracies. New Haven: Yale University Press.Myers, D. G., & Diener, E. (1995). Who is happy? Psychological Science, 6(1), 10-19. doi:10.1111/j.1467-9280.1995.tb00298.x Myers, D. G. (2001). The American paradox: Spiritual hunger in an age of plenty. Yale University Press.Eden, D. & Aviram, A. (1993). Self-efficacy training to speed reemployment: Helping people to help themselves. Journal of Applied Psychology, 78(3) 352-360

Instructor bio



Prof. Manas K. Mandal

IIT Kharagpur

Prof. Manas K Mandal's research contribution to the field of psychological science spanned over 35 years with primary focus on affect processing in the brain, in general, and in schizophrenia, in particular. His doctoral work on affect (emotion) processing in schizophrenia has been an original work that paved the way for the formulation many research hypotheses later. Prof. Mandal continued his endeavour in later part of his research in uncovering the role of

cerebral hemispheres in emo[illegible]he input about cerebral lateralization was drawn from his earlier work in which he proposed that the right hemisphere activity that regul[illegible]esting may be ayurt-Sciznophrenic Vehicle. He was Madras Institute of Technology – Kharagpur, Prof. Mandal pursued the domain of behavioural neuroscience in normal human behavior, in which he explored the difficulties faced by the left and mixed (clumsy) handers in the society. His researches let us know what percentage of the left handers are found in India, what makes a left hander switch handedness pattern, why the left handers are more prone to accidents than the right handers, etc. As the Director of Defense Institute of Psychological Research (DRDO), prof. Mandal engaged himself in a large number of activities towards the human performance development of the community of armed / paramilitary forces (National Security Guards, CRPF, etc.). Noteworthy, amongst these include (a) getting the best cadet for the armed / paramilitary forces through scientifically developed selection system, (b) analyzing critical behavior like mob hysteria or terrorism, (c) imparting mass counseling for man-made and natural disasters, (d) reducing the incidence of self-defeating behaviours in soldiers like suicide and fratricide, etc. Currently he is the Distinguished Visiting Professor at the Rekhi Centre of Excellence for the Science of Happiness at IIT Kharagpur



Prof. Priyadarshi Patnaik

Priyadarshi Patnaik is a Professor of English and Communication in the Department of Humanities & Social Sciences, IIT Kharagpur. He is also the Secretary, Nehru Museum of Science and Technology, IIT Kharagpur, and Rector's Nominee, Technology Students Gymkhana, IIT Kharagpur. His areas of research include Visual communication, Music and emotion, Communication and culture, Media communication, Translation, and Digital humanities. He has authored and edited more than 14 volumes of text, reference, and creative work. He has a number of research papers, translations, poems, short stories, illustrations and photographs in many national and international journals. He is currently one of the Co-PIs involved with a number of cultural and heritage projects under the MHRD Mega-Project, SandHI.

Course certificate

The course is free to enroll and learn from. But if you want a certificate, you have to register and write the proctored exam conducted by us in person at any of the designated exam centres.
The exam is optional for a fee of Rs 1000/- (Rupees one thousand only).
Date and Time of Exams: **April 27, 2025** Morning session 9am to 12 noon; Afternoon Session 2pm to 5pm.
Registration url: Announcements will be made when the registration form is open for registrations.
The online registration form has to be filled and the certification exam fee needs to be paid. More details will be made available when the exam registration form is published. If there are any changes, it will be mentioned then.
Please check the form for more details on the cities where the exams will be held, the conditions you agree to when you fill the form etc.

CRITERIA TO GET A CERTIFICATE

Average assignment score = 25% of average of best 6 assignments out of the total 8 assignments given in the course.
Exam score = 75% of the proctored certification exam score out of 100

Final score = Average assignment score + Exam score

Please note that assignments encompass all types (including quizzes, programming tasks, and essay submissions) available in the specific week.

YOU WILL BE ELIGIBLE FOR A CERTIFICATE ONLY IF AVERAGE ASSIGNMENT SCORE >=10/25 AND EXAM SCORE >= 30/75. If one of the 2 criteria is not met, you will not get the certificate even if the Final score >= 40/100.

Certificate will have your name, photograph and the score in the final exam with the breakup.It will have the logos of NPTEL and IIT Kharagpur .It will be e-verifiable at nptel.ac.in/noc (http://nptel.ac.in/noc).

Only the e-certificate will be made available. Hard copies will not be dispatched.

Yoga for Concentration

By Dr H R Nagendra | Dr Manjunath N K | Dr Apar Avinash Saoji | Swami Vivekananda Yoga Anusandhana Samsthana

Join (/update_profile_and_register?user_email=&raw_slug=/aic25_ge05) Learners enrolled: 23

COURSE PREVIEW : YOGA FOR CONCENTRATION

This course gives you an overview of what is concentration and role of Yoga in enhancing concentration towards overall personality development. The main processes involved in concentration are attention, perception, cognition, and response. The mind-body response of concentration moves from Chanchalata (distraction), Ekagrata (Concentration), Dharana (Intense focusing) and Dhyana (meditation). The eastern and western perspectives of concentration will be discussed in the course. Integrated approach of yoga practices for concentration will be presented. We will also cover scientific studies on Yoga and concentration

Summary

Course Status :	Upcoming
Course Type :	Not Applicable
Language for course content :	English
Duration :	16 weeks
Category :	◦ Multidisciplinary
Credit Points :	4

Level : Undergraduate (https://swayam.gov.in/nc_details/AICTE)

Start Date :

End Date : About Swayam (https://swayam.gov.in/about) | All Courses | ()

Exam Date : 24 May 2025 IST

Note: This exam date is subject to change based on seat availability. You can check final exam date on your hall ticket.

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Course layout

Week 1
- Module 1: Introduction to Yoga and Concentration
- Module 2: Understanding Concentration

Week 2
- Module 3: Attention and Concentration
- Module 4: Types of attention and Concentration
- Module 5: Neurobiology of concentration and attention

Week 3
- Module 6: Disorders of concentration and attention
- Module 7: Assessing attention and concentration

Week 4
- Module 8: Yoga: Basic understanding and concepts
- Module 9: Eastern concept of concentration

Week 5
- Module 10: Integrated Yoga practices to develop concentration
- Module 11: Yogic lifestyle for improving concentration (diet, yama, niyama, early to bed)

Week 6
- Module 12: Yoga techniques – Asana for improving concentration
- Module 13: Yoga techniques – Pranayama for improving concentration

Week 7
- Module 14: Yoga techniques – Shatkarma for concentration
- Module 15: Meditation for improving concentration

Week 8
- Module 16: Historical perspectives and recent trends in Yoga Research I
- Module 17: Historical perspectives and recent trends in Yoga Research II
- Module 18: Overview of Evidence on Yoga for concentration

Integrated Yoga practices for improving concentration

Week 9
- Module 19: Sukshma Vyayama
- Module 20: Breathing Practices I
  - Hands in and out breathing, hands stretch breathing, Ankle stretch breathing
- Module 21: Breathing practices II

- Tiger breathing, sha ing, Bhujangasana breathing, salabhasana breathing

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Week 10

- Module 22: Loosening Practices
- Module 23: Surya Namaskara
- Module 24: Yogic relaxation techniques: IRT, QRT and DRT

Week 11

- Module 25: Asanas practices – I
  - Tadasana, Ardhakati Chakrasana, Vrikshasana, Garudasana
- Module 26: Asanas practices – II
  - Paschimottanasa, Ustrasana, Gomukhasana, Padmasana

Week 12

- Module 27: Asanas practices – III
  - Bhujangasana, Shalabhasana, Dhanurasana
- Module 28: Asanas practices – IV
  - Shirshasana with wall support, Matsyasana, Sarvangasana, Shavasana

Week 13

- Module 29: Sectional breathing and Kapalabhati
- Module 30: Pranayamas – I
  - Surya bedhana and Chndra Bedhana pranayama, Nadishuddhi pranayama
- Module 31: Pranayamas – II
  - Bhastrika, Ujjayi pranayama

Week 14

- Module 32: Pranayamas – III
  - Sheetali and Sheetkari pranayama
- Module 33: Pranayamas – IV
  - Bhramari pranayama and Nadanusandhana
- Module 34: Om Meditation

Week 15

- Module 35: Trataka
- Module 36: Mind Sound Resonance Technique
- Module 37: Cyclic Meditation

Week 16

- Module 38: Integrated Yoga Module I
- Module 39: Integrated Yoga Module II
- Module 40: Integrated Yoga Module III

Books and references

- H R Nagendra and R Nagarathna. Yoga for Promotion of Positive Health. Swami Vivekananda Yoga Prakashana. 2011.
- H R Nagendra. Yoga: its basis and applications: Swami Vivekananda Yoga Prakashana. 2000
- Singhal, A., Singhal, S. & Kishore, B., (2020) How to improve concentration, Ebury Press
- Sivananda, S. (2020) Concentration and Meditation, The Divine Life Society

Instructor bio

Subject Matter Experts

Dr H R Nagendra ME., PhD
Chancellor, S-VYASA University, Bengaluru, India



Dr H R Nagendra holds PhD in Mechanical Engineering from IISc, Bangalore. After receiving his doctorate in 1968, he served as faculty of IISc in Department of Mechanical Engineering. Then, he went to Canada as Post Doctoral Research Fellow in the University of British Columbia, Canada in 1970. From there, he moved to NASA Marshall Space Flight Centre, USA as Post-Doctoral Research Associate in 1971 and moved to Engineering Science Laboratory, Harvard University, USA as a Consultant in 1972. He served as Visiting Staff at Imperial College of Science and Technology, London later. In 1975, he joined Vivekananda Kendra, a service mission as a whole-time worker. Director of Training Centre, Vivekanandapuram, Kanyakumari. Between 1975 and 1993, he served as the All India Secretary, Yoga Shiksha Vibhag, Vivekanand Kendra, Kanyakumari. He is the founder and President of Vivekananda Yoga Anusandhana Samsthana, Bengaluru.

Currently, He is the Chancellor of Swami Vivekananda Yoga Anusandhana Samsthana, a Yoga University in Bangalore. He is also Chairman of Task force of AYUSH, Govt, of India, New Delhi. He has published 30 Research Papers in Engineering and more than 120 research papers on Yoga. He has authored and co-authored 40 books on Yoga. He has received several awards for his life time achievement in the field of yoga including Padma Shri award by Govt. of India in 2016.

Dr Manjunath N K BNYS., PhD, DSc

Pro-Vice-Chancellor & the Director of Research



Dr. Manjunath N K is the Pro-Vice-Chancellor & the Director of Research at S-VYASA University. He has completed a Bachelor's Degree in Naturopathy & Yogic Sciences from Mangalore University and a Ph.D. in Yoga & Geriatric Medicine from S-VYASA University. He has also been awarded the Doctor of Science (D.Sc.) (Honoris Causa) from S-VYASA University for his contributions to Yoga Research. He has 26 years of Academic, Research, and Administrative experience and has published 70 research papers in journals indexed in international bibliographic databases. His research interests include Psychophysiology of Yoga, Neural correlates of meditation, Aging and rehabilitation. He has guided several students of Ph.D., M.D., and M.Sc. He is also the Editor of International Journal of Yoga (IJOY) and reviewer of various international journals. Dr. Manjunath has delivered lectures on evidence-based Yoga therapy and conducted workshops at prestigious institutions and Universities across the world including Harvard Medical School, USA, Monash University, Australia, Royal College of Medicine, London, Shanghai University of Sports, China, Pharma University, Italy etc. He serves as a member of the Scientific Advisory Committee, Department of Science and Technology, Research advisory committee, Integrative Medicine initiative, Niti Aayog, Core committee, Yoga accreditation in higher education, NAAC, Govt. of India and Steering committee, Yoga programs and accreditation, Yunnan Minzu University, China etc. He is the Vice-President of Vivekananda Yoga University, California, USA, Vice-president of Asian Yoga Therapy Association, Singapore, and the Founding Director of the global chain of Integrative Medicine clinics and hospitals with the brand name Vivekananda Health Global.

Subject Matter Expert and Course Coordinator

Dr Apar Avinash Saoji, BNYS,



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Dr Apar Avinash Saoji is a gold medalist and University topper when he pursued his Bachelors in Naturopathy and Yogic Sciences (BNYS) from Rajiv Gandhi University of Health Sciences, Bengaluru. He has done his doctoral work on the Psychophysiology of Yogic Breath Retention (Kumbhaka) from S-VYASA University, Bengaluru. He has worked as Technical Consultant at the National Institute of Naturopathy, Pune before following his passion for teaching and research. He currently works at S-VYASA as the Principal of the School of Yoga and Naturopathic Medicine. He is also the head of the MD program at S-VYASA. He has 18 peer-reviewed publications and several presentations at national and international conferences. His research interest includes the application of Yoga and Naturopathy in Health and Disease and understanding the underlying mechanisms involved. He is a recognized PhD guide for S-VYASA and AIIMS Rishikesh. He is external moderator for the School of Natural Medicine, Faculty of Community Medicine, University of Western Cape, Cape Town, South Africa. He is an associate editor for CCRYN Indian Journal of Yoga and Naturopathy.

Course certificate

Grading Policy:

There will be (a) Internal Assessment and (b) Final Exam.

Weightage:

- Internal Assessment: This will carry **30%** weightage. MCQs for all the Weeks and one assignment on Yoga Practice
- Final Exam: This will carry **70%** weightage. The final exam will have questions from all the weeks.

Passing Marks:

- You will be eligible for a certificate only if you score minimum 50% in Internal Assessment and minimum 50% in Final Exam.

Final Examination:

- Type of exam: Computer based proctored exam conducted by National Testing Agency
- Exam Center: You will have to appear at the allotted exam centre and take the exam in person. (You can find the final allotted exam centre details in the admit card (hall ticket)).
- Admit Card: You can download the Admit card (Hall ticket) around one week before the exam.
- QP Pattern: All the questions will be in the format of MCQs.

Yoga for Stress Management

By Dr H R Nagendra | Dr Mithila M V | Dr Rajesh Nair | Swami Vivekananda Yoga Anusandhana Samsthana

Join (/update_profile_and_register?user_email=&raw_slug=/aic25_ge08) Learners enrolled: 21



In this course we intend to provide you with a fair understanding about the phenomenon of stress and its effective management. The course walks you through the causative aspects of stress from both eastern and western perspective, its impact on our body and mind, and ways of meeting the challenges of stress. This course presents you with information on the stress physiology, its biological pathway, stress response, and its relationship with sleep and diet. We also provide an overview of stress assessment tools and research evidence for the yogic management of stress. Further we provide you stress management approaches based on the knowledge system of yoga, from theoretical and practical perspective for its effective management.

Summary

Course Status :	Upcoming
Course Type :	Not Applicable
Language for course content :	English
Duration :	16 weeks
Category :	◦ Multidisciplinary
Credit Points :	4

Level : Undergraduate (https://swayam.gov.in/nc_details/AICTE)

Start Date :

End Date : About Swayam (https://swayam.gov.in/about) | All Courses | ()

Exam Date : 18 May 2025 IST

Note: This exam date is subject to change based on seat availability. You can check final exam date on your hall ticket.

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Course layout

• Week 1
o Module 1: Introduction to Yoga for Stress Management - 1
o Module 2: Introduction to Yoga for Stress Management - 2
o Module 3: Stress according to Western perspective

• Week 2
o Module 4: Stress Eastern Perspective
o Module 5: Developmental process : Western and Eastern Perspective
o Module 6: Stress Hazards and Yoga

• Week 3
o Module 7: Meeting the challenges of Stress - 1
o Module 8: Meeting the challenges of Stress - 2

• Week 4
o Module 9: Introduction to Stress Physiology
o Module 10: Stress, Appetite and Dietary management- Modern and Yogic perspective
o Module 11: Sleep and Stress: understanding the relationship for effective management of stress

• Week 5
o Module 12: Stress Assessment methods- a valuable tool toward stress management
o Module 13: Role of Yoga in prevention and management of stress related disorders – a summary of research evidence

• Week 6
o Module 14: Concept of stress and its management - perspectives from Patanjali Yoga Sutra - Part 1
o Module 15: Concept of stress and its management - perspectives from Patanjali Yoga Sutra - Part 2
o Module 16: Concept of stress and its management - perspectives from Patanjali Yoga Sutra - Part 3

• Week 7
o Module 17: Concept of stress and its management - perspectives from Bhagavad Gita - Part 1
o Module 18: Concept of stress and its management - perspectives from Bhagavad Gita - Part 2
o Module 19: Concept of stress and its management - perspectives from Bhagavad Gita - Part 3

• Week 8
o Module 20: Bio-Psycho-Socio-Spiritual model of stress management

• Week 9
o Module 21: Breathing practices – I
Hands in and out breathing, Hands stretch breathing, Ankle stretch breathing
o Module 22: Breathing practices – 2
Dog Breathing, Rabbit breathing, Tiger breathing, Sashankasana breathing
o Module 23: Breathing practices – 3
Bhujangasana breathing, Ardha Shalabhasana breathing (alternate legs), Straight leg raising (alternate legs), Straight leg raising (both legs), Sethubandhasana lumbar stretch, Instant Relaxation Technique (IRT)

• Week 10
o Module 24: Loosening Practices – 1
Shoulder Rotation, Side bending, Standing twist, Hip rotation, Thigh strengthening
o Module 25: Loosening practices – 2
Chakki chalan, Bhunamasana Chalana, Alternative toe touching
o Module 26: Loosening practices – 3
Side leg raising, Pavana muktasana kriya: Wind releasing pose movements, Quick Relaxation Technique (QRT)

• Week 11
o Module 27: Asana practices – I
Tadasana, Ardhakati Chakrasana, Ardha Chakrasana, Trikonasana, Vrikshasana
o Module 28: Asana practices – 2
Vakarasana, Janu Sirshasana, Ushtrasana, Sashankasana,

• Week 12
o Module 29: Asana practices – 3
Ardhamatseyndrasana, Paschimottanasana, Poorvottanasana, Gomukhasana
o Module 30: Asana practices – 4
Makarasana, Bhujangasana, Salambha Shalabahasana, Dhanurasana

• Week 13
o Module 31: Asana practices – 5
Setubandhasana, Sarvangasana, Mastyasana, Deep Relaxation Technique (DRT)
o Module 32: Soorya Namaskar

• Week 14
o Module 33: Pranayama – 1
Kapalbhati kriya and Sectional Breathing
o Module 34: Pranayama – 2
Nadishuddhi Pranayama
o Module 35: Pranayama – 3
Bhramari, Sheetali, Sitkari and Ujjayi

• Week 15
o Module 36: Om Meditation
o Module 37: Cyclic Meditation

• Week 16
o Module 38: Integrated Yoga Module I
o Module 39: Integrated Yoga Module II
o Module 40: Integrated Yoga Module III

Books and referen (https://swayam.gov.in/) (https://swayam.gov.in/nc_details/AICTE)

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H R Nagendra and R Nagarathna. Yoga for Promotion of Positive Health. Swami Vivekananda Yoga Prakashana. 2011.
Contrada, R., & Baum, A. (Eds.). The handbook of stress science: Biology, psychology, and health. Springer Publishing Company. 2010
Al'Absi, M. (Ed.). Stress and addiction: Biological and psychological mechanisms. Elsevier. 2011
Van den Bergh, O. Principles and practice of stress management. Guilford Publications. 2021
Swami Muktibodhananda, Hatha Yoga Pradipika, , Bihar Scool of Yoga, 1998
Swami Satyananda Saraswati, Four Chapters on Freedom, Bihar Scool of Yoga, 1975
Swami Tapasyananda, Srimad Bhagavat Gita, Sri Ramakrishna Math, 2012

Instructor bio

Dr H R Nagendra
Chancellor S-VYASA Deemed-to-be University, Bengaluru, India



Dr HR Nagendra holds PhD in Mechanical Engineering from IISc, Bangalore. After receiving his doctorate in 1968, he served as faculty of IISc in Department of Mechanical Engineering. Then, he went to Canada as Post Doctoral Research Fellow in the University of British Columbia, Canada in 1970. From there, he moved to NASA Marshall Space Flight Centre, USA as Post-Doctoral Research Associate in 1971 and moved to Engineering Science Laboratory, Harvard University, USA as a Consultant in 1972. He served as Visiting Staff at Imperial College of Science and Technology, London later. In 1975, he joined Vivekananda Kendra, a service mission as a whole-time worker. Director of Training Centre, Vivekanandapuram, Kanyakumari. Between 1975 and 1993, he served as the All India Secretary, Yoga Shiksha Vibhag, Vivekanand Kendra, Kanyakumari. He is the founder and President of Vivekananda Yoga Anusandhana Samsthana, Bengaluru.

Currently, He is the Chancellor of Swami Vivekananda Yoga Anusandhana Samsthana, a Yoga University in Bangalore. He is also Chairman of Task force of AYUSH, Govt, of India, New Delhi. He has published 30 Research Papers in Engineering and more than 200 research papers on Yoga. He has authored and co-authored 40 books on Yoga. He has received several awards for his life time achievement in the field of yoga including Padma Shri award by Govt. of India in 2016.

Dr Mithila M V
Associate Professor, S-VYASA Deemed-to-be University, Bengaluru, India



Dr Mithila has completed her Masters and Ph.D. in Biochemistry from the University of Mysore. Her doctoral work was focused on natural sources for Appetite Regulation and Nano-encapsulation of bioactive compound. After Ph.D. she joined S-VYASA as an Assistant Professor and worked with various research projects on understanding the molecular mechanism of Yoga in Type-2-Diabetes and has over 5 years of experience in Clinical Research. She also teaches Biochemistry to the undergraduates in the School of Naturopathy and Yoga and is currently guiding 6 Ph.D. students. Her research interests include oxidative stress, non-communicable diseases, lifestyle intervention and stress management. She is presently working as Associate Professor in Molecular Bioscience division, Anvesana Research Lab at S-VYASA.

Dr Rajesh Nair

Assistant Professor, S-VYASA versity, Bengaluru, India



(https://swayam.gov.in/) (https://swayam.gov.in/nc_details/AICTE)

Dr Rajesh Nair is primarily a student of Indian philosophy, a yoga practitioner and teaches the theory, practice and philosophy of Yoga. Academically trained as an engineer and management consultant, he served the industry for over a decade before shifting attention to the field of yoga studies and teaching. He has also done formal studies in the therapeutical application of yoga (post-graduation) and completed his doctoral work (PhD) on understanding the mechanism of Yoga in managing diabetes, from a molecular biological perspective. He worked as Senior Research Fellow in one of his projects funded by Department of Science and Technology, investigating the efficacy and mechanism of action of yoga on chronic kidney patients. Presently he is serving as an Assistant Professor at S-VYASA deemed-to-be university, focusing on both research and teaching.

Course certificate

Grading Policy:
There will be (a) Internal Assessment and (b) Final Exam.
Weightage:
Internal Assessment:
- This will carry 30% weightage. MCQs for all the Weeks
- Final Exam: This will carry 70% weightage. The final exam will have questions from all the weeks.

Passing Marks:
- You will be eligible for a certificate only if you score minimum 50% in Internal Assessment and minimum 50% in Final Exam.

Final Examination:
- Type of exam: Computer based proctored exam conducted by National Testing Agency
- Exam Center: You will have to appear at the allotted exam centre and take the exam in person.

(You can find the final allotted exam centre details in the admit card (hall ticket)).
- Admit Card: You can download the Admit card (Hall ticket) around one week before the exam
- QP Pattern: All the questions will be in the format of MCQs.

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Initiative by : Ministry of Education (Govt of India)

BEDS-001: Overview and Perspectives of Values

By Dr. Grace Don Nemching | Indira Gandhi National Open University, New Delhi

Join (/update_profile_and_register?user_email=&raw_slug=/nou25_hs08) Learners enrolled: 44

Overview and Perspectives of values - Intro Video

Values are the principles to guide our thought and behavior. They determine not only what we do, but also who we are. Living life by a basic set of values makes life fulfilling, happy and successful, it adds quality to life. Our values reflect what is significant to us in life. They are often our personal guiding principles or life goals. While we may have a variety of life goals that are specific to a situation, like getting a job or a promotion, running a marathon,, our values are life-goals that are not specific to any one situation. Values guide our behavior and attitudes in all aspects of our life, including our home life, our work life and our social life. Values enhance our lives and also the lives of other members in the society.

Course Credit: 4

Summary

Course Status :	Upcoming
Course Type :	Core
Language for course content :	English
Duration :	12 weeks

Category : Humanities and Social Sciences

Credit Points : 4

Level : Certificate

Start Date : 01 Jan 2025

End Date :

Exam Date :

(https://swayam.gov.in/) (https://swayam.gov.in/nc_details/IGNOU)

About Swayam (https://swayam.gov.in/about) | All Courses | ()

(/#facebook) (/#x) (/#microsoft_teams) (/#linkedin) (/#whatsapp)

(https://www.addtoany.com/share#url=https%3A%2F%2Fonlinecourses.swayam2.ac.in%2Fnou25_hs08%2Fpreview&title=BEDS-001%3A%20Overview%20and%20Perspectives%20of%20Values%20-%20Course)

Course layout

WEEK	TOPICS
Week-1	Social Malaise and the need for Value Education
Week-2	Concept of Morality and Moral Education
Week-3	Dimensions of Morality
Week-4	Pillars of Democracy
Week-5	Indian Culture and Human Values
Week-6	Values Enshrined in Indian Philosophy
Week-7	Cultural Pluralism in Indian Society
Week-8	Values for Sustainable Development
Week-9	Theories of Goodness
Week-10	Theories of Conduct
Week-11	Reason and Emotions in Human Conduct
Week-12	Character and Personality

Books and references

1. Dagar B.S. and Dhull, I. (1995) Perspectives in Moral Education, New Delhi: Uppal Publishing House.

2. Jacques, Delors (1996) Learning the Treasure within - Report of the International Commission on Education, Paris: UNESCO Publishing.

3. Joshi, Kmt (1995) in B.S. Dagar and I. Dhull. Perspectives in Moral Education. New Delhi: Uppal Publishing House .

4. Karan Singh (1996) Education for the global society In Jacques Delors, Learning the Treasure within - Report of the International Commission on Education. Paris: UNESCO publishing.

5. Peters, R.S.(1966) Ethics and Education, London: Allen and Unwin.

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6. Peters, R.S. (1982) in Downey, [illegible] Hepburn and Rowe.

7. Giri, S.V. (2001). Value - based education: concept and practice. *Journal of Value Education.* 1(1), 1 - 22.

8. Pradhan, G.C. (1997). Moral values of school students in relation in different personal values. *Indian Educational Abstract*, 3, 37. [Full article in Experiments in Education, 22(8), 173 - 179].

9. Senagar. S.R & Srivastava .D.S.(1990). Perceived parents acceptance and rejection and the value system of school going adolescents. *Indian Psychological Abstracts.* 28 (3) .214 [Full article in perspective in Psychological Researches. 1990. 13(2) 43-46].

10. Sengupta .M.(2001).Personal and professional values of effective teacher students' perceptions. *Journal of value Education* 1(2) ,98-108.

11. Bhatnager, (1995). Role of Teaching in the emerging Indian Society. *Journal of Indian education*, 21 (1). 43-50.
12. Chakraborthy. M. (1997). Value Education. New Delhi: Kanishka.

13. Fiella, J., (1984). Values and the teaching learning process, an Integrated approach, New Frontiers in Education, 9 (4) 41 – 45.

14. Mukhopadhyaya, M., (2010). Value Development in Higher Education. New Delhi: Viva Books.

15. Dash,Neena.(2006).Inclusive education for children with special needs. New Delhi.Atlantic Publishers & Distributors Pvt Ltd.

16. Ramesh Ruchi and Kumar Singh ,Sudhir,(2011). Disability Towards Inclusive India ,New Delhi.Pentagon Press.

Instructor bio



Dr. Grace Don Nemching

Indira Gandhi National Open University, New Delhi

Dr. Grace Don Nemching is currently working as Associate Professor in IGNOU. She worked for 5 years in JMC, DU in the Sociology Department before joining IGNOU. She has completed her Ph.D. from JNU. She has published works in the form of book, book review, wrote articles for journals and has presented papers in seminars and conferences. She is currently Programme coordinator for Certificate Programme in Value Education and Diploma in Value Education, Post Graduate Diploma in Population and Family Health Studies, Masters of Arts in Urban Studies offered in IGNOU.

Group Dynamics

By Prof. Pooja Garg | IIT Roorkee

Join (/update_profile_and_register?user_email=&raw_slug=/noc25_hs30) **Learners enrolled: 200 | Exam registration: 3**

Group Dynamics

ABOUT THE COURSE:

To familiarize the students with the functioning of individuals in group situations. To provide scholars and managers an understanding of human behavior at work and how to effectively integrate human and organizational resources. The course will focus on employees' positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement and optimum human conditioning. The course devises pathways to improve people's quality of work-life and group situations in organizations and understand how managers can create positive change in organizations. This course will introduce the learners to the fundamental aspects of group behavior in detail.

INTENDED AUDIENCE: Students from universities, colleges, and technical institutions and managers seeking to expand their scope of expertise

PREREQUISITES: Graduation in any discipline

INDUSTRY SUPPORT: Banking, IT, and manufacturing sector; HR department, Police training, Medical practitioners, Army, Navy, and Air Force Personnel.

Summary

Course Status :	Upcoming
Course Type :	Elective

Language for course content	English
Duration :	8 weeks
Category :	About Swayam (https://swayam.gov.in/about) | All Courses | Humanities and Social Sciences ()
Credit Points :	2
Level :	Undergraduate
Start Date :	20 Jan 2025
End Date :	14 Mar 2025
Enrollment Ends :	27 Jan 2025
Exam Registration Ends :	14 Feb 2025
Exam Date :	23 Mar 2025 IST

(https://swayam.gov.in/) (https://swayam.gov.in/nc_details/NPTEL)

Note: This exam date is subject to change based on seat availability. You can check final exam date on your hall ticket.

This is an AICTE approved FDP course

(/#facebook) (/#x) (/#microsoft_teams) (/#linkedin) (/#whatsapp)

(https://www.addtoany.com/share#url=https%3A%2F%2Fonlinecourses.nptel.ac.in%2Fnoc25_hs30%2Fpreview&title=Group%20Dynamics%20-%20Course)

Course layout

Week 1: Introduction to Groups: Groups and types of groups, their functions, stages of group development, reasons of joining groups.
Week 2: Group Processes: Conformity, deviance, cohesiveness, social loafing and facilitation, cooperation and competition.
Week 3: Interpersonal attraction and Social Relationship: Attraction, similarity and liking, measurement issues- Sociometry.
Week 4: Group Communication: Process, formal and informal communication, verbal and non-verbal patterns of communication, social networks, rumors, and grapevine.
Week 5: Interactive Behavior: Conflict and resolution strategies, transactional analysis, JOHARI window.
Week 6: Group leadership: Leadership Styles-Autocratic, Democratic, and Laissez-faire leadership styles; Characteristics of various types of group leaders, Contingency models of leadership (Fiedler, Path – Goal, Leader Participation Model of Leadership), and Contemporary models of leadership (Leader-Member Exchange, Situational, and Transactional and Transformational Models of leadership).
Week 7: Organizational Justice, Ethics and Corporate Social Responsibility: Meaning and forms of organizational justice. Ethical behavior in organizations and difference between morals and ethics, the guiding principle of global ethics, factors promoting ethical and unethical behavior, Corporate Social Responsibility-meaning and its types, forms of socially responsible behavior, and the virtuous circle
Week 8: Positive Organizational Scholarship: Definition, the principle of POS, the scope of POS (Organizational Resilience, Meaning in work; Virtuousness, Engagement, Appreciative Inquiry, Mindfulness at work and well-being at work)

Books and references

1. Robbins, S.P. Judge, T.A. & Vohra, N., “Organizational Behavior,” 18th Ed, Pearson Education. (2019)
2. Parek, U. & Khanna, S., “Understanding Organizational Behavior,” 4th Ed, Oxford University Press. (2018)
3. Cameron, K.S. & Spreitzer, G.M., “The Oxford Handbook of Positive Organizational Scholarship,” Oxford Handbooks. (2012)
4.Greenberg, J. & Baron, R., “Behavior in Organizations,” 10th Ed, Pearson-Prentice Hall. (2009)
5. Baron R. A. and Byrne D., “Social Psychology”, 10th Ed., Pearson Education, Inc. (2004)

6. Luthans F., “Organizational , McGraw-Hill Companies. (2004)
7.Cameron, K.S., Dutton, J.E.& tive Organizational Scholarship,) Berrett-Koehler Publishers, Inc, San Francisco (2003)

(https://swayam.gov.in/) (https://swayam.gov.in/nc_details/NPTEL)
About Swayam (https://swayam.gov.in/about) | All Courses | ()

Instructor bio



Prof. Pooja Garg

IIT Roorkee

Prof.Pooja Garg is an Associate Professor in the Department of Humanities and Social Sciences at the Indian Institute of Technology Roorkee, Uttarakhand, India. She is a postgraduate in Psychology and received her Ph. D in Psychology from the Indian Institute of Technology Roorkee, Uttarakhand, India. Her areas of specialization are Organizational Behaviour and Positive Psychology. She has more than twelve years of teaching and research experience. She received the Korea Foundation for Advanced Studies Fellowship, now Chey Institute of Advanced Studies (CIAS) (2018-19), South Korea. She was awarded the Emerald Highly Commended Award, 2018, and Emerald Outstanding Paper Award at the Emerald Literati Network Awards for Excellence 2007, UK. She has published research papers in journals of national and international repute such as The International Journal of Human Resource Development, International Journal of Educational Management, Journal of Organizational Change Management, Asia-Pacific Journal of Business Administration, Journal of Management Development, Journal of Organizational Management, among others

Course certificate

The course is free to enroll and learn from. But if you want a certificate, you have to register and write the proctored exam conducted by us in person at any of the designated exam centres.
The exam is optional for a fee of Rs 1000/- (Rupees one thousand only).
Date and Time of Exams: **March 23, 2025** Morning session 9am to 12 noon; Afternoon Session 2pm to 5pm.
Registration url: Announcements will be made when the registration form is open for registrations.
The online registration form has to be filled and the certification exam fee needs to be paid. More details will be made available when the exam registration form is published. If there are any changes, it will be mentioned then.
Please check the form for more details on the cities where the exams will be held, the conditions you agree to when you fill the form etc.

CRITERIA TO GET A CERTIFICATE

Average assignment score = 25% of average of best 6 assignments out of the total 8 assignments given in the course.
Exam score = 75% of the proctored certification exam score out of 100

Final score = Average assignment score + Exam score

Please note that assignments encompass all types (including quizzes, programming tasks, and essay submissions) available in the specific week.

YOU WILL BE ELIGIBLE FOR A CERTIFICATE ONLY IF AVERAGE ASSIGNMENT SCORE >=10/25 AND EXAM SCORE >= 30/75. If one of the 2 criteria is not met, you will not get the certificate even if the Final score >= 40/100.

Certificate will have your name, photograph and the score in the final exam with the breakup.It will have the logos of NPTEL and IIT Roorkee .It will be e-verifiable at nptel.ac.in/noc (http://nptel.ac.in/noc).

Only the e-certificate will be made available. Hard copies will not be dispatched.

Once again, thanks for your interest in our online courses and certification. Happy learning.

- NPTEL team

MSD-017: Challenges to Sustainable Development

By Dr. Deeksha Dave; Dr. Y.S.C. Khuman | Indira Gandhi National Open University, New Delhi

Join (/update_profile_and_register?user_email=&raw_slug=/nou25_ge11) Learners enrolled: 33

Challenges to Sustainable Development

The Course **"Challenges to Sustainable Development"** provides an overview of the challenges faced by the world in achieving sustainable development. It stresses the importance of balancing the social, environmental and economic cost of development not only for the present but also for the future generations. We have witnessed the socio-cultural and ecological impacts of conventional model of development which makes it essential to seek alternative means.

The course intends to provide a forum for examining the developmental models of the world. The upcoming challenges of climate change, environmental pollution, biological threats and importance of good health and sanitation have been elaborately discussed. The course will be useful for the learners who are interested in the knowing more about the challenges posed by massive economic growth, reckless development, unplanned strategies and over utilization of natural resources. The objective of the course is to facilitate the students to critically examine the leading discussions and practices of development so as to enable them to participate effectively in decision making at various levels.

Course Credit: 4
Eligibility: Graduate in any discipline

Summary

Course Status :	Upcoming
Course Type :	Not Applicable
Language for course content :	English
Duration :	12 weeks
Category :	◦ Multidisciplinary
Credit Points :	4
Level :	Postgraduate
Start Date :	01 Jan 2025
End Date :	30 Apr 2025
Enrollment Ends :	28 Feb 2025
Exam Date :	18 May 2025 IST
NCrF Level :	7.0
Exam Shift :	Shift-II

(https://swayam.gov.in/) (https://swayam.gov.in/nc_details/IGNOU)

About Swayam (https://swayam.gov.in/about) | All Courses | ()

(https://www.ugc.gov.in/pdfnews/9028476_Report-of-National-Credit-Framework.pdf)

Note: This exam date is subject to change based on seat availability. You can check final exam date on your hall ticket.

(/#facebook) (/#x) (/#microsoft_teams) (/#linkedin) (/#whatsapp)

(https://www.addtoany.com/share#url=https%3A%2F%2Fonlinecourses.swayam2.ac.in%2Fnou25_ge11%2Fpreview&title=MSD-017%3A%20Challenges%20to%20Sustainable%20Development%20-%20Course)

Course layout

Challenges to Sustainable Development	
Block-1 Climate Change	
Week-1	Introduction to the science of climate change
Week-2	Climate change and natural resources system
Week-3	Human dimensions of climate change
Week-4	Adaptation and Mitigation
Block-2 Global Environmental Issues	
Week-5	Overpopulation and resource depletion Energy Crisis
Week-6	Urbanisation Pollution and waste generation
Block-3 Health, Nutrition and Environment	
Week-7	Environment and Health, Health and Sanitation
Week-8	Health Hazard
Week-9	Nutrition
Block-4 Threats	
Week-10	Land Degradation Desertification
Week-11	Disasters
Week-12	Biopiracy

Books and references

BOOKS

- Alexander, D. (2018). *Natural disasters*. Routledge.
- Chakrabarty, K., & Chakrabarty, A. S. (2019). *Textbook of Nutrition in Health and Disease*. Springer Nature.
- Harper, C., & Snowden, M. (2017). *Environment and society: Human perspectives on environmental issues*. Taylor & Francis.

REFERENCES

- Middleton, N. (2(*sino: An introduction to environmental issues: An introduction to environmental issues*. Routledge.
- Bobrowsky, P. T. (Ed.). (2013). *Encyclopedia of natural hazards* (Vol. 1139). Dordrecht: Springer.
- Dave, D. (2009). Biological pollution: An upcoming global threat. *TERI Information Digest on Energy and Environment*, *8*(1), 19-33.
- Hoornweg, D., &Bhada-Tata, P. (2012). What a waste: a global review of solid waste management.
- Mukherjee, T. (2020). Documentation and Protection of Traditional Knowledge. In *Medicinal Plants: Biodiversity, Sustainable Utilization and Conservation* (pp. 135-142). Springer, Singapore.
- Pathak, B. (2015). *Environmental Sanitation and Eradication of Scavenging in India*. Motilal Banarsidass.
- Selendy, J. M. (Ed.). (2019). *Water and Sanitation-related Diseases and the Changing Environment: Challenges, Interventions, and Preventive Measures*. John Wiley & Sons.
- You, S., Sonne, C., & Ok, Y. S. (2020). COVID-19's unsustainable waste management. *Science*, *368*(6498), 1438.

Instructor bio



Dr. Deeksha Dave; Dr. Y.S.C. Khuman

Indira Gandhi National Open University, New Delhi

Dr. Deeksha Dave is working as Associate Professor, Environmental Studies, School of Interdisciplinary and Transdisciplinary Studies, IGNOU. She is M.Sc. (Gold Medalist) and Ph.D. Environmental Sciences from M. L. Sukhadia University, Udaipur. She is also M.A. in Distance Education from IGNOU, New Delhi. She has a rich experience of more than 15 years of teaching and research in Environmental Studies. She has authored several textbooks on Environmental Studies published by repute publishers. To her credit are several book chapters, research papers and articles in various journals and magazines. She has also participated and presented her research work in several national and international seminars and conferences. She was awarded for the Best Oral Presentation Award at the International Conference on Eco-friendly and Socially Responsible Economy and Equity: Issues and Challenges of 21st century for Emergent Sustainable Development amongst SAARC Countries organized by Mohanlal Sukhadia University, Udaipur and University of Mumbai, Mumbai in 2017. She is also the recipient of COL (Commonwealth Of Learning) fellowship for participation at 31st Conference on "Open University for Inclusive and Equitable Quality Education" held at Yogyakarta, Indonesia in 2017. She is invited as a speaker in various conferences, seminars and workshops. She is the life member of various Professional Bodies like National Environmental Science Academy and Society of Ethnobotanists.

At IGNOU, she is co-ordinating important programmes like Course on Population and Sustainable Development, Certificate in Solid Waste Management and M.Sc. Environmental Sciences. She is also associated with courses on Sustainability Science. Her area of research includes waste management, ecology and sustainability education.  **Dr. Y.S.C. Khuman** is Associate Professor in the School of Interdisciplinary and Tran disciplinary Studies, IGNOU, New Delhi. His Ph.D. from University of Delhi is on fuel wood issues in mountain regions of India. He has more than 15 publications in peer reviewed journals. Dr. Khuman was involved in the design and development of different programmes in the area of Sustainability Science at IGNOU. He is also a member of Commission of Ecosystem Management, IUCN (2021-25). He is life member of Indian Society for Ecological Economic, Delhi and Indian Academy of Social Sciences, Allahabad.

He is the Programme Coordinator, Post Graduate Diploma in Sustainability Science and Master of Arts in Sustainability Science. He has more than ten years' experience in developing online courses and online student support services.

Major Research areas: Sustainability Science, Wetland Ecology, Natural Resource Management, Sustainable Development and Local livelihood.

MEMORANDUM OF UNDERSTANDING

BETWEEN

FinTram Global

AND

Dr. B.R. Ambedkar University Delhi

This Memorandum of Understanding ("MoU") is made and entered into on 8th Day of May 2025 (herein after, for the sake of brevity referred to as "Effective date") between:

(1) **FinTram Global LLP,** with an office located at 17/36B, Basement, Old Market, Tilak Nagar, New Delhi -110018, India (hereinafter "FinTram")

AND

(2) **Dr. B.R. Ambedkar University Delhi, PARTNER, located at Kashmere Gate, Lothian Road, Kashmere Gate, Delhi 110006** (herein after "Dr.B.R.AUD")

FinTram and PARTNER, where applicable, are individually referred to as "the Party" and jointly as "the Parties".

WHEREAS:

A. FinTram is a leading organization for Professional Education and is headquartered in Delhi, India. FinTram is dedicated to transforming professionals and imparting knowledge through its various courses and is a Preferred Training provider for various International Qualifications across the Globe. FinTram is the house of Professionally Qualified Faculties with various international qualifications along with vast corporate experience to help students with the real industry experience. FinTram is the global Learning Providers for ACCA, US CPA, US CMA and IFRS courses. We are also approved channel Partners for Becker Professional Education - USA and also Gold-Approved ACCA Learning Partners.

B. Dr.B.R.AUD is a state university established by the Government of the National Capital Territory of Delhi through the act of Legislature i.e. Dr. B.R. Ambedkar University Act 2007 (Delhi Act no. 09 of 2007), having its head office/ main campus at Lothian Road, Kashmere gate, Delhi 110006. The university is mandated to focus on research and teaching social sciences and humanities and guided by Dr Ambedkar's vision of bridging equality and social justice with excellence. It's mission to create sustainable and effective linkages between access to and success in higher education.

C. Based on the Parties mutual desire to develop and strengthen their cooperative relationship in their field of competences, both Parties shall cooperate to exchange information and expertise in order to support the development of finance and accounting expertise amongst the students/employees of the institution and the wider profession as appropriate.

NOW THEREFORE:

1. THE MoU

The Preamble, the above declarations and Annexures, attached hereto, shall form an integral part of this MoU.

2. INTENT OF THE PARTIES

The purpose of this MoU is to establish a formal basis for cooperation between the Parties to promote mutual objectives to establish and service International accounting and finance education, grow skills and deliver through their mutual areas of expertise. FinTram undertakes to work together with PARTNER in the following areas to support the objectives outlined above:

a) working together with PARTNER to enhance Financial/Accounting and other areas of education for professional development by providing relevant and appropriate support on the educational process including the delivery of various International Qualifications (as agreed) that will support students/employees to progress in their studies for professional careers for which FinTram have learning solutions.

b) collaboration on joint events and continuing professional development courses and seminars.

The Parties also expressly agree and acknowledge that the final terms and operational framework upon which the arrangements proposed in this MoU are structured, shall be subject to formal written agreements negotiated and entered into separately, which will deal with the financial arrangements, confidentiality, ownership and use of intellectual property, publication of articles or other work and other relevant matters.

3. PRINCIPLES

The Parties recognize the following principles:

a) the Parties shall mutually work in good faith in accordance with the provisions of this MoU and applicable laws and regulations of the Parties;

b) this MoU is a statement of intent and shall not create, directly or indirectly, any legally binding rights, obligations or liabilities, on either Party except where expressly so provided; which for the avoidance of doubt shall include this sub-clause and Clause Confidentiality of Information.;

c) this MoU provides each Party equal rights and obligations;

d) this MoU shall not, and is not intended to, modify or supersede any law or regulation applicable to the Parties;

e) the provisions of this MoU shall be implemented:

i. in accordance with the applicable laws and regulations;

ii. within the availability of the resources of the Parties; and

iii. in a manner that is not contrary to the public or national interests of the respective Party.

4. NOTIFICATION AND COMMUNICATION

(A) Cooperation, communication and the sharing of information can be effected through meetings, or the exchange of letters and documents (in written or electronic form).

(B) Legal notices to be given under this MoU shall be in writing and delivered by registered mail addressed, courier, fax or email to the designated principal contacts listed in Annex 1.

(C) Correspondence and notices shall be deemed duly served:

i. if personally delivered and duly acknowledged receipt by the other Party at the time of delivery;
ii. if sent by registered or recorded delivery mail, or by courier at the time when such registered letter would in the ordinary course be delivered; and
iii. if sent by facsimile, at the time of transmission provided that the notice is confirmed by registered or recorded delivery mail within twenty-four (24) hours.
IV. if sent by email, on the first business day following the transmittal of.

5. COST SHARING

Unless agreed otherwise by the Parties in writing, each Party shall bear their own costs in connection with the execution of the activities and fields of cooperation referred to in clause 2.

6. CONFIDENTIALITY OF INFORMATION

(A) The Parties shall keep any and all information exchanged between the Parties and/or relating to this MoU including, without limitation, the terms of this MoU, confidential and shall not use such confidential information for any

purpose other than those specified in this MoU, or as agreed by the Parties in writing.

(B) Neither Party shall disclose confidential information received pursuant to this MoU to any third party or make any public announcement concerning the same unless such disclosure or announcement is explicitly approved in writing by each Party.

(C) Where a Party is subject to a mandatory disclosure requirement, or receives a legally enforceable demand for information that has been disclosed to it under this MoU, that Party (Requesting Party) shall inform the other Party (Requested Party) of its obligation to disclose and will endeavor to seek consent from the Requested Party before making a disclosure. Where consent to disclose the information is not given the Requesting Party will assert the appropriate legal exemptions and privileges with respect to the information, as may be available and shall endeavor to protect the confidentiality of the information received under this MoU.

(D) Notwithstanding the foregoing, each Party may disclose the terms of this MoU to its professional advisers who are subject to a duty of confidentiality.

(E) Each Party shall establish and maintain such safeguards as are necessary and appropriate to protect the confidentiality of the information received from the other Party in relation to this MoU.

7. INTELLECTUAL PROPERTY

The Parties acknowledge that nothing in this MOU shall be construed as granting either Party any rights in the Intellectual Property and all associated goodwill of the other. Any Intellectual Property created or disclosed pursuant to this MOU will be governed by the terms of a separate written agreement by the Parties.

8. USE OF NAME

The Parties agree not to use each other's names, logos and trademarks in advertising or other form of publicity without prior written consent of that Party.

9. APPLICABLE LAW

This MoU shall be interpreted in accordance with the laws of the Delhi, India, excepting that State's conflicts of laws rules.

10. TERM OF THE MOU

(A) This MoU shall commence on the date shown at the front page and shall

remain in force for a period of Three (3) years and will be automatically extended for 3 more years unless either of the party expresses that it does not wish to extend the term.

(B) In case of need, this MoU may be terminated by any of the Parties at any time by giving at least 30 (thirty) days prior written notice, which shall be an integral part of this MoU, to the other Party.

(C) Unless the Term is extended or renewed, this MoU shall automatically expire and cease to have any force and effect.

(D) No alteration, modification or addition to this MoU (including the designated principal contacts) or any waiver of any of the terms hereof shall be valid unless made in writing and signed by duly authorized representatives of both Parties.

(E) This MoU may be executed in any number of counterparts. This has the same effect as if the signatures on the counterparts were on a single copy of this MoU.

11. DISPUTE RESOLUTION

Any dispute or difference of opinions between the Parties concerning the interpretation or execution of this MoU shall be resolved by means of mutual consultations and negotiations between the Parties' representatives, if not resolved, the jurisdiction shall lie with the courts of Delhi, in accordance with the applicable Law.

12. NO LEGAL EFFECT

Notwithstanding anything herein contained, it is understood by the Parties that this MoU is intended only to reflect the desire of the Parties to work towards the matters herein contained and is not intended to create any legal relations between the Parties or to have any legal or binding effect and therefore no legal claim by any of the Parties or the third party may arise hereunder. It is understood and agreed to that the parties to this Agreement would each like to provide the other with certain information that may be considered confidential. To ensure the protection of such information and in consideration of the agreement to exchange said information, a non-disclosure agreement shall be signed.

13. SUCCESSOR

The Parties agree that any entity that becomes the successor in interest, or otherwise legally assumes the functions, powers and duties, of a Party, at the date it becomes

such successor or assumes such functions, powers and duties, become a party to this MoU

EXECUTION

This MOU is signed in on May 8, 2025. There are two original copies.

Signed by

Registrar
Dr. B.R. Ambedkar University

Name: Dr. Navlendra Kumar Singh
Position: Registrar
Date:

Witness

1.

Name: Prof. Sitansu S. Jena
Position: Dean SVS
Date: 06.05.2025

2.

Name: RAJEEV TALWAR
Position: CONTROLLER OF FINANCE
Date: 06.05.2025

Signed by

FinTram Global

For FINTRAM GLOBAL LLP

Auth. Sign. / Partner

Name: Swati Dhingra

Position: Partner
Date: 8th May 2025

FINTRAM GLOBAL LLP New Delhi

Witness

1.

Name: PANKAJ DHINGRA
Position: PARTNER
Date: 8/5/25

2..

Name: Vanshika Norwal
Position: Executive HR
Date: 9/May/2025

Annex 1

DESIGNATED PRINCIPAL CONTACTS

The designated principal contacts for the communication and exchange of information between the Parties as set out in this MoU are as follows:

Dr. Rekha Gulia Assistant Professor SVS, AUD M- 9911583344 email- rgulia@aud.ac.in	**Mrs. Swati Dhingra** Partner **FinTram Global LLP** M- 9971094848 Email- swatidhingra@fintram.com
Dr. Neelu Verma Assistant Professor SVS, AUD M-9910592778 email- neelu@aud.ac.in	**Mr. Pankaj Dhingra** Partner **FinTram Global LLP** M- 9810856820 Email-pankajdhingra@fintram.com