



Dr. B.R. Ambedkar University Delhi
Minutes of the 39th meeting of
Academic Council

Held on 01.08.2025 at 11:30 AM

Dr.B.R. Ambedkar University Delhi

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

F. No. AUD/26-3(13)/Gov./39thAC/2025

Dated: 25.08.2025

The 39th Meeting of the Academic Council was held on 01.08.2025 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 Rukmini Sen, Dean, School of Heritage Research and Management & Director, Centre for Publishing, Dr.B.R.AUD
7. Professor Sitansu Sekhar Jena, Dean, School of Vocational Studies, Dr.B.R.AUD
8. Professor Nakkeeran Nanjappan, Dean, School of Public Policy & Governance, Dr.B.R.AUD
9. Professor Amit Kumar Mishra, Dean, School of Global Affairs, Dr.B.R.AUD
10. Professor Babu P. Remesh, School of Development Studies (SDS), Dr.B.R.AUD
11. Professor Juhi Shukla, Dean School of Culture & Creative Expressions (SCCE), Dr.B.R.AUD
12. Dr. Santosh Kumar Singh, Dean, School of Liberal Studies (SLS), Dr.B.R.AUD
13. Dr. Oinam Hemlata Devi, Dean School of Human Ecology (SHE), Dr.B.R.AUD
14. Dr.Urfat Anjem Mir, Dean, School of Undergraduate Studies (SUS), Dr.B.R.AUD
15. Professor Arun Kumar, Dean, School of Education Studies (SES), Dr.B.R.AUD
16. Dr. Rachna Chaudhary, Dean (Offg.), School of Human Studies (SHS), Dr.B.R.AUD
17. Dr. Kritika Mathur, Assistant Professor, School of Management, Dr.B.R.AUD
18. Shri Rajeev Talwar, CMA, Controller of Finance, Dr.B.R.AUD (Special Invitee)
19. Dr. Jyotirmoy Bhattacharya, Dean, Assessment, Evaluation and Student Progression (AES), Dr.B.R.AUD (Special Invitee)
20. Dr. Rekha, Dean, Student Services Division (Special Invitee), Dr.B.R.AUD

[Signature]

21. Col. Omkar Singh, Registrar and Secretary, Academic Council, Dr.B.R. Ambedkar University Delhi

Leave of Absence

Prof. Sanjay Kumar Sharma, School of Liberal Studies, Dr.B.R.AUD 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 and informed about the following initiatives which have been undertaken by the University since the last meeting held on 09.06.2025.

1. That the **admission process** for UG and PG programmes for 2025–26 is in full swing. Dr. B. R. Ambedkar University Delhi ranked 7th nationally in student preference for CUET admissions in 2024–25, with 3,99,010 combined registrations for UG and PG. In 2025–26, the University received a record **3,60,780** CUET registrations for PG alone, a significant increase from previous years:

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	In process and ongoing	3,60,780 and ongoing	3,60,780 and ongoing

Continuing major **academic reforms**, all UG programmes have been suitably amended as per NEP 2020 recommendations. Across the programmes there has been integration of value added courses, community engagement and service, and compulsory internship components. The total credits in the UG programmes range from 164 to 168 and 6 credits of internship. BVoc, BBA and ITEP programmes follow their respective national frameworks that already incorporate the recommendations.

2. That the University has committed to provide internship opportunity to its students along with field experience across programmes, many students from various schools completed their internships during the summer break (June–July 2025).

Some examples are:

- a) **SES's** MA Education and MA ECCE students interned at organisations across Delhi, Lucknow, Udaipur, Mizoram, Assam, Meghalaya, Manipur, and Mumbai. These included: Tata Institute of Social Sciences (Mumbai), NCERT and SCERT (Delhi), Vidya Bhawan Society (Udaipur), Meghalaya Early Childhood Development Mission, and many more.

- b) **SoM's** MBA, BBA, and BBA-IEV students interned across sectors: research (IEG), consulting (Ernst & Young), FMCG (Mother Dairy), hospitality (JW Marriott), pharma (Abbott), PSUs (IOCL, NHPC), corporates (Tata Steel, Wipro), and digital media (Tata Communications). BBA students also interned with NGOs like Salaam Baalak Trust and Butterflies, working on education, health, women's empowerment, and sustainability. **SHS MA Gender Studies** students interned in roles such as content development, social media, research, and programme management at organisations like The Education Alliance, Kudumbashree Mission, and Centre for Social Research. **MA Psychology** students interned in hospitals (29 students), NGOs (8), and internally at CPCPR (12). Host institutions included AIIMS, IHBAS, RML, Safdarjung, VIMHANS, KGMU Lucknow, and NGOs like Salaam Baalak Trust and Vridhcare.
- c) BA and MA students of **SLPS** interned with private and government-aided NGOs on education policy, community data collection, and social welfare. 24 students of **SHE** undertook 2-credit internships on socio-legal research, ecology of floodplains and forests, waste management, carbon sequestration, and urban farming in NCR. Outside Delhi, themes included river ecosystems, dolphins, forest restoration, and agrarian distress.
- d) Six students of **SoL** completed a 6-credit internship with Sarayu Foundation, working on website management, AI-based video transcription, and multilingual subtitling.
- e) **SGA** students interned with NGOs such as Punarjagran Samiti, Salaam Baalak Trust, NAB, and She Can Foundation, and bodies like NHRC, DCPCR, and companies including Manpower Consulting, Global Nexus, and KARA Medical Foundation. Roles ranged from teaching and research to accessibility tech and HR.
- f) **SLS** students benefitted from a fully funded internship with the National Minorities Development and Finance Corporation (NMDFC), Ministry of Minority Affairs. Others interned with ILSS, RegisterKaro, Suvidha Foundation, BlueKraft Digital Foundation, Ministry of Education's IKS project, Eight Goals One Foundation, CCI, TreeMate India, and WeTick.
- g) **SHRM** students are undertaking a 6-week summer internship with organisations such as Delhi Development Authority (DDA), Archaeological Survey of India (Delhi, Baroda, and Meerut circles), Central Antiquity Collection (Purana Qila), IGNCA, Egg Sculpture Art Studio, Pankh Art Studio, Sharva Puratattva Solutions (Bhopal), and Lucknow Heritage Society.
2. That the faculty recruitment process has been ongoing in full swing. The university now has 171 Faculty Members [165 regular; 01 on deputation; 05 contractual appointments] and 04 Other Academic Staff (01 Librarian, 02 Deputy Librarians, and 01 Assistant Director of Physical Education & Sports).

3. In accordance with the DTTE/DHE order No. DHE/9(56)/Guidelines/Plg/2019-20/2720-28 dated 30.06.2025, the Vice Chancellor informed about the assumption of additional charge as Vice Chancellor of Delhi Teachers University on 1 July 2025.
4. That a collaborative research project between Dr. B. R. Ambedkar University Delhi and the University of Ladakh, has received a **grant of approximately Rs. 65 lakhs from the Department of Science & Technology**, Government of India, under the Science & Heritage Research Initiative. This interdisciplinary project, aims to preserve and document Ladakh's rich folk traditions, bridging heritage, folk traditions, and technology.
5. That the University has signed an **MoU** with the Inter University Centre for Teacher Education (**IUCTE**), Banaras Hindu University, Varanasi, on 20 June 2025. IUCTE is an autonomous establishment of the University Grants Commission (UGC) for professional development in teacher education. The School of Education Studies (SES) will conduct joint activities with IUCTE for research and capacity building for Integrated Teacher Education Programmes (ITEPs) in line with NEP 2020 recommendations.
6. That the First Meeting of the Delhi Vice Chancellors Forum (**DVCF**) was organised on 2 May 2025, Dr. B. R. Ambedkar University Delhi, with an emphasis on the growing need to channelise their respective strengths toward addressing local challenges and promoting inter-university collaborations. Subsequently, the second meeting of the Forum was held on 6 June 2025 at DPSRU and the third meeting on 11 July 2025 at GGSIP University. Monthly meetings are being hosted by the member university on a rotation basis. Many collaborative initiatives are expected to emerge from these interactions.
7. That the University celebrated **International Yoga Day** on 21 June 2025. The University organised special yoga sessions in the lead-up to the event. These sessions were held every Monday, Wednesday, and Friday from 11:00 AM to 12:00 Noon, starting 2 June 2025, at the Kashmere Gate Campus
8. That under **Seed Money Grant for Faculty Research**, Prof. Rukmini Sen organised a symposium on 'Youth in Delhi: New Living Arrangements and Friendships' was held on 3 June 2025, with a focus on students migrating to Delhi for higher education.
9. That the newly installed passenger lift in the Administrative Block, Kashmere Gate Campus, was inaugurated on 17 June 2025. In order to achieve the target of 100% barrier free campus in line with the govt norms.
10. That the HRDC and HR Division conducted a training for non-teaching staff on 'File Management, Noting, and Drafting' at Kashmere Gate on 7 July 2025, with 78 administrative staff participating from across the campuses of the university.
11. That the students of Dr.B.R.Ambedkar University Delhi attended the first Anniversary Celebrations of Bharatiya Nyay Sanhita, Bharatiya Suraksha Sanhita, and Bharatiya Sakshya Adhiniyam organised by Government of NCT of Delhi at Bharat Mandapam from 2 to 5 July 2025.
12. That a community awareness programme was conducted by National Disaster Response Force (NDRF) at the Karampura campus on 14 July 2025.

13. That the University has implemented the Vice-Chancellor Internship Scheme (VIS) for the students.
14. That the Govt. of NCT of Delhi has approved and accepted the proposal prepared by the students of Dr.B.R.Ambedkar University Delhi on the cleaning of Sahibi River, Najafgarh Drain.
15. That the 24 students of School of Human Ecology (SHE) undertook 2-credit internships on socio-legal research, ecology of floodplains and forests, waste management, carbon sequestration, and urban farming in NCR. Outside Delhi, themes included river ecosystems, dolphins, forest restoration, and agrarian distress.

Agenda 39.1: Confirmation of the the Minutes of the 38th Meeting of the Academic Council held on 09.06.2025.

It was submitted to the Academic Council that the Minutes of the 38th Meeting held on 09.06.2025 were circulated among all the members on 09.07.2025 and no comments were received on the minutes.

Decision: The Academic Council confirmed the minutes of the 38th meeting Academic Council held on 09.06.2025.

Agenda 39.2: Action Taken Report (ATR) on the decisions taken in the 38th meeting of the Academic Council held on 09.06.2025

It was submitted that the Action Taken Report on the decisions taken in its 34th meeting, 37th Meeting and 38th Meeting held on 09.05.2024, 29.11.2024 and 09.06.2025 respectively were placed before the Academic Council.

Decision: The Academic Council deliberated on the Action Taken Report on the decisions passed by it in its 34th meeting, 37th Meeting and 38th Meeting held on 09.05.2024, 29.11.2024 and 09.06.2025. After due deliberations, the Academic Council noted the action taken report in respect of Agenda No. 34.2, 36.2, 37.4 and from 38.3 to 38.52 by the University. The Academic Council further recommended to take action in light of the deliberation held during the meeting on the following Agenda:

Resl No.	Decision	Earlier Action Taken	Recommendation made by the Academic Council
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 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	Based on the Academic Council approval, the School will offer to students the online course on "Retail and Channel Management" through SWAYAM for BVoc Retail management students as an optional	The Academic Council recommended the School of Vocational Studies (SVS) to explore the possibility of adding online courses offered on SWAYAM or

Resl No.	Decision	Earlier Action Taken	Recommendation made by the Academic Council
	“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.	course.	National Council for Vocational Education and Training (NCVET).
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. 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.	As informed by the School, the course pertaining to Workshop on Archaeological Site Management is not being offered at SHRM. The Academic Council is requested to consider deletion of the recommendations made in respect of the Agenda 38.11	The Academic Council considered deletion of the recommendations made in respect of the Agenda 38.11. Hence, the same has been considered as deleted.
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 Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, School of Global Affairs. After due deliberations,	1. Histories of Marginalisation Course was accordingly replaced with an already approved course titled ‘Decolonisation in History’ 2. Approved 5 courses are adopted in the School 3. Understanding	The Academic Council recommended the School of Global Affairs to review the course “Understanding the caste in the City” and place the Action Taken Report in its next meeting. The Academic

Resl No.	Decision	Earlier Action Taken	Recommendation made by the Academic Council
	the Academic Council ratified the decision taken by the Competent Authority in approving the recommendations of Board of Studies regarding five courses(SI No.(i),(ii), (iii), (v), (vi)) offered under existing BA Programmes of School of Global Affairs. As far as course at SI 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 Council in its next meeting.	Caste in the City will be revised and presented to the BoS and AC for approval.	Council further recommended the school to review the title so as to reflect the social equality.
38.52	To take stock of and deliberate on offering the fourth year of the four-year undergraduate programme 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 University shall offer the fourth year of the four-year undergraduate programme only when the number of students will be 10 or more and this decision shall be implemented from the next Academic Session 2026 onwards. However, for the Academic Session 2025-26, the University will offer fourth year of the four year programme, where the number of students is less than 10 also.	The University shall offer the fourth year of the four-year undergraduate programme only when the number of students will be 10 or more and this decision shall be implemented from the next Academic Session 2026 onwards. However, this will not be applicable for the batches admitted during the year 2022-2025.

b) The Academic Council noted the corrections carried out by the University in respect of the Action Taken Report placed before the Academic Council in its 35th meeting held on 07.08.2024 vide Agenda No.35.2, in respect of the following agenda:-

Agenda No.	Title of the Agenda	Action Taken Report placed before the Academic Council in its 35 th meeting held on 07.08.2024	Corrected/Updated Action Taken Report
34.8	To consider the proposal for creation of a new School “School of Public Policy and Governance	(ii) Relocation faculty members to SPPG was approved and a notification to this effect was issued on 1st July 2004	Relocation faculty members to SPPG was approved and a notification to this effect was issued on 1st July 2024

Agenda 39.3: To consider the recommendations made by the Board of Studies regarding the courses of the BA (H) Economics Programme under FYUP SUS

The agenda was placed before the Academic Council in its 39th meeting held on 01.08.2025 in pursuance of the Resolution No. 38.17 passed by the Academic Council in its 38th Meeting held on 09.06.2025 wherein the Council had deferred the matter and recommended to place the matter in the next meeting.

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-1**) had deliberated and recommended the following courses of the BA (H) Economics Programme under FYUP School of Undergraduate Studies:

3A. Consideration of 6th-semester courses under the DSC category placed at (Annexure-2).

i. Indian Economy (DSC) – NSUS1EC114 - is four credit core course which highlights 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 to 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.

The Board of Studies recommended to place the 6th Semester Course (Indian Economy) under DSC in the prescribed format before the Academic Council for approval.

3B. Consideration of 6th-semester courses under the DSE category placed at (Annexure-3-5).

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.

Objectives of the course:

- 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

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.

Objectives of the Course:

1. To develop a systematic way of thinking about the consequences of using money through introduction of contemporary economic modelling 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.

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.

Objectives of the Course:

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.

The Board of Studies recommended to place the 6th Semester Courses namely Issues in Social Policy in India, Monetary Economics and Game Theory as 6th-semester DSE courses in the prescribed format before the Academic Council 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 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 and resolved to approve the recommendations made by the Board of Studies, School of Undergraduate Studies regarding DSC and DSE Courses of the BA (H) Economics Programme in terms of the power conferred under 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 resolved to change the title of the course namely “Issues in Social Policy in India” (DSE)”to “Social Policy and Welfare”.

Agenda 39.4: To consider the recommendations made by the Board of Studies regarding the courses of the BA (H) English Programme under FYUP SUS

The agenda was placed before the Academic Council in its 39th meeting held on 01.08.2025 in pursuance of the Resolution No. 38.17 passed by the Academic Council in its 38th Meeting held on 09.06.2025 wherein the Council had deferred the matter and recommended to place the matter in the next meeting.

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 had deliberated and recommended the following courses of the BA (H) English Programme under FYUP SUS:

4A. Consideration of 6th-semester courses under the DSC category placed at (Annexure-6-7).

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.

Objectives of the Course: 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.

ii. Postcolonial Literatures (DSC) – NSUS1EN213 - is a four credit core course and 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.

Objectives of the Course: 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.

The Board members recommended to place the 6th Semester Courses namely Literature and Cinema and Postcolonial Literatures 6th-semester DSC courses in the prescribed format before the Academic Council for approval.

4B. Consideration of 5th-semester courses under the DSE category placed at (Annexure-8-10).

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.

Objectives of the course: 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.

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.

Objectives of the Course: 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.

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.

Objectives of the Courses: 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.

The Board members recommended to place the 6th Semester Courses namely Written for Children and Young Adults, Modern Movements in Arts and Literary Translation in Contemporary India as 6th-semester DSE courses in the prescribed format before the Academic Council 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 Academic Council deliberated and resolved to approve the recommendations made by the Board of Studies, School of Undergraduate Studies regarding DSC and DSE Courses of the BA (H) English Programme in terms of the power conferred under 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 resolved to change the title of DSC Course from “Literature and Cinema” to “Literature in Cinema” and to change the title of DSE Course “Written for Children and Young Adults” to “Writing for Children and Young Adults”.

Agenda 39.5: To consider the recommendations made by the Board of Studies regarding the courses of the BA (H) History Programme under FYUP SUS

The agenda was placed before the Academic Council in its 39th meeting held on 01.08.2025 in pursuance of the Resolution No. 38.19 passed by the Academic Council in its 38th Meeting held on 09.06.2025 wherein the Council had deferred the matter and recommended to place the matter in the next meeting.

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 had deliberated and recommended the following courses of the BA (H) History Programme under FYUP SUS:

5A. Consideration of 6th-semester courses under the DSC category placed at (Annexure-11-12).

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.

Objectives of the Course: 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.

ii. Wars and Revolutions in the Twentieth Century (DSC) – 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 World 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.

Objectives of the Course: The objective of the course is to develop understanding of the contemporary world order. Students are made aware of historical developments that shaped the contemporary world.

The Board of Studies recommended to place the 6th Semester Courses namely Contemporary India, 1947-1992 and Wars and Revolutions in the Twentieth Century as 6th-semester DSC courses in the prescribed format before the Academic Council for approval.

5B. Consideration of 6th-semester courses under the DSC category placed at **(Annexure-13-15).**

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-judicial 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.

Objectives of the Course:

- a. Help students to work with primary sources
- b. Understand caste as a conceptual category
- c. To have a broader understanding of the varied perspectives on modernity and its implications on all social categories

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.

Objectives of the Course:

- a. To have a basic understanding of the on-going relevance of decolonization debates in various part of the globe.
- b. To be aware of the connections between decolonization of the past and decolonization of the present.
- c. To have an improved sense of geography.
- d. 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.

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.

Objectives of the Course: The course helps 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.

The Board of Studies recommended to place the 6th Semester Courses namely Caste and Indian Modernity, Decolonisation in History and Introduction to Indian Art and Architecture as 6th-semester DSE courses courses in the prescribed format before the Academic Council 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 Academic Council deliberated on the recommendations made by the Board of Studies, School of Undergraduate Studies regarding the consideration of DSC and DSE courses of BA(H) History Programme. After detailed deliberations, the Academic Council resolved to approve the recommendations made by the Board of Studies, SUS regarding DSC and DSE courses of the BA (H) History Programme under FYUP SUS except for the following courses:-

- i. "Caste and Indian Modernity (DSE)".
- ii. "Decolonisation in History (DSE)".
- iii. "Introduction to Art and Architecture (DSE)".

The Academic Council resolved to revisit the aforesaid courses at Sl. No.(i), (ii) and (iii) and place the same before the Academic Council in its next meeting. The Council further resolved to change the year in the course titled “Contemporary India 1947-92” to “Contemporary India 1947 onwards”.

The Academic Council further authorized the Vice Chancellor to take further necessary action in the matter.

Agenda 39.6 : To consider the recommendations made by the Board of Studies regarding the courses of the BA (H) Mathematics Programme under FYUP SUS

The agenda was placed before the Academic Council in its 39th meeting held on 01.08.2025 in pursuance of the Resolution No. 38.20 passed by the Academic Council in its 38th Meeting held on 09.06.2025 wherein the Council had deferred the matter and recommended to place the matter in the next meeting.

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 had deliberated and recommended the following courses of the BA (H) Mathematics Programme under FYUP SUS:

6A. Consideration of 6th-semester courses under the DSC category placed at (Annexure- 16-17).

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.

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.

The Board members recommended to place the 6th Semester Courses namely Linear Optimisation and Applications and Advanced Algebra as 6th-semester DSC courses in the prescribed format before the Academic Council for approval.

6B. Consideration of 6th-semester courses under the DSE category placed at (Annexure- 18-20).

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.

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.

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

Objective of the Course: 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.

The Board members recommended to place the 6th Semester Courses Number Theory and Cryptography, Mathematics for Computer Sciences and Partial Differential Equations as 6th-semester DSC courses in the prescribed format before the Academic Council for approval.

6C. Consideration of 6th-semester courses under the GE category placed at (**Annexure-21-22**).

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.

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.

The Board members recommended to place the 6th Semester Courses namely of Lattices and Boolean Algebra and Mathematical Finance as 6th-semester DSC courses in the prescribed format before the Academic Council 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 Academic Council deliberated and resolved to approve the on the recommendations made by the Board of Studies, School of Undergraduate Studies regarding the DSC and DSE courses of the BA (H) Mathematics Programme under FYUP SUS in terms of the power conferred under 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 resolved to review the title of the course "Mathematics for Computer Science" to "Computational Mathematics" and to replace the following content namely "Lab work using MATHEMATICA" to "Lab work using various softwares" under the DSE Course "Partial Differential Equation".

Agenda 39.7: To consider the recommendations made the Board of Studies regarding the courses of the BA (H) Political Science Programme under FYUP SUS

The agenda was placed before the Academic Council in its 39th meeting held on 01.08.2025 in pursuance of the Resolution No. 38.21 passed by the Academic Council in its 38th Meeting held on 09.06.2025 wherein the Council had deferred the matter and recommended to place the matter in the next meeting.

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 had deliberated and recommended the following courses of the BA (H) Political Science Programme under FYUP SUS:

7A. Consideration of 6th-semester courses under the DSC category placed at (Annexure-23-24).

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.

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 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.

The Board members recommended to place the 6th Semester Courses namely International Governance and Institutions and Introduction to Research Methods as 6th-semester DSC courses in the prescribed format before the Academic Council for approval.

7B. Consideration of 6th-semester courses under the DSE category placed at **(Annexure-25).**

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.

The Board members recommended to place the 6th Semester Courses namely Social and Political Movements in Contemporary India as 6th-semester DSE course in the prescribed format before the Academic Council for approval.

7C. Consideration of 6th-semester courses under the GE category placed at **(Annexure-26).**

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 of the course:

- 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.

The Board members recommended to place the 6th Semester Courses namely Diaspora and Migration Social and Political Movements in Contemporary India as 6th-semester GE course in the prescribed format before the Academic Council 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 Academic Council deliberated and resolved to approve the recommendations made by the Board of Studies, School of Undergraduate Studies regarding DSC, DSE and GE Courses of the BA (H) Political Science Programme under FYUP SUS in terms of the power conferred under Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Agenda 39.8: To consider the recommendations made by the Board of Studies regarding the courses of the BA (H) Psychology Programme under FYUP SUS

The agenda was placed before the Academic Council in its 39th meeting held on 01.08.2025 in pursuance of the Resolution No. 38.22 passed by the Academic Council in its 38th Meeting held on 09.06.2025 wherein the Council had deferred the matter and recommended to place the matter in the next meeting.

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 had deliberated and recommended the following courses of the BA (H) Psychology Programme under FYUP SUS:

8A. Consideration of 6th-semester courses under the DSC category placed at (Annexure-27-29).

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.

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.

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: To learn the basic concepts of Organizational Behaviour and its applications in contemporary organizations.

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

The Board members recommended to place the 6th Semester Courses namely Psychological testing, Counseling Psychology and Organizational Behavior as 6th-semester DSC courses in the prescribed format before the Academic Council for approval.

8B. Consideration of 6th-semester courses under the DSE category placed at (Annexure-30).

i. Critical Developmental Psychology (DSE) – NSUS1PS733 -is a four credit elective course 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 abelist perspective which puts differently abled students at a disadvantage.

Objectives of the course:

- 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.

The Board members recommended to place the 6th Semester Courses namely Critical Developmental Psychology (Annexure-30) 6th-semester DSE courses in the prescribed format before the Academic Council 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) Psychology 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 Academic Council deliberated and resolved to approve the recommendations made by the Board of Studies, School of Undergraduate Studies regarding the courses of the DSC and DSE courses of BA (H) Psychology Programme under FYUP SUS consideration in terms of the power conferred under Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Agenda 39.9: To consider the recommendations made by the Board of Studies regarding the courses of the BA (H) Sociology Programme under FYUP SUS

The agenda was placed before the Academic Council in its 39th meeting held on 01.08.2025 in pursuance of the Resolution No. 38.23 passed by the Academic Council in its 38th Meeting held on 09.06.2025 wherein the Council had deferred the matter and recommended to place the matter in the next meeting.

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 had deliberated and recommended the following courses of the BA (H) Sociology Programme under FYUP SUS:

9A. Consideration of 6th-semester courses under the DSC category placed at (Annexure-31-32).

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.

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.

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 of the course:

- 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

The Board members recommended to place the 6th Semester Courses namely Sociological Theory II and Academic Reading and Writing for Sociology as 6th-semester DSC courses in the prescribed format before the Academic Council for approval.

9B. Consideration of 6th-semester courses under the DSE category placed at **(Annexure-33-34).**

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

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.

The Board members recommended to place the 6th Semester Courses Engendering Peace and Justice Studies in South Asia and Sociology of Disaster and Risk Mitigation as 6th-semester DSE courses in the prescribed format before the Academic Council 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 Academic Council deliberated and resolved to approve the recommendations made by the Board of Studies, School of Undergraduate Studies regarding the DSC and DSE courses of the BA (H) Sociology Programme under FYUP SUS in terms of the power conferred under Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Agenda 39.10: To consider the revision of Assessment, Evaluation and Student Progression Policy of Dr. B.R. Ambedkar University Delhi

Introduction and Background

It was submitted to the Academic Council that the University had revised the Assessment, Evaluation and Student Progression Policy of the University in 2022 for regulating all aspects of student assessment, promotions etc. Over time a need was felt to clarify many aspects of the policy and to accommodate new developments. It was also felt that some aspects not included in the original policy such as penalties for the use of unfair means should be included in the policy.

In order to examine the proposal, a Committee under the Chairpersonship of Dean, Academic Affairs was constituted by the Competent Authority. The Committee drafted a revised policy (**Annexure-35**) which, subsequent to the approval of the Competent Authority, was placed before the Academic Council for its consideration. The major changes in the current policy have been summarized as under:

Section in Revised Policy	Present Policy	Proposed Change
2. Standing Committee on Assessment	No provision	Standing committee of the Academic Council to deal with major assessment issues (see 13. and 14. below)
5. Grading System	UGC grading scale, with O=10, ..., P=4, F=0. No grades between P and F.	Inclusion of three grades D+=3, D=2, D=1 only for individual assessment components. This closes the large gap between P and F and provides students an opportunity to receive partial credit. For the course as a whole the UGC scale shall continue to be used.
6. Passing Grade	P for all courses except MA dissertations. B for dissertations.	P for all courses including dissertations.
7. Academic Promotion.	For promotion from an even semester to an odd semester a student should not have failed more than 25% of the course credits of the year. [Ambiguous and leaves scope for interpretation]	For promotion from an even semester to an odd semester: a) A student should not have failed more than 30% of the course credits of that academic year. b) This requirement is calculated based only on the courses of that academic year, excluding any repeat, improvement, or additional courses. c) No rounding of the credit requirement will be applied.

	regarding backlogs from previous years etc.]	
12. Partial Repeat Examinations	Left to the discretion of Schools. Some Schools/programs allow students who have scored between 2.5 to 3.5 in a course to take a partial repeat exam in the same semester with the revised grade calculated as 70% of the old grade and 30% of the partial repeat grade. Other Schools/programmes don't have any provisions.	12.1 There shall be a uniform partial repeat policy for the University. Only students in the third and fourth year of undergraduate programs and in the second year of postgraduate programs who have failed to pass a course registered in that year will be eligible to be assessed through a partial-repeat examination. The exams shall be held by the School within one month of the commencement of the next semester. 12.2 The partial repeat examination will be a summative assessment for the course, the grade of which will replace the grade of the end-semester assessment with the same weightage. 12.3 Students shall not be eligible to appear for partial repeat examinations for courses which they have not passed in earlier years and which they have not registered to repeat in the year in which they are eligible for partial repeat examination.
13. Use of unfair means	No provisions currently	Unfair means defined in parity with guidelines of other major universities such as Delhi University. Graded scheme of penalties. Minor penalties of reprimand or cancellation of assessment to be awarded by Dean of the School Major infractions to be referred an Inquiry Committee which shall report to the Standing Committee on Assessments which may award major penalties including suspension and de-enrollment.
14. Grade revision	No provisions currently	Changes within one month may be approved by Dean AES. Changes after one month to be examined by Standing Committee on Assessments.
15. Record retention	No provisions currently	School/faculty to retain all student work for at least one year.

16. Maximum course load for students	No provisions currently	Extra load limited to 50% of required load.
17. Academic leave	No provisions currently	One semester to one year in extreme circumstances.

The Assessment Evaluation and Student Progression Policy carries no financial implication and legal implications.

The revised Assessment, Evaluation and Student Progression Policy, was placed before the Academic Council for consideration in light of of Section 24(1) (xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated and resolved to approve the revised Assessment, Evaluation and Student Progression Policy for the students admitted in the year 2025-26 onwards, in terms of the power conferred under Section 24(1) (xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

The Academic Council further observed that the drop out rate of the NCC cadets has increased in the recent past and recommended the Schools to allow NCC cadets to attend camps and activities as per the requirement of the NCC Protocol, and their attendance relaxation to be reviewed accordingly.

Agenda No. 39.11: To consider the fee structure for the D.LITT/D.SC Programme in Dr. B.R. Ambedkar University Delhi

Introduction and Background

It was submitted to the Academic Council that a committee was constituted by the Hon'ble Vice Chancellor, Dr. B.R. Ambedkar University Delhi, for deliberations and recommendations on the fee structure for the D.LITT/D.SC Programme, as per University Notification AUD/4-37/2022-23/Fee Structure/72/156 dated 05 April 2023. **(Annexure-36)**

The aforesaid committee proposed the following proposed fee structure for D.LITT. programmes for both Indian and NRI/Foreign Scholars.

Proposed Fee Structure:

Description	Fee in INR (Rs.) for Indian Scholars	Fee in USD (\$) for NRI*/ Foreign** Scholars	Remark
Admission Fee	Rs. 1,00,000/-	\$3500/-	Onetime fee
Quarterly Fee during first year	Rs. 35,000/-	\$1200/-	This is for first year Including caution deposit of Rs. 5000/- or \$ 80 as the case may be
Bi-Annual and onward Fee	Rs. 30,000/-	\$1000/-	Per Semester fee after first year/ two semester and up to 8 th Semester (Maximum course duration is 04 years)
Other Allied Alumni Activity Fee per semester	Rs. 500/-	\$20/-	Per semester fee
Thesis Evaluation and Viva voce Fee	Rs. 50,000/-	\$1750/-	At the time of thesis submission

Illustrative Examples:

(i) One Indian Scholar completes his/ her D.Litt. programme in 02 years i.e. 04 semesters, then fee structure shall be as follows: -

Admission Fee = Rs. 1,00,000/-

First year/ two semester (Four quarters) Fee-4 * Rs. 35,000/- =Rs. 140,000/-

Fee for third and fourth semester- 2 * Rs. 30,000/- = Rs. 60,000/-

Other Allied Alumni Activity Fee per semester- 4 * Rs. 500/- = Rs. 2,000/-

Fee for thesis Evaluation and Viva voce = Rs. 50,000/-

Total fee for the course- Rs. 3,52,000/- for two years' duration in respect of Indian Scholars

(ii) One NRI*/ Foreign** Scholar completes his/ her D.Litt. programme in 02 years i.e. 04 semesters, then fee structure shall be as follows: -

Admission Fee = \$3500/-

First year/ two semester (Four quarters) Fee- $4 * \$1200/- * 4 = \$4800/-$

Fee for third and fourth semester- $2 * \$1,000/- = \$2,000/-$

Other Allied Alumni Activity Fee per semester- $4 * \$20/- = \$80/-$

Fee for thesis Examination- \$1750/-

Total fee for the course- \$12,130/- for two years' duration in respect of NRI/ foreign Scholars

*NRI- Non Resident Indian

**Foreign Scholar- A Scholar who is holding Foreign Passport

The structured fee implementation will provide the university with a clear revenue stream aligned with the programme's academic delivery while maintaining affordability for scholars. The proposed structure aligns with the university's statutory powers and ordinances (clause 12 (1) (b) of the first statute) regarding programme fee fixation.

The recommendations of the Fee Committee (**Annexure-37**) regarding the D.LITT Programme fee structure were placed before the Academic Council for consideration in light of Section 24(1) (vi), Section (vii) and Section (xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated and resolved to approve the recommendations made by the fees committee regarding fee structure for the D.LITT/D.SC Programme in terms of the power conferred under Section 24(1) (vi), Section (vii) and Section (xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007. The Academic Council further recommended to place the matter before the Board of Management for consideration.

Agenda No.39.12: To consider the recommendations made by the Board of Studies, School of Human Ecology regarding offering of MOOC courses and credits to be opted by the students.

Introduction & Background:

It was submitted to the Academic Council that the Board of Studies (BoS) (**Annexure-38**) of the School of Human Ecology in its meeting held on 3rd June and 16th July, 2025 had deliberated on the offering of MOOC courses and credits to be opted by the students. The Board of Studies noted that the SWAYAM Board, UGC in its 26th meeting held on 24 Apr 2025 has approved 1696 Massive Open Online Courses (MOOC) developed by National Coordinators (UGC, CEC, NPTEL, IGNOU, IIMB, AICTE, NITTTR etc.) to be offered in the July 2025 semester on the SWAYAM platform vide University Grant Commission (UGC) letter D.O.No. 1-8/ 2017(SWAYAM)Partfile-1 dated 01 Jul 2025. Subsequently, the duly constituted Swayam Advisory Committee, at AUD prepared a list of MOOC courses relevant to the programmes of the University (AUD) in its meeting held on 08 Jul 2025.

Based on the list of the MOOCs (830 courses) identified by the university,

- 34 course names (including 2 already approved by the Academic Council, AUD) have been identified to offer to the 2nd year students of MAED at the School, SHE
- A total of maximum 10 credits may be opted by the students from the SWAYAM portal as “ELECTIVE” courses. This limit also includes elective courses that will be chosen from other programmes at AUD.
- The Board members reviewed the courses and three courses were removed following the email discussion.

After due deliberations, in exercise of the powers conferred under Clause 6 of Statute 12A of the Statutes of the University, the Board of Studies considered and recommended the list of 31 electives from the SWAYAM portal to be offered to the 2nd year students of MA Programme (**Annexure-39**). The Board also recommended a total of maximum 10 credits to be opted as electives from SWAYAM and other AUD programmes.

Proposal: The recommendations made by the Board of Studies, School of Human Ecology regarding offering of the MOOC courses and adoption of credits by the students of School of Human Ecology (SHE) 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 and resolve to approve the recommendations made by the Board of Studies, School of Human Ecology regarding offering of MOOC courses and credits to be opted by the students of the school in terms of the power conferred under 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. 39.13: To consider the recommendations made by the Board of Studies, School of Human Ecology regarding approval of a revised core course “Traditional Knowledge Systems of India” (4 credits) in the MA programme in Dr. B.R. Ambedkar University Delhi

Introduction & Background:

It was submitted to the Academic Council that the Board of Studies (BoS) of the School of Human Ecology in its meeting held on 3rd June and 16th July, 2025 had deliberated on agenda related to the approval of a revised core course “Traditional Knowledge Systems of India” (4 credits) (**Annexure-40**) in the MA programme in Dr. B.R. Ambedkar University Delhi.

It was submitted that the course was recommended by the 9th BoS held on 10th June, 2024 and was subsequently approved by the Academic Council in its 35th meeting held on 07.08.2024 as a core course in the programme, MA Environment and Development.

The course has been offered in the School of Human Ecology from MS2024. The course was placed before the IKS committee of the university and the committee suggested aligning the course in discussion with specific IKS components. The committee also suggested to include ancient Indian texts and Indian scholars rather than using Western Scholars, in its next iteration. Prof. Abhay Kumar Dubey, a member of the IKS-AUD committee was consulted for its revision and accordingly the course is revised.

After due discussions, in exercise of the powers conferred under Clause 6 of Statute 12A of the Statutes of the University, the Board of Studies considered and recommended the core course ‘Traditional Knowledge Systems of India’ (4 credits) for approval by the Academic Council.

Proposals: -The recommendations made by the Board of Studies, School of Human Ecology were placed before the Academic Council for considering the recommendations made by the Board of Studies, School of Human Ecology (SHE) regarding approval of a revised core course “Traditional Knowledge Systems of India” (4 credits) in the MA 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 Academic Council deliberated and resolved to approve the recommendation made by the Board of Studies regarding the revised core course namely “Traditional Knowledge Systems of India” (4 credits) in the MA programme in Dr. B.R. Ambedkar University Delhi in terms of the power conferred under 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. 39.14: To consider the recommendations made by the Board of Studies, School of Human Ecology for the approval of new elective course “Ecological Thoughts in Indian Knowledge Systems” (4 credits) in the MA programme in Dr. B.R. Ambedkar University Delhi

Introduction & Background:

It was submitted to the Academic Council that the Board of Studies (BoS) of the School of Human Ecology in its meeting held on 3rd June and 16th July, 2025 had deliberated on agenda related to the approval of a new elective course “Ecological Thoughts in Indian Knowledge Systems” (4 credits) (**Annexure-41**) in the MA programme in Dr. B.R. Ambedkar University Delhi. It was submitted to the Board that the new course titled “Ecological Thoughts in Indian Knowledge Systems” (4 credits) was placed before the IKS committee of the university in its meeting held on 05th March, 2025. The Committee resolved to place the course before the Board of Studies and Academic Council by categorizing the readings into essential and additional reading list.

Based on the IKS-AUD committee’s suggestions, the course was revised and placed before the Board of Studies of the School in its meeting held on 03rd June, 2025 for deliberations and discussions. After detailed deliberations, the Board of Studies considered and recommended the elective course ‘Ecological Thoughts in Indian Knowledge Systems’ (4 credits) for placing the same before the Academic Council for approval.

Proposals: -The recommendations made by the Board of Studies, School of Human Ecology are proposed to be placed before the Academic Council for considering the recommendations made by the Board of Studies, School of Human Ecology(SHE) regarding approval of new elective course “Ecological Thoughts in Indian Knowledge Systems” (4 credits) in the MA programme in Dr. B.R. Ambedkar University Delhi 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 and resolved to approve the recommendations made by the Board of Studies, School of Human Ecology (SHE) regarding introduction of new elective course titled “Ecological Thoughts in Indian Knowledge Systems” (4 credits) in the MA programme in Dr. B.R. Ambedkar University Delhi in terms of the power conferred under 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. 39.15: To consider the recommendations made by the Board of Studies, School of Human Studies regarding offering of MOOC courses in the Academic Year 2025-26 mandated by the UGC (Credit Framework for Online Learning Courses through SWAYAM) Regulations 2021 in two MA Programmes of SHS (namely M.A. Psychology and MA Gender Studies).

Introduction & Background:

It was submitted to the Academic Council that the Board of Studies (BoS) School of Human Studies had deliberated on the offering of MOOC courses in the Academic Year 2025-26 as mandated by the UGC (Credit Framework for Online Learning Courses through SWAYAM) Regulations 2021 in the two MA Programmes in SHS, namely M.A. Psychology (Psychosocial Clinical Studies) and M.A. Gender Studies. The Board of Studies recommended the revised list of MOOC Courses (**Annexure-42**).

Proposals: -The recommendations made by the Board of Studies regarding the revised lists of MOOC courses to be offered by School of Human Studies in M.A. Psychology and M.A. Gender Studies in the Academic Year 2025-26 as mandated by the UGC (Credit Framework for Online Learning Courses through SWAYAM) Regulations, 2021 for M.A. Psychology and MA Gender Studies Programmes 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 and resolved to approve the recommendations made by the Board of Studies, School of Human Studies regarding offering of MOOC courses for M.A. Psychology and MA Gender Studies Programmes in the Academic Year 2025-26 in terms of the power conferred under 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Agenda No. 39.16: To prescribe the Composition of Committee for explicitly defining the eligibility criteria for screening the applications for direct recruitment of Teachers and Other Academic Staff as provided for in the “UGC Regulations on Minimum Qualifications for Appointment of Teachers and Other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education, 2018” and suggest improvements in the screening process.

Introduction & Background:

It was submitted to the Academic Council that the University recruits Teachers & Other Academic Staff in accordance with the UGC Regulations on Minimum Qualifications for Appointment of Teachers and Other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education, 2018. During screening of applications received for direct recruitment to Teaching and Other Academic Staff positions with reference to the eligibility criteria as provided for in the UGC Regulations, 2018, it has been felt that some of the eligibility criteria need to be defined more explicitly. For example, as per the UGC Regulations, 2018, clause 4.1 (III) the eligibility criteria for direct recruitment to the post of Professor are as follows:

A.

- i) An eminent scholar having a Ph.D. degree in the concerned/ allied/ relevant discipline, and published work of high quality, actively engaged in research with evidence of published work with, a minimum of 10 research publications in the peer-reviewed or UGC-listed journals and a total research score of 120 as per the criteria given in Appendix II, Table 2.
- ii) A minimum of ten years of teaching experience in university/ college as Assistant Professor/ Associate Professor/ Professor, and/or research experience at equivalent level at the University/ National Level Institutions, with evidence of having successfully guided doctoral candidate.

OR

- B.** An outstanding professional, having a Ph.D. degree in the relevant/ allied/ applied disciplines, from any academic institutions (not included in A above) / industry, who has made significant contributions to the knowledge in the concerned/ allied/ relevant discipline, supported by documentary evidence provided he/she has ten years' experience.

Need has been felt to more explicitly define the “significant contributions to the knowledge in the concerned/ allied/ relevant discipline” and “ten years' experience” as mentioned in eligibility criteria ‘B’ above to ensure fair, transparent & objective assessment of eligibility of the candidates who apply under criteria ‘B’.

Proposal:

The following committee was proposed to be constituted for explicitly defining the eligibility criteria for screening the applications for direct recruitment of Teachers and Other Academic Staff as provided for in the “UGC Regulations on Minimum Qualifications for Appointment of Teachers and Other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education, 2018” and suggest improvements in the screening process.

1. Dean, Academic Affairs – Chairperson
2. One Member of the Board of Management to be nominated by the Vice Chancellor.
3. Two External Members to be nominated by the Vice Chancellor.
4. Director, Internal Quality Assurance Cell (IQAC) – Member Secretary.

The financial implication in the proposals is limited to payment of honorarium and travelling allowance to the external members of the Committee as per norms of the University. Further, this would help in making the screening process robust, transparent and legally sound.

The above proposed composition of the Committee was placed before the Academic Council for consideration and approval.

Decision: The Academic Council deliberated and resolved to approve the following constitution of the Committee for explicitly defining the eligibility criteria for screening the applications for direct recruitment of Teachers and Other Academic Staff as provided for in the “UGC Regulations on Minimum Qualifications for Appointment of Teachers and Other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education, 2018” and suggest improvements in the screening process.

1. Dean, Academic Affairs – Chairperson
2. One Member of the Board of Management to be nominated by the Vice Chancellor.
3. Two External Members to be nominated by the Vice Chancellor.
4. Director, Internal Quality Assurance Cell (IQAC) – Member Secretary.

The Academic Council further authorized the Vice Chancellor to take further necessary action in the matter.

Agenda No. 39.17: To consider the recommendations made by the Board of Studies, School of Management regarding adoption and adaptation of the AICTE Model Curriculum for the Undergraduate BBA Degree Programme(launched in 2024) for implementation from the BBA Batch of 2026 in AY 2026-27.

Introduction & Background:

It was submitted to the Academic Council that the Board of Studies in its 15th meeting held on 15.7.2025 (**Annexure-43**) had deliberated on the Model Curriculum for BBA, BBA (Hons) and BBA (Hons) with Research launched by the AICTE in 2024. It was noted that the model curriculum has been designed as per NEP 2020 Framework and found to be appropriate to adopt the same for the BBA Programme at the University.

After detailed deliberations, the Board of Studies recommended to adopt and adapt the BBA Programme, applicable to all students enrolling from the next academic year 2026-27.

The recommendations made by the Board of Studies, School of Management regarding adoption and adaption of the BBA Programme applicable to all students enrolling from the next academic year 2026-27 were placed before the Academic Council for consideration in light of Section 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 and resolve to approve the recommendations made by the Board of Studies, School of Management regarding adoption and adaptation of the AICTE Model Curriculum for the Undergraduate BBA Degree Programme(launched in 2024) for implementation from the BBA Batch of 2026 in AY 2026-27.

Agenda No. 39.18: To consider the recommendations made by the Board of Studies, School of Management (SoM) regarding approval of Structure and Course Outlines for Semesters VII and VIII-BBA 2022 Batch.

Introduction & Background:

It was submitted to the Academic Council that the Board of Studies in its 15th meeting held on 15.7.2025 had deliberated on the proposed course structure outlines for the 7th and 8th semesters for the BBA 2022 Batch under the UGCF Framework (**Annexure-44**). The Board of Studies deliberated on the course structure and suggested redistributing of credits between the two semesters to better manage student workload and align with the UGCF. After due deliberations, the Board of Studies members suggested the following:-

- (i) Assigning 20 credits to Semester VII and 16 credits to Semester VIII, bringing the total programme credits to 166.
- (ii) Members proposed increasing the credit weight of the Project Report from 8 to 12 credits for BBA Honours with Research in Semester VIII to better reflect the time and effort involved in conducting in-depth research. Alongside, they suggested revising the assessment rubric to emphasize research design, data analysis, report writing, and presentation.
- (iii) Members advised increasing the credits of the Skill Enhancement Course on Artificial Intelligence and Machine Learning from 2 to 4 credits in Semester VII.
- (iv) The elective course on HR Analytics (worth 4 credits) was proposed by members to introduce students to data-based decision-making in HR functions in Semester VII.
- (v) The inclusion of Advanced Research Methodology (worth 4 credits) in Semester VIII for BBA Honours with Research students was strongly recommended to ensure students are equipped with foundational research tools while embarking on their project work.
- (vi) It was also proposed that an Internship/Live Project be introduced in Semester VIII for students pursuing the Honours (non-research) track. Members emphasized the importance of practical, field-based learning to complement academic training. This would be the third internship taken up by the students, most probably during the Summer Break after completion of Third Year or a live project during the VIII Semester of the programme.
- (vii) The course Foreign Language - Spanish VI was dropped based on members' observation that the academic load in Semester VIII was already intensive and that research and applied learning should take precedence.
- (viii) It was recommended to refine the expected learning outcomes of all courses in Semesters VII and VIII using Bloom's Taxonomy.

The aforesaid recommendations made by the Board of Studies were incorporated in the Structure and Course Outlines for Semesters VII and VIII applicable from Academic Year 2025-26 for Fourth Year students and the revised recommendations have also been recommended to be placed before the Academic Council for the recommendations.

The recommendations made by the Board of Studies, School of Management regarding approval of Structure and Course Outlines for Semesters VII and VIII-BBA 2022 Batch were placed before the Academic Council for consideration in light of Section 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 and resolved to approve the recommendations made by the Board of Studies, School of Management (SoM) regarding approval of Structure and Course Outlines for Semesters VII and VIII-BBA 2022 Batch in terms of the power conferred under 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Agenda No. 39.19: To consider the recommendations made by the Board of Studies, School of Management (SoM) regarding approval of Course Structure of Semester VII and VIII for BBA(IEV) from Academic Year 2026 onwards.

Introduction & Background:

It was submitted to the Academic Council that the Board of Studies in its 15th meeting held on 15.7.2025 had deliberated on the proposed course structure for Semester VII and VIII of BBA (Innovation, Entrepreneurship and Venture Development)(**Annexure-45**) to be implemented from Academic Year 2026 onwards. After detailed deliberations, the Board of Studies recommended to place the same before the Academic Council for consideration.

Request from the Council:-

The recommendations made by the Board of Studies, School of Management regarding proposed course structure of BBA(IEV) for VII and VIII Semesters to be implemented from Academic Year 2026 is 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 and resolved to approve the recommendations made by the Board of Studies, School of Management (SoM) regarding approval of Course Structure for Semesters VII and VIII-BBA-IEV to be implemented from Academic year 2026 onwards in terms of the power conferred under 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. 39.20: To consider the recommendations made by the Board of Studies, School of Management (SoM) regarding revision of course outlines of BBA and BBA IEV Programmes for Semesters III to VI in line with UGCF (Undergraduate Curriculum Framework) 2022.

It was submitted that the Board of Studies in its 15th meeting held on 15.7.2025 had deliberated on the course outlines of BBA and BBA IEV Programme for Semesters III to VI in line with UGCF (Undergraduate Curriculum Framework) 2022. **(Annexure-46 and Annexure-47)**. The BoS noted that the course outlines for Semesters III to VI of the BBA are required to be revisited in light of UGCF 2022 and recommended enhancing the Business Research Methods course to provide students with a stronger foundation for advanced research and emphasized on the importance of deepening focus on key areas such as research question formulation, sampling techniques, instrument design, and ethical research practices to better equip students for future academic and professional pursuits.

After detailed deliberations, the Board of Studies reviewed the revised course outlines of BBA and BBA (IEV) programmes for Semesters III to VI in light of the UGCF 2022 and recommended to place the same before the Academic Council for consideration.

The recommendations made by the Board of Studies, School of Management regarding revision of course outlines of BBA and BBA IEV Programmes for Semesters III to VI in line with UGCF (Undergraduate Curriculum Framework) 2022 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 and resolved to approve the recommendations made by the Board of Studies, School of Management (SoM) regarding revision of course outlines of BBA and BBA IEV Programmes for Semesters III to VI in line with UGCF (Undergraduate Curriculum Framework) 2022. After detailed deliberations, the Academic Council in terms of the power conferred under 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. 39.21: To consider the recommendations made by the Board of Studies, School of Management (SoM) regarding integration of MOOCs in the Programmes of the School of Management.

Introduction & Background:

It was submitted that the Board of Studies in 15th meeting held on 15.7.2025 had deliberated on the integration of MOOCs in the programmes of School of Management in alignment with the National Education Policy (NEP) 2020 and the Undergraduate Curriculum Framework (UGCF) 2022 (**Annexure-48**). The BoS noted that the UGCF 2022 emphasizes on academic flexibility, lifelong learning, and the integration of digital resources in higher education and the School of Management is exploring the inclusion of Massive Open Online Courses (MOOCs) as part of its curriculum strategy.

The Board of Studies further noted the list of MOOCs to be integrated in the Programmes of the School of Management and recommended the proposed list of MOOCs for implementation, subject to the approval of the Academic Council.

The recommendations made by the Board of Studies, School of Management regarding the list of MOOCs to be integrated in the Programmes of the School of 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 and resolved to approve the recommendations made by the Board of Studies, School of Management (SoM) regarding integration of MOOCs in the Programmes of the School of Management in terms of the power conferred under 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. 39.22: To consider the recommendations made by the Board of Studies, School of Management (SoM) regarding approval of course outlines for Open Electives related to Human Values.

It was submitted that the Board of Studies, School of Management in its 15th meeting held on 15.7.2025 had deliberated on the course outlines for Open Electives related to Human Values viz. Human Values for Growth and Development of Society and Professional Ethics in Humanities and Social Sciences (**Annexure-49 and Annexure-50**). The Academic Council noted that the Board of Studies, SHS had given the following suggestion in order to strengthen the curriculum

- i. It was recommended that the number of course objectives and learning outcomes be streamlined to 4-5 for greater clarity and focus.
- ii. Members suggested incorporating themes of charity and philanthropy to broaden the ethical discourse within the course.
- iii. It was advised that the mode of assessment be revised to include an end-term examination as an essential component for comprehensive evaluation.
- iv. The Board noted some overlap in the content of the two courses and recommended a review for better alignment and differentiation.
- v. In the first module, members proposed the inclusion of Mahadevi Verma's "Mera Parivaar" to enhance contextual understanding
- vi. It was suggested that readings from Hindi Literature and other indigenous readings be incorporated to ensure cultural relevance and inclusivity.
- vii. Observing content similarities between certain courses, the Board recommended that such overlapping courses not be offered in the same semester to avoid redundancy and ensure balanced learning.

The suggestions given by the Board of Studies were incorporated in the curriculum and the revised course outlines of Human Values for Growth and Development of Society and Professional Ethics in Humanities and Social Sciences, as recommended by the BoS 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 and resolved to approve the recommendations made by the Board of Studies, School of Management regarding course outlines for Open Electives related to Human Values viz. Human Values for Growth and Development of Society and Professional Ethics in Humanities and Social Sciences in terms of the power conferred under 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. 39.23: To consider the recommendations made by the Board of Studies, SHRM regarding introduction of Course titled “Introduction to Heritage: Concepts and Applications” 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 had deliberated and considered the introduction of Course titled “Introduction to Heritage: Concepts and Applications” of the Masters Programme in School of Heritage Research and Management (**Annexure-51**).

Summary: The course intends to cover the essential areas that are strategic towards building a detailed overview of the heritage as a discipline as a background theme for the two programme, namely Archaeology and Heritage Management, and Museology, Conservation and Heritage Management. The curriculum of this course is designed towards dissemination of knowledge and practices of heterogeneity of the heritage product and the interface of archaeology and conservation, with heritage studies. With its comprehensive focus on different yet relevant management areas, it attempts to give the participant in all-rounded knowledge essential to understanding the various facets of heritage, its resources and philosophy. Thus, it would move from generic understanding to developing more concrete ideas of heritage as an academic discipline leading to germination of concepts of heritage protection, conservation and management.

Modules of the Course:

The Course has the following modules:-

Module 1: Discipline of Heritage Studies.

Module 2: Heritage Resources: Tangible and Intangible

Module 3: Expansion in Heritage Resources.

Module 4: Perspectives in Heritage

Module 5 Interpretations in Heritage

The recommendations made by the Board of Studies regarding introduction of Course titled “Introduction to Heritage: Concepts and Applications” 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 and resolved to approve the recommendations made by the Board of Studies, School of Heritage Research and Management regarding introduction of Course titled “Introduction to Heritage: Concepts and Applications” in Masters Programme of the School of Heritage Research and Management in terms of the power conferred under 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. 39.24: To consider the recommendations made by the Board of Studies, School of Global Affairs(SGA) regarding structure (course outlines) of the 7th Semester of UG programmes offered by SGA adoption of new programmes

It was submitted to the Academic Council that the Board of Studies, School of Global Affairs (SGA) in its 14th meeting held on 27 May 2025 had deliberated and recommended the approval of following course outlines of the 7th Semester of UG programmes (**Annexure 52-59**):

1. Non State Actors in Global Politics

Summary

The course aims to capture the emergence, essence and meaning of Non-state actors. It is a course designed to further the understanding about the role played by a diverse type of non-state actors in contemporary global politics. Both, world politics and international relations have long been regarded and considered as the domain of only state actors. Non-state actors have been increasingly visible and have played prominent roles in global governance, international policy, transnational activism etc. With their role and transnational agenda they have crossed the boundaries of public and private, and national, international and transnational in the second half of the 20th century. These non-state actors range from Non-Governmental Organizations (NGOs), philanthropy bodies, transnational advocacy networks, multinational corporations (MNCs), Corporate Social Responsibility (CSR) and global economic governance institutions, religious groups, terrorist groups, organised crime and piracy, transnational institutions and other salient forums like G8, G20, World Economic Forum, World Social forum etc. and the non state actors and networks like the media and media houses, which are often state or business house or MNC supported.

Objectives of the course: The course will help students in the following ways:

- To analyze the impact of non-state actors in contemporary global politics.
- To discuss the various types of non-state actors and understand the challenges and role of the non-states in areas such as human rights, economic development, environmental governance, global health, and security.
- To evaluate the theoretical frameworks of non-state actors and their meaning, behaviour and influence globally.
- Develop critical thinking and research skills through a set of case studies, case studies and interdisciplinary approaches.

2. Sports, Society and Culture

Summary

Sports Studies has emerged as an important field of study that brings together the interdisciplinary perspectives from Sociology, Economics, Geography, and Science and Technology Studies to name a few. A sport is not only about recreation or competition but is linked to the broader landscape of property development, planning and governance of spaces and connected to personal aspirations and identity. The course

will introduce students to social, cultural, local, global and urban aspects of sports drawing from a variety of scholarship and practice based experiences.

Objectives of the course

- To appreciate the ways in which sports shape the urban fabric.
- To examine relationship of sports with society and culture

3. Global Migration

Summary

This course offers a comprehensive and interdisciplinary exploration of global migration as one of the most defining phenomena of the contemporary world. The course is broadly divided into 4 verticals: conceptual and theoretical; historical trajectories across time and space; migration, displacement and development dynamics; and practicum.

Beginning with foundational concepts and institutional frameworks, the course introduces students to the scope, typologies, and legal dimensions of migration, including the roles of key global actors such as the IOM and UNHCR. It then builds on this base with an in-depth examination of classical and contemporary migration theories, spanning micro-, meso-, and macro-level perspectives. The third module provides a global lens on migration across time—from early human dispersals to the complex patterns of colonial, postcolonial, and modern migration. In the fourth module, the course then moves into a critical engagement with the migration–development nexus, investigating themes such as brain drain and brain gain, remittances, diaspora engagement, and transnational linkages. Fifth module focuses on refugees and internally displaced persons (IDPs) and how displacement intersects with development and state policy. The last module on global migration lab is a hands-on module on data extraction and visualization to analyze migration flows and patterns.

Objectives of the course: The course will help students in the following ways:

- To introduce students to foundational concepts and key institutional and regulatory frameworks **related to global migration**;
- To expose students to major theories and discourses on global migration **and development across disciplines**;
- To build a critical understanding of challenges related to refugees and internally displaced persons (IDPs), and how these intersect with development; and
- The introduce and train students on global migration data sets, its extraction, visualization and analysis.

4. Urban Infrastructure and Services

Summary

Cities function through a highly complex and wide range of infrastructures and services which includes a variety of physical and social infrastructure and services. The socio-economic and environmental dividend accruing from infrastructure and services are enormous. While development has traditionally been viewed from an economic growth

lens which places focus on income as a measure of growth, however, social, environmental aspects are critical to human development as they have a direct bearing on the quality of life. The State is responsible for creating the infrastructure assets and delivering the services to citizens as public goods. However, equitable provisioning of and access to the services is a challenge for municipal governments and parastatals, necessitating private sector intervention in delivery of basic services and thereby, making these economic goods. These debates around the provisioning of basic urban services solely by the public sector or by the private sector or through partnerships of both have been going on for long. Another issue is that of politicizing infrastructure and services. In the seminal work on Splintering Urbanism, Graham and Marvin (2001) argue that infrastructure as essential urban systems often serve as tools of political and economic power, thereby perpetuating disparities in access to / provision of basic services. Infrastructural spending is also plagued by 'clientelistic politics' wherein provisioning of services is contingent upon electoral votes. With an overarching focus on the different infrastructure and services, this course will focus on these aspects.

Objectives of the course: The course is designed to enable students to:

- acquire knowledge about the different urban infrastructure and services and their role in socio-economic development, and enhancing quality of life in cities.
- identify different actors involved in the operations, provisioning and management of various infrastructure and services in cities.
- develop critical understanding on issues associated with the provisioning of basic services, such as equitable access and disparities in quality, quantity of services, financing and emerging challenges.

5. Community Organisation and Fieldwork Practices

Summary

This course aims to provide Students with an overview of the ideological and theoretical perspectives that have shaped and continue to inform the models and means of contemporary community organisation and social work practice. Communities are at critical crossroads across the Global South. In a technology and market-driven process of development, the expanse of the marginalised and deprived sections of communities has increased. Those who have been historically disadvantaged, dispossessed of land, lack appropriate skills, quality education and/or other resources, are not able to benefit from the fruits of this "progress" and "development". A critical analysis of the dynamics between the processes of marginalities and collective deprivation, and the macro processes of development and its trajectories has become very significant for informed practice with communities. The course aims to acquaints students with urban communities who are marginalized and lack basic amenities. Through fieldwork engagements in this course students will be asked to critically reflect upon realities of such marginalised communities. Case studies, field work, and community-based learning are incorporated in each module, enabling students to develop a rights-based practice of

social work and providing them with the necessary skills to address social problems and ensure sustainable development. In a stratified and diverse society such as India, social justice is necessary to foster inclusivity and harmony.

Objectives of the course : The objectives of the course are:

- Define and understand the nature, scope and meaning of community organisation
- To develop a grounded understanding of community's socio-economic and political realities.
- Develop practical skills in community mobilisation and participatory assessment through field engagement.
- To equip students to critically reflect on their field experiences and articulate them in practice reports and discussions.
- Develop ability to understand various facets of developmental and Social problems in urban slums.

6. Seeing, Listening, Communicating

Summary

This course aims to lay the foundation for the student's ability to critically engage across diverse living situations in a mediatized society. The capacity to see, listen and communicate has been an intrinsic part of the human condition allowing us to give meaning to life and reality. However, with modernity and the technological revolutions it brings about these capacities undergo a hitherto unforeseen transformation. With the advent of mechanical ways of reproduction of images, sounds and writings, ways of seeing, listening and communicating have not only proliferated but have gained a new value. Seeing, listening and communicating no longer remain 'natural' human capacities but have become attached to the logic of industrial production and exchange. It also marks the beginning of what we understand today as media society which harbours a deep relation between meaning and apparatus of production and control. Today however these three modalities of experience (our ways of seeing, listening and communicating) are again undergoing another major change with the advent of information technologies and the beginning of what is called cognitive capitalism. The course, therefore, aims to look at the concepts, debates and internal dynamics of media society tracing its internal transformation which reflects the political, historical and economic transformation from production oriented industrial capitalism in the west to our current consumption oriented cognitive capitalism.

The course shall be schematically divided into two parts: In the first part of the course we shall introduce the students to the problem of advent of what we now call media society. The emergence of newspaper printing, the technological advancement of photography, and the availability of phonographic cylinders brought in a revolution in human perception and communication which ushered in the modern epoch. The course shall begin with an introduction to the different forms of communication (visual and aural) which capture the modern experience of reality in the late nineteenth century. We will examine the distinct transformations brought about by the technological reproducibility in

the domain of art as well as politics. The course will particularly try to emphasize the possible relation between the transformations in perception and communication and the problem of human labour that industrial capitalism unleashed at this time. The second part of the course will try to relate as well as distinguish the emergence of digital technology and information society from this first phase of the development of media. Although we have been living in a media society since the 19th century the rise of the digital has brought in remarkable and hitherto unforeseen transformations in terms of the speed and quantity of information dissemination. This part of the course shall focus on this unprecedented proliferation of information, particularly visual information in terms of images and how it affects our ways of seeing, listening and communicating. We will try to relate this changing nature of our perceptions in today's media society to the transformation of labour where we are seeing a certain emphasis on cognitive and emotional labour which was unheard of before. The course, while mapping the evolving nature of media society, will try to examine the problem of perception through questions of art, self and labour.

Objectives of the course: The objectives of the course are:

- Introduce students to the history of media and communication through the lens of human perception of seeing and hearing.
- Encourage students to explore different media practices to understand the relation between technology and social environment.
- Build a critical perspective about the effects and functions of a growing technologized society where media products proliferate and intervene with human perception as well as the human capacity to communicate.
- Examine the storied nature of human life and the value of listening to narratives and what effect does proliferation of images has on human experience and communication.
- Understand how media technologies have influenced cultural styles and intensified circulation and exchange.
- Acquaint students with the role technology plays in understanding questions of global concern like the problem of human labour in media societies.

7. Research Methodology

Summary

This course proposes to enable learners with fundamental yet clear understanding of what constitutes social science research, as well as the various stages of the research process—from conception and planning, to data collection and analysis, culminating in the writing of the research findings. The course is structured into two segments: qualitative and quantitative research methods. This division is primarily for pedagogical purposes, enabling students to understand the distinct characteristics of each approach while fostering the ability to integrate them effectively. The curriculum is designed to equip students with the necessary skills, techniques, and methods to successfully conduct research related to development. Part 1 of the course aims to introduce

qualitative methods for empirical enquiry. Various epistemologies will be discussed in class, focusing on helping students understand the nature, process, and techniques available for qualitative research and analysis. Part 2 of the quantitative methods course has two goals: introducing basic statistical concepts and methods, and demonstrating the power of visual techniques in data analysis. The course combines classical statistical theories with modern exploratory data analysis (EDA) techniques. The aim is to train students in data analysis using statistical ideas. A sample survey with quantitative and qualitative questions will serve as a practical tool. Students will learn to conduct interviews, develop case studies, and engage with qualitative methods, which will be part of the course evaluation.

Objectives of the course: The objectives of the course are:

- To train the students in the fundamental elements of social science research.
- To encourage students to see research as a creative and strategic process.
- To equip students with a wide range of methods which will help them in their research.

The recommendations made by the Board of Studies regarding structure (course outlines) of the 7th Semester of UG programmes offered by the School of Global Affairs regarding adoption of new programmes(Annexure 1-8) in the School of Global Affairs 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 and resolved to approve the recommendations made by the Board of Studies, School of Global Affairs regarding adoption of new programmes in the School of Global Affairs were placed before the Academic Council for consideration in terms of the power conferred under 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 of Global Affairs to:-

- Revise the title of the course namely Sports, Society and Culture to Sports, Culture and Society.**
- Revise the title of the course from Seeing, Listening, Communicating to Ways of Seeing, Listening and Communicating.**

The Academic Council further authorized the Vice Chancellor to take further necessary action in the matter.

Agenda No. 39.25: To consider the recommendations made by the Board of Studies regarding revised structure of UG programmes offered by School of Global Affairs and adoption of new courses for first semester students to be admitted in 2025. (Annexure 60-62)

It was submitted to the Academic Council that the Board of Studies, School of Global Affairs (SGA) in its 14th meeting held on 27 May 2025 had deliberated and recommended the following course to be adopted in first semester of UG Programmes for the students admitted in 2025:

Foundations of Social Sciences and Humanities

Summary

The course discusses the background to the origin of different disciplines of social science and humanities and their contribution to theoretical and conceptual formulation followed by methodological interventions which distinguish them from each other. The students will also be familiarised with the basis of creating hierarchies of one form of knowledge over the other during the 19th Century which demarcated 'natural 'science ' from 'humanities 'and 'social science'. The students would also be familiarised with how knowledge was organised before the interventions during the 18th-19th centuries. The second unit will introduce them to the origin and evolutions of three disciplines of social sciences - History, Geography and Politics over the last two centuries (the reason only these disciplines are being discussed here is because of the decision of the School to offer courses from these in the MDC options). How have these subjects / fields of studies dealt with the question of empiricism and science? How have they tried to create professionalism and disciplinary boundaries? While in the initial decades all these disciplines were put to work for national purposes, it is also important to discuss how these knowledge formations responded to the challenges of a globalised world in the last 5-6 decades. Each of the modules of this Unit, will also discuss the different strands (and sometimes sub-disciplines) that have evolved out of these disciplines. The final unit will discuss the necessity for breaking the silos created over two centuries, and for doing inter/multi/trans-disciplinary work; some notable initiatives in this direction would be discussed as an illustration.

It is also hoped that by the end of the course students would be better prepared in taking a decision on the MDC they would opt for.

Objectives: To help students get an understanding of:

The social context underlying the need for, and production of 'disciplinary 'knowledge across societies in the last two centuries;how different disciplines have evolved while dealing with the challenges of professionalisation, balancing between science/empiricism and humanistic endeavour, shifting needs of societies;what multi/inter/trans-disciplinarity thinking / research means (and the difference between them), and what was the need for such initiatives.

2. Introducing the Urban

Summary: A course on Introducing the Urban is rooted in the basic question – Why do cities matter? Cities embody continuity of human endeavours, enterprise, and innovation; with complex socio-cultural and political dimensions characteristically contradictory, contrasting the struggles, adaptations and resilience, affluence and poverty, fast-paced dynamism and slow-paced life, juxtaposed by global modernity and local traditionalism, for all the ills of natural resources guzzling system yet the aspirational destination for teeming millions from the moffusil. Despite a spatial coverage over only 2-3% of the landmass, cities are the drivers of economy contributing over 75 per cent to the global GDP. Although they account for 75% of natural resource and up to 80% of energy consumption, 70% of greenhouse gas emissions, and 50% of waste production (IUCN.org; <https://ourworldindata.org/urbanization>) they are the hubs of technology bringing innovative solutions to global, regional and local challenges.

For almost the entirety of human history an overwhelming majority of the world population lived in rural areas until the 19th century when the pace of urbanisation picked up fueled by industrialisation and accompanied by migration in England, the United States of America and Europe. This changed the scale and dimension of urban settlements. In 2008, the world urban population overtook the rural population (World Bank) although there exist regional variations in levels of urbanisation. With more than half the world population, a third in India's population residing in urban settlements, and the magnitude of urban residents projected to grow to 68 per cent by the year 2050 (UN World Urbanization Prospect, 2018), the 21st century is the century of urban and urbanisation.

But what does it entail to be urban? It is interesting to note that there is no universally accepted definition of urban and urban settlements. Urban is all encompassing – phenomenon, space, process, outcome; operating across scales - from level of a neighbourhood to the city in a regional context to the global scale, and within disciplinary domains - as a phenomenon and spatial construct in Geography, as outcome of socio-cultural processes in History, as socially constructed and produced space in Sociology, as bounded entity for administration and operationalising economic decisions.

The course Introducing the Urban is structured across geographic scales of disciplinary focus on urban, from the broader regional level (History, Economics) to the city level (Morphology, Ecology) to the neighbourhood level (Sociology) to provide a background into the field of study, i.e., Urban Studies; developing a conceptual understanding through the basics of urbanisation as a process, the socio-cultural-morphological characteristics of urban settlements, economic functioning of cities, and the interlinkage with the natural environment.

Objectives: The course seeks to develop both a foundational as well as fundamental understanding of the 'urban' by introducing the key disciplinary perspectives on urban and the contemporary context of the discipline of urban studies. Accordingly, it aims to:

- Familiarise students with the study of urban from social sciences perspectives.
- provide an overview of the evolution of urbanisation, processes associated with it, nature and characteristics of urban settlements.
- develop an understanding about various components of a city - the morphological, social, functional and economic organisation of spaces in the city and the interaction with environment and the impact on urban ecology.

3. Sustainable Urban Development

Summary

With the world majority living an urban life, the challenges and opportunities of global development have become more concentrated in cities. Cities are uniquely positioned to be both '*cause of* and *solution to*' the sustainability problem that the world faces. At the same time, cities are also known to be the landscape where social and economic inequality is amplified and tested under scarce resources and inherent complexity of urban functioning. It is imperative that future professionals engaged in solving urban issues are exposed to the intersection of urban and sustainability. This course introduces students to the idea of how urban development can be integrated with sustainability and why we need to ensure equity and social justice as core values to the integral process of this integration.

This course fits as a foundational building block for the students of BA Sustainable Urbanism by introducing them to the basic concepts of sustainability. This course introduces students to the foundational concepts of sustainable development that guide sustainability practices and positions them to understand this in an urban context within various urban sectors. The course is broadly divided into three segments – (1) understanding the cross-sectoral core dimensions of the sustainability concept - environmental, economic, and social (Module 1); (2) understanding the role and potential of key sectors – land use, energy, and transport (Module 2,3 and 4); and (3) understanding how sustainability is operationalized and measured in the real world (Module 5).

Objectives: The following are the objectives of this course:

- To introduce the concept of sustainability in the urban context
- To develop a critical thinking on environmental, social, and economic dimensions of sustainability
- To expose students to contemporary solutions and practices in the sectors of land use, energy, and mobility
- To expose students to on-ground applications of sustainability through case studies, field visits, and visits to institutions

The recommendations made by the Board of Studies regarding revised structure of UG programmes offered by School of Global Affairs and adoption of new courses for first semester students to be admitted in 2025 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 Global Affairs and noted that that the course “Foundations of Social Sciences and Humanities” will be offered to the students admitted in the Academic Session 2025-26.

The Academic Council noted that the courses/programmes as placed by the School of Global Affairs from Agenda No.24 to 29 on the basis of the recommendations given by its BoS have been ratified by the Competent Authority. These courses/programmes will be offered from the Academic Session 2025-26.

After detailed deliberations, the Academic Council resolved to approve the recommendations made by the Board of Studies, School of Global Affairs regarding the revised structure of UG programmes offered by School of Global Affairs and adoption of new courses for the first semester students admitted in the Academic Session 2025-26.

The Academic Council further recommended the School to revisit the course namely “Foundations of Social Sciences and Humanities” before offering the same in the next Academic Session. The Academic Council further recommended to change the name of the course “Introducing the Urban” to “Introducing the Idea of Urban”.

Agenda No. 39.26: To consider the recommendations made by the Board of Studies, School of Global Affairs regarding approval of course titled 'Trade, Geopolitics and the Emerging World Order' for BA Global Studies 3rd Semester.

It was submitted to the Academic Council that the Board of Studies, School of Global Affairs (SGA) in its 14th meeting held on 27 May 2025 had deliberated and recommended the following course to be approved and adopted in third semester of BA Global Studies

Trade, Geopolitics and the Emerging World Order (Annexure-63)

Summary:

The course will explore the centrality of trade in the changing geopolitical order and also map the contours of changing business models and strategies employed by entities to establish their dominance under a globalised world. Across time and space, the nature of trade itself has undergone changes – from kingdoms and nations trading dissimilar products due to absolute advantages to specialisation of production and comparative advantages, to trading in similar but differentiated products, to non-state actors becoming central to the global trading order, to trading in the digital world – all these have also contributed to the complexity of globalisation and the geopolitical order. The rise of transnational companies and the economic power they wield has often dwarfed the importance of national governments in today's contemporary world and students will immensely benefit from understanding globality from a nuanced framework of trade. Finally, conflicts in today's world are largely driven by trade and economic interests of state and non-state actors thus intertwining geopolitics to geoeconomics. Each module would be grounded in examples across regions and would establish the global interconnectedness between historical events, the contemporary world and different schools of thought.

Objectives: The objectives of the course are:

- This course will form an understanding of the global by making clear the networks spawned by trade, diplomacy and economics.
- Intends to make students understand how these interrelations go onto becoming the object of study in geopolitics.
- The course intends to cover some key concepts in political economy that deal with trade, tariffs and policy.
- The students would be introduced to the works of some of the prominent thinkers in global political economy and trade – Adam Smith, David Ricardo and Karl Marx alongwith contemporary schools of thought, namely, the Neoclassicals, Institutionalists and Marxists.

The recommendations made by the Board of Studies, School of Global Studies regarding recommendations made by the Board of Studies, School of Global Affairs regarding approval of course titled 'Trade, Geopolitics and the Emerging World Order' for BA Global Studies 3rd Semester 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 and resolved to approve the recommendations made by the Board of Studies, School of Global Affairs, regarding approval of course titled 'Trade, Geopolitics and the Emerging World Order' for BA Global Studies 3rd Semester in terms of the power conferred under 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.39.27: To consider the recommendations made by the Board of Studies, School of Global Studies regarding approval of course titled 'Bharat in World Affairs: Navigating India's International Relations'

It was submitted to the Academic Council that the Board of Studies, School of Global Affairs (SGA) in its 14th meeting held on 27 May 2025 had deliberated and recommended the following course to be adopted in BKS basket.

Bharat in World Affairs: Navigating India's International Relations (Annexure-64)

Summary:

The course aims to capture the essence of the intersection between ancient Indian knowledge and the discipline and practice of international relations. It introduces students to the concept of Bharat and the immense and meaningful contribution of Bharat/India to the political thought, diplomacy and the discipline of international relations, both theory and practice. For the ease of understanding the course uses Bharat and India interchangeably. However, it does the duty of introducing the student the core differences and history of both the names with which the country has been referred to at different historical moments.

This course provides students a structured approach to understanding the intersection of Indian political philosophy and international relations, allowing students to explore historical contexts, practical applications, and future trends in the field. This would go beyond the recent Treaty of Westphalia which has been often regarded as the beginning of the modern nation state system. This course is urgent and warranted as the discipline of international relations has long been a product of the Global North. The modern discipline of International Relations has been highly inclined towards the West, particularly the United States, for knowledge creation, theorisation and the understanding of world politics. Also, in most of the courses on International relations around the world test the theories of the discipline on Europe. There is a high degree of eurocentricism alongside a deliberate overlook and at the civilisational states like India. The history of Europe in the 19th and the 20th century has been regarded as the testing ground for the international relations theories in the discipline. Eurocentrism has been so profound that the beginning of the modern state system has been by default understood with the treaty of Westphalia. The modern discipline of IR and politics has a very clear eurocentric bias and has been understood as inherently Western in its origin. Even the core of the idea of nation state has not been free of eurocentric biases. There is little information on the alternatives or the Indian or Bharatiya version of international relations, scholars, practitioners/leaders etc.

The course attempts to problematise the uncritical acceptance of the above and explore and study of Indian political philosophers with an international worldview, studying into the bhartiya terminology like Dharma, Niti, Nyay, Ram-rajya in understanding the roots of the modern concepts. It also introduces the student to the practice of diplomacy in the Indian subcontinent. And overall understanding the contribution of the Indian civilisation in managing both its foreign policy and international relations. It touches upon the debate on Indian strategic culture and the nature and determinants shaping it. It subsequently

introduces the student to some key political philosophers and their thought. Subsequently, the course attempts to trace the relationship of ancient Indian linkages with the present Indian foreign policy and diplomatic directions. Finally, the students are introduced to some key concepts and contributions of Bharat/India in the recent and contemporary International relations and India's world affairs. These include a variety and a broad time frame stretching from Panchsheel and non alignment to Atmanirbhar Bharat and *Vasudhav Kutumbhkam*.

Objectives: The course will help students in the following ways:

- Develop a critical understanding of the eurocentric bias that exists in the discipline of politics and international relations and the study of diplomacy.
- To familiarise students with the historical evolution of international relations.
- To introduce students to the contribution of the Indian subcontinent, specifically Bharat in the discipline and practice of international relations in the known history.
- To introduce the students to the key concepts and practices which originated in Bharat/India.
- To acquaint students to major contributions of post-independence India and the pillars and defining moments in its foreign policy.

The recommendations made by the Board of Studies regarding approval of course titled 'Bharat in World Affairs: Navigating India's International Relations' 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 deliberated and resolved to approve the recommendations made by the Board of Studies, School of Global Affairs regarding approval of course titled 'Bharat in World Affairs: Navigating India's International Relations' were placed before the Academic Council for consideration in terms of the power conferred under 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. 39.28: To consider the recommendations made by the Board of Studies regarding approval of Ph.D. programme in Global Studies.

It was submitted to the Academic Council that the Board of Studies, School of Global Affairs (SGA) in its 14th meeting held on 27 May 2025 had deliberated and recommended the Ph.D programme in Global Studies (outline and courses) (**Annexure-65**). The following details of the Ph.D.programme were placed before the Academic Council:-

Introduction

The programme is founded on the idea that the local and the global co-produce and are deeply intertwined with each other. How then does one study the global? And from whose standpoint? Most Undergraduate, Postgraduate and PhD programmes in global studies are concentrated in the global North (mainly growing out of an Area Studies approach) but there is an urgent need to do so from the perspective of the global South. This would require not just a shift of spatial focus of the centres of globality (like identifying regions, oceans, rivers – e.g. South East Asia, Central Asia/the Himalayan region, Africa and Latin America, Indian Ocean, the river Nile, the river Hooghly etc.) but also an proactive intellectual engagement with decolonising the very form, content and meaning of knowledge itself. This process has not yet taken institutional form in India and we could be one of the first to offer such a programme. AUD has already recognized Global Studies as a significant and relevant field by launching undergraduate and postgraduate programmes in 2018. The field, in other words, is expanding and holds potential for theoretically astute and analytically sharp researchers to contribute. The proposed doctoral programme in Global Studies emerges from these accretions and will consolidate the field at AUD while building SGA's research profile. It will join peers at AUD such as Development Studies, Human Ecology and Human Studies as a multidisciplinary PhD programme well placed to draw postgraduates from various academic disciplines who wish to specialize in a growing field of intellectual inquiry and practice.

A. Expected profile of research scholars in the programme

The eligibility for entry into the Programme will be a Postgraduate degree in any discipline with at least 55% marks or equivalent letter grade. Relaxations in the eligibility criteria for reserved categories will be as per University rules. The candidates will be expected to possess some familiarity with the larger area of global studies. The programme expects to draw researchers from the already existing MA programme in the university as well from other universities and higher education institutions.

The admission to the PhD program will be as per UGC and University norms.

The total number of seats may vary depending on the availability/ interest of the research supervisor in the specific area in which the proposal has been advanced. The reservation of the seats will be as per the criteria prescribed in the PhD regulations of the

University. The University is not obliged to fulfil all the advertised seats if the suitable candidates are not found.

B.Expected gains to the scholars from enrolling in the programme:

The PhD programme seeks to develop students into independent scholars who will be able to make original and critical contributions to global studies, both in theory and applications at the highest level.

The researcher will gain immensely from the multidisciplinary orientation of the programme by drawing from the varied academic interests and specializations of the faculty, not only in the School of Global Affairs but from across the university. In keeping with the focus of the university, the researcher will be encouraged to take courses, do research/seminar papers and generally participate in the vibrant academic pursuits of the AUD campus.

The researchers will further the University's mission of social contribution by developing a repository of skills and knowledge and a source of human resources that can be used to address issues of immediate social, economic and policy relevance.

C.Broad Research Themes/Areas

Following are the broad research themes/areas that the programme intends to cover:

1. Decolonization
2. Thinkers of the Global South
3. Global Politics
4. Global Cultures, Cinema and Music
5. Labour and the production of Globality
6. Commodities and the circulation of Globality
7. Companies and the making of the Global
8. Indian Ocean and the Global
9. Himalayan region and the Global
10. Rivers and Colonialism
11. Land and Global Capitalism
12. Agrarian roots of the Global
13. War, Peace
14. India and the world
15. Climate Change
16. Health and Wellbeing
17. Global Environmental Politics
18. Environmental Justice

PhD Course Structure

S. No	Course Name	Core/Elective	Credits
1.	Theorising the Global	Core	4
2.	Research Methods in Global Studies	Core	4
3.	Research Ethics	Core (Centrally Administered)	2
4.	Electives	Electives	4
	Total Credits		14

1. Theorising the Global (Core Course, 4 Credits)

The course builds newly-enrolled doctoral students' understanding of the conceptual underpinnings, debates, and emergent concerns in the multidisciplinary field of Global Studies. Students are likely to join with postgraduate training in different social sciences and this course builds their foundations in Global Studies by introducing them to the idea that the local and the global co-produce and are deeply intertwined with each other. How then does one study the global? And from whose standpoint? The course begins by orienting students to understand the Eurocentricity of knowledge production in the last few centuries and to appreciate decolonisation as an intellectual movement of the Global South. The students will be introduced to the global history of the Enlightenment project and the intellectual frameworks that have challenged it. It will also locate Global Studies in the Oriental underpinnings of colonialism and critically trace the post-colonial shift of focus to the Area study approach of North Atlantic Universities. There are three broad ways of comprehending the global through concepts and thinkers, focussing on sites, frontiers, borderlands, oceanic worlds etc and thematic entanglements. It will build on the works of various thinkers of the Global South who conceptualised and articulated decolonisation and the relevance of Global Studies from the standpoint of the global south. These key ideas will be explored through curated texts that demonstrate the diverse inputs which drive the field. Students will be asked to read these texts with care, invited to share their thoughts on the same in the spirit of debate, and encouraged to draw connections to their research interests.

2. Research Methods in Global Studies (Core Course, 4 Credits)

The course starts with the question 'How does one research the global from the standpoint of the local'? The conceptual and methodological paradigm informing the field of global studies will be multidisciplinary and will draw on methods existing in social sciences. It will introduce students to exploring a combination of methods that theorize issues relating to global that cut across different disciplinary domains. Research methods

for comprehending the 'global' have to take into certain factors like understanding that these are phenomena which are largely invisibilised and hence would require different methods and a different set of ethics. The course will offer a comprehensive understanding of the complex issues involved in studying the 'global'. The diverse research methods which would be utilized to undertake empirical research for global studies will be discussed in this course. The course will also deal at length with the requisite quantitative research techniques available for measuring global phenomena. Often, such processes are often not captured by quantitative research and hence there will be a comprehensive coverage of qualitative, ethnographic, archival and historical research techniques which can be used or modified from its existing forms to comprehend the 'global'. More importantly, the course will teach students to deal with intersectionalities. What particular research ethics and sensitivities should be taken into account while researching the 'global'? This course will expose students to these various aspects and prepare them to undertake field or survey based research. Students must understand social science research and its stages, from planning to writing findings. The course has two parts: quantitative and qualitative methods. The introductory part of the course covers qualitative methods and epistemologies, focusing on techniques for research and analysis. The rest of the course deals with statistical concepts and visual data analysis, combining classical theories with exploratory data analysis. Students will use a sample survey, conduct interviews, develop case studies, and engage with quantitative and qualitative methods as part of their evaluation.

The recommendations made by the Board of Studies regarding approval of Ph.D. programme in Global Studies 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 and resolved to approve the recommendations made by the Board of Studies, School of Global Affairs and gave its in-principle approval for the new Ph.D. programme in Global Studies. The Academic Council recommended the School to carry out the modalities of the new Programme through Standing Committee Research (SCR) and later to be placed before the Academic Council.

Agenda No. 39.29: To consider the recommendations made by the Board of Studies, School of Legal and Socio-Political Studies regarding introduction of Internship Program in BA Law and Politics Programme for the Undergraduate Students.

It was submitted to the Academic Council that the Board of Studies, School of Legal and Socio-Political Studies (SLPS) in its meeting held on 23rd April 2025 had deliberated on the introduction of Internship Program in BA Law and Politics Programme for the Undergraduate Students (**Annexure-66**).

The Academic Council noted that the Internship programme is of 6 credits and offers students a structured opportunity to interact with the intersection of legal systems, political frameworks and societal realities.

The objectives of the course are as under:-

- To engage with the practical dimensions of legal and political institutions through on ground internships that extends classroom learning into real-world contexts.
- To critically observe and analyse the operations of law, governance, and public institutions in addressing or perpetuating social hierarchies and inequalities.
- To develop reflective and professional skills through hands on research and interactions with a wide range of stakeholders.

The recommendations made by the Board of Studies, School of Legal and Socio-Political Studies regarding introduction of the Internship Programme in BA Law and Politics for the undergraduate students were placed before the Academic 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 and resolved to approve the recommendations made by the Board of Studies, School of Legal and Socio-Political Studies regarding introduction of the Internship Programme in BA Law and Politics Programme in terms of the power conferred under Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act,2007.

The meeting ended with a vote of thanks.

This issues with the approval of the Competent Authority.



Col. Omkar Singh (Retd.)

**Registrar and Secretary Academic Council,
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 Young 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 Young 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 approval.

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-2

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. <i>Agricultural Economics</i> , 39(2), 163-170. Swaminathan, M. (2024). The Agrarian Economy: Perceptions Versus Reality. <i>Social Change</i> , 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?. <i>Journal of monetary economics</i> , 53(5), 981-1019. Bloom, N., Eifert, B., Mahajan, A., McKenzie, D., & Roberts, J. (2013). Does management matter? Evidence from India. <i>The Quarterly journal of economics</i> , 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

- 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.
- Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)
 NA
- No. of students to be admitted (with justification if lower than usual cohort size is proposed):
 As per SUS norms.
- 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.
- 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.

The 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), <i>An Uncertain Glory: India and its Contradictions</i> (Princeton: Princeton University Press) [Chapter 1-3] ◦ Drèze, Jean (Ed.) (2016), <i>Social Policy</i> (Hyderabad: Orient Black Swan). (Introduction)
3-4	Caste, Gender and Social Policy in India	◦ Drèze and Sen (2013). Chapter 8 ◦ Deshpande, A. (2011). <i>The grammar of caste: Economic discrimination in contemporary India</i>. Oxford University Press. ◦ Pellissery, S., Pampackal, A. J., & Bopaiah, P. (2015). Caste and distributive justice: Can social policy address durable inequalities? <i>Social Policy & Administration</i>, 49(6), 785-800.
5-6	Interstate variations	◦ Sinha, D (2016). <i>Women, Health and Public Services in India: Why are States Different?</i>, Routledge UK. ◦ Ramachandran, V. K. (2000). —Human development achievements in an Indian state: A case study of Kerala. In <i>Social Development and Public Policy</i> (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. <i>Development in Practice</i>, 20(4-5), 540-553. ◦ Rao, S. (2004). —Health insurance: concepts, issues and challenges. <i>Economic and Political Weekly</i>, 3835- 3844. ◦ Dasgupta, Monica (2005), —Public Health in India: Dangerous Neglect, <i>Economic and Political Weekly</i>
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. <i>Global food security</i>, 15, 65-76. ◦ Himanshu and Sen, A. (2011). —Why not a universal food security legislation? <i>Economic and Political Weekly</i>, 38-47. ◦ Sen, A. (1992). <i>The political economy of targeting</i>. 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. <i>World Development</i>, 98, 555-572. ◦ Bardhan, P. (2017). —Universal basic income—its special case for India. <i>Indian Journal of Human Development</i>, 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 Arogya 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 (2015). 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 Pudusery (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 approach 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. <i>The American Economic Review</i> , 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, <i>Indian Economic Review</i> , 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 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 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. 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: Cournot 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

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

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

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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 Classroom. 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. —Mischiefs, 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 Boyhood. 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 Wiggin
13	Anne of Green Gables (1908) by L M Montgomery
14	Daddy Long Legs (1912) 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 Philippa 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 Souza
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 1: 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 1st 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 Femmes d'Alger (O.J.)* (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 system
- 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 Company: 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, *Secularism 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 Jhingan, *Secularism 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

- 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.
- 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.
- 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.
- Specific requirements on the part of students who can be admitted to this course:** (Pre-requisites; prior knowledge level; any others – please specify): None.
- No. of students to be admitted** (with justification if lower than usual cohort size is proposed): usual cohort size
- Course scheduling** (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): winter semester
- Course Details:**
 - 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 World 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 is to develop understanding 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 Fascism 1915-45, 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 Chapter 7 pp, 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 pp-344-355, THE COLD WAR. 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 Westad, 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 World 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 World 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*, Wiley- 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 Didarganj Yakshas 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 Ghurids 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 Growth in Bulandshahar, and finally Colonial Modernisms. Calendar Art and popular culture. E.B. 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 Anthropology* Vol. 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 Journal* Vol. 49 No. 4 Winter.1990pp.401-408,

Vidya Dehejia, —*Aniconism and the Multivalence of Emblems*|| *Ars Orientalis* Vol. 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:

- Instructional design: There will be four lectures a week and one tutorial (fortnightly) and two hours WIN QSB LAB (fortnightly) for this course.
- 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.
- Expertise in AUD faculty or outside: AUD Faculty
- Linkages with external agencies (e.g., with field-based organizations, hospital; any others) Not Applicable

Signature of Course Coordinator(s)

Note:

- 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.
- 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.
- 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

- 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.
- 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.
- Does the course connect to, build on or overlap with any other courses offered in AUD?
 No
- 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.
- 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.
- Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Winter Semester
- Course Details:**
 - 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

- 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.
- 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.
- Does the course connect to, build on or overlap with any other courses offered in AUD?
Yes, NSUS1MA532 (Discrete Mathematics)
- 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.
- No. of students to be admitted (with justification if lower than usual cohort size is proposed):
As per SUS norms
- Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
Sixth Semester
- Course Details:**
 - 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.
 - 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:

- Instructional design: There will be four lectures a week and one tutorial per week and two hours MATHEMATICA Lab (fortnightly) for this course.
- 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.
- 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 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. Birkhoff 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

- 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.
- 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.
- Does the course connect to, build on or overlap with any other courses offered in AUD?
No.
- 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.
- No. of students to be admitted (with justification if lower than usual cohort size is proposed):
As per SUS norms.
- Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Sixth Semester
- 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.	Module III: Global and regional governance: The United Nations (i) Structure and Functions (ii) reforming the UN	3
4.	Module IV: Regional and Transcontinental Organizations: Evolution, Structure and Significance	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: Regional Organization and International Order, OUP, Oxford, reprint 2000 (1sted. 1995).	Diehl, Paul F., The Politics of Global Governance: International Organizations in An Interdependent World, Lynne Rienner Publishers; 4th edition, paperback, Boulder, 2010 Karns, Margaret P. and Mingst, Karen A.: International Organizations: The Politics and Process of Global Governance, 2nd 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 -Maritime Security	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 Readings	Suggested
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, <i>Scientific Method and Social Research</i> . (New Delhi, Sterling Publishers, 1982). pp.1-42	Alcoff, Linda Martín (2001), “Objectivity and Its Politics” <i>New Literary History</i> , 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, <i>Social Research Methods: Qualitative and Quantitative Approaches</i> , (New Delhi: Pearson, 2007). pp.149-244.	Fischer, Frank (1998), “Beyond Empiricism: Policy Inquiry in Post positivist Perspective” <i>Policy Studies Journal</i> , 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, <i>Political Science Research Methods (8th edition)</i> , (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, <i>Social Research Methods: Qualitative and Quantitative Approaches</i> , (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" <i>PS: Political Science and Politics</i> , 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, <i>Social Research Methods: Qualitative and Quantitative Approaches</i> , (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 Chipkol* and Chapter 4: —*The Spread of Chipkol* (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 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	<u>History of Diaspora</u> - Introducing diaspora as a concept. - Giving historical background of Diasporas <u>History of Migration</u> - 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), <i>Sociology of Diaspora: A Reader Vol I & Vol II</i> , Jaipur: Rawat Publication.	Birks, J.S. and C.A. Sinclair. 1980. <i>International Migration and Development</i> , Geneva: International Labour organization.

5,6,7	<u>Indian Diaspora: Meaning, Role and Significance</u> • 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), <i>Indian Diaspora in Africa: Comparative Perspective</i>, New Delhi: MD Publication Pvt. Ltd.	Gijsbert Oonk(ed.) (2007), <i>Global Indian Diasporas</i>, (Amsterdam: Amsterdam University Press)
8,9,10,11	<u>Indian Diaspora Across the Globe</u> • 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), <i>Indian Diaspora: Global Identity</i>, New Delhi: Kalinga Publication	Lal, Brij V.et. al. 2006. <i>The Encyclopedia of Indian Diaspora</i>, Singapore: Editions Didier Millet
12,13,14 & 15	<u>IV. Indian Diaspora as Soft Power</u> • 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., <i>Diaspora Politics</i>, Cambridge: Cambridge University Press.

8. Pedagogy:

- Instructional strategies: The course will be a combination of lectures and tutorials.
- 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:

- Instructional strategies:
Class Room Instruction and Lab work.
- 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.
- Expertise in AUD faculty or outside
Expert instructors are available in AUD
- 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 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 Publishers.
- 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 Publishers.
- 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 Publishers.
- 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 Publishers.
- 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 Publishers.
- 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 Publishers.
- 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 Publishers.
- 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 ableist 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, pathologizes 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 India By 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 pathologizes 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, MacGraw 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 Maconis, 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, MacGraw 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 as 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, MacGraw 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 Baudrillard. 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 exams

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

- 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.
- 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.
- 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.
- Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): NA
- No. of students to be admitted (with justification if lower than usual cohort size is proposed): As per University Norms
- Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): 6th Sem
- Course Details:**
 - 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 successful 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. <i>Sociological Forum</i> , 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). <i>The Angry Earth: Disaster in Anthropological Perspective</i> , 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). <i>Mapping Vulnerability: Disasters, Development and People</i> . London: Earthscan Pp:37-50	12	Week 1 , 2 and 3
2	Contours of the Risk Society. Reading: Beck, U. (1992) <i>Risk Society: Towards a New Modernity</i> . 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. <i>Economic and Political Weekly</i>, 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. <i>In</i> Anil K. Gupta and Sreeja S. Nair (eds). <i>Ecosystem Approach to Disaster Risk Reduction</i>. 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 <i>In</i> Bankoff G., George Freerks and Dorothea Hilhorst (Eds). <i>Mapping Vulnerability: Disasters, Development and People</i>. London : Earthscan. Pp: 1-9 Zenaida Delica-Willison and Robin Willison (2004). Vulnerability Reduction: A Task for the Vulnerable People Themselves. <i>In</i> Bankoff G., George Freerks and Dorothea Hilhorst (Eds). <i>Mapping Vulnerability: Disasters, Development and People</i>. London : Earthscan. Pp: 145-158	4	Week 11
7	Civil Society, risk and Disaster Management Readings: <i>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)</i> 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. <i>International Journal of Disaster Risk Reduction</i>, 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. <i>In</i> Alcira Kreimer, Margaret Arnold, Anne Carlin (eds). <i>Building Safer Cities: The Future of Disaster Risk</i> 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.
11. 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
12. 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
13. *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)*
14. 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. Benthall, 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

Assessment, Evaluation and Student Progression Policy 2026

1. Introduction

1.1 This policy supersedes all previous assessment policies and will be applicable to students admitted in the academic year 2025-26 and later.

1.2 This policy shall apply to all programmes of the University. For Ph.D. and other research programs it shall apply to only the coursework component. Any deviations from this policy must have the prior approval of the Academic Council.

1.3 The assessment of students' learning shall depend on both continuous and end-of-course assessment. However, assessment will not be so frequent as to create unnecessary stress on students or faculty.

1.4 Assessment for courses is normally spread over the duration of the semester. Results of continuous assessment shall be communicated to students in a timely manner so that they have the opportunity to improve their subsequent work.

2. Standing Committee on Assessment

2.1 The Academic Council shall constitute a Standing Committee on Assessment to deal with assessment, evaluation and student progression as laid down in this policy or any other matter which may be referred to it by the Academic Council or its Chair.

2.2 The Standing Committee on Assessment (SCA) shall consist of three Deans, to be nominated by the Academic Council for a term of three years. The Dean of any School, a matter regarding which is under consideration by the SCA, shall join its deliberations as an ad hoc member.

3. Number of Assessments

3.1 For courses other than dissertation courses, regardless of the number of credits:

a) No assessment exercise may carry more than 50% of the total grade weight of the course.

b) One of the assessment exercises must be a summative end-semester assessment carrying at least 40% of the course grade.

2.2 For a dissertation course of at least 8 credits, assessment shall be made on the basis of a completed dissertation with defense and on the basis of interim progress assessment and other learning exercises as stipulated in the programme as approved by the Board of Studies and Academic Council.

2.3 The assessment policy of any course should be communicated in writing to the students at the commencement of the course.

4.Attendance

4.1 A student shall be required to have a minimum attendance as per the attendance policy in force.

5. Grading System

5.1 Each evaluated exercise/assignment (henceforth 'assessment situation') and each course shall carry a letter grade in accordance with the following table:

<i>Letter Grade</i>	<i>Description</i>	<i>Grade Point</i>
O	Outstanding	10
A+	Excellent	9
A	Very Good	8
B+	Good	7
B	Above Average	6
C	Average	5
P	Pass	4
F	Fail	0
Ab	Absent	0

5.2 The grade point average (GPA) for a course will be the weighted average of the grade points of individual assessments with the weights specified in the course syllabus approved by the Board of Studies and Academic Council.

5.3 This course GPA will be converted to a letter grade according to the following table:

GPA Range	Letter Grade	Grade Point
≥ 9.5	O	10
$\geq 8.5 < 9.5$	A+	9
$\geq 7.5 < 8.5$	A	8
$\geq 6.5 < 7.5$	B+	7
$\geq 5.5 < 6.5$	B	6
$\geq 4.5 < 5.5$	C	5
$\geq 3.5 < 4.5$	P	4
< 3.5	F	0

5.4 The grade point corresponding to the letter grade shall be used in subsequent calculation of semester and cumulative grade point averages.

5.5 For individual assessment components only, three additional grades may be used: D+ (3 grade points), D (2 grade points), and D- (1 grade point). These grades are not to be used for course, semester, or program grades.

6. Passing Grade and Credit Award

6.1 The passing grade for each course is 'P'. A student passing a course is awarded the full number of credits corresponding to that course. A non-passing course grade carries no credits.

6.2 All undergraduate and postgraduate students are required to obtain a minimum cumulative grade of 'P' at the conclusion of the programme to graduate.

6.3 The passing grade for coursework for Ph.D. and other research degrees shall be determined by Ph.D./research degree regulations in force.

7. Academic Promotion

7.1 No minimum grade average or quota of courses passed is required for promotion from an odd semester to an even semester.

7.2 For promotion from an even semester to an odd semester:

- a) A student should not have failed more than 30% of the course credits of that academic year.
- b) This requirement is calculated based only on the courses of that academic year, excluding any repeat, improvement, or additional courses.
- c) No rounding of the credit requirement will be applied.

7.3 For any course, the corresponding programme may lay down pre-requisite courses that must be passed before registering for that course. However such pre-requisite requirements must be used sparingly so as to not obstruct the academic progression of students. All pre-requisite requirements must have the prior approval of the Board of Studies of the School and the Academic Council.

8. Credits for MOOC Courses

8.1 Students may be allowed to earn credits through MOOCs in accordance with University Grants Commission (Credit Framework for Online Learning Courses through Study Webs of Active Learning for Young Aspiring Minds) Regulations, 2021 or such successor/other relevant regulation as may be in force at that point of time.

8.2 For each particular MOOC for which a School seeks to grant credit, prior approval must be obtained from the Board of Studies and the Academic Council.

8.3 The School at its discretion may either require students to be evaluated by the host institution/platform delivering the MOOC and accept the grades thus obtained or evaluate the students itself by nominating course-coordinator(s) for this purpose. In the later case the provisions of this policy shall apply.

9. Maximum Time Frame for Completion of Programmes

9.1 A student who fails to complete a non-research programme within the normal duration may continue on the rolls of the University, subject to rules and regulations, for up to two additional years to complete the programme requirements.

9.2 In exceptional circumstances a further extension of one year may be granted by the Vice-Chancellor on the recommendation of the Dean of the concerned School and the Dean of Student Services.

10. Repeating a Course

10.1 Students may register for voluntary repetition in non-dissertation courses for improvement of their grade subject to regulations on maximum course load as laid down in clause 16.

10.2 Whenever a student voluntarily repeats a course, the grade obtained in the later occasion shall be considered the final grade for the record even if it is lower than the earlier grade or is an Absent grade.

11. Use of 'Incomplete' Grade

11.1 'Incomplete' grade may be awarded to a student in cases where due to exceptional circumstances outside their control they have not been able to complete the assessments within the laid down time but are expected to be able to complete them within at most one month of the commencement of the next semester .

11.2 The award of 'Incomplete' grade needs to be recommended by the Course Coordinator, Programme Coordinator and Dean of the School and be approved by Dean AES prior to the finalization of results for that semester. The recommendation should indicate the date by which the 'Incomplete' grade will be replaced.

12. Partial Repeat Examinations

12.1 There shall be a uniform partial repeat policy for the University. Only students in the third and fourth year of undergraduate programs and in the second year of postgraduate programs who have failed to pass a course registered in that year will be eligible to be assessed through a partial-repeat examination. The exams shall be held by the School within one month of the commencement of the next semester.

12.2 The partial repeat examination will be a summative assessment for the course, the grade of which will replace the grade of the end-semester assessment with the same weightage.

12.3 Students shall not be eligible to appear for partial repeat examinations for courses which they have not passed in earlier years which they have not registered to repeat in the year in which they are eligible for partial repeat examination.

13. Use of Unfair Means in Assessments

13.1 Definition of Unfair Means: The use of unfair means in examinations includes, but is not limited to:

- a) Assisting or receiving assistance from any other candidate in answering questions during the examination.
- b) Carrying into the examination room any unauthorized materials including books, notes, papers, or electronic devices.
- c) Copying from unauthorized materials or from another candidate.
- d) Impersonation or having someone else take the examination on one's behalf.
- e) Disruptive behavior in or around the examination venue.
- f) Communicating with anyone outside the examination room during the examination.
- g) Tampering with answer books or written submission attempting to alter evaluated answer scripts.
- h) Plagiarism, including self-plagiarism.

13.2 Any incident of suspected use of unfair means shall be immediately reported by the invigilator or course coordinator to the Dean of the concerned School.

13.3 In case of minor infractions the Dean of the School may impose the following penalties which may be reported to the Dean AES:

- (a) Letter of reprimand and grade cut
- (b) Cancellation of the particular assessment component with a grade of Fail to be awarded and no opportunity of reassessment given.

13.4 Where in the opinion of the Dean of the School the case is of a graver nature or in the case of repeat offences, the same may be reported to Vice Chancellor, who if satisfied of the graveness of the offence, may constitute an Enquiry Committee consisting of three faculty members, one of whom shall be designated as the Chairperson.

13.5 The Committee shall submit its report with recommendations. The Committee may recommend the following punishments:

- a) Letter of reprimand and grade cut
- b) Cancellation of the particular assessment component with a grade of Fail to be awarded.
- c) Cancellation of all examinations of the current semester.
- d) Suspension from the University for a period not exceeding a year.

e) De-enrollment from the University with a bar on future admission in any program of the University.

13.6 The Standing Committee on Assessment will consider the report and decide on the punishment to be awarded from the above list.

13.6 Appeals:

a) For punishments awarded by the Dean of the School or the Standing Committee on Assessment the student may appeal to the Vice Chancellor within 15 days of receiving the decision.

b) The Vice Chancellor's decision on the appeal shall be final and binding.

13.8 Plagiarism: Faculty may use anti-plagiarism software approved by the University to check submitted work, and impose the following penalties for plagiarism on their own authority:

a) For similarity greater than 20% and less than 60%, compulsory resubmission or a grade cut of up to two grade points.

b) For similarity greater than 60%, any grade cut or awarding a 'Fail' (F) grade for that assessment component.

c) In a course where the above penalties are to be imposed, the course-coordinator must at the beginning of the semester educate the students about plagiarism and share appropriate written material concerning the same.

14. Grade Revision

14.1 Grades once finalized will be revised only if errors are found in evaluation or grade entry.

14.2 Revisions within one month of grade finalization may be approved by Dean AES on the basis of the recommendation of the Dean of the corresponding School.

14.3 Requests for revision received after one month of grade finalization shall be placed before the Standing Committee for Evaluation which shall look into the circumstances of the revision and make its recommendation to the Vice Chancellor who will be the final approving authority.

15. Record Retention

15.1 All student submissions (answer scripts/papers etc.) shall be retained by the course coordinator for at least one year from the date of result finalization of the semester in its original form, i.e. hardcopy or softcopy.

In case of the course coordinator leaving the services of the University they shall be required to hand over all such material to the School prior to being relieved.

In case of courses where the course coordinator is a guest faculty member, the responsibility for record retention shall lie with the program coordinator.

15.2 After the period of one year, softcopy material may be deleted and hardcopy material may be disposed off as per procedure.

16.Course Load

16.1 In any given semester, no student may take an extra course load of more than 50% of the required load of that semester.

16.2 Courses that the students are required to repeat will not be counted in either the extra or the required load.

17. Academic Leave

17.1 In extreme circumstances involving the ill-health of the student or ill-health or death in their immediate family, a student may apply, with supporting documents, for academic leave of at least one semester.

17.2 Such applications will be examined by the Dean of the School and if found appropriate, forwarded to the Vice Chancellor for consideration through the Dean AES.

17.3 No student may avail of academic leave of more than one year in total during their enrollment in a given programme.

17.4 The period of academic leave shall continue to be counted in the duration of enrollment of the student.



NOTIFICATION

File No. AUD/4-37/2022-23/Fee Structure/7456

Dated: 05.04.2023

Subject: Revision of Fee Structure 2023-2024.

The Vice-Chancellor is pleased to constitute a committee comprising of the following members to recommend the Revision of Fee Structure 2023-2024.

1. Dean, Academic Affairs Dr. B.R. AUD (Chairperson)
2. Dean, Planning, Dr. B.R. AUD
3. Dean, Student Services, Dr. B.R. AUD
4. Registrar, Dr. B.R. AUD
5. Control of Finance, Dr. B.R. AUD
6. AR/Student Service, Dr. B.R. AUD (Member Secretary)

The deliberations and discussion taken while deciding fee structure for the Academic year 2022-23 is annexed.

1/2 6/4/23
Dean
(Student Services)

Copy to:

1. Chairperson and Members of Committee
2. Office of the Vice-Chancellor, Dr. B.R. AUD
3. Registrar, Dr. B.R. AUD
4. Office Copy, Dr. B.R. AUD



No. AUD/4-37/2022-23/Fee Structure/ 3342

Dated: 06 Jan 2025

Minutes of the Meeting of Fee Committee
Held on 06 Jan 2025 at 1400 hrs, Room No 5, Kashmere Gate Campus

The meeting of the University Fee Committee was held 06 Jan 2025 at 1400 hrs in Room no 5, Dr. B. R. Ambedkar University Delhi, Kashmere Gate Delhi for deliberations and recommendations in respect of fee structure for D.Litt/ D.Sc/ programme as per the University notification F.No. AUD/4-37/2022-23/Fee Structure/72/156 dated 05 April 2023. The following members were present in the meeting: -

S. No.	Name and Designation
1.	Prof Satyaketu Sankrit, Dean Academic Affairs – Chairperson
2.	Prof Kartik Dave, Dean Planning
3.	Dr Santosh Kumar Singh, Dean Student Services
4.	CMA Rajeev Talwar, CoF and Registrar
5.	Dr Jyotirmoy Bhattacharya, Dean AES, Special Invitee
6.	Mr. Deepak Kapoor, Assist. Registrar, Member Secretary

At the outset, the Dean of Academic Affairs welcomed all members to the Fee Committee meeting. The following agenda was deliberated during the meeting: -

Agenda- Discussion on the Fee Structure for D.LITT. programmes.

Decision: The Committee deliberated and recommended the fee structure for the D.LITT. programmes as per the following details: -

Description	Fee in INR (₹) for Indian Scholars	Fee in USD (\$) for NRI*/ Foreign** Scholars	Remark
Admission Fee	₹1,00,000/-	\$3500/-	Onetime fee
Quarterly Fee during first year	₹35,000/-	\$1200/-	This is for first year Including caution deposit of ₹ 5000/- or \$ 80 as the case may be
Bi-Annual and	₹30,000/-	\$1000/-	Per Semester fee after first



onward Fee			year/ two semester and up to 8 th Semester (Maximum course duration is 04 years)
Other Allied Alumni Activity Fee per semester	₹500/-	\$20/-	Per semester fee
Thesis Evaluation and Viva voce Fee	₹50,000/-	\$1750/-	At the time of thesis submission

Examples: -

(i) One Indian Scholar completes his/ her D.Litt. programme in 02 years i.e. 04 semesters, then fee structure shall be as follows: -

Admission Fee = ₹1,00,000/-

First year/ two semester (Four quarters) Fee-4 * ₹35,000/- = ₹140,000/-

Fee for third and fourth semester- 2 * ₹30,000/- = ₹60,000/-

Other Allied Alumni Activity Fee per semester- 4 * ₹500/- = ₹2,000/-

Fee for thesis Evaluation and Viva voce = ₹50,000/-

Total fee for the course- ₹3,52,000/- for two years' duration in respect of Indian Scholars

(ii) One NRI*/ Foreign** Scholar completes his/ her D.Litt. programme in 02 years i.e. 04 semesters, then fee structure shall be as follows: -

Admission Fee = \$3500/-

First year/ two semester (Four quarters) Fee- 4 * \$1200/- * 4 = \$4800/-

Fee for third and fourth semester- 2 * \$1,000/- = \$2,000/-

Other Allied Alumni Activity Fee per semester- 4 * \$20/- = \$80/-

Fee for thesis Examination- \$1750/-

Total fee for the course- \$12,130/- for two years' duration in respect of NRI/ foreign Scholars

*NRI- Non Resident Indian

**Foreign Scholar- A Scholar who is holding Foreign Passport

The meeting ended with a Vote of Thanks.

Prof. Satyaketu Sankrit (Chairperson)

Dr Santosh Kumar Singh

Dr Jyotirmoy Bhattacharya

Prof. Kartik Dave

CMA Rajeev Talwar

Mr. Deepak Kapoor

Name of the School: School of Human Ecology (SHE)

1. **Introduction & Background:** Three (3) urgent agenda items were circulated among the members of Board of Studies (BoS), School of Human Ecology in the month of June and July (3rd June & 16th July, 2025) for consideration and appropriate recommendation

2. Proposals: -

Agenda 1: To consider the proposal for approval of SWAYAM courses (34 in number) to be offered as elective courses in the MA Environment and Development.

It was submitted to the Board that The SWAYAM Board, UGC in its 26th meeting held on 24 Apr 2025 has approved 1696 Massive Open Online Courses (MOOC) developed by National Coordinators (UGC, CEC, NPTEL, IGNOU, IIMB, AICTE, NITTTR etc.) to be offered in the July 2025 semester on the SWAYAM platform vide University Grant Commission (UGC) letter D.O.No. 1-8/ 2017(SWAYAM)Partfile-1 dated 01 Jul 2025. Subsequently, the duly constituted Swayam Advisory Committee, at AUD prepared a list of MOOC courses relevant to the programmes of the University (AUD) in its meeting held on 08 Jul 2025.

Based on the list of the MOOCs (830 courses) identified by the university,

- 34 course names (including 2 already approved by the Academic Council, AUD) have been identified to offer to the 2nd year students of MAED at the School, SHE
- A total of maximum 10 credits may be opted by the students from the SWAYAM portal as "ELECTIVE" courses. This limit also includes elective courses that will be chosen from other programmes at AUD.

The Board members reviewed the courses and three courses were removed following the email discussion.

Decision of BoS: After due deliberations, in exercise of the powers conferred under Clause 6 of Statute 12A of the Statutes of the University, the Board considered and recommended the list of 31 electives from the SWAYAM portal to be offered to the 2nd year students of MA Programme ((Annexure 1). The Board also recommended a total of maximum 10 credits to be opted as electives from SWAYAM and other AUD programmes.

Agenda 2: To consider the proposal for approval of a revised core course "Traditional Knowledge Systems of India" (4 credits) in the MA programme

It is a course recommended by the 9th BoS held on 10th June, 2024. It was in principle approved in the 35th Academic Council meeting held on 7/8/2024 as a core course in the programme, MA

Environment and Development and is being offered in the School of Human Ecology in MS2024. Further, the course was placed before the IKS committee of the university and the committee suggested aligning the course in discussion with specific IKS components. The committee also suggested to include ancient Indian texts and Indian scholars rather than using Western Scholars, in its next iteration. Prof. Abhay Kumar Dubey, a member of the IKS-AUD committee was consulted for its revision and accordingly the course is revised.

- **Earlier proposal:** It was placed and in principle approved in the 35th Academic Council meeting held on 7/8/2024 (Appendix 3)
- **Highlighting the changes with justification:** Changes have been made in highlights. (Appendix 2)

Decision of BoS: After due discussions, in exercise of the powers conferred under Clause 6 of Statute 12A of the Statutes of the University, the Board considered and recommended the core course 'Traditional Knowledge Systems of India' (4 credits) for approval by the Academic Council (Appendix-2)

Agenda 3: To consider the proposal for approval of a new elective course "Ecological Thoughts in Indian Knowledge Systems" (4 credits) in the MA programme

It was submitted to the Board that Dr. Oinam Hemlata Devi has developed a new course titled "Ecological Thoughts in Indian Knowledge Systems" (4 credits). The course was placed at the IKS committee of the university and the committee in its meeting dated 5th March 2025 resolved that it should be placed through School Board for Academic Council approval by categorizing the readings into essential and additional reading list. Based on the IKS-AUD committee's suggestions, the course has been revised and placed at the School Board on 3rd June, 2025 via email and valuable suggestions were made by the members. Following the discussions, a revised copy was shared on 16th July, 2025.

Decision: After due discussions via email, in exercise of the powers conferred under Clause 6 of Statute 12A of the Statutes of the University, the Board considered and recommended the elective course 'Ecological Thoughts in Indian Knowledge Systems' (4 credits) for approval (Appendix-4)

3. Financial Implications, if any NA
 - Approval of Controller of Finance (CoF)
4. Legal implications & Justifications, if any NA
5. Request from the Council: To consider the recommendations of the Board of Studies, SHE
6. Approval of Hon'ble Vice Chancellor, Dr. B. R. Ambedkar University Delhi: The Honourable VC has approved the agenda for placing before the Academic Council.

DR. B.R. AMBEDKAR UNIVERSITY DELHI

School of Human Ecology (SHE)

Minutes of the Board of Studies members through Email circulation dated 3rd June & 16th July, 2025

The Board of Studies (BoS) of the School of Human Ecology (SHE) consists of the following members:

Dr. Oinam Hemlata Devi Dean, School of Human Ecology, AUD	Chairperson
Prof. Anil Kumar Haritash Head, Department of Environmental Engineering, Delhi Technological University	Member
Prof. Nandan Nawn Professor, Department of Economics, Jamia Millia Islamia	Member
Prof. Nakkeeran Nanjappan Professor, School of Global Affairs, AUD	Member
Prof. Sanjay Kumar Sharma Professor, School of Liberal Studies, AUD	Member
Dr. Santosh Kumar Singh, Associate Professor Dean, School of Liberal Studies, AUD	Member
Prof. Suresh Babu Professor, SHE, AUD	Member
Dr. Pulak Das Assistant Professor, SHE, AUD	Member
Dr. Budhaditya Das Assistant Professor, SHE, AUD	Member
Dr. Nishant Kumar Assistant Professor, SHE, AUD	Special Invitee

Agenda 1: To consider the proposal for approval of SWAYAM courses (34 in number) to be offered as elective courses in the MA Environment and Development.

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Based on the list of the MOOCs (830 courses) identified by the university,

- 34 course names (*including 2 already approved by the Academic Council, AUD*) have been identified to offer to the 2nd year students of MAED at the School, SHE
- A total of maximum 10 credits may be opted by the students from the SWAYAM portal as "ELECTIVE" courses. This limit also includes elective courses that will be chosen from other programmes at AUD.

The Board members reviewed the courses and three courses were removed following the email discussion.

Decision: After due deliberations, in exercise of the powers conferred under Clause 6 of Statute 12A of the Statutes of the University, the Board considered and recommended the list of 31 electives from the SWAYAM portal to be offered to the 2nd year students of MA Programme ((Annexure 1).

Agenda Item 2: To consider the proposal for approval of a revised core course "Traditional Knowledge Systems of India" (4 credits) in the MA programme

It is a course recommended by the 9th BoS held on 10th June, 2024. It was in principle approved in the 35th Academic Council meeting held on 7/8/2024 as a core course in the programme, MA Environment and Development and is being offered in the School of Human Ecology in MS2024. Further, the course was placed before the IKS committee of the university and the committee suggested aligning the course in discussion with specific IKS components. The committee also suggested to include ancient Indian texts and Indian scholars rather than using Western Scholars, in its next iteration. Prof. Abhay Kumar Dubey, a member of the IKS-AUD committee was consulted for its revision and accordingly the course is revised.

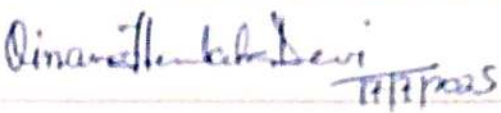
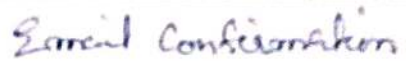
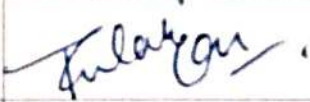
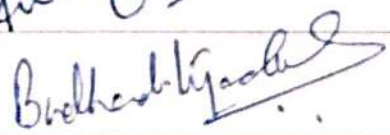
Decision: After due discussions, in exercise of the powers conferred under Clause 6 of Statute 12A of the Statutes of the University, the Board considered and recommended the core course 'Traditional Knowledge Systems of India' (4 credits) for approval by the Academic Council (Appendix-2)

Agenda 3: To consider the proposal for approval of a new elective course "Ecological Thoughts in Indian Knowledge Systems" (4 credits) in the MA programme

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Decision: After due discussions via email, in exercise of the powers conferred under Clause 6 of Statute 12A of the Statutes of the University, the Board considered and recommended the elective course 'Ecological Thoughts in Indian Knowledge Systems' (4 credits) for approval (Annexure-3)

Signature of Board of Studies (BoS) Members:

Name	Signature
Dr. Oinam Hemlata Devi	
Professor Anil Kumar Haritash	Email Confirmation
Professor Nandan Nawn,	
Professor Nakkeeran Nanjappan	Email Confirmation
Professor Sanjay Kumar Sharma	-
Dr. Santosh Kumar Singh	
Professor Suresh Babu	
Dr. Pulak Das	
Dr. Budhaditya Das	
Dr. Nishant Kumar	Absent.

The following is the **SWAYAM list** identified by the School for to be offered to the 2nd year MAED students as **"ELECTIVE COURSES"**

NPTEL - July 2025 Sem courses

Sl. No.	Sr.No. NPTEL	Course Name	Discipline	Course Coordinator Name	Host University/Institute	Duration in weeks	Level UG/PG	Credit	Instruction Language	Translation or Subtitle Language	NCrF Level	Course URL
1.	2	Inclusive Planning and Universal Design	Architecture and City Planning	Prof. Haimanti Banerji	IIT Kharagpur	4 Weeks	UG/PG	1	English	-	4.5 to 8.0	https://onlinecourses.nptel.ac.in/noc25_ar12/preview
2.	4	Introduction to Urban Planning	Architecture and Planning	Prof. Harshit Sosan Lakra	IIT Roorkee	8 Weeks	UG/PG	2	English	-	4.5 to 8.0	https://onlinecourses.nptel.ac.in/noc25_ar14/preview
3.	14	Urban Utilities Planning : Water Supply, Sanitation and Drainage	Architecture and Planning	Prof. Debapratim Pandit	IIT Kharagpur	12 Weeks	UG/PG	3	English	-	4.5 to 8.0	https://onlinecourses.nptel.ac.in/noc25_ar25/preview
4.	15	Urban Landuse and Transportation Planning	Architecture and Planning	Prof. Debapratim Pandit	IIT Kharagpur	12 Weeks	UG/PG	3	English	-	4.5 to 8.0	https://onlinecourses.nptel.ac.in/noc25_ar27/preview
5.	17	An Introduction to Climate Dynamics, Variability and Monitoring	Climate and Environmental Science and Technology	Prof. Sayak Banerjee	IIT Hyderabad	12 Weeks	UG/PG	3	English	-	4.5 to 8.0	https://onlinecourses.nptel.ac.in/noc25_ce133/preview
6.	18	Climate Change - Extreme Events	Earth and Environmental Sciences	Prof. Somil Swarnkar	IISER Bhopal	12 Weeks	PG	3	English	-	4.5 to 8.0	https://onlinecourses.nptel.ac.in/noc25_ce135/preview
7.	39	Conservation Geography	Multidisciplinary	Prof. Ankur Awadhiya	IIT Kanpur	12 Weeks	UG/PG	3	English	-	4.5 to 8.0	https://onlinecourses.nptel.ac.in/noc25_ge68/preview

8.	40	Wild Life Ecology	Multidisciplinary	Prof. Ankur Awadhiya	IIT Kanpur	12 Weeks	UG/PG	3	English	Marathi, Tamil, Telugu	4.5 to 8.0	https://onlinecourses.nptel.ac.in/noc25_ge69/preview
9.	53	Urbanization and Environment	Humanities and Social Science	Prof. Jenia Mukherjee	IIT Kharagpur	8 weeks	PG	2	English	-	4.5 to 8.0	https://onlinecourses.nptel.ac.in/noc25_hs113/preview
10.	54	The Literature of Climate Crisis	Humanities and Social Sciences	Prof. Pramod K Nayar	University of Hyderabad	8 Weeks	UG/PG	2	English	-	4.5 to 8.0	https://onlinecourses.nptel.ac.in/noc25_hs114/preview
11.	55	Tribal Studies in India: Interdisciplinary Perspectives and Approaches	Humanities & Social Sciences	Prof. Roluahpuia Prof. Sarbani Banerjee	IIT Roorkee	12 Weeks	UG/PG	3	English	-	4.5 to 8.0	https://onlinecourses.nptel.ac.in/noc25_hs115/preview
12.	79	Water, Society And Sustainability	Humanities and Social Sciences	Prof. Jenia Mukherjee	IIT Kharagpur	4 Weeks	PG	1	English	-	4.5 to 8.0	https://onlinecourses.nptel.ac.in/noc25_hs144/preview
13.	133	Urban Sociology	Humanities and Social Sciences	Prof. Amrita Sen Prof. Archana Patnaik	IIT Kharagpur	4 Weeks	PG	1	English	-	4.5 to 8.0	https://onlinecourses.nptel.ac.in/noc25_hs208/preview
14.	135	Globalization and Culture (Already approved by the Academic Council, AUD)	Humanities and Social Sciences	Prof. Anjali Gera Roy	IIT Kharagpur	8 Weeks	UG/PG	2	English	Bengali, Gujarati, Hindi, Kannada, Malayalam, Marathi, Tamil, Telugu	4.5 to 8.0	https://onlinecourses.nptel.ac.in/noc25_hs211/preview

15.	143	Introductory Rural Sociology: Continuity and Change	Sociology	Prof. Ashish Saxena	University of Allahabad	8 Weeks	PG	2	English	-	4.5 to 8.0	https://onlinecourses.nptel.ac.in/noc25_hs221/preview
16.	151	Biodiversity Protection , Farmers and Breeders Rights	Law	Prof. Padmavati Prof. Narendran Thiruthy	IIT Kharagpur	8 Weeks	UG/PG	2	English	-	4.5 to 8.0	https://onlinecourses.nptel.ac.in/noc25_lw14/preview

IGNOU List:

Serial No.	Sr. No.	Course Title	Subject / Discipline	Course Coordinator Name	Host University/Institute	Level UG/PG	NCRF Level	Duration in weeks	No of credits	Instruction Language	Translation or Subtitle Language	Course URL
1	35	BGS-002: Gender, Science, Technology and Society	Multidisciplinary	Dr. Sunita Dhal	IGNOU	PG		12	6	English		https://onlinecourses.swayam2.ac.in/nou25_ge88/preview
2	57	Communication and Extension for Sustainable Development	Multidisciplinary	Prof. Heena K. Bijli	IGNOU	UG/PG	15	15	4	English		https://onlinecourses.swayam2.ac.in/nou25_ge61/preview
3	85	Introduction to Climate Change	Multidisciplinary	Dr. V. Venkat Raman	IGNOU	PG	6	16	4	English		https://onlinecourses.swayam2.ac.in/nou25_ge60/preview

IIMB List:

	IIMB - July 2025 Sem courses												
Serial No.	Sr. No. - IIMB	To be listed on AUD's wesbite - indicative list	Course Title	Subject / Discipline	Name of the Course Coordinator	Host University/Institute	Level UG/PG	NCrf Level	Duration in Weeks	No of credit of the course	Instruction language	Translation or Subtitles language	Course URL

1	59	Yes	From Theory to Practice: Implementing ESG and Sustainability in Business	ESG and Sustainability	Aditya Gupta	IIMB	PG	6.5	12	3	English	English	https://onlinecourses.swayam2.ac.in/imb25_mg164/preview
2	63	Yes	Generative AI and Large Language Models	Data Science	Naveen	IIMB	PG	6.5	8	3	English	English	https://onlinecourses.swayam2.ac.in/imb25_mg135/preview
3	118	Yes	Statistical Analysis using SPSS for Beginners	Statistics	Dr. Raja Sankaran	Jain University	PG	6.5	12	3	English	English	https://onlinecourses.swayam2.ac.in/imb25_mg179/preview
4	122	Yes	Sustainable Development Goals: Synchronising Business practices	Strategy	Dr. Nidhi Vyas	Manipal University Jaipur	PG	6.5	9	4	English	English	https://onlinecourses.swayam2.ac.in/imb25_mg197/preview

UGC List:

Serial No.	Sr. No.	Course Title	Subject / Discipline	Name of the Course Coordinator	Host University/Institute	Level UG/PG	NCrF Level	Duration in week	No of credit of the course	Instruction Language	Translation / Subtitle Languages	Course URL
1	2	Climate and Environmental Protection (*)	Multidisciplinary	Prof. BS Balaji,	Jawaharlal Nehru University, New Delhi	UG/PG	4.5-7.0	15	4	English	NA	https://onlinecourses.swayam2.ac.in/ugc25_ge17/preview

NITTTR List:

Serial No.	S. No.	Subject / Discipline	Course Title	Course Coordinator Name	Host University/Institute	Level UG/PG	NCr F Level	Duration in weeks	No of credits	Instruction Language	Translation or Subtitle Language	Course URL
1	6	Teacher Education	Data Analytics	Dr. Chandan Chakraborty & Dr. Samir Roy	NITTTR, Kolkata	UG/PG	>4.5	8	2	English	English	https://onlinecourses.swayam2.ac.in/ntr25_ed73/preview
2	29	Teacher Education	Climate Change and Disaster Risk Management	Dr. G. Janardhana n, Dr. Rakesh Wats	NITTTR, Chennai	UG/PG/Continuing Education	>4.5	12	3	English	English	https://onlinecourses.swayam2.ac.in/ntr25_ed113/preview

AMU List:

Serial No.	Sr.No.	Course Name	Discipline	SME Name	Institute	Duration	UG/PG	Credit	NCrF Level	Instruction Langu.	Translation or Subtitle Language	Course URL
1	8	Sociology of Health	Sociology	Prof. Mohammad Akram	AMU	12 weeks	UG/PG	4	6	English	English	https://onlinecourses.swayam2.ac.in/ini25_hs24/preview
2	24	Disaster Risks Reduction and Management	Geography	Prof. Shahab Fazal Dr. Saleha Jamal	AMU	12 weeks	UG/PG	4	6	English	English	https://onlinecourses.swayam2.ac.in/ini25_hs32/preview
3	31	Digital Sociology	Sociology	Dr. Mohammad Swalehin	AMU	12 weeks	PG	4	6.5	English	English	https://onlinecourses.swayam2.ac.in/ini25_hs35/preview

BHU List:

Serial No.	SR.NO	Course Title	Subject/Discipline	Course Coordinator Name	Host University/Instt.	Level UG/PG	NCRF Level	Duration in Weeks	No. of Credits	Instruction Language	Translation or Subtitle Language	Course URL
1	15	Sustainable Solid Waste Management: Challenges, Opportunities and Threats	Environmental Science	Dr. Rajeev Pratap Singh Prof.Amita va Rakshit	BHU	UG/PG course	4.5 to 7	8	2	English	English	https://onlinecourses.swayam2.ac.in/ini25_es04/preview
2	43	Tribal Entrepreneurship & Economics	Humanities and Social Sciences	Dr Ashish Kant Chaudhari	BHU	UG and PG	4.5 to 7	12	3	English and Hindi	English / Hindi	https://onlinecourses.swayam2.ac.in/ini25_hs56/preview

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 Human Ecology
Programme(s)	MA in Environment and Development
Course title	Traditional Knowledge Systems of India
Course code	SHE2ED107
Total Credits	Four (04)
Course type (core/compulsory/ elective/any other – please specify)	Core (Open Elective for other MA programmes)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	MS2024
Semester	I
Course coordinator and team	Dr. Oinam Hemlata Devi

1. How does the course link with the vision of AUD?

The introductory course is in line with the UGC guidelines for incorporating Indian Knowledge System (IKS) in university/HE curricula as envisioned in the National Education Policy 2020. The course emphasizes awareness of cultural beliefs, practices, languages and bi-products of animacy in relation to societal behaviour and relationship. It aims to inculcate in the student the virtues of holistic and inclusive research, with a special focus on appreciation of traditional knowledge systems of communities, recognition of their rights, traditions, customary practices through collaborative and participatory efforts for ensuring a just environment for mutual existence. The course in that sense links well with the inclusive vision of AUD and its commitment to social justice.

2. How does the course link with the specific programme(s) where it is being offered?

This is a core course for Semester I of Masters Programme in Environment and Development. It offers useful perspectives for understanding the issues at the intersection of human society and the biophysical environment. It engages with important aspects of environmental conservation and sustainable development through time-tested insights and practices. Students will be equipped with the necessary skills for reading and writing culture for a productive research on traditional knowledge systems.

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

It is a standalone course with a focus on understanding select traditional knowledge systems of folk and local groups that support sustainable development and resilience in the context of various environmental and ecological issues and challenges. It does not overlap with any other course currently on offer at the Masters level in the university.

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 usual 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:

This course offers an in-depth examination of the traditional knowledge systems practiced and sustained by diverse communities across different regions of India through their local cultural and ecological practices. It integrates interdisciplinary perspectives and theoretical frameworks, providing a comprehensive understanding of the philosophical and epistemological foundations of ‘tradition’ and traditional knowledge systems (TKS). Aligned with the theories of ethnoecology, cognitive anthropology, and adaptation, the course emphasizes a holistic worldview focused on cultural preservation, identity, and continuity. It explores the sources of traditional knowledge and practices, and their transmission in different cultural and societal contexts. Key areas of study include traditional ecological knowledge, health and medicine, oral and performative traditions, material culture, traditional technology and techniques, and games and sports, providing multiple sites for reflective engagement. Each module is structured around a central concept(s) and includes corresponding research methods that are suitable to the specific context and/or for comparative study. Parallels and interconnectedness of knowledge systems across different cultures are explored through case studies and examples. Students are expected to gain an enhanced understanding of the significance of traditional knowledge systems for sustainable well-being.

b. **Objectives:**

1. To understand critically the concepts of tradition, and folk/indigenous/local communities and their different sources
2. To appreciate the value and different applications of indigenous knowledge in contemporary community practices
3. To emphasize the need for documenting traditional knowledge systems (TKS) in order to preserve and promote cultural heritage on the one hand, and to foster community resilience on the other
4. To gain knowledge about various documentation tools and techniques, including oral, written, visual, and digital methods
5. To identify and analyze the challenges involved in traditional knowledge systems

c. **Expected learning outcomes:**

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

1. Gain a better understanding of the philosophical and epistemological foundations of TKS
2. Exhibit and apply a critical understanding and appreciation of the importance of respecting and valuing traditional knowledge systems

3. Appreciation and learn the importance of documenting traditional knowledge systems of communities and familiarity with the various tools and techniques of documentation
4. Read, explain, and apply theoretical frameworks of ethnoecology, cognitive anthropology, and adaptation to the study of communities across India
- a. Overall structure (course organisation; rationale of organisation; brief module outlines):

S. No.	Module
1.	Introduction to Traditional Knowledge Systems
2.	Sources of Traditional Knowledge Systems
3.	Practices of traditional Knowledge Systems
4.	Documentation of Traditional Knowledge Systems

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

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

Module 1: Introduction to Traditional Knowledge Systems

This module introduces the epistemological and philosophical understandings of ‘tradition’ and traditional knowledge systems in an interdisciplinary way. Ancient texts and classical treatises on environment, forest, agriculture and ethics will be discussed in relation to traditional knowledge systems of India’s diverse regions and local communities to explore their philosophical, ethical and lived experiences. Traditional knowledge systems across cultures are unique, and their insights will be discussed using some of the theories such as, ethnoecology, ecocritical perspectives, cognitive anthropology, political ecology, indigenous methodologies, resilience theory, etc. Further, it will set the ground for the rest of the course by introducing key definitions, concepts, themes, theoretical and methodological frameworks, and debates around traditional knowledge systems. Debates like validation of TKS, best practices for integrating TKS into modern ways of environmental management, ethical considerations, and intellectual property rights will highlight the need for equitable and inclusive resource use and management so that a sustainable world is achieved.

Compulsory Readings:

1. Berkes, F. (2012): Context of traditional ecological knowledge. In Fikret Berkes, Sacred Ecology (pp. 1-20). Routledge.
2. D'Andrade, R. G. (1995). The historical development of cognitive anthropology. In *The development of cognitive anthropology* (pp. 1-22). Cambridge University Press.
3. Folke, C., Carpenter, S. R., Walker, B., Scheffer, M., Chapin, T., & Rockström, J. (2010). Resilience thinking: Integrating resilience, adaptability, and transformability. *Ecology and Society*, 15(4).
4. Kimmerer, R.W. (2013): The Grammar of Animacy. In Robin Wall Kimmerer, Braiding Sweetgrass (pp. 48-59). Milkweed Editions.
5. Nene, YL. (2009). Indigenous Knowledge in Conservation Agriculture. *Asian Agri-History* 13(4):321-326
6. Peet, R., & Watts, M. (2004). Liberating political ecology. In R. Peet & M. Watts (Eds.), *Liberation ecologies: Environment, development and social movements* (2nd ed., pp. 3-47). Routledge.
7. Renugadevi, R. (2012). Environmental ethics in the Hindu Vedas and Puranas in India. *African Journal of History and Culture*, 4(1), 1-3.

8. Sarma, S.S. (1998). Contemporaneity of the perception of environment in Kautilya's Artha sastra. *Indian Journal of History of Science*, 33, 37-50.
9. Shils, E. (1981). The nature of tradition. In *Tradition* (pp. 1-24). University of Chicago Press.
10. Smith, L. T. (1999). *Decolonizing methodologies: Research and indigenous peoples* (pp.142-161). Zed Books.
11. Srinivas, N., & Ashok, T. (2024). Ecocritical Perspectives in "Prithvi Sukta". *International Journal of Emerging Technologies and Innovative Research*, 11 (1):416-423.

Additional Readings:

1. Bisht, Yashpal and Ramesh C. Sharma. (2010). Traditional resource management practices for biodiversity conservation and their significance in Nanda Devi Biosphere reserve, India. *Taylor & Francis Online*, 1(2), 2: 97-111.
2. Elliot Oring (2021). To Explain Tradition. *Journal of Ethnology and Folkloristics*, 15(2): 1-18.
3. Sharma, I. P., Kanta, C., Dwivedi, T., & Rani, R. (2020). Indigenous agricultural practices: A supreme key to maintaining biodiversity. In *Microbiological advancements for higher altitude agro-ecosystems & sustainability* (pp. 91-112). Singapore: Springer Singapore.
4. Sundar, N. (2000). The construction and destruction of indigenous knowledge in India's forest management programme. In R. Ellen, P. Parkes, & A. Bicker (Eds.), *Indigenous environmental knowledge and its transformations: Critical anthropological perspectives* (pp. 79-100). Harwood Academic Publishers.
5. Agrawal, A. (1995). Dismantling the divide between Indigenous and Scientific Knowledge. *Development and Change*, 26: 413-439.

Module 2: Sources of Traditional Knowledge systems

This module deals with diverse sources of traditional knowledge systems. In this module, the sources of knowledge tradition could be classified into three categories: (i) written, (ii) oral, and (iii) visual and performative. First, an attempt will be made to cover written knowledge sources present formally or informally. Mention may be made of archival work on places and communities, digital repositories or reports of various agencies/organizations. Secondly, examining oral traditions as wisdom literature will primarily focus on situating diverse traditional knowledge such as storytelling, songs and riddles, popular sayings, etc. Third, visual and performative traditions will cover some areas of material culture, such as artefacts, arts and crafts, architecture, and performative traditions, such as theatre, dance, and music. The knowledge keepers and modes of transmission in each of the three categories will be discussed to see the linkages and overlapping areas. It will be able to analyze the significance of knowledge sources in different contexts amidst the modern challenges of urbanization and globalization. Students will learn and investigate knowledge sources through text and audio-visual materials.

Compulsory Readings:

1. Bruchac, M.M. (2014). Indigenous Knowledge and Traditional Knowledge. In Smith, C. (Eds.), *Encyclopedia of Global Archaeology*. Springer.
2. Chatterji, R. (2020). Words and Images: Storytelling in Gond Art. In *Speaking with Pictures* (pp. 107-174). Routledge.
3. Joshi, D. (2017). Oral Narrative Traditions of India and Language Philosophy. *IJAPRR International Peer Reviewed Refereed Journal*, IV (1), 17-21.
4. Joshi, D. (2024). Construction of history through oral genealogies. *International Journal of Multidisciplinary Educational Research* 13, 8(3): 177-181.
5. National Digital Library of India (2024). Resource Types. https://ndl.iitkgp.ac.in/ndl_ch

6. Ramanujan, A.K. (1990). Who Needs Folklore?: The relevance of oral traditions to South Asian studies (pp.1-31). The Centre for South Asian Studies, University of Hawaii.
7. Ramanujan, A.K. (1999). Three hundred Ramayanas. In *The Collected Essays of A.K. Ramanujan* (pp. 131-160): OUP, Delhi.
8. Samaddar, A. (2006). Traditional and Posttraditional: A Study of Agricultural Rituals in Relation to Technological Complexity among Rice Producers in Two Zones of West Bengal, India. *Culture & Agriculture*, 28 (2), 108–121.
9. Traditional Knowledge Digital Library Unit (TKDL), <https://www.csir.res.in/documents/tkdl>
10. World Intellectual Property Organization (2010). List and Brief Technical Explanation of Various Forms in which Traditional Knowledge May be Found. https://www.wipo.int/meetings/en/doc_details.jsp?doc_id=147152.%20

Module 3: Practices of Traditional Knowledge Systems

This module explores different practices of traditional knowledge system by various communities. Thematically, these include Traditional Ecological Knowledge (TEK), Traditional Medicine/Ethnomedicine, Traditional Technology and techniques, Traditional Food habits and cuisine, Oral/Performative Practices, Games and Sports/Material Culture. The module-objective is to acquaint and familiarize students with the ways in which different practices emerge, evolve and are sustained by diverse communities. These practices will be situated at the point of intersection between environment, society and sustainability methods. The module will also explore the possible ways in which TKS practices can be blended with modern scientific approaches so as to furnish models and methods for interventionist policies and projects.

Compulsory Readings:

1. Bhattacharya, S. (2015). Traditional Water Harvesting Structures and Sustainable Water Management in India. *International Letters of Natural Sciences*, 30, 30-3
2. Gokhale, Yogesh & Pala, Nazir & Negi, Ajeet & Bhat, Jahangeer & Todaria, Np. (2011). Sacred landscapes as repositories of biodiversity. A case study from the Hariyali Devi sacred landscape, Uttarakhand. *International Journal of Conservation Science*. 2.
3. Jeeva, S. R. D. N., Laloo, R. C., & Mishra, B. P. (2006). Traditional agricultural practices in Meghalaya, North East India. *Indian Journal of Traditional Knowledge*, 5(1), 7-18.
4. Jena, M. K. (2020). Mapping Traditional Games & Sports of Relevant Tribes of 3 Tribal Dominated States of India (Chapter 5). SC/ST Research & Training Institute, Odisha, Ministry of Tribal Affairs.
5. Joshi, P. C. (2000). Relevance and Utility of Traditional Medical Systems (TMS) in the Context of a Himalayan Tribe. *Psychology and Developing Societies*, 12(1), 5-29
6. Kikon, D. (2015). Fermenting Modernity: Putting Akhuni on -the Nation's Table in India. *South Asia: Journal of Social Asian Studies*, 38 (2), 320-335.
7. Narayanan, V. (2001). Water, wood, and wisdom: Ecological perspectives from the Hindu traditions. *Daedalus*, 130(4), 179-206.
8. Rist, L., Shaanker, R. U., Milner-Gulland, E. J., & Ghazoul, J. (2010). The Use of Traditional Ecological Knowledge in Forest Management: An example from India. *Ecology and Society*, 15(1).
9. Sharma, I. P., Kanta, C., Dwivedi, T., & Rani, R. (2020). Indigenous agricultural practices: A supreme key to maintaining biodiversity. In *Microbiological advancements for higher altitude agro-ecosystems & sustainability* (pp. 91-112). Singapore: Springer Singapore.

Additional Readings:

1. Ansaria, M. A., Sharma, S. K., Roy, S. S., Ramakrishna, Y., Datta, S., Ningombama, A., & Prakasha, N. (2021). Documenting the agriculture based indigenous traditional knowledge in Manipur State of North Eastern India. *Indian Journal of Traditional Knowledge*, 20(4), 1065-1074.
2. Das, A., Gujre, N., Devi, R. J., Rangan, L., & Mitra, S. (2023). Traditional ecological knowledge towards natural resource management: perspective and challenges in North East India. In *Sustainable Agriculture and the Environment* (pp. 275-294). Academic Press.
3. Gadgil, M., Vartak, V.D. The sacred groves of Western Ghats in India. *Econ Bot* 30, 152–160 (1976). <https://doi.org/10.1007/BF02862961>.
4. Harisha, R. P., Padmavathy, S., & Nagaraja, B. C. (2016). Traditional ecological knowledge (TEK) and its importance in south India: perspective from local communities. *Appl Ecol Environ Res*, 14(1), 311-326.
5. Jacob, M., Nandini, B., & Sharma, N. (2023). Indigenous Sports in India: Connecting past to the present. *Artha Journal of Social Sciences*, 22(1), 1-23.
6. Nasim, M.A. (2021) Disappearance of Traditional games by the imitation of colonial culture through the historical parameters of cultural colonialism. *International Journal of Sports Culture and Science*, 9(2), 164-175.

Module 4: Documentation of Traditional Knowledge Systems

This module will cover the means and ways of documenting, preserving, and promoting the diverse traditions and rich cultures unique to every culture/community across India. Its aim is to make the learners aware of the necessity of documenting traditional knowledge. The focus will be on the need for documentation and processes, particularly the documentation methods and challenges involved. Oral, written, visual, and digital documentation tools and techniques will be discussed in detail. Students will be introduced to various cases to learn the best practices associated with each method. Regarding the challenges, students will pick up different cases and examine the ethical considerations, community consent and participation, and legal aspects such as intellectual property rights and ownership or sharing of benefits, authenticity, etc. In brief, engaging with diverse documentation methods and understanding the challenges will allow students to learn about the documentation and preservation of TKS and promote the same by generating innovative ideas to promote sustainable development.

Compulsory Readings:

1. Baumgartner, R., Karanth, G.K., Aurora, G.S., & Ramaswamy, V. (2019). In dialogue with Indigenous Knowledge: Sharing Research to promote empowerment of rural communities in India. In A. Bicker, P. Sillitoe, & J. Pottier (Eds.), *Investing in Local Knowledge: New Directions, New Approaches* (pp. 287-320). Routledge.
2. Chakrabarty, S. P., & Kaur, R. (2021). A Primer to Traditional Knowledge Protection in India: The Road Ahead. *The Liverpool law review*, 42(3), 401–427.
3. Posey, D. A. (2000). Ethnobiology and ethnoecology in the context of National laws and international agreements affecting indigenous and local knowledge, traditional resources, and intellectual property rights. In R. Ellen, P. Parkes, & A. Bicker (Eds.), *Indigenous environmental knowledge and its transformations: Critical anthropological perspectives* (pp. 35-54). Harwood Academic Publishers.
4. Taylor, P. C. (Ed.). (2017). *Digital Technology and the Future of Ethnographic Research*. Palgrave Macmillan

5. World Intellectual Property Organization (2017). Documenting Traditional Knowledge-A toolkit.
<https://www.google.co.in/books/edition/Documenting Traditional Knowledge A Tool/YQVDDwAAQBAJ?hl=en&gbpv=0>

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

Assessment No.	Mode	Weight
1	Take Home	30 %
2	Class Test	30%
3	End Term Assessment	40%

2. Pedagogy:

- a. Instructional strategies:

The course would be transacted using lectures, workshop/activity sessions, case studies, field visits, etc.

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

The usual classroom will be equipped with ICT facilities. Field visits will be organized, and special invitees from institutions working with digitized methods in Traditional Knowledge Systems will be required to conduct some sessions and interact with students.

- c. Expertise in AUD faculty or outside: Within the School of Human Ecology; guest faculty will be invited as a special invitee.

- d. Linkages with external agencies: Example, IGNCA; IGRMS

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. The 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.

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

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 Human Ecology
Programme(s)	MA Environment & Development
Course title	Ecological Thoughts in Indian Knowledge Systems
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	
Semester	Monsoon/Winter
Course coordinator and team	Dr. Oinam Hemlata Devi

1. How does the course link with the vision of AUD?

By integrating traditional ecological wisdom with contemporary environmental studies, it fulfills NEP 2020's goal of promoting India's rich knowledge heritage while addressing modern challenges. The course's interdisciplinary approach, combining classical texts with practical environmental management, employs innovative pedagogy and offers multidisciplinary learning. The course integrates local and traditional knowledge into higher education, while fostering critical thinking and environmental consciousness among students. In the process it contributes to achieving multiple sustainable development goals.

2. How does the course link with the specific programme(s) where it is being offered?

The course integrates seamlessly with the MA in Environment & Development programme by offering a unique perspective on the interconnection between traditional Indian knowledge systems and contemporary environmental challenges. It bridges ancient Indian texts and practices, such as sacred geography, medicinal plant conservation, and sustainable water management, with modern ecological principles. By exploring themes like forest preservation, agricultural sustainability, and environmental health through historical insights, the course provides students with a holistic understanding of environment-development dynamics. This grounding in indigenous ecological wisdom empowers learners to approach modern environmental issues with sensitivity, sustainability and innovation.

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

It is a standalone course with a focus on understanding select Indian knowledge systems that support sustainable development and resilience in the context of various environmental and ecological issues and challenges.

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 usual 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:

This course explores the ecological wisdom and ideas embedded in Indian Knowledge Systems through an interdisciplinary lens, connecting ancient texts and modern environmental understanding. Beginning with foundational concepts from Vedic literature, including *Prithvi Sukta* and *Pancha Mahabhuta*, it explores sacred geography and traditional conservation practices, studying how religious texts and regional traditions have contributed to environmental conservation. The course progresses from sacred landscapes to traditional scientific agricultural approaches to environmental health management as found in texts like *Sthala Puranas*, *Brihat Samhita*, *Krishi Parasara* and *Charaka Samhita*. It examines the sophisticated understanding of human-environment relationships in classical Indian medical texts, particularly the ecological principles in *Charaka Samhita* and *Ashtanga Hridaya*. Throughout the modules, students engage with ancient Indian texts, their interpretations, and practical applications, to understand and appreciate how ancient Indian knowledge systems developed comprehensive approaches to environmental stewardship across time. The course demonstrates the relevance of these traditional ecological ideas, concepts and practices to contemporary environmental challenges, offering insights into conservation practices and sustainable resource management.

b. **Objectives:**

1. To analyze ecological principles and environmental ethics embedded in classical Indian texts, particularly the Vedas, Upanishads, and Arthashastra
2. To examine traditional Indian scientific methods and astronomical knowledge systems for understanding environmental cycles and agricultural practices
3. To evaluate the interconnections between environmental factors and human health as described in classical Indian medical texts
4. To explore the role of sacred geography and religious traditions in environmental conservation practices across India from ancient to post-independence period.

c. **Expected Learning Outcomes:**

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

1. Interpret and apply ecological concepts from classical Indian texts to contemporary environmental challenges in India, particularly principles from *Prithvi Sukta* and *Pancha Mahabhuta*
2. Analyze and traditional Indian scientific methods of environmental management, including nakshatra-based agriculture and traditional water management systems
3. Assess the relationship between environmental factors and human health using frameworks from classical Indian medical systems and texts
4. Design conservation strategies by integrating traditional sacred geography concepts with modern environmental protection approaches

Overall structure (course organisation; rationale of organisation; brief module outlines):

S. No.	Module
1.	Foundations of Ecological Thought in Classical Indian Texts
2.	Sacred Geography and Contemporary Environmental Conservation in India
3.	Environmental and Agricultural systems in India
4.	Environment, Health and Well-being

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

Module-wise Format with following details for each module:

Module 1: Foundations of Ecological Thought in Classical Indian Texts

This module examines ecological concepts in specific Vedic texts, particularly the Atharva Veda's Prithvi Sukta (Hymn to Earth) and the Yajur Veda's teachings on environmental ethics. Key concepts include Pancha Mahabhuta (five great elements) from Taittiriya Upanishad and the ecological implications of Vasudhaiva Kutumbakam (the world is one family) from Maha Upanishad. The module explores the Arthashastra's guidelines on forest protection, wildlife conservation, and water management, including the concept of abhayaranya (wildlife sanctuaries). This module provides the relevance of ancient Indian ecological and environmental philosophies in addressing contemporary environmental problems and issues, highlighting the ecological traditions and philosophies around environmental ethics, biodiversity conservation and sustainability questions.

Essential Readings:

1. Desai, F. P. (2009). Ecological ethics in Vedic metaphysics an effectual method to indoctrinate environmental awareness. *J Environ Res Dev*, 4(2), 636-642.
2. Prajapati, A., & Nath, R. (2024). Understanding Vedic Texts Through the Lens of Eco–Spiritualism. *Obnovljeni Život*, 79(3), 281-294.
3. Ray, R. G. (1996). The attitude of Kautilya to Aranya. *Environment and History*, 2(2), 221-229.
4. Sarma, S.S. (1998). Contemporaneity of the perception of environment in Kautilya's Arthashastra. *Indian Journal of History of Science*, 33, 37-50.
5. Shaw, J. (2016). Religion, 'nature' and environmental ethics in ancient India: Archaeologies of human: non-human suffering and well-being in early Buddhist and Hindu contexts. *World Archaeology*, 48(4), 517-543.
6. Vannucci, M. (1994). *Ecological readings in the Veda: matter, energy, life* (Chapter 4&7). DK Printworld Ltd.

Additional Readings:

1. Kermani, V. (2017). What modern ecology can learn from ancient Hinduism. *Ecologise.in*.
2. Renugadevi, R. (2012). Environmental ethics in the Hindu Vedas and Puranas in India. *African Journal of History and Culture*, 4(1), 1-3.
3. Singh, P. (2022). Vedas and Environment. *Journal of Agroecology and Natural Resource Management*, 9(1), 13-18.
4. Subhasmita, S. M., & Behura, A. K. (2024). Harmony with Nature: Exploring Sustainable Development through the Lens of Hindu Tradition. *Problemy Ekorozwoju*, 19(2), 251–264.

Module 2 Sacred Geography and Environmental Conservation in India

This module explores the concept of sacred geography through texts like the Sthala Puranas and specific regional traditions. It examines the Skandha Purana's description of sacred plants and Matsya Purana's tree planting and protection guidelines. The traditional practice of sacred conservation is studied through the teachings of Guru Jambheshwar and the Chipko movement's philosophical roots in tree worship. The module analyzes the Brahma Purana's concept of tirthas (sacred water bodies) and their role in water conservation. Specific attention is given to texts like the Vrukshayurveda of Surapala and the Buddhist Jataka tales that emphasize forest conservation. The module also covers specific regional traditions like the Sacred Groves of Western Ghats (kavus), the Himalayas, and sacred rivers through Skanda Purana's Tirtha Mahatmyas. This module highlights the role of sacred landscape and ecology in India's tradition of conserving the environment and biodiversity.

Essential Readings:

1. Anthwal, A., Gupta, N., Sharma, A., Anthwal, S., & Kim, K. H. (2010). Conserving biodiversity through traditional beliefs in sacred groves in Uttarakhand Himalaya, India. *Resources, Conservation and Recycling*, 54(11), 962-971.
2. Baindur, M. (2009). Nature as Non-terrestrial: Sacred Natural Landscapes and Place in Indian Vedic and Purāṇic Thought. *Environmental Philosophy*, 6(2), 43–58. <http://www.jstor.org/stable/26168016>
3. Chandran, M. S., & Hughes, J. D. (1997). The sacred groves of south India: Ecology, traditional communities and religious change. *Social compass*, 44(3), 413-427.
4. Eck, D. L. (1981). India's "tirthas": "crossings" in sacred geography. *History of religions*, 20(4), 323-344.
5. Eck, D. L. (2012). *India: A sacred geography*. Harmony Books.
6. Haberman, D. L. (2013). *People trees: Worship of trees in northern India*. Oxford University Press.
7. Krishna, N. (2014). *Sacred plants of India*. Penguin UK.
8. Singh, Anand. (2015). Buddhist Environmentalism: Narratives from the Jātakas. *Journal of the Sri Lanka Branch of the Royal Asiatic Society*. 60. 59-79.

Additional Readings:

1. Agoramoorthy, G. (2015). Sacred Rivers: Their Spiritual Significance in Hindu Religion. *Journal of Religion and Health*, 54(3), 1080–1090. <http://www.jstor.org/stable/24485470>
2. Singh, R. P., Rana, P. S., & Olsen, D. H. (2021). Environment as a sacred space. In *The Routledge handbook of religious and spiritual tourism* (pp. 135-151). Routledge.
3. Van Horn, G. (2006). Hindu Traditions and Nature: Survey Article. *Worldviews*, 10(1), 5–39. <http://www.jstor.org/stable/43809321>
4. Gadgil, M., & Guha, R. (1995). What Are Forests For? In *Ecology and equity: The use and abuse of nature in contemporary India* (pp.148-175). Routledge.
5. Gadgil, M., & Guha, R. (1992). Forest and Fire. In *This fissured land: An ecological history of India* (pp.71-87). Oxford University Press.

Module 3: Environmental and Agricultural systems in India

This module examines specific astronomical and mathematical texts, including Varahamihira's Brihat Samhita, which details weather prediction methods, cloud formation theories, and rainfall patterns. It further explores Aryabhata's Aryabhatiya on celestial movements and their impact on

understanding environmental cycles. This module revolves around traditional Indian scientific methods and principles for managing environmental systems. Understanding the environmental cycles provides a scientific approach to agricultural systems; agricultural principles from Kashyapa's *Kashyapiyakrishisukti* and Surapala's *Vrikshayurveda* will be studied, for soil classification (*mrityika pariksha*), seed selection (*bija pariksha*), and seasonal cultivation methods (*ritu charya*). This module also covers Varahamihira's *Brihat Jataka*'s concepts of environmental astronomy and Parasara's *Krishi Parasara* on agricultural meteorology, including nakshatra-based farming (constellation-based agriculture). Traditional water management systems like *surangams*, *ahar-pyne*, and tank cascade systems are examined through historical texts and inscriptions. This module covers an insightful aspect of the Indian Knowledge system on agricultural systems, which have been the backbone of life and living conditions of the Indians for ages.

Essential Readings:

1. Ayachit, S. M. (2002). *Kashyapiyakrishisukti* (A Treatise on Agriculture by Kashyapa). *Agri-History Bulletin*, 4, 158.
2. Ghosh, A. (2020). Astronomy in ancient India. In *Descriptive Archaeoastronomy and Ancient Indian Chronology* (pp. 43-60). Springer.
3. Iyengar, R. N. (2004). Description of rainfall variability in *Bṛhat-samhita* of Varāhamihira. *Current Science*, 87(4), 531-533.
4. Iyengar, R. N. (2009). Monsoon rainfall cycles as depicted in ancient Sanskrit texts. *Current Science*, 97(3), 444–447. <http://www.jstor.org/stable/24112018>
5. Sadhale, N. (1996). Surapala's *Vrikshayurveda* (The science of plant life).
6. Sadhale, N. (2006). Water harvesting and conservation in ancient agricultural texts. *Asian Agri-History*, 10(2), 105-120.
7. Singh, P. K., Dey, P., Jain, S. K., & Mujumdar, P. P. (2020). Hydrology and water resources management in ancient India. *Hydrology and Earth System Sciences*, 24(10), 4691-4707.
8. Suresh, G., Haridasan, K., & Krishnamurthy, K. V. (2013). Relevance of *Vrkṣāyurveda* and other traditional methods for organic production of nursery seedlings of useful plants. *Ancient science of life*, 33(1), 60-70.

Additional Readings:

1. Falvey, L. (2003). Agri-history and sustainable agriculture: A consideration of technology and ancient wisdom. *Asian Agri-History*, 7, 279-294.
2. Shaila, M., & Begum, N. (2021). Ancient farming methods of seed storage and pest management practices in India—A Review. *Plant Arch*, 21, 499-509.
3. Sharma, R. S. (1983). *Perspectives in social and economic history of early India*, Munshiram Manoharlal Publishers.

Module 4: Environment, Health and Well-being

This module analyzes the classical Indian Medical texts focusing on Charaka Samhita's *desha* (habitat) concept, particularly from *Vimanasthana* Chapter 3, which connects environmental factors to human health. It explores Sushruta Samhita's classification of medicinal plants and their ecological habitats (*Sutrasthana*). The module examines the Ashtanga Hridaya's principles of *ritucharya* (seasonal regimen) and its connection to environmental adaptation. Key concepts include *dravyaguna* (pharmacological properties) from *Bhavaprakasha*, focusing on the relationship between plant properties and their growing environments. The module covers Acharya Charaka's understanding of *janapadodhwamsa* (epidemics) and their environmental causes, along with traditional conservation methods for medicinal plants described in *Vrikshayurveda* texts. Overall, it provides a nuanced understanding of traditional ecological knowledge into health and well-being.

Essential Readings:

1. Bhavana, K. R. (2014). Medical geography in charaka samhita. *AYU (An International Quarterly Journal of Research in Ayurveda)*, 35(4), 371-377.
2. Caraka, A., & Dṛḍhabala, S. (1981). Caraka-saṃhitā: Agniveśa's treatise refined and annotated by Caraka and redacted by Dṛḍhabala: Text with English translation (Chapter 3 and 11). *Chaukhamba Orientalia*.
3. Joglekar, A. A., Vyas, M. K., & Bhojani, M. K. (2022). Scientific aspects of Janapadodhwansa Vyadhi (epidemic disorders) according to Ayurveda in the context to Jwara—an epidemiological and Trisutra-based approach. *Journal of Indian System of Medicine*, 10(3), 176-185.
4. Kshirsagar, N., Bhatkar, A., Nimbalkar, M., Bagde, A., & Fulkar, S. (2024). Concept of Janapadodhwansa in perspective of today's environment affecting human health. *Journal of Ayurveda and Integrated Medical Sciences*, 9(3), 156-161.
5. Ray, P., Gupta, H. N., & Roy, M. (1980). Suśruta saṃhitā: A scientific synopsis (Chapter 14).
6. Sadhale, N., & Nene, Y. L. (2009). Ancient Indian traditional and scientific thought on plants: Sir JC Bose and Vrikshayurveda. *Asian Agri-History Journal*, 13(2), 101-112.
7. Srikanthmurthy, K. R. (2016). Bhavaprakasha of bhavamishr. *Chowkhamba Sanskrit Series Office Varanasi*.
8. Vidyanath, R. (2013). Aṣṭāṅghrdaya: A compendium of the ayurvedic system (English), (Chapter 3). *Chaukhamba Shurbharati Prakashan*.

Additional Readings:

1. Sakarkar, D. M., Sakarkar, K. U., & Jaiswal, S. B. (2003). Essence of Ayurveda: the traditional medical science.
2. Verma, S.K., Pandey, M., Sharma, A., & Singh, D. (2024). Exploring Ayurveda: Principles and their application in modern medicine. *Bull Natl Res Cent* 48: 77.
3. Zimmermann F. (1988). The jungle and the aroma of meats: An ecological theme in Hindu medicine. *Soc Sci Med*.27(3):197-215.

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

Assessment No.	Mode	Weight
1	Take Home	30 %
2	Class Test	30%
3	End Term Assessment	40%

1. Pedagogy:

a. Instructional strategies:

The course would be transacted using lectures, workshop/activity sessions, case studies, field visits, etc.

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

The usual classroom will be equipped with ICT facilities. Field visits will be organized, and special invitees from institutions to conduct some sessions and interact with students.

c. Expertise in AUD faculty or outside: Within the School of Human Ecology; guest faculty will be invited as a special invitee.

d. Linkages with external agencies: 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. The 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.

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

MOC Courses to be offered by SHS in Monsoon Semester 2025:

1. Following are the MOOC courses identified by the MA Gender Studies programme. All these courses are to be found on e- PG Pathshala.

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=bJ9NR1aLymilUwtofBcNiw==>

1. *P 01 The Discipline of Women's and Gender Studies*
2. *P 02 Women and Literature*
3. *P 04 Women and Economics*
4. *P 05 Gender Psychology, Sociology and Anthropology*
5. *P 07 Women and Law*
6. *P 08 Women and Health*
7. *P 09 Women, Environment and Geography*
8. *P 10 Women, Media and Films*
9. *P 13 Women, Conflict and Militarization*
10. *P 14 Women, Theatre and Fine Arts.*

2. Following are the MOOC courses identified by the MA Psychology programme. All these courses are to be found on e- PG Pathshala.

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=bJ9NR1aLymilUwtofBcNiw==>

1. Academic Writing

https://ugcmoocs.inflibnet.ac.in/index.php/courses/view_ug/333

2. Social Research Ethics

https://ugcmoocs.inflibnet.ac.in/index.php/courses/view_ug/296

REVISED DOCUMENT AFTER BOARD OF STUDIES (15th Meeting)



**School of Management
Dr. B. R. Ambedkar University Delhi**

To consider the adoption and adaptation of the AICTE Model Curriculum for the Undergraduate BBA Degree Programme (launched in 2024), for implementation from the BBA Batch of 2026 in AY 2026-27

In alignment with the evolving demands of the business environment and national priorities in management education, the School of Management at Dr. B.R. Ambedkar University Delhi proposes to adopt the **AICTE Model Curriculum for the Bachelor of Business Administration (BBA)** programme.

1. Alignment with National Standards and Educational Goals

The AICTE Model Curriculum, developed in consultation with academic and industry experts, reflects a structured and standardized approach to undergraduate business education. Its adoption is likely to ensure alignment with national benchmarks and enhances the credibility and recognition of our BBA programme across India.

2. Contemporary and Industry-Relevant Content

The Model curriculum incorporates a balance of foundational concepts and emerging business trends, with a strong emphasis on **interdisciplinary learning, experiential pedagogies, and industry-integrated projects**. This is consistent with University's commitment to offering a forward-looking, relevant, and socially embedded education.

3. Enhancement of Employability and Entrepreneurial Skills

With the inclusion of **case-based learning** (e.g., Harvard Business Publishing Resources), **practical exposure through summer internships**, and **problem-solving and critical thinking components**, the model curriculum aims to significantly improve students' employability and entrepreneurial capacity—core goals of the BBA programme at AUD.

4. Flexibility and Adaptability

The AICTE model provides a credit-based framework (120–160 credits) that offers sufficient flexibility for contextualization. The School of Management can adapt the curriculum to meet **regional priorities, local economic needs, and the university's own interdisciplinary ethos** without compromising academic rigor.

5. Bridging the Academia–Industry Gap

The inclusion of structured internships and industry-relevant coursework helps close the gap between theoretical learning and industry expectations. This supports AUD's mission to create graduates who are **industry-ready and socially responsive**.

6. Encouragement from AICTE

AICTE's explicit call to institutions to initiate steps toward adopting the model curriculum reflects a national movement to strengthen management education. Responding proactively to this call will place AUD in step with national priorities and showcase leadership in curriculum innovation and reform.

Thus, adopting the AICTE BBA Model Curriculum will not only modernize and standardize the BBA programme at the School of Management but also enrich the academic experience of students and better prepare them for professional success in a competitive and dynamic global economy. It supports AUD's vision of **socially engaged, inclusive, and innovation-driven education** and strengthens its position as a leading public institution in management education.

The AICTE Model Curriculum for UG Degree in Bachelor in Business Administration BBA/BBA(Honours)/BBA(Honours with Research) document is available [here](#).

[Item II/BOS\(15\)15.07.2025](#)

To consider the proposal for courses to be offered in the Seventh and Eighth Semesters of the BBA Programme for the Batch of 2022 in AY 2025-26

Semester	Courses	Credits
VII Semester Courses are common for both BBA Honours and BBA Honours with Research		
VII	1. Change Management and Organizational Development (4) 2. Project Management (4) 3. Foreign Language – Spanish V (2) 4. Artificial Intelligence (AI) and Machine Learning (ML): Driving Business Transformation (4) 5. Electives/MOOCs (MOOCs worth 2 credits and one 4 credit elective from below or MOOCs worth 6 credits) Electives: 5.1 International Financial Management (4)/ 5.2 HR Analytics (4 credits)/ 5.3 Marketing Analytics (4)	20
VIII Semester Courses for BBA Honours with Research		
VIII	1. Advanced Research Methods (4) 2. Project work (12)	16
VIII Semester Courses for BBA Honours		
VIII	1. Investment Analysis & Portfolio Management (4) 2. Indian Health Systems, Wellness and Psychology (including Ayurved) (2) 3. Internship/Live Project (4) 4. MOOCs worth 6 credits	16
Total Credits in the BBA Programme (both tracks) would be 166 at the end of the four year programme		

Titles of Discipline Specific Core Courses are as given below:		
Semester	Type	Title of Course
I	DSC1 (4)	Management Process and Organisational Behaviour
I	DSC2 (4)	Fundamentals of Accounting
I	DSC3 (4)	Economic Environment of Business in India
II	DSC4 (4)	Critical Thinking, Innovation and Entrepreneurship
II	DSC5 (4)	Economics for Managerial Decision Making
II	DSC6 (4)	Marketing Management
III	DSC7 (4)	Public Policy and Social Sector Reforms in India
III	DSC8(4)	Human Resource Management
III	DSC9 (4)	Financial Management
III	DSC10 (4)	Quantitative Methods in Management
IV	DSC11(4)	Business Research Methods
IV	DSC12(4)	Production Management
V	DSC13 (4)	Legal and Ethical Environment of Business
V	DSC14 (4)	Positive Psychology
VI	DSC15 (4)	Team Building and Management
VI	DSC16 (2)	Strategic Management –Capstone [#]
VII	DSC17(4)	Change Management and Organizational Development
VII	DSC18(4)	Project Management
VIII	DSC19(4)	Advanced Research Methodology– Compulsory for BBA Honours with Research only
VIII	DSC20(12)	Project Work– Compulsory for BBA Honours with Research only
VIII	DSC21(4)	Investment Analysis & Portfolio Management – Compulsory for BBA Honours only

[#]Credits of course reduced from 4 to 2 in 2022-23 (BBA 2022 onwards)

Titles of Discipline Specific Elective Courses are as given below*:

Semester	Type	Title of Course
IV	DSE1 (4)	Gender and Entrepreneurship(4)
VI	DSE2 (4)	Distribution and Supply Chain Management (4)
VII	DSE3(4)	International Financial Management(4)
VII	DSE4(4)	HR Analytics(4)
VII	DSE5(4)	Marketing Analytics(4)

Titles of AEO, AEC and SE courses in Four years are as given below:

Semester	Type	Title of Course
I	AEO1 (4)	Logic and Mathematical Reasoning
I	AEC1 (2)	Theatre for Personality Development
I	AEC2 (2)	Environmental Studies [#]
II	SE1 (4)	Data Analysis and Statistics
II	AEC3 (2)	Hindi Language [#]
II	AEC4 (2)	Business Communication [#]
III	SE2 (2)	Foreign Language-I
IV	SE3 (2)	Foreign Language-II
IV	SE4 (2)	Digital Marketing [#]
V	SE5 (2)	Foreign Language-III
V	SE6 (2)	Design Thinking and Innovation [#]
V	SE7 (2)	Business Analytics [#]
V	SE8 (2)	Corporate Internship
VI	SE9 (2)	Foreign Language-IV
VI	AEO2(4)	Business for Sustainable Development
VII	SE10(2)	Foreign Language – Spanish V
VII	SE11(4)	Artificial Intelligence (AI) and Machine Learning (ML): Driving Business Transformation
VIII	SE12(4)	Internship/Live Project for BBA Honours only
VIII	BKS(2)	Indian Health Systems, Wellness and Psychology (including Ayurved) for BBA Honours only

[#]Credits of course reduced from 4 to 2 in this curriculum framework compared to previous curriculum

Approval required for the course outlines of the following courses:

Semester	Type	Title of Course
VII	DSC17(4)	Change Management and Organizational Development
VII	DSC18(4)	Project Management
VIII	DSC19(4)	Advanced Research Methodology – Compulsory for BBA Honours with Research only
VIII	DSC20(12)	Project Work– Compulsory for BBA Honours with Research only
VIII	DSC21(4)	Investment Analysis & Portfolio Management – Compulsory for BBA Honours only
VII	DSE3(4)	International Financial Management(4)
VII	DSE4(4)	HR Analytics(4)
VII	DSE5(4)	Marketing Analytics(4)
VII	SE10(2)	Foreign Language – Spanish V
VII	SE11(4)	Artificial Intelligence (AI) and Machine Learning (ML): Driving Business Transformation
VIII	SE12(4)	Internship/Live Project for BBA Honours only
VIII	BKS(2)	Indian Health Systems, Wellness and Psychology (including Ayurved) for BBA Honours only

Dr B R Ambedkar University Delhi
Proposal for Launch of a Course

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

School/Centre proposing the course	School of Management
Programme(s)	Bachelor of Business Administration (BBA)
Course title	Change Management and Organizational Development*
Course code	NSOM1BB091
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Discipline Specific Core (DSC)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (Seventh Semester)
Course coordinator and team	Course Team

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

No, currently such a course is not being taught 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)

None

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

Students who opt for the Fourth Year of BBA will be taught this course

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

Semester long course in the Monsoon Semester.

5. Proposed date of launch:

August 2025

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

This course, by addressing contemporary issues in change and organizational development (OD), closely aligns with the vision of the University, which emphasizes fostering socially responsible leadership, interdisciplinary learning, and responsiveness to dynamic socio-economic contexts.

7. Course Details:

a. Summary:

This course describes the contemporary issues in change and the process of change. Strategic change interventions are described followed by differentiation between change and

Organizational development. Nature of planned change and models of change and OD are well defined in the course. Process of OD and Human and Techno structural interventions are well covered in the course.

b. Objectives:

The aim of this course is to help students to

1. Explain the concept of change management and describe the need for change within organizational contexts.
2. Discuss the significance of Organizational Development (OD) and various change interventions in business environments.
3. Interpret and illustrate key OD interventions used in organizational settings.
4. Summarize the process and principles underlying planned organizational change.

c. Expected Learning Outcomes:

By the end of the course, the students would be able to

- i. Explain the difference between Organizational Development and Organizational Change.
- ii. Interpret different models of Organizational Development using real-world case examples.
- iii. Describe process interventions and techno-structural interventions used in Organizational Development.
- iv. Discuss common reasons for resistance to change and summarize strategies for managing such resistance.

d. Overall structure:

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

Unit 1: Why Change, contemporary issues in change; The Substance and Process of Change

Unit 2: Strategic Change Interventions

Unit3: Introduction to Organizational Development and Change

Unit 4: The Process of Organization Development

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

The four credit course comprise 32 sessions of 2 hours classroom interaction.

Unit 1: Why Change, contemporary issues in change; The Substance and Process of Change

What Changes? Purpose and Vision; Change Communication Strategies; Resistance to Change.

Unit 2: Strategic Change Interventions.

Transformational Change, Continuous Change; Trans organizational Change; Organization Development for Economic, Ecological, and Social Outcomes; Future Directions in Organization Development

Unit 3: Introduction to Organizational Development and Change

Introduction to OD, Difference between OD and Change; The Nature of Planned Change, Models of OD; Roots and History of Doing OD; When should organizations use OD?

Unit 4: The Process of Organization Development

Entering and Contracting; Diagnosing; Collecting Data, Analysing, and Feeding Back Diagnostic Information; Designing Interventions; Managing Change Evaluating and Reinforcing Organization Development Interventions. Interpersonal and Group Process Approaches; Organization Process Approaches; Employee Involvement; structural design, Downsizing, Reengineering, Parallel structures, TQM, High involvement organization, Work Design

Essential Readings

1. Palmer, I., Dunford, R., & Buchanan, D. A. (2022). *Managing organizational change: A multiple perspectives approach* (4th ed.). Boston, MA: McGraw-Hill Irwin. ISBN10: 1260043711
2. Cummings, T. G., & Worley, C. G. (2021). *Organization development and change* (11th ed.). Boston, MA: Cengage Learning.
3. McLean, G. N. (2018). *Organization development: Principles, processes, performance*. Boston, MA: Pearson.
4. Priyadarshini, R. G. (2015). *Organizational change and development* (1st ed.). Cengage Learning. ISBN: 9788131526859.

Practical exercises as suggested by AICTE

1. Kotter, J. P., & Rathgeber, H. (2013). *Our iceberg is melting: changing and succeeding under any conditions*. New York, St. Martin's Press
2. Chip Heath, *How to Change Things When Change Is Hard* (Hardcover), 2010, First Edition, Crown Business

8. Pedagogy:

- a. Instructional design: Eclectic pedagogy will be adopted to transact the course.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom with multimedia facility, projection and writing board; Library with Books and ebooks
- c. Expertise in AUD faculty or outside: AUD faculty expertise available for this subject area.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): NA
- e. Assessment structure (modes and frequency of assessments) Assessment will be continuous and will consist of case analysis, quizzes assignments and tests

Mid Term Assessment	30%
End Term Assessment	30%

Class participation	20%
Quizzes	20%

Signature of Course Coordinator(s)

9. Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Dr B R Ambedkar University Delhi
Proposal for Launch of a Course

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

School/Centre proposing the course	School of Management
Programme(s)	Bachelor of Business Administration (BBA)
Course title	Project Management*
Course code	NSOM1BB092
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Discipline Specific Core (DSC)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (Seventh Semester)
Course coordinator and team	Course Team

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

No, currently such a course is not being taught 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)

None

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

Students who opt for the Fourth Year of BBA will be taught this course

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

Semester long course in the Monsoon Semester.

5. Proposed date of launch:

August 2025

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

This course on Project Management aligns closely with the vision of Ambedkar University Delhi (AUD), which emphasizes interdisciplinarity, social responsibility, and professional excellence rooted in ethical and inclusive practice.

7. Course Details:

- a. Summary: Project Management is a core course designed to introduce students to the fundamental aspects of planning, executing, monitoring, and closing projects across diverse

industries. The course emphasizes the use of project management tools, particularly Microsoft Project, to manage timelines and resources efficiently. Through exploring risk management, stakeholder communication, and Agile methodologies, students will develop the critical thinking and practical skills necessary for successful project management.

b. Objectives:

The aim of this course is to help students

1. To provide a comprehensive understanding of the project management lifecycle from inception to closure.
2. To enhance skills in using project management tools such as Microsoft Project for managing complex projects.
3. To explore effective stakeholder management and communication strategies critical for project success.
4. To analyze risk management strategies and their application to ensure project success under varying circumstances.

c. Expected Learning Outcomes:

By the end of the course, the students would be able to

- i. Explain the key principles of project management across various project environments.
- ii. Describe the basic functions of Microsoft Project in planning, executing, monitoring, and closing projects.
- iii. Discuss the importance of stakeholder management and communication strategies in ensuring project success.
- iv. Summarize fundamental risk management techniques used to address potential project issues.

d. Overall structure:

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

Unit 1: Fundamentals of Project Management

Unit 2: Project Planning and Tools

Unit3: Executing and Monitoring Projects

Unit 4: Concluding Projects and Agile Methodologies

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

The four credit course comprise 32 sessions of 2 hours classroom interaction.

Unit 1: Fundamentals of Project Management

This unit covers the core concepts of project management, including the project life cycle, the role of the project manager, and the organizational context of projects. Students will learn about the stages of a project from initiation to closure and the key responsibilities of a project manager in driving project success.

Unit 2: Project Planning and Tools

Focusing on the planning phase of project management, this unit explores setting project scope and objectives, developing a Work Breakdown Structure (WBS), and managing time through

scheduling techniques such as Gantt charts and PERT/CPM. Practical application includes using Microsoft Project to create and manage schedules, emphasizing the integration of project management tools to streamline project planning.

Unit 3: Executing and Monitoring Projects

This unit delves into resource allocation, budgeting, and quality control within project execution. Students will also learn about risk management processes including identification, analysis, and response strategies. Practical exercises will include resource management and performance tracking using Microsoft Project, highlighting effective control measures to ensure project alignment with planned objectives.

Unit 4: Concluding Projects and Agile Methodologies

The final unit discusses the closing phase of projects, including performance measurement, stakeholder communication, and post-project evaluation. Additionally, this unit introduces Agile project management principles and the Scrum framework, comparing Agile with traditional project management methods to provide students with a broader understanding of managing projects in dynamic environments.

Essential Readings

1. Schwalbe, K. (2019). *Information technology project management*. Ninth Edition. Cengage Learning. ISBN: 9789355736130
2. Meredith, J. R., & Mantel, S. J. Jr. (2021). *Project management: A managerial approach*. 11th Edition. Wiley. ISBN: 978-1-119-80383-6
3. Chandra, P. (2023). *Projects: Planning analysis, selection, financing, implementation and review..* 10th Edition. McGraw Hill.
4. Clifford, F. G., & Larson, E. W. (2018). *Project management the managerial process*. 7th Edition. McGraw-Hill.

8. Pedagogy:

- a. Instructional design: Eclectic pedagogy will be adopted to transact the course.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom with multimedia facility, projection and writing board; Library with Books and ebooks
- c. Expertise in AUD faculty or outside: AUD faculty expertise available for this subject area.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): NA
- e. Assessment structure (modes and frequency of assessments) Assessment will be continuous and will consist of case analysis, quizzes assignments and tests

Mid Term Assessment	30%
End Term Assessment	30%

Class participation	20%
Quizzes	20%

Signature of Course Coordinator(s)

9. Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Dr B R Ambedkar University Delhi

Proposal for Launch of a Course

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

School/Centre proposing the course	School of Management
Programme(s)	Bachelor of Business Administration (BBA)
Course title	Foreign Language – Spanish V
Course code	NSOM1BB093
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Skill Enhancement(SE)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (Seventh Semester)
Course coordinator and team	Course Team

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

This is a language course independent of other courses; however, the last two semesters are interlinked

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

Foreign Language Spanish 1-IV

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

Students who opt for the Fourth Year of BBA will be taught this course

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

Semester long course in the Monsoon Semester, two hours sessions per week.

5. Proposed date of launch: August 2025

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

The University envisions to act as an instrument for social action at the interface of civil society and the state. This course of Spanish Language will enable students to

communicate fluently with clients across the globe especially Spanish speaking nations given that it's the most widely spoken language, and in turn solve business problems.

7. Course Details:

a. Summary:

The course will focus on four different aspects of the language Reading, Writing, Speaking and Listening.

b. Objectives:

The objective of the course is to train the students for an advance level of the language to be able to exchange information, make a good conversation, answer the queries and question in case of need.

c. Expected Learning Outcomes:

By the end of the course, the students would be able to

i. Describe sentences and commonly used expressions related to areas of immediate relevance (e.g., co-existence, global environment and pollution, women's education and their contributions, business translation, international geography, employment).

ii. Interpret basic ideas and information in Spanish on topics such as business and society, including introductory interpretation skills.

iii. Explain aspects of one's background, surroundings, and immediate needs using simple future and imperative forms in Spanish.

d. Overall structure:

The course, carrying 2 credits, comprise the following modules.

The first five units of the book Aula Internacional-3 which comprises of the knowledge of use of future tense, past indefinite, present perfect as well as imperative with their use with exercises including advance vocabulary to express and exchange information about culture, emotions and women issues among Spain and Latin America.

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

The two-credit course comprise 16 sessions of 2 hours classroom interaction per week.

1. Session 1-4: Introduction of Future tense its use and vocabulary, women issue and related topics, group discussions on business and related topics, asking complex questions and their answers.
2. Session 5-8: Unit 1, 2 and 3 of Aula Internacional3. Comprises future tense and future cities of the world and the job opportunities as well as Culture of Spain and Latin America

3. Session 9-12: Unit 4 of Aula Internacional 3, Comprises the cinema, web series and serials as well as the irregular verbs, their conjugations and usage in future. Also, reading complex paragraphs and answering related questions.
4. Session 13-16: Usage and difference of ser and estar in future, use of imperative positive and negative and conversation making in related area like offices, restaurants and universities. Business translation consecutive.

Books:

1. Aula internacional nueva edición 3: Nueva edición

2. El Cronometro B1

3. Las claves B1

4. Edelsa B1

Extra Readings: La familia de Pacual Duarte, Pedro Paramo, Selected Fabulas de Monterroso.

Essential Readings: Los cuentos cortos de Spain and Latin America like Vuelva Usted Mañana.

8. Pedagogy:

- a. Instructional design: Eclectic pedagogy will be adopted to transact the course.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom with multimedia facility, projection and writing board; Library with Books and e-books
- c. Expertise in AUD faculty or outside: AUD faculty expertise available for this subject area.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): NA
- e. Assessment structure (modes and frequency of assessments) Assessment will be continuous and will consist of case analysis, quizzes assignments and tests

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

Signature of Course Coordinator(s)

9. Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Dr B R Ambedkar University Delhi
Proposal for Launch of a Course

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

School/Centre proposing the course	School of Management
Programme(s)	Bachelor of Business Administration (BBA)
Course title	Artificial Intelligence (AI) and Machine Learning (ML): Driving Business Transformation
Course code	NSOM1BB094
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Skill Enhancement (SE)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (Seventh Semester)
Course coordinator and team	Course Team

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

No, currently such a course is not being taught 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)

None

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

Students who opt for the Fourth Year of BBA will be taught this course

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

Semester long course in the Monsoon Semester.

5. Proposed date of launch:

August 2025

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

The course on Artificial Intelligence (AI) and Machine Learning (ML): Driving Business Transformation is deeply aligned with the vision of Ambedkar University Delhi (AUD), which emphasizes equity, interdisciplinary learning, social justice, and innovation for the public good. By introducing students to emerging technologies such as AI and ML, the course empowers them with critical, future-ready skills that can be harnessed for responsible innovation and inclusive growth.

7. Course Details:

a. Summary:

This course introduces undergraduate business students to the fundamentals and applications of Artificial Intelligence (AI) and Machine Learning (ML) in contemporary business contexts. As industries increasingly adopt digital technologies, the ability to leverage data for strategic decision-making has become crucial. The course explores how AI/ML tools can be used to optimise business operations, enhance customer experiences, reduce costs, and drive innovation. Through real-world case studies and practical insights, students will learn how these technologies are transforming functions such as marketing, finance, and supply chain management.

b. Objectives:

The aim of this course is to help students to

1. Introduce fundamental concepts of Artificial Intelligence and Machine Learning in a business context.
2. Explain the strategic role of AI/ML in driving digital transformation and innovation across industries.
3. Equip students with knowledge of how AI/ML can enhance decision-making, automate processes, and deliver business value.
4. Familiarize students with real-world applications of AI/ML in key business functions such as marketing, operations, finance, and customer service.

c. Expected Learning Outcomes:

By the end of the course, the students would be able to

- i. Explain foundational concepts of Artificial Intelligence (AI) and Machine Learning (ML) and their relevance in business contexts.
- ii. Describe how AI/ML technologies contribute to decision-making, operational automation, and strategic advantage in organizations.
- iii. Interpret examples of AI/ML applications across key business functions such as marketing, supply chain, finance, and human resources.

d. Overall structure:

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

Unit 1: Foundations of Artificial Intelligence and Machine Learning in Business

Unit 2: AI and ML in Marketing and Customer Experience

Unit 3: AI and ML in Finance and Operations

Unit 4: AI and ML in Human Resource Management and Strategy

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

The four credit course comprise 32 sessions of 2 hours classroom interaction.

Unit 1: Foundations of Artificial Intelligence and Machine Learning in Business

This unit introduces the fundamental concepts of Artificial Intelligence (AI) and Machine Learning (ML) and their relevance to modern business environments. It will explore the history, key technologies, and types of AI and ML, along with essential terminology. The unit

also covers how AI and ML underpin data-driven decision-making, digital transformation, and competitive advantage in various industries, setting the foundation for understanding their application across business functions.

Unit 2: AI and ML in Marketing and Customer Experience

This unit explores how businesses leverage AI for market segmentation, customer targeting, personalized recommendations, sentiment analysis, customer journey mapping, and chatbots. Covers tools like recommendation engines, predictive analytics, and CRM automation.

Unit 3: AI and ML in Finance and Operations

This unit looks into AI applications in fraud detection, credit scoring, algorithmic trading, budgeting, demand forecasting, supply chain optimization, and robotic process automation (RPA). Includes case studies from fintech and logistics sectors.

Unit 4: AI and ML in Human Resource Management and Strategy

This section covers how AI supports talent acquisition, employee performance analytics, attrition prediction, learning & development, and strategic decision-making. Also examines the ethical use of AI in workforce management and strategic planning.

Essential Readings

Luger, G. F. (2024). *Artificial intelligence: Principles and practice* (1st ed.). Springer International Publishing.

Mishra, N., & Kumar, A. V. S. (Eds.). (2025). *Artificial intelligence and machine learning for business* (1st ed.). Apple Academic Press.

Rose, D. (2018). *Artificial intelligence for business: What you need to know about machine learning and neural networks*. Chicago Lakeshore Press.

Upadhyay, M. A. (2020). *Artificial intelligence for managers*. BPB Publications

Davenport, T. H., & Mittal, N. (2023). *All-in on AI: How smart companies win big with artificial intelligence*. Harvard Business Review Press.

Agrawal, A., Gans, J., & Goldfarb, A. (2022). *Power and prediction: The disruptive economics of artificial intelligence*. Harvard Business Review Press.

Sciensbury, A. (2021). *Artificial intelligence: 2021 HBR insights. Everything you can learn from Harvard Business Review*. Harvard Business Review Press.

<https://hbsp.harvard.edu/catalog/collections/applications-of-ai-and-machine-learning>

8. Pedagogy:

- a. Instructional design: Eclectic pedagogy will be adopted to transact the course.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom with multimedia facility, projection and writing board; Library with Books and ebooks, Case studies from HBSP

- c. Expertise in AUD faculty or outside: AUD faculty expertise available for this subject area.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others):
NA
- e. Assessment structure (modes and frequency of assessments) Assessment will be continuous and will consist of case analysis, quizzes assignments and tests

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

Signature of Course Coordinator(s)

9. Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Dr B R Ambedkar University Delhi
Proposal for Launch of a Course

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

School/Centre proposing the course	School of Management
Programme(s)	Bachelor of Business Administration (BBA)
Course title	International Financial Management*
Course code	NSOM1BB095
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Discipline Specific elective (DSE)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (Seventh Semester)
Course coordinator and team	Course Team

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

Yes there is a similar course in MBA offered at the School of Management at the Masters Level.

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

None

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

Students who opt for the Fourth Year of BBA will be taught this course

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

Semester long course in the Monsoon Semester.

5. Proposed date of launch:

August 2025

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

This course aligns with the vision of Ambedkar University Delhi (AUD), which emphasizes equity, interdisciplinarity, and engagement with global and local contexts, by equipping students with critical knowledge of international financial systems and decision-making frameworks.

7. Course Details:

a. Summary:

This course introduces the student to financial management from the perspective of a global corporation. Student is exposed to the foreign exchange market and its workings. Importance of exchange rates, management and determination are also discussed. Global investments from the perspective of corporations and individuals is also highlighted.

b. Objectives:

The aim of this course is to help students to

1. Understand the unique challenges in managing the financial activities of a global corporation
2. Understand the structure, functioning and importance of Foreign Exchange Markets
3. Understand the factors determining and impacting foreign exchange rates
4. Appreciate the challenges of global fund raising, global portfolio investing and financing international subsidiaries

c. Expected Learning Outcomes:

By the end of the course, the students would be able to

- i. Explain the complexities involved in managing finance for a global corporation.
- ii. Describe the fundamentals of exchange rates and the functioning of foreign exchange markets.
- iii. Discuss the linkages between macroeconomic factors and exchange rate movements.
- iv. Summarize the key issues related to global fund raising, global portfolio investing, and financing international subsidiaries.

d. Overall structure:

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

- I. Introduction to International Financial Management
- II. Exchange Rate Determinants
- III. Foreign Exchange Market
- IV. International Investments

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

The four credit course comprise 32 sessions of 2 hours classroom interaction.

Unit 1: Introduction to International Financial Management

Domestic vs International Financial Management, Multinational Corporations, Exchange Rate, International Trade, Theory of Comparative Costs, Heckscher-Ohlin Theory, Free Trade V/s Protection, Barriers to Foreign Trade, Tariff and Non-Tariff Barriers; Meaning of BOP, Importance of BOP, Components of BOP, Foreign Exchange Reserves, Surplus and Deficit BOP, Disequilibrium and Adjustments, Accounting Principles in BOP.

Unit 2: Exchange Rate Determinants

Fixed rate, Floating Rate, Managed Rate, Factors affecting Exchange rates; Theories of Purchasing Power Parity Theory, Demand and Supply, Fisher Effect, Interest rate parity; Role of Central banks in managing exchange rate; Exchange rate shocks – devaluation and economic crisis

Unit 3: Foreign Exchange Market

Defining Foreign Exchange Market, Participants, Structure, Spot and Forward rates, Foreign Exchange Quotations, Cross Rates, Inverse rates, Arbitrage

Unit 4: International Investments

Raising capital across the globe, GDRs, ADRs, Dollar Debt, Masala Bonds International Portfolio Investments, Diversification benefits, Global Macroeconomic risks International Capital Investments, Global CAPM, Subsidiary financing Exchange rate and Geopolitical shocks

Essential Readings

1. Eun, C. S., Resnick, B. G., & Chuluun, T. (2024). *International Financial Management* (10th ed.). McGraw Hill. ISBN: 1264413092.
2. Apte, P. G., & Kapshe, S. (n.d.). *International Financial Management*. McGraw Hill.
3. Seth, A. K. & Malhotra, S.K. (2000). *International Financial Management*. Galgotia Publishing Company.
4. Gautam, A., Jaiswal, T., & Keshari, A. (2023). *International Financial Management*. PHI Learning. ISBN: 9391818978
5. Sharan, V., Singh, A. K., & Shrivastav, R. K. (2025). *International Financial Management* (7th ed.). McGraw Hill. ISBN: 9789354439339.

Research Papers / Articles

1. Intervention in foreign exchange markets: the approach of the Reserve Bank of India, BIS Papers No 73
2. Prakash, A., Major Episodes of Volatility in the Indian Foreign Exchange Market in the Last Two Decades (1993-2013): Central Bank's Response, Reserve Bank of India Occasional Papers, Vol. 33, No. 1 & 2: 2012
3. External Commercial Borrowings (ECB) Policy - Issuance of Rupee denominated bonds overseas, RBI/2015-16/193 A.P. (DIR Series) Circular No.17

8. Pedagogy:

- a. Instructional design: Eclectic pedagogy will be adopted to transact the course.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom with multimedia facility, projection and writing board; Library with Books and ebooks
- c. Expertise in AUD faculty or outside: AUD faculty expertise available for this subject area.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): NA
- e. Assessment structure (modes and frequency of assessments) Assessment will be continuous and will consist of case analysis, quizzes assignments and tests

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

Signature of Course Coordinator(s)

9. Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Dr B R Ambedkar University Delhi
Proposal for Launch of a Course

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

School/Centre proposing the course	School of Management
Programme(s)	Bachelor of Business Administration (BBA)
Course title	HR Analytics*
Course code	NSOM1BB096
Credits	4 Credits
Course type (core/compulsory/optional/any other – please specify)	Discipline Specific Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (Seventh Semester)
Course coordinator and team	Course Team

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

No, currently such a course is not being taught 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)

None

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

Students who opt for the Fourth Year of BBA will be taught this course

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

Semester long course in the Winter Semester.

5. Proposed date of launch:

August 2025

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

This course on HR Analytics aligns with AUD's vision of socially responsive and context-driven education. It equips students in the MBA (HR) and management programmes with analytical tools to make informed, ethical, and inclusive HR decisions. By combining data analysis with a focus on equity and well-being in the workplace, the course prepares students to contribute meaningfully to people-centric organizational practices.

7. Course Details:

- a. **Summary:** This course introduces students to the evolving field of HR Analytics, enabling them to understand, interpret, and use data to enhance human resource decision-making. The course combines foundational HR metrics with statistical techniques, visualization tools, and software applications such as SPSS, R, Excel, and Python. Through a mix of theory, case studies, and hands-on exercises, students explore how data can be used to drive efficiency, reduce attrition, support workforce planning, and align HR strategies with organizational goals.
- b. **Objectives:**
The course aims:
- Explain the foundational concepts and evolution of HR analytics.
 - Describe the application of HR metrics and dashboards to measure key HR functions such as recruitment, training, and employee engagement.
 - Interpret statistical outputs using tools such as correlation, regression, ANOVA, and classification models relevant to HR problems.
 - Discuss the application of analytics techniques in real-world HR areas including attrition, absenteeism, and performance.
 - Introduce students to data visualization and dashboard creation using software tools to support decision-making.
- c. **Expected Learning Outcomes:**
By the end of the course, the students would be able to
- i. Explain the importance and application of HR metrics and data-driven approaches in human resource management.
 - ii. Describe key statistical tools and how they are used to interpret HR data.
 - iii. Interpret HR dashboards and visualizations created using Excel, R, SPSS, or Python.
 - iv. Classify different types of HR analytics problems (e.g., attrition, performance) and discuss appropriate analytical techniques.
 - v. Summarize key insights from real-world HR data and case studies to support strategic HR decisions.
- d. **Overall structure:**
The course, carrying 4 credits, comprise the following modules.
- Unit 1: Foundations of HR Analytics and HR Metrics**
- Unit 2: Descriptive Analytics and HR Data Visualization**
- Unit 3: Statistical Tools for HR Decision-Making**
- Unit 4: Predictive Analytics and Applications in Key HR Functions**
- e. **Contents (brief note on each module; indicative reading list with core and supplementary readings):**

The four credit course comprise 32 sessions of 2 hours classroom interaction.

Unit 1: Foundations of HR Analytics and HR Metrics

This unit introduces the evolution, relevance, and growing significance of HR Analytics in modern organizations. It covers the application of core HR metrics—including HR operations metrics, recruitment metrics, and training and development metrics—and how these are used

to measure performance, monitor trends, and take corrective actions. The unit emphasizes the role of data in improving HR function efficiency and strategic decision-making.

Unit 2: Descriptive Analytics and HR Data Visualization

Focusing on the first stage of analytics, this unit explores descriptive analytics and its use in summarizing HR data. Students will learn how to build HR dashboards using common software tools, and apply techniques like slicing and dicing data using pivot tables to uncover patterns and gain operational insights. Emphasis is placed on data organization, visual storytelling, and interpretation of HR trends.

Unit 3: Statistical Tools for HR Decision-Making

This unit equips students with a practical understanding of core statistical methods used in HR analytics. It includes the application of correlation and regression, variants of T-tests, and one-way and two-way ANOVA. Students will also explore the basics of logistic regression to address classification problems. The unit emphasizes the interpretation of statistical outputs in HR contexts, building the foundation for evidence-based decision-making.

Unit 4: Predictive Analytics and Applications in Key HR Functions

This unit focuses on applying predictive analytics techniques to real-world HR scenarios. Students will analyze HR challenges such as absenteeism, attrition, job classification, and training outcomes using tools like decision trees and clustering algorithms. Through case-based examples, learners will gain insights into how predictive models can improve HR operations and strategic talent management.

Essential Readings

- i. Banerjee, P., Pandey, J., & Gupta, M. (2019). *Practical Applications of HR Analytics*. Sage Publications.
- ii. Yadav, R. S., & Maheshwari, S. (2020). *HR analytics: Connecting data and theory*. Wiley India Pvt Ltd.
- iii. Sundmark, L. (2017). *Doing HR analytics: A practitioner's handbook with R examples*. CreateSpace Independent Publishing Platform.
- iv. Walsh, M. (2021). *HR analytics essentials you always wanted to know*. Vibrant Publishers.

Pedagogy:

- a. Instructional design: Eclectic pedagogy will be adopted to transact the course.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom with multimedia facility, projection and writing board; Library with Books and ebooks, Case Studies from HBSP
- c. Expertise in AUD faculty or outside: AUD faculty expertise available for this subject area.

- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others):
NA
- e. Assessment structure (modes and frequency of assessments) Assessment will be continuous and will consist of case analysis, quizzes assignments and tests

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

Signature of Course Coordinator(s)

2. Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Dr B R Ambedkar University Delhi
Proposal for Launch of a Course

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

School/Centre proposing the course	School of Management
Programme(s)	Bachelor of Business Administration (BBA)
Course title	Marketing Analytics*
Course code	NSOM1BB097
Credits	4 Credits
Course type (core/compulsory/optional/any other – please specify)	Discipline Specific Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (Seventh Semester)
Course coordinator and team	Course Team

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

No, currently such a course is not being taught 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)

None

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

Students who opt for the Fourth Year of BBA will be taught this course

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

Semester long course in the Winter Semester.

5. Proposed date of launch:

August 2025

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

This course in Marketing Analytics is designed not only to build technical competencies in data analysis and strategic marketing, but also to foster critical, context-sensitive decision-making—a central pillar of University's vision.

7. Course Details:

- a. **Summary:** This course provides students with a comprehensive understanding of marketing analytics and its strategic role in modern business decision-making.

Emphasizing data-driven approaches, the course introduces techniques across the analytics spectrum—descriptive, exploratory, and prescriptive—to analyze and interpret marketing data. Students will gain hands-on experience with analytical tools such as Excel, R, SPSS, and Python to derive actionable insights.

b. Objectives:

The course aims:

- To introduce students to the role and importance of data-driven decision-making in marketing.
- To provide a strong conceptual foundation in marketing analytics, including descriptive, exploratory, and prescriptive techniques.
- To familiarize students with analytical tools and software such as Excel, R, SPSS, and Python used in marketing analytics.
- To enable students to understand and apply key marketing metrics, such as customer lifetime value (CLV), RFM scores, and churn rates.

c. Expected Learning Outcomes:

By the end of the course, the students would be able to

- i. Differentiate between descriptive, exploratory, and prescriptive analytics in the context of marketing.
- ii. Interpret marketing data using basic features of analytics tools such as Excel, R, SPSS, and Python.
- iii. Describe the stages of the customer journey and explain how key touchpoints influence customer experience.
- iv. Summarize the concept of Customer Lifetime Value (CLV) and its relevance for strategic marketing decisions.
- v. Explain the principles of RFM (Recency, Frequency, Monetary) analysis and churn prediction for customer segmentation and retention.

d. Overall structure:

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

Unit 1: Foundations and Emerging Trends in Marketing Analytics

Unit 2: Techniques for Summarizing and Visualizing Marketing Data

Unit 3: Customer Analytics and Segmentation Strategies

Unit 4: Pricing and Product Analytics

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

The four credit course comprise 32 sessions of 2 hours classroom interaction.

Unit 1: Foundations and Emerging Trends in Marketing Analytics

Relevance and scope of marketing analytics; types of data analytics (descriptive, exploratory, prescriptive); recent trends in the field.

Unit 2: Techniques for Summarizing and Visualizing Marketing Data

Using PivotTables, charts, and functions to analyze marketing data; hands-on applications with Excel, R, or Python.

Unit 3: Customer Analytics and Segmentation Strategies

Customer journey mapping, customer lifetime value (CLV), RFM analysis, churn prediction, cluster analysis, and segmentation processes.

Unit 4: Pricing and Product Analytics

Pricing objectives and strategies (bundling, skimming); regression-based price elasticity modelling; conjoint analysis for product attributes; logistic regression; discrete choice analysis and random utility theory.

Essential Readings

Gupta, S., & Jathar, A. (2021). *Marketing analytics* (1st ed.). Wiley.

Winston, W. L. (2014). *Marketing analytics: Data-driven techniques with Microsoft Excel*. Wiley.

Sorger, S. (2013). *Marketing analytics: Strategic models and metrics* (1st ed.). , Atlantic Publishers and Distributors.

Pedagogy:

- a. Instructional design: Eclectic pedagogy will be adopted to transact the course.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom with multimedia facility, projection and writing board; Library with Books and ebooks, Case Studies from HBSP
- c. Expertise in AUD faculty or outside: AUD faculty expertise available for this subject area.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): NA
- e. Assessment structure (modes and frequency of assessments) Assessment will be continuous and will consist of case analysis, quizzes assignments and tests

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

Signature of Course Coordinator(s)

3. Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Dr B R Ambedkar University Delhi
Proposal for Launch of a Course

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

School/Centre proposing the course	School of Management
Programme(s)	Bachelor of Business Administration (BBA)
Course title	Advanced Research Methodology*
Course code	NSOM1BB098
Credits	4 Credits
Course type (core/compulsory/optional/any other – please specify)	DSC
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (Eighth Semester) – BBA Honours with Research only
Course coordinator and team	Course Team

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

Similar course is offered at the Doctoral Level.

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

None

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

Students who opt for the Fourth Year of BBA will be taught this course

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

Semester long course in the Winter Semester.

5. Proposed date of launch:

August 2025

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

This course aligns with AUD's vision of promoting rigorous, interdisciplinary, and socially engaged scholarship. Designed for students pursuing BBA Honours with Research, it strengthens their ability to critically engage with complex business problems through advanced research methodologies. By integrating ethical considerations, contemporary tools such as AI and big data, and research writing skills, the course prepares students to contribute meaningfully to academic inquiry and evidence-based policy and practice—core to AUD's commitment to knowledge creation for public purpose.

7. Course Details:

- a. **Summary:** This course offers an in-depth exploration of advanced research methodologies tailored for business studies. It builds on foundational concepts and introduces students to sophisticated qualitative and quantitative research techniques, including the application of big data and artificial intelligence in research contexts. The course emphasizes ethical

considerations, research writing, and the development of scholarly outputs such as journal articles and grant proposals, equipping students to undertake independent and impactful research.

b. Objectives:

The course aims to:

- Deepen students' understanding of advanced research designs, including mixed-methods approaches relevant to business research.
- Develop the ability to apply advanced qualitative and quantitative analysis techniques using software tools like SPSS, R, or NVivo.
- Introduce contemporary issues in research, such as big data analytics, AI integration, and evolving research ethics in a digital age.
- Strengthen academic writing, publication, and grant proposal development skills.

c. Expected Learning Outcomes:

By the end of the course, the students would be able to

- i. Explain the principles of advanced research designs, including experimental, longitudinal, and mixed-methods approaches in business research.
- ii. Interpret statistical and qualitative data using appropriate research tools and software.
- iii. Discuss contemporary developments in research, including the integration of AI, big data, and digital methodologies.
Describe key ethical considerations relevant to the planning and execution of research.
- iv. Summarize the structure and components of academic research outputs such as literature reviews, methodology sections, and grant proposals.

d. Overall structure:

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

Unit 1: Foundations of Advanced Research Design

Unit 2: Techniques for Advanced Data Analysis

Unit 3: Contemporary Innovations and Challenges in Research

Unit 4: Practical Research Application and Ethics

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

The four credit course comprise 32 sessions of 2 hours classroom interaction.

Unit 1: Foundations of Advanced Research Design

This unit explores foundational aspects of advanced research design, delving into research philosophy, inquiry frameworks, and key ontological and epistemological positions. It examines paradigms such as positivism, interpretivism, and critical realism, and their implications for research. The unit further discusses the refinement of quantitative, qualitative, and mixed methods approaches. Specialized designs, including both experimental (e.g., factorial design, Latin square design, randomized group design) and non-experimental (e.g., longitudinal and cross-sectional designs), are also introduced to support the development of complex and meaningful research questions.

Unit 2: Techniques for Advanced Data Analysis

Focusing on both qualitative and quantitative dimensions, this unit covers advanced data analysis techniques. It includes qualitative methodologies such as ethnography and phenomenology, and quantitative techniques including multivariate analysis and structural equation modelling. The unit integrates practical training on research software such as NVivo and ATLAS.ti for qualitative data, and PLSEM or similar tools for structural analysis, thereby strengthening students' analytical capabilities and interpretation skills.

Unit 3: Contemporary Innovations and Challenges in Research

This unit engages students with current trends and emerging issues in research. It explores the role of big data and analytics in shaping research strategies, and the integration of artificial intelligence in research processes. Students are introduced to ethical challenges in the age of digital research, including data privacy and algorithmic bias. The unit also discusses the use of immersive technologies such as virtual reality and augmented reality in conducting business research, highlighting their potential to transform data collection and analysis.

Unit 4: Practical Research Application and Ethics

In this unit, students apply their methodological knowledge to real-world scenarios, emphasizing the ethical conduct of research. It includes guidance on the preparation of scholarly outputs such as literature reviews, methodology sections, and comprehensive research reports. Students also learn the essentials of drafting grant proposals, with attention to structuring objectives, justifying significance, budgeting, and timelines. Ethical considerations in authorship, data management, and academic integrity are emphasized throughout to ensure responsible research practices.

Essential Readings

- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Hair Jr, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis*. Pearson.
- Pereira, L. F. (2023). Business research methods: systematic literature review. *International Journal of Management Concepts and Philosophy*, 16(2), 145-159.

8. Pedagogy:

- a. Instructional design: Eclectic pedagogy will be adopted to transact the course.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom with multimedia facility, projection and writing board; Library with Books and ebooks
- c. Expertise in AUD faculty or outside: AUD faculty expertise available for this subject area.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others):
NA

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

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

Signature of Course Coordinator(s)

9. Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Dr B R Ambedkar University Delhi
Proposal for Launch of a Course

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

School/Centre proposing the course	School of Management
Programme(s)	Bachelor of Business Administration (BBA)
Course title	Research Project Report in Management Domain
Course code	NSOM1BB099
Credits	12 Credits
Course type (core/compulsory/optional/any other – please specify)	DSC - Bachelor's in Business Administration with Research
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (Eighth Semester)
Course coordinator and team	Course Team

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

Yes similar courses are being offered across other programmes at the School and 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)

Prior knowledge of Business Research (a course undertaken in Second Year of BBA)

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

Students who opt for the Fourth Year of BBA will be taught this course

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

Semester long course in the Winter Semester.

5. Proposed date of launch:

August 2025

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

This course aligns with AUD's vision of fostering engaged scholarship, interdisciplinary learning, and socially relevant education. By equipping students with the theoretical grounding and methodological tools required for rigorous research, the course cultivates reflective and critical thinkers ready to address real-world challenges.

Specifically, in the context of management and allied social science programmes, the course emphasizes empirical inquiry, ethical research practices, and application of research skills to organizational and societal issues. This strengthens students' ability to contribute to evidence-based decision-making and socially responsible management, supporting AUD's commitment to transformative and contextually grounded education.

7. Course Details:

- a. **Summary:** This course provides a comprehensive introduction to research in the social sciences, covering the entire research process—from problem formulation and research design to data collection, analysis, and report writing. Emphasis is placed on developing practical research skills that are grounded in real-world relevance, ethical responsibility, and critical reflection.

b. **Objectives:**

The course aims to:

- Enable students to understand the role and significance of research in the social sciences.
- Equip students to formulate researchable questions based on real-world issues.
- Introduce students to key research designs, sampling strategies, and methods of data collection and analysis.
- Develop students' ability to communicate research findings effectively in written form.

c. **Expected Learning Outcomes:**

By the end of the course, the students would be able to

- Identify and articulate relevant research problems within management and organizational contexts.
- Design appropriate research frameworks and methodologies to investigate managerial and business issues empirically.
- Apply suitable data collection and analytical techniques to evaluate organizational processes, market trends, and business environments.
- Critically evaluate ethical considerations in management research, ensuring responsible conduct and integrity.
- Demonstrate effective academic and professional writing skills for clear communication of research findings in management.
- Produce a well-structured, evidence-based research project that contributes to management knowledge and practice.

d. **Overall structure:**

The course is designed as a combination of hands-on workshops, and project work. It progresses from foundational concepts to applied research skills. Students engage in individual assignments, including developing a research proposal, collecting and analyzing data, and presenting their findings. Continuous assessment includes assignments, and a final research project submission.

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

Pedagogy:

- a. Instructional design: Eclectic pedagogy will be adopted to transact the course.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): NA
- c. Expertise in AUD faculty or outside: AUD faculty expertise available for this subject area.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): NA
- e. Assessment structure (modes and frequency of assessments)

Research Proposal Submission	20%
Mid Term Review	20%
Final Report	30%
Presentation and Viva Voce	30%

Signature of Course Coordinator(s)

2. Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

MAJOR PROJECT INCLUSIONS

Bachelor's in Business Administration with Research

TITLE PAGE OUTLINE (not paginated)

The title should be in UPPER CASE and Centered, and the font size should be 14

STUDENTS NAME

Class and Year

SUPERVISORS NAME

Designation

School of Management

Dr B R Ambedkar University Delhi

Research Project Submitted in Partial Fulfillment for the Degree of Bachelor in Business
Administration with Research from Dr B R Ambedkar University Delhi

Month, Year

DECLARATION

A signed declaration by the candidate with the following statement.

This project is my original work and has not been presented for a degree in any other University or for any other award.

Students Name:

Students Signature:

Date:

A signed declaration by the University Supervisor with the following statement.

I confirm that the candidate did the work reported in this project under my supervision.

Supervisors Name:

Supervisors Signature:

Date:

The report should include the following

Abstract

The abstract should be one page single paragraphed and should contain:

- The purpose and objectives of the study
- Significance of the study
- Methodology used
- Findings
- Recommendations

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REFERENCES

APPENDICES

Dr B R Ambedkar University Delhi
Proposal for Launch of a Course

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

School/Centre proposing the course	School of Management
Programme(s)	Bachelor of Business Administration (BBA)
Course title	Investment Analysis & Portfolio Management
Course code	NSOM1BB100
Credits	4 Credits
Course type (core/compulsory/optional/any other – please specify)	Discipline specific core (DSC)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	BBA Honours only
Course coordinator and team	Course Team

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

Similar course is available in MBA, title of the course is Security Analysis and Portfolio Management.

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):

Students who opt for the Fourth Year of BBA will be taught this course

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

Semester long course in the Winter Semester.

5. Proposed date of launch:

August 2025

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

This course aligns closely with the vision of Ambedkar University Delhi (AUD), which emphasizes equity, social justice, and excellence in higher education, while fostering critical thinking and professional competence. By equipping students with an understanding of the structure, nomenclature, and practices of financial markets, the

course contributes to developing informed, responsible, and analytically capable professionals who can navigate and influence financial systems with integrity.

7. Course Details:

a. Summary:

This course will familiarize students with the structure, nomenclature and practices of financial markets. Students will be exposed to the wide variety of securities available. Course will also cover theories related to risk and return and conceptual insight to the valuation of securities.

b. Objectives:

The aim of this course is to help students to build

1. Knowledge about investments, their importance, and difference from speculation
2. Exposure about the financial markets, utility and securities
3. Understanding about Fundamental and Technical analysis
4. Knowledge about importance of investing in a portfolio and its management

c. Expected Learning Outcomes:

By the end of the course, the students would be able to

- i. Classify a financial security as either an asset or a speculative instrument based on its characteristics.
- ii. Explain the importance and functioning of financial markets in the broader economic system.
- iii. Describe various analytical perspectives used to evaluate stocks.
- iv. Interpret the basic principles involved in building and optimizing a financial portfolio.

d. Overall structure:

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

Unit 1: A Conceptual Framework of Investments

Unit 2: Financial Markets

Unit 3: Fundamental and Technical Analysis

Unit 4: Portfolio Management

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

The four credit course comprise 32 sessions of 2 hours classroom interaction.

Unit 1: A Conceptual Framework of Investments

Defining Investment, Describing Investments – Objectives, Characteristics, Process, Difference from speculation

Unit 2: Financial Markets

What are Financial Markets, Economic Utility, Different types of Financial Markets, Exchange vs OTC, Participants; Instruments in Debt Markets – Money Market, Bond Market; Instruments in Equity Markets – Shares, IPOs; Other Markets – Foreign Exchange, Commodities, Gold, Derivatives; Investment Avenues – Debt, Equity, Deposits, Mutual Funds; Regulatory Bodies – RBI and SEBI – Roles and Responsibilities

Unit 3: Fundamental and Technical Analysis

What is Fundamental Analysis? Investor mindset; Challenges in execution; Macroeconomic analysis – Domestic vs Global; Valuation impact of GDP, Inflation, Interest rate, Money supply; Industry analysis - Industry life cycle, Business cycle; Company analysis – Financial Statement Analysis, Valuation of equity and debt; What is Technical Analysis – Difference from Fundamental Analysis; Investor mindset; Challenges in execution; Chart types: line charts, candle stick, point and chart figures; Tools - Dow's Theory, Elliot wave, patterns - Trends, flags, cup and handle, triangles, head& shoulders, Bollinger bands, technical indicators - Simple Moving Averages, MACD, RSI, ROC

Unit 4: Portfolio Management

Efficient Market Hypothesis, Concept of portfolio and portfolio management, concept of risk-return using CAPM, Diversification, types of portfolio management – active vs passive, Asset allocation decision, Markowitz Portfolio Theory; Measurement of portfolio risk and return - Sharpe, Treynor's and Jensen Ratios

Essential Readings

Elton, J. E., Gruber, M. J., Brown, S. J., (2010). *Modern Portfolio Theory and Investment Analysis*, 8th Edition, Wiley

Reilly, F. K., Brown, K. C., & Leeds, S. J. (2022). *Investment analysis and portfolio management* (11th ed.). Cengage Learning.

Chandra, P. (2017). *Investment analysis and portfolio management* (7th ed.). McGraw Hill Education.

Bodie, Z., Kane, A., Marcus, A. J., & Mohanty, P. (2019). *Investments* (11th ed.). McGraw-Hill Education (India).

8. Pedagogy:

- a. Instructional design: Eclectic pedagogy will be adopted to transact the course.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom with multimedia facility, projection and writing board; Library with Books and ebooks, Case Studies from HBSP
- c. Expertise in AUD faculty or outside: AUD faculty expertise available for this subject area.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): NA
- e. Assessment structure (modes and frequency of assessments) Assessment will be continuous and will consist of case analysis, quizzes assignments and tests

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

Quizzes	20%\

Signature of Course Coordinator(s)

9. Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Dr B R Ambedkar University Delhi
Proposal for Launch of a Course

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

School/Centre proposing the course	School of Management
Programme(s)	Bachelor of Business Administration (BBA)
Course title	Indian Health Systems, Wellness and Psychology (including Ayurved)
Course code	
Credits	2 Credits
Course type (core/compulsory/optional/any other – please specify)	Bharat Knowledge System Course (IKS)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	BBA with Honours
Course coordinator and team	Course team

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

No, currently such a course is not being taught 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)

None

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

Students who opt for the Fourth Year of BBA will be taught this course

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

Semester long course in the Winter Semester.

5. Proposed date of launch:

August 2025

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

This course aligns closely with the vision of the University which emphasizes holistic education, interdisciplinary learning, and fostering a deep engagement with the self, society, and the environment. By focusing on Indian health systems such as Ayurved and Yog, the course integrates traditional knowledge systems with modern academic frameworks, thereby contributing to the broader goal of knowledge diversity and inclusion.

7. Course Details:

- a. **Summary:** This course aims to provide a foundational understanding of Indian health systems, particularly Ayurved and Yog, with a focus on preventive health and holistic well-being. It emphasizes the practical application of health principles related to diet, environment, and lifestyle to promote physical and mental harmony. Students will learn methods of internal cleansing, yogic strengthening, and balancing techniques tailored to individual mind-body constitutions. The course also explores the impact of external environments on internal health and teaches how to align with natural rhythms to ensure optimal functioning of body and mind. Ultimately, it fosters mental clarity and emotional stability through an integrated approach to health.

b. **Objectives:**

The course aims to make the participant:

- Understand core principles of Ayurved and Yog for maintaining health.
- Apply natural health practices related to food, air, water, and sunlight.
- Learn traditional methods for body cleansing and strengthening through Yog.
- Identify one's mind-body constitution to adopt a suitable lifestyle.
- Explore how the environment affects health and ways to align with nature.
- Use Ayurvedic and Yogic insights to balance body and mind for mental well-being.

c. **Expected Learning Outcomes:**

By the end of the course, the students would be able to

- Explain the foundational concepts of Ayurved and Yog and their relevance in preventive and holistic health practices.
- Demonstrate practical techniques for regulating food, air, water, and sunlight intake to enhance well-being.
- Practice traditional body cleansing and yogic exercises to maintain internal balance and prevent disease.
- Assess their individual mind-body constitution (Prakriti) and select appropriate lifestyle choices for balance and vitality.
- Evaluate the impact of environmental factors on physical and mental health and apply strategies to align with natural rhythms.
- Apply Ayurvedic and Yogic principles to maintain mental clarity, emotional stability, and harmony between body and mind.

d. **Overall structure:**

The course, carrying 2 credits, comprise the following modules.

Unit 1: Understanding human body

Unit 2: Understanding the communication between body & Mind

Unit 3: Introduction to Health Regimen

Unit 4: Introduction to Yog

Unit 5: Introduction to Indian Psychology

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

The two credit course comprise 16 sessions of 2 hours classroom interaction.

Unit 1: Understanding human body

Introduction to Ayurved, the Knowledge of Life, Health and treatment aspects in Ayurved, Influence of Pancha maha bhuta on Internal environment of Human being, Understanding composition of Human body through the concept of Dosha Dhatu Mala, Understanding Prakruthi , the Mind – Body Constitution.

Unit 2: Understanding the communication between body & Mind

Establishing communication between body and mind by understanding the language of body. Understanding the concept of Agni, Koshta, Sara and Ojas and their relevance in enhancing our immunity to protect from various infections. Looking at the world through the lenses of Dravya, Guna and Karma Applying the principle of Samanya and Vishesha in every aspect of life to achieve perfect health.

Unit 3: Introduction to Health Regimen

Understanding Swastha vritta, the healthy regimen to maintain state of wellbeing Dinacharya, the Daily regimen including Daily detoxification, exercise, Intake of Food, Water, Air and Sunlight, work and ergonomics, Rest and sleep hygiene. Ritu charya, the seasonal regimen, Sadvritta and the concept of social wellbeing, understanding trividha upastambhas, three pillars to health, Concept of Shadrasa in choosing appropriate nourishment to the body and mind.

Unit 4: Introduction to Yoga

Definition, Meaning and objectives of Yoga, Relevance of yoga in modern age. Brief Introduction of Hatha yoga, Raja yoga, Karma yoga, Gyana Yoga, Bhakti yoga Understanding eight steps of Ashtanga yoga, Understanding Shatkriyas, the six cleansing procedures of Yoga

Unit 5: Introduction to Indian Psychology

Concept of Manas in Ayurved and understanding Mind Body harmony, Triguna based Psychology in Ayurved and Yog, Influence of Tri dosha on Mind, Mind body intellect and consciousness complex, Understanding Consciousness and solution to issues within Human Mind.

Essential Readings

1. The Charaka Samhita
2. The Susruta Samhita
3. The Ashtanga Hridaya
4. Chopra, D. (2001). *Perfect health: The complete mind-body guide*. Harmony Books.
5. Lad, V. (1984). *Ayurveda: The science of self-healing – A practical guide*. Lotus Press.
6. The Hatha yoga pradiipika
7. The Patanjali yoga sutras
8. The Gheranda Samhita
9. Iyengar, B. K. S. (2006). *Light on yoga: The classic guide to yoga by the world's foremost authority*. Thorsons.
10. Saraswati, S. S. (2002). *Asana, pranayama, mudra and bandha*. Bihar School of Yoga.

Pedagogy:

- a. Instructional design: Eclectic pedagogy will be adopted to transact the course.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom
- c. Expertise in AUD faculty or outside: AUD faculty expertise available for this subject area.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): NA
- e. Assessment structure (modes and frequency of assessments) Assessment will be continuous and will consist of case analysis, quizzes assignments and tests

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

Signature of Course Coordinator(s)

3. Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Ambedkar University Delhi
Proposal for Launch of a Course

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

School/Centre proposing the course	SoM
Programme(s)	Bachelor of Business Administration (BBA)
Course title	Internship/Live Project
Course code	NSOM1BB101
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Skill Enhancement Course
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (Eighth Semester) fr BBA Honours only
Course coordinator and team	Course Team

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

in AUD? Yes, a similar course is offered at Undergraduate and Postgraduate level in SoM and 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)

None

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

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

Minimum 5 weeks after completion of Sixth Semester or 60 hours during the Eighth Semester

5. Proposed date of launch: August 2025

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

The course is an effort towards fulfilling AUD's vision to build partnerships with the world of practice as an essential pillar of learning about business and management.

7. Course Details:

a. Summary:

The curriculum mandates a minimum 6-week internship experience at an organisation. The internship would be evaluated by a Mentor at the organisation and the Course Coordinator at the School. The coordinator would interact with the Mentor on regular basis to track the progress of the student. The internship is documented followed by a submission of a project report under the guidance of the Course Coordinator, presentation and a Viva Voce.

b. Objectives:

The course encourages pursue an internship or a live project and connect with potential employers. The project strengthens the student's career skill set.

c. Expected Learning Outcomes:

Upon successful completion, participants will be able to:

- Explain the skills, knowledge, and attitudes that contribute to developing a professional identity.
- Describe the importance of professional values and ethical standards in workplace settings.
- Interpret organisational situations to make informed and effective decisions when facing real-life challenges.
- Summarize ways to adapt to dynamic work environments and changing organisational conditions.

d. Overall structure:

Apart from the work to be done by the participant at the organisation, the participant is required to submit logs, followed by a detailed report, presentation and Viva Voce.

The formats of the project reports for the BBA 8th semester internship or live project can vary depending on the nature of the organisation and the scope of the work done. The report would include the following:

• Cover Page

- Name of the student
- Enrollment number
- Name of the organization
- Internship duration/Live Project duration
- Name of the mentor at the organization

- Name of the course coordinator
- Name of the School and University
- Date of submission
- **Certificates**
 - Certificate from the Organisation: On company letterhead, stating the internship/live project completion period and general performance
- **Acknowledgment**
- **Table of Contents**
- **Executive Summary**
- **Introduction**
- **Internship Details**
 - Department or team worked in
 - Roles and responsibilities assigned
 - Nature of tasks completed (such as research, analysis, marketing, HR, finance tasks)
 - Project(s) undertaken, if any, including objectives, methodology, and findings
- **Challenges and Solutions**
 - Problems or difficulties faced during the internship/live project
 - How the student approached and resolved those challenges
- **Conclusion and Recommendations**
 - Reflection on the overall experience
 - Suggestions to enhance the internship experience
- **Annexures if any**

Suggested Readings:

- Students are required to use research papers, magazines (Business etc), published research reports, Bloomberg, Euromonitor, Newspaper archives, library resources to analyse the big picture.
- Green, M.E. (1997). Internship success: real-world, step-by-step advice on getting the most out of internships. McGraw-Hill Professional.
- Sweitzer H.F. and King, M.A. (2018). The Successful Internship: Personal, Professional, and Civic Development in Experiential Learning. Brooks/Cole Pub Company. 5th Edition.
- Chu, S.K.W (2020). Social Media Tools in Experiential Internship Learning, Springer.

8. Pedagogy:

- a. Instructional design: The course will be on the job training for the participants.

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

c. Expertise in AUD faculty or outside: Yes, available

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

e. Assessment structure (modes and frequency of assessments)

Component	Weightage
Weekly Logs	10%
Feedback from Industry Mentor	30%
Report	20%
Presentation	20%
Viva	20%

Signature of Course Coordinator(s)

9. Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

[Item III/BOS\(15\)15.07.2025](#)

To consider the proposal for course titles to be offered in the Seventh and Eighth Semesters of the BBA-IEV Programme for the Batch of 2023 in AY 2026-27

The BBA-IEV Programme Structure is given below:

Semester	DSC	EL/AEO/GE/DSE	AEC/SE	CES	Total Credits
I	DSC1 (4) DSC2 (4) DSC3 (4)	AEO1 (4)	AEC1 (2) AEC2 (2)		20
II	DSC4 (4) DSC5 (4) DSC6 (4)		SE1 (4) AEC3 (2) AEC4 (2)		20
Students on exit have to complete a 6-credit internship (4 months) and 4- credit VBE .					40 (Next stage)
Award- Undergraduate Certificate in Business Administration(IEV)					50 (Exit option)
III	DSC7 (4) DSC8 (4) DSC9 (4) DSC10 (4)		SE2 (4)	<u>Internship 1 (5)¹</u>	25
IV	DSC11 (4) DSC12 (4)		SE3 (4) SE4 (2) SE5 (2) SE6 (2) SE7 (2)	-	20

¹ Internship1 (5) is Internship with a Startup (worth 5 credits) which students who are moving from First Year to Second Year will undertake in the Summer vacation period after First Year, credits of each would be calculated in the Third Semester (Second Year). Students on exit have to complete a 6-credit internship (4 months), which would include 4- credit VBE . Award- Undergraduate diploma in Business Administration (IEV)					85 (Next stage) 95 (Exit option)
V	DSC13 (4) DSC14 (4)		SE8 (2) SE9 (2) SE10 (4) SE11 (5)²	-	21
VI	DSC15 (4) DSC16 (2)	AEO2(4)	SE12 (6) VBE(4)³ SE13 (4)	-	24
² SE11(5) is 5 credit internship with an Incubation Center/Coworking Space which students who are moving from Second Year to Third Year will undertake in the Summer vacation period after Second Year, credits of each would be calculated in the Fifth Semester (Third Year). ³ Students moving from Third Year to Fourth Year need to ensure they meet the minimum CGPA requirements as well as ensure that they have completed the 4-credit VBE. Students on exit should have completed two Internships worth 6 credits and they should have completed a 4-credit VBE within their period of study. Award- Bachelor's in Business Administration (IEV) (Three year)					130 (Next stage) 130 (Exit option)
VII	DSC17 (4)	DSE1(2)	SE14 (6) SE15 (4)	-	16
VIII	DSC18 (4)	DSE2 (2)	SE16 (8) SE17(4)-MOOCs		18
Award- Bachelor's in Business Administration (IEV) (Four Year - Honours)					164 credits (EXIT)

Notes:

1. Discipline specific core (DSC): These are the compulsory discipline specific courses.
2. Ability enhancement optional (AEO): Ability enhancement optional (AEO): These are optional ability enhancement courses and could cover sustainable development, global citizenship, courses like Understanding India, Introduction to Social Sciences and Humanities, Nature of Science, Logic and Reasoning etc.
3. Ability enhancement compulsory (AEC): These will be the compulsory ability enhancement courses.
4. Skills enhancement (SE) courses: These will be a basket of courses aimed at improving skills and fostering vocational training. These could include courses on Data Analysis and Statistics, Foreign Language, Digital Marketing, Design Thinking and Innovation,

Business Analytics, Corporate Internship, Advanced Qualitative Analysis, Advanced Quantitative Analysis and Python Programming

5. Elective courses/Generic Elective Courses(EL/GE): These are courses that are interdisciplinary or multidisciplinary in nature, **to be chosen outside SBPPSE**. A student needs to choose 4 EL/GE courses from outside SBPPSE, from the Third till the Sixth Semester.
6. Discipline Specific Elective courses (DSE): These are elective discipline specific courses **from SBPPSE**.
7. Value based education (VBE): These will be a basket of courses aimed at imparting value-based education worth 4 credits. These could include courses on Happiness, Yoga, Health and Well-being, Desh Bhakti (Indian Constitution and Democracy) etc, will be offered at university level centrally.

Titles of Discipline Specific Core Courses in first four years are as given below:

Semester	Type	Title of Course
I	DSC1 (4)	Management Process and Organisational Behaviour
I	DSC2 (4)	Fundamentals of Accounting
I	DSC3 (4)	Economic Environment of Business in India
II	DSC4 (4)	Critical Thinking, Innovation and Entrepreneurship
II	DSC5 (4)	Economics for Managerial Decision Making
II	DSC6 (4)	Marketing Management
III	DSC7 (4)	Public Policy and Social Sector Reforms in India
III	DSC8(4)	Human Resource Management
III	DSC9 (4)	Financial Management
III	DSC10 (4)	Quantitative Methods in Management
IV	DSC11(4)	Business Research Methods
IV	DSC12(4)	Production Management
V	DSC13 (4)	Legal and Ethical Environment of Business
V	DSC14 (4)	Positive Psychology
VI	DSC15 (4)	Team Building and Management
VI	DSC16 (2)	Strategic Management
VII	DSC17(4)	Researching Venture Growth-1
VIII	DSC18(4)	Researching Venture Growth-2

Titles of AEO, AEC, DSE and SE courses in four years are as given below:

Semester	Type	Title of Course
I	AEO1 (4)	Logic and Mathematical Reasoning
I	AEC1 (2)	Theatre for Personality Development
I	AEC2 (2)	Environmental Studies
II	SE1 (4)	Data Analysis and Statistics
II	AEC3 (2)	Hindi Language
II	AEC4 (2)	Business Communication
III	SE2 (4)	Startup Environment in India
IV	SE3 (4)	Capstone Project-I
IV	SE4 (2)	Digital Marketing
IV	SE5 (2)	Entrepreneurial Leadership
IV	SE6(2)	Product Design and Development
IV	SE7(2)	Sales for Founders
V	SE8 (2)	Design Thinking and Innovation [#]
V	SE9 (2)	Business Analytics [#]
V	SE10(4)	Capstone Project-II
V	SE11 (5)	Internship with Incubation Center/Co working Space
VI	AEO2(4)	Business for Sustainable Development
VI	SE12(6)	Capstone Project-III
VI	SE13(4)	Entrepreneurial Finance
VII	DSE1(2)	Global Entrepreneurship
VII	SE14 (6)	Capstone Project-IV
VII	SE15 (4)	Artificial Intelligence (AI) and Machine Learning (ML): Driving Business Transformation (Common with BBA Programme)
VIII	DSE2(2)	BKS: Indian Health Systems, Wellness and Psychology (including Ayurved)
VIII	SE16 (8)	Capstone Project-V
VIII	SE17(4)	2 MOOC Courses worth 2 credits each or 1 MOOC course worth 4 credits

[Item IV/BOS\(15\)15.07.2025](#)

To consider and approve the revised course outlines for the Second and Third Year of the BBA Programme, in alignment with the changes introduced under the Undergraduate Curriculum Framework (UGCF)

The course outlines for the Second and Third Year of the BBA Programme, in alignment with the changes introduced under the Undergraduate Curriculum Framework (UGCF) are given from the next page.

Second Year Courses – BBA Programme
Dr B R Ambedkar University Delhi
Proposal for Launch of a Course

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

School/Centre proposing the course	SoM
Programme(s)	Bachelor of Business Administration (BBA)
Course title	Public Policy and Social Sector Reforms in India
Course code	NSOM1BB023
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core Course
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (Third Semester)
Course coordinator and team	Course Team

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):

75

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

Semester long course in the Monsoon Semester.

5. Proposed date of launch:

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

Ambedkar University was envisioned to offer courses and achieve excellence in research in the domain of social sciences, humanities and management based on the ethos of equity and inclusion. This paper justifies the need and relevance of the Indian State in reaching out to its people through social sector reforms. The BBA students will be able to understand the public policy making processes and challenges involved in the conceptualization, formulation and implementation for social sector reforms.

7. Course Details:

a. Summary:

The course ‘Public Policy and Social Sector Reforms’ aspires to provide an in-depth understanding of the need of the state intervention in ensuring that its citizens are not deprived

in achieving basic rights to achieve a equitable society. Students will be exposed to the theoretical and field study to understand the implementation of public policies in the pursuit of distributive justice, in a welfare state like India. After analysing how public policies are conceptualised, formulated, and implemented, this course would focus on how public policies in India are working in social sector reforms.

b. Objectives

The objectives of the course are to:

- To enable students train for developing conceptual clarity, analytical skills, ,social sensitivity, and creativity to improve the quality of life through public policy making process and its implementation.
- Through case studies, theoretical and field immersion it provides the students a learning environment for a robust foundation in understanding the role of the Sate and market failures to address social inequalities.
- It would enable students to understand the issues and challenges involved in achieving equity and justice in access to services related to health, education, housing, sanitation and poverty alleviation policies in India.

c. Overall structure:

The course carrying 4 credits comprise the following modules.

- I.Nature, Scope and Importance of Public Policy
- II.Health and Education
- III.Housing and Sanitation
- IV.Social Exclusion vs. Social inclusion

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

The four credit course comprise 32 sessions of 2 hours classroom interaction. The tentative number of sessions for each module are provided in parenthesis.

I.Nature, Scope and Importance of Public Policy (6 sessions)

- a. Evolution of Public Policy
- b. Theories, models and process of policy
- c. Policy Implementation and its challenges
- d. Democracy, constitution, institutions of governance, welfare state and need of State intervention.
- e. Theories of State, theories of justice, philosophical underpinnings for social justice- Keynes, John Rawls, Kautilya, Gandhi, Ambedkar, Periyar.
- f. State vs Market Economy debates: Indian Economic Environment, planning reform and models of developments.
- g. Administrative Reforms: Redtapism, corruption, Quid-proquo etc.

II. Health and Education(6 sessions)

- a. Public Health Care: Budget, infrastructure, personnel, equipment and devices, National Rural Health Mission, National Urban Health Mission

- b. Infant mortality, maternal mortality and rural-urban divide in access to health facilities
- c. Primary, secondary and Higher education India- issues and challenges
- d. New Education policy, 2020, Swayam, MOOC, GIAN
- e. Digital divide and understanding inequalities in access to policies- caste, class, gender, ethnicity etc.
- f. Public-private partnerships in Health and education in India- CSR Initiatives, Akshay patra, Mid-Day meals, Interventions of social movements, NGOs and civil society.

III. Housing and Sanitation (6 sessions)

- a. Agrarian distress, migration and housing for poor
- b. Water and waste water, water crisis, water conservation, climate change, rain water harvesting, water disposal, open defecation and Swach Bharat Mission.
- c. Smart cities, urban slums, sewage system and its management.
- d. Beyond UN's millennium goals - SDG Goals

IV. Social Exclusion Vs Social Inclusion (6 sessions)

- a. Challenges in access and equity
- b. Public distribution system (PDS) , Pensions to the poor and the elderly
- c. Undernutrition and Public Provisioning: The Impact on Women and Children in India
- d. Critical evaluation of Poverty Alleviation Policies and Skill development in India- Financial inclusion, Mudra Loans, unemployment, MREGA (Mahatma Gandhi National Rural Employment Guarantee Act) PMKVY (Pradhan Mantri Kaushal Vikas Yojana) Garib Kalyan Rojgar Yojana.
- e. Impact of Covid on social sector reforms

e. Course Outcomes

- i Comprehend and understand the public policy making process in social sector reforms in India
- ii Critically evaluate the implementation problems and gaps in public policies
- iii Students will develop a multi-disciplinary response in understanding and solving any policy
- iv Develop social sensitivity in understanding inequalities and the role of distributive justice in solving these inequalities

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

- i Bhaskaran Nair, Panikkar (2011). *Quality, Access and Social Justice in Higher Education*, Pearson
- ii Chaplin, E.Susan (2018). *The Politics of Sanitation in India: Cities, Services and the State* (1 Edition) Kindle Edition, Orient Black swan

- iii Cronia, A, Pradeep M, Anjali Prakash (2015). *Gender Issues in Water and Sanitation Programmes: Lessons from India* 1st Edition, Sage
- iv Hofrichter , R, Jossey, B (2009). *Health and Social Justice: Politics, Ideology, and Inequity in the Distribution of Disease* (Public Health/Vulnerable Populations Book 11) 1st Edition.
- v Kundu, N, Aloysius, N.N., (Ed) (2021). *COVID-19: Impact on Education and Beyond*, VIJ Books.
- vi Prasad, P, Amar Jesanu (2018). *Equity and Access: Health Care Studies in India*, OUP(Oxford India Studies in Contemporary Society) 1st Edition.
- vii Rao, Sujatha, K. (2016). *Do We Care?: India's Health System* 1st Edition, OUP.
- viii Rao, V.E (2018) *Higher Education In India: Trends and Future Direction* Kindle Edition.
- ix Sen Amartya S, (2001). *Development as Freedom*, OUP.
- x Sharma, G (2021). *Schooling and Aspirations in the Urban Margins: Ethnography of Education in the Indian Context*, Routledge.
- xi Thapan, Meenakshi (2014). *Ethnographies of Schooling in Contemporary India* 1st Edition, Sage.
- xii Verma,NMP. & Srivastava, A (2020). *The Routledge Handbook of Exclusion, Inequality and Stigma in India*, Routledge.

8. Pedagogy:

- a. Instructional design: The course will be transacted through secondary literature, field exposure, various audio-visual means like documentaries, podcasts etc will also be used apart from books. Students will be encouraged to participate in classroom and field discussion so that they can relate to their everyday life experiences
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom with multimedia facility, projection and writing board.
- c. Expertise in AUD faculty or outside: AUD faculty expertise available for this subject area.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): With NGOs and CSR activities of companies.
- e. Assessment structure (modes and frequency of assessments)

Field Immersion	30%
Attendance/classroom, field receptivity, discussion	10%
Mid term	30%
End term	30%

Signature of Course Coordinator(s)

9. Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Dr B R Ambedkar University Delhi

Proposal for Launch of a Course

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

School/Centre proposing the course	SoM
Programme(s)	Bachelor of Business Administration (BBA)
Course title	Human Resource Management
Course code	NSOM1BB024
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core Course
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (Third Semester)
Course coordinator and team	Dr. Richa Awasthy

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
This is an introductory course on human resource management for undergraduate students and does not overlap with any other courses offered at AUD. A similar more advanced course, targeted towards post graduate studies in management is offered as part of the MBA programme.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)
None

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

75

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

Semester long course in Monsoon 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?

Course aims to sensitize participants about working in an organization and highlight importance of human beings at workplace.

7. Course Details:

- a. Summary:

Human Resource Management is a comprehensive course to understand how to manage people in organizations. The course addresses is designed to acquaint the general management student with the core processes of the human resource function which are talent acquisition, development, performance management, reward and compensation cycle.

b. Objectives:

The course aims to develop broader understanding of the core HR functions ranging from Human resource acquisition to gain insight into current HR issues and elements of the human resource system. To understand perspective on human resource management issues in India and the global context.

c. Expected Learning Outcomes:

- Provide a perspective on human resource issues and build a foundation for assisting organizations in resolving human resource problems.
- Demonstrate how human resource management practices are personally and professionally relevant for a contemporary manager.
- Develop broad understanding of the core HR functions.
- Describe the role that various parts of a human resource system can play in enhanced organizational performance and workplace satisfaction
- Gain Insights on Human Resource Management in the Global Context and multinational workplaces.

d. Overall structure:

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

- I.Introduction to Human Resource Management
- II.Recruitment and Talent Management Process
- III.Talent Development
- IV.Employee testing and Selection
- V.Compensation and reward management
- VI.International HRM

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

The four credit course comprise 32 sessions of 2 hours classroom interaction.

I. Introduction to Human Resource Management (4 sessions)

1.1 What is HRM: explain what HRM is and how it relates to the management processes

1.2 The trends shaping HRM: technological advances, globalization and competition trends, trends in nature of work, demographic and workforce trend

1.3 Skills needed for HRM: the new HR manager focus more on strategic, big issues; improving performance; measure HR performance; use evidence based HRM; take talent management approach to manage HR; manage employee engagement

1.4 Human Capital Management: the concept of human capital; constituents of human capital – intellectual, social and organizational capital

Readings:

Chapter 1: Introduction to human resource Management. In Dessler, G., & Varkkey, B. (2011). Human resource management (12th Ed.). New Delhi, India: Pearson Education.
Appendix for Chapter 1: Evolution and challenges of HRM in India. *In Dessler, G., & Varkkey, B. (2011). Human resource management (12th Ed.). New Delhi, India: Pearson Education.*

Chapter 5: Human Capital Management. In Armstrong, M. (2014). Armstrong's Handbook of Human Resource Management Practice (13th Edition), Kogan Page India Pvt. Ltd.

II Recruitment and Talent Management Process (4 sessions)

2.1 Introduction to Talent Management: Define talent management and explain why it is important

2.2 Basics of Job analysis: Discuss the process of job analysis and why it is important, conducting a job analysis, method for collecting job analysis information; process of writing job description

2.3 Workforce planning and forecasting: strategy and workforce planning, forecasting personnel needs, recent trends – computerized personnel forecasting, forecasting the supply of inside and external candidates

2.3 Recruitment: Introduction to stages of recruitment and selection process - defining requirements, attracting candidates, sifting applications, interviewing, testing, assessing candidates; obtaining references; checking applications; offering employment; following up. Discuss factors affecting recruitment, types of recruitment

Readings:

Chapter 4: Job Analysis and the Talent Management Process. In Dessler, G., & Varkkey, B. (2011). Human resource management (12th Ed.). New Delhi, India: Pearson Education.

Chapter 5: Personnel planning and recruiting; Selection. In Dessler, G., & Varkkey, B. (2011). Human resource management (12th Ed.). New Delhi, India: Pearson Education.

Chapter 18: Recruitment and selection. In Armstrong, M. (2014). Armstrong's Handbook of Human Resource Management Practice (13th Edition), Kogan Page India Pvt. Ltd.

III Employee testing and Selection (2 sessions)

3.1 Why is it important to test and select employees

3.2 Basics of testing and selecting employees: reliability, validity, bias and types of tests, assessment centres

3.3 Interviewing: basic types of interviews – structured vs unstructured, interview content- what types of questions to be asked, how to conduct interviews, errors that can undermine an interview's usefulness-snap judgment, effect of physical characteristics (gender, race), candidate order (contrast) error, not clarifying what the job require

Reading:

Chapter 6: Employee testing and selection. In Dessler, G., & Varkkey, B. (2011). Human resource management (12th Ed.). New Delhi, India: Pearson Education.

IV Talent Development (7 sessions)

4.1 Employee early socialization: Discuss the purpose of employee orientation; use of technology to support orientation; informal process of orientation

4.2 Learning and development: Training process: ADDIE- 5 step training process – analyze the training need, design training program, develop the course, implementing training, evaluate

4.3 Alternate methods of training: on-the-job, informal learning, job instruction training, lectures, web-based, management games, outside seminars, university-related programs, corporate universities, coaching, mentoring, blended learning

4.4 Evaluate training effectiveness: four level of evaluation by Kirkpatrick:- reaction, evaluate learning, evaluate behavior, evaluate results

4.5 Performance Management and appraisal: define performance, define performance management and difference from performance appraisal, describe performance appraisal process – 3 step process: setting work standards, assessing the employee performance relative to those standards, providing feedback; performance management cycle involves four steps - defining, measuring, motivating, and developing the employees' goal oriented performance on a continuous basis and aligning their performance with the organization's goals

4.6 Performance appraisal tools and their advantages and disadvantages: Graphic rating scale method, alternate ranking method, paired comparison method, forced distribution method, critical incident method, narrative forms, behaviourally anchored rating scales, mixed standard scales, management by objectives, 360 degree feedback, web-based appraisal, using multiple methods

4.7 Explain the problems to avoid in appraising performance: potential rating problems – unclear standards, halo effect, central tendency, leniency or strictness; guidelines for effective appraisals – managing the appraisal interview, handle a defensive subordinate, constructive feedback

Readings:

Chapter 8: Training and developing employees. In Dessler, G., & Varkkey, B. (2011). Human resource management (12th Ed.). New Delhi, India: Pearson Education.

Chapter 9: Performance management and appraisal. In Dessler, G., & Varkkey, B. (2011). Human resource management (12th Ed.). New Delhi, India: Pearson Education.

V Compensation and reward management (3 sessions)

5.1 Explain basic factors determining pay rates: aligning total reward with strategy, equity and its impact on pay rates

5.2 Approaches to set pay: market based approach, Job evaluation methods

5.3 Reward management: transactional reward are financial rewards – base pay, contingent pay, employee benefits, , relational rewards are non-financial rewards – the work itself (job characteristics), work experience, recognition, achievement, personal growth, work environment

Readings:

Chapter 11: Strategic pay plan. In Dessler, G., & Varkkey, B. (2011). *Human resource management* (12th Ed.). New Delhi, India: Pearson Education.

Chapter 26: Reward Management: strategy and system. In Armstrong, M. (2014). *Armstrong's Handbook of Human Resource Management Practice (13th Edition)*, Kogan Page India Pvt. Ltd.

VI. International HRM (2 sessions)

6.1 Discuss how inter-country differences affect human resource management: culture, labour relations, legal, political, economic

6.2 Intercultural staffing –local workforce; expatriates, offshores, virtual teams

Reading:

Chapter 17: Managing Global human resources. In Dessler, G., & Varkkey, B. (2011). *Human resource management* (12th Ed.). New Delhi, India: Pearson Education.

8. Pedagogy:

a. Instructional design: A number of pedagogical techniques will be used to provide students with insights into the theoretical foundations of human resource management, such as lecture-cum-discussion, cases analysis, assignments, group presentations and Interaction with practitioners/managers.

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

c. Expertise in AUD faculty or outside: AUD faculty expertise **is not** available for this subject area.

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

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

Mid Term Assessment	30
End Term Assessment	40
Group assignment	20
Quizzes	10

Signature of Course Coordinator(s)

9. Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Dr B R Ambedkar University Delhi
Proposal for Launch of a Course

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

School/Centre proposing the course	SoM
Programme(s)	Bachelor of Business Administration (BBA)
Course title	Financial Management
Course code	NSOM1BB025
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core Course
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (Third Semester)
Course coordinator and team	Dr. Kanwal Anil

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

Yes Entrepreneurial Finance (MBA-IEVD) and Corporate Finance (MBA). Some modules of these courses will overlap with Financial Management (BBA).

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):

75

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:

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

This course helps the program in chiselling the skills of a BBA student in the area of management and makes him/her into a well-rounded Management Professional further linking

its mandate to the AUD vision of creating and crafting a breed of mindful graduates with a social conscience.

7. Course Details:

a. Summary:

This course is foundational in nature as the different modules discussed in this course would subsequently be offered as full-fledged electives in the semesters to follow. The course is essential for having a good grounding in finance and helps to enable the participants to make optimal utilization of firms' financial resources. The course is model-based and IT driven and emphasises on learning through corporate insights and interactions, assignments, presentations and projects.

b. Objectives:

The objective of this course is to give a basic of the two broad decisions the finance manager has to take –investment and financing decisions.

c. Expected Learning Outcomes:

- Good and sound knowledge of all the four decisions to be taken by the finance manager in a corporate finance environment.
- Good working knowledge of How Financial markets operate.

d. Overall structure:

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

- I.Introduction
- II.Working Capital Decision
- III.LongTerm investment Decisions
- IV.Financing Decisions
- V.Dividend Decisions
- VI.Introduction to Financial Markets & Instruments

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

The four credit course comprise 32 sessions of 2 hours classroom interaction.

- I.Introduction: The importance of the finance functions, Role of the Chief finance officer, Time Value of Money .Cost of Capital. Risk and Return. (6 sessions)

Readings:

Lasher, W.,R. (2014). Financial Management Principles and Practice 7th ed, Cengage Learning

Srivastava, R., & Misra, A. (2011). Financial Management, 2nd ed., Oxford University Press, New Delhi.

- II. Working Capital Decision: Working capital management. Inventory Management, Cash Management, Receivables Management. (4 sessions)

Readings:

Lasher, W.,R.(2014). Financial Management Principles and Practice 7th ed, Cengage Learning

Srivastava, R., & Misra, A. (2011). Financial Management, 2nd ed., Oxford University Press, New Delhi.

- III. Long Term investment Decisions: Techniques of Capital Budgeting. NPV, IRR, Payback, ARR, PI etc. Capital budgeting under uncertainty. (4 sessions)

Readings:

Lasher, W.,R.(2014). Financial Management Principles and Practice 7th ed, Cengage Learning

Srivastava, R., & Misra, A. (2011). Financial Management, 2nd ed., Oxford University Press, New Delhi.

- IV. Financing Decisions: Operating and Financial leverage and Combined leverage. Sources of capital- Features of Debt, Equity and Preference stock. Capital Structure decisions. (4 sessions)

Readings:

Lasher, W.,R.(2014). Financial Management Principles and Practice 7th ed, Cengage Learning

Srivastava, R., & Misra, A. (2011). Financial Management, 2nd ed., Oxford University Press, New Delhi.

- V. Dividend Decisions: Dividend Theories, Pay-outs Vs. Retentions, Dividend Policies. (2 sessions)

Readings:

Lasher, W.,R.(2014). Financial Management Principles and Practice 7th ed, Cengage Learning

Srivastava, R., & Misra, A. (2011). Financial Management, 2nd ed., Oxford University Press, New Delhi.

- VI. Introduction to Financial Markets & Instruments: Money Markets and Capital Markets, New Issue Markets and Stock Exchanges, Financial Markets Instruments. (4 sessions)

Readings:

Lasher, W.,R.(2014). Financial Management Principles and Practice 7th ed, Cengage Learning

Srivastava, R., & Misra, A. (2011). Financial Management, 2nd ed., Oxford University Press, New Delhi.

Fabozzi Frank J., Modigliani Franco, Jones J Frank, Ferri G Michael, (2007), Foundations of Financial Markets & Institutions, 3rd ed. Pearson Education.

Core Readings

- a. Brealey, R., and Myers S. (2011). Principles of Corporate Finance, 10th ed. McGraw-Hill.
- b. Damodaran, A. (2002). Corporate Finance: Theory and Practice, 2nd ed. John Wiley & Sons.
- c. Eugene F. Brigham & Michael C. Ehrhardt, (2010). Financial Management: Theory and Practice, 13th ed., Thomson South-Western.
- d. Lasher, W.,R..(2014). Financial Management Principles and Practice 7th ed, Cengage Learning
- e. Srivastava, R., & Misra, A. (2011). Financial Management, 2nd ed., Oxford University Press, New Delhi.

Supplementary Readings

- a. Pathak B, (2008). The Indian Financial System, , New Delhi. Paperback 2nd ed., Pearson Education.
- b. Fabozzi Frank J., Modigliani Franco, Jones J Frank, Ferri G Michael, (2007), Foundations of Financial Markets & Institutions, 3rd ed. Pearson Education.
- c. Gomez, Clifford, (2008), Financial Markets Institutions and Financial Services, 1st edition, PHI.

8. Pedagogy:

- a. Instructional design: The course delivery would be through a series of 24 interactive session of 2 hours duration and will be transacted through tools such as Corporate cases, insights, Corporate Interactions, Lectures, presentations etc.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom with multimedia facility, projection and writing board; Library
- c. Expertise in AUD faculty or outside: AUD faculty expertise available for this subject area. Guest speakers from corporates would be invited as per mandate of guest session followed by school.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Field visits will be organized to familiarize participants with organizations.
- e. Assessment structure (modes and frequency of assessments) Assessment will be continuous and will consist of case analysis, quizzes assignments and tests

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

Signature of Course Coordinator(s)

9. Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Dr. B.R. Ambedkar University Delhi
Proposal for Launch of a Course

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

School/Centre proposing the course	SoM
Programme(s)	Bachelor of Business Administration (BBA)
Course title	Quantitative Methods in Management
Course code	NSOM1BB026
Credits	4
Course type (core/compulsory/optional/any other – please specify)	
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (Third Semester)
Course coordinator and team	Dr. Anshu Gupta

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

This is an introductory course on Quantitative methods for business administration for undergraduate students. This paper connects to other courses in the domain of quantitative methods and operations management in the BBA programme and similar courses offered at in MBA programme.

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

One paper of mathematics at +2 level is desirable

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

75

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:

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

Quantitative methods offers a systematic approach for the analysis of phenomena in business and economics. In the present times enormous amount of data is collected by business, research and government organizations and there is an increasing trend on relying scientific methods for decision making. Quantitative methods uses statistical analysis, scientific principles, strategies, analytical methods, and mathematical modelling to solve an array of business and organizational problems for informed decision-making. This course is designed to introduce the participant with the fundamental quantitative methods and their application areas.

7. Course Details:

a. Summary:

This is a foundation course on quantitative methods for undergraduate students of business administration that emphasizes model building as a foundation for rational decision making, problem solving across disciplines and functional areas. The course will focus mainly on linear optimization models and will discuss the theoretical and practical aspects of the topics linear programming and its extensions including transportation and assignment problems, integer, zero-one and goal programming; project management methods, queuing and game theory. The course will also expose participants to the Microsoft excel interface for problem solving.

b. Objectives

The objective of this course is to familiarize students with a conceptual understanding of the role that quantitative methods plays in the decision making process. It emphasizes the application of a wide variety of quantitative techniques to the solution of business problems. The course will introduce the participants to the theoretical perspectives and conceptual learning for developing quantitative models along with manual as well as software interface for solving the models.

c. Expected learning outcome:

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

1. Understand the management science methods, associated mathematical tools and techniques to aid business problem solving.
2. Formulate and solve general linear programming models and extensions applicable to special cases such as transportation and assignment models.
3. Apply their learning to formulate and solve the linear mathematical problems involving integer and Zero-one variables, and goal programming models.
4. Apply basic queuing, game theory models and PERT/CPM methods for decision making.
5. Use spreadsheets to formulate and solve quantitative models and, interpret the outcomes and their implications.

d. Overall structure:

The four credit course will be transacted in 32 sessions of 2 hours, with 4 hours of classroom interaction in a week. The course is designed in 6 units as follows.

S. No.	Module	Duration (Weeks)
Unit 1	Linear Programming Problems	3
Unit 2	Transportation and Assignment Models	3
Unit 3	Integer, Zero-one and Multi-Criteria Decisions Model	2
Unit 4	Project Scheduling: PERT/CPM	2
Unit 5	Queuing Theory	1
Unit 6	Game Theory	1

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

Unit 1: Linear Programming Problems (LPP) (3 Weeks)

Introduction to linear optimization, assumptions of LPP formulation of linear programming problems, graphical solutions method, special cases: multiple optimal solution, infeasibility, unbounded solution, redundancy; solution of LPP problems using Excel solver, duality and sensitivity in LPP

Readings: Anderson et al, (2016), Chapter 1- 4
Sharma (2006), Chapter 2- 6

Unit 2: Transportation and Assignment Models (3 Weeks)

Introduction to the transportation in business, mathematical formulation of transport problem, initial solution methods – north west corner rule, matrix minima method, Vogel's approximation method (VAM), modified distribution method (MODI's method), special cases: multiple solutions, maximization case, unbalanced case, and prohibited routes.

Introduction to the assignment problems in business, mathematical formulation, Hungarian method for solution, special cases: multiple solutions, maximization case, unbalanced case, and restrictions on assignment

Readings: Anderson et al, (2016), Chapter 6
Sharma (2006), Chapter 9, 10

Unit 3: Integer, Zero-one and Multi-Criteria Decisions Model (2 Weeks)

Formulations of integer (pure and mixed integer) and zero-one, introduction to multi-criteria decisions models, linear goal programming problems – pre-emptive and non-pre-emptive priority, solution methods based on Excel solver, multi-criteria weighted scoring models

Readings: Anderson et al, (2016), Chapter 7, 14
Sharma (2006), Chapter 7, 8

Unit 4: Project Scheduling: PERT/CPM (2 Weeks)

Basic Concepts, Construction of the Network diagram, The CPM model - Critical Path Analysis, float and slack analysis (Total float, free float, independent float), probability consideration in PERT, project time crashing

Readings: Anderson et al, (2016), Chapter 9
Sharma (2006), Chapter 13

Unit 5: Queuing Theory (1 Week)

Applications of queuing theory in service and manufacturing operations, elements of queuing models, Kendall's Notation, Single and multiple channel waiting line model with Poisson arrivals and exponential service times.

Readings: Anderson et al, (2016), Chapter 11
Sharma (2006), Chapter 16

Unit 6: Game Theory (1 Week)

Two person zero-sum game, saddle point; dominance rule, pure and mixed strategies,

Readings: Anderson et al, (2016), Chapter 5
Sharma (2006), Chapter 12

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

Core texts:

- Anderson, D. R., Sweeney, D. J., Williams, T. A., Camm, J. D., & Cochran, J. J. (2016). An introduction to management science: quantitative approach. 14th Edition, Cengage learning
- Sharma, J.K. (2006). Operations Research: Theory and Applications, 3rd Edition, Macmillan India Limited

Additional readings:

- Hillier, F. S., Lieberman, G. J., Nag, B., & Basu, P. (2017). Introduction to Operations Research: 10th Edition, Tata McGraw Hill Education
- Taha, H.A. (2014). Operations Research: An Introduction. 9th Edition, Pearson
- Winston, W.L. and Albright, S.C. (2018). Practical Management Science, 6th Edition, Cengage Learning, South-Western Press

9. Pedagogy:

a. Instructional design:

The course will be facilitated through lectures with emphasis on basic concepts, mathematical formulation of business problems and solution methods with short numerical illustrations and cases. The course will foster active learning through short case studies, individual and group problem solving in and out of the class, applications to everyday situations, presentations and hands-on practice using Microsoft excel.

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

Classroom with projector and writing board, computer lab with Microsoft office installed on systems for all students.

c. Expertise in AUD faculty or outside: - Yes

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

NA

10. Assessment structure (modes and frequency of assessments)

Assignments and group activities	20%

Mid Term Assessment	40%
End Term Assessment	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

Dr. B.R. Ambedkar University Delhi

Proposal for Launch of a Course

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

School/Centre proposing the course	SoM
Programme(s)	Bachelor of Business Administration (BBA)
Course title	Foreign Language – Spanish - I
Course code	NSOM1BB027
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Ability Enhancement Compulsory Course
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (Third Semester)
Course coordinator and team	Course Team

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

This is a language course independent of other courses, however the four semesters are interlinked.

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):

75

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

Semester long course (Monsoon Semester), two 1 hour sessions per week

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 University envisions to act as an instrument for social action at the interface of civil society and the state. This course of Spanish Language will enable students to communicate with clients across the globe given that it's the most widely spoken language, and in turn solve business problems.

7. Course Details:

a. Summary:

The course will focus on four different aspects of the language Reading, Writing, Speaking and Listening.

a. Objectives:

The objective of the course is to train the students for a certain level of the language to be able to exchange information, make basic conversation, answer the queries and question in case of need.

c. Expected Learning Outcomes:

- Participants would understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment).
- Participants would be able to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Participants would be able to describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

d. Overall structure:

The course, carrying 2 credits, comprise the following modules.

The first three units of the book Aula Internacional-1 which comprises of the knowledge of articles, gender ,singular plural, basic vocabulary to express and exchange information about prices, whereabouts and weather.

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

The four credit course comprise 12 sessions of 2 hours classroom interaction per week.

1. Session 1-3: Introduction to the language, greetings , salutations, asking basic questions.
2. Session 4-6: Unit 1 of Aula Internacional1. Comprises of basic regular verbs and the conjugations speaking about hobbies etc.
3. Session 7-9 : Unit 2 of Aula Internacional 1, Comprises of basic irregular verbs, their conjugations and usage. Also, reading paragraphs and answering related questions.
4. Session 10-12: Usage and difference of ser and estar. Learning weather and speaking in detail about different cities and their qualities.

Books:

- 1. Aula internacional nueva edición 1: Nueva edición**
- 2. El Cronometro A1**
- 3. Las claves A1**

Extra Readings: Don Quijote

1. Pedagogy:

- a. Instructional design: The course will be taught through participative learning pedagogy including role plays, videos, audios and readings.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom with multimedia facility, projection and writing board; Library in offline format
- c. Expertise in AUD faculty or outside: AUD faculty expertise **is not** available for this subject area.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Yes with organisations in Spain through
- e. Assessment structure (modes and frequency of assessments) Assessment will be continuous and will consist of reading, listening, speaking and writing activities.

Component	Weightage
Assessment 1 and Assessment 2	15% each
Reading and listening	20%
Class participation	10%
Final evaluation(orals)	40%

Signature of Course Coordinator(s)

1. Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Dr. B.R. Ambedkar University Delhi
Proposal for Launch of a Course

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

School/Centre proposing the course	SoM
Programme(s)	Bachelor of Business Administration (BBA)
Course title	Field Immersion – Rural Connect/NGO
Course code	NSOM1BB064
Credits	3
Course type (core/compulsory/optional/any other – please specify)	Skill Enhancement Course (SEC)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (Third Semester)
Course coordinator and team	Course Team

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):

75

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

One month long internship

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 university envisions to act as an instrument for social action at the interface of civil society and the state. This course aims to make participants aware of the various social and economic

issues and challenges faced by the people in the rural parts of India, as well as the marginalised section of the society such as poverty, child education, environmental problems, health care etc in the urban landscape. It is designed to sensitize students with the emerging socioeconomic concerns of society and gain insights into the objectives, roles, responsibilities, accountability and delivery system of various organisations working towards business in rural India or NGOs engaged in the task of serving different sectors. It will help them become global managers of tomorrow with a human face.

7. Course Details:

Summary: This course provides an opportunity to participants to work with an organisation (rural space) or an NGO and increases their awareness about issues in rural India or issues of the marginal sections of urban population. It creates a platform for exchange of ideas, choice of appropriate managerial interventions and action learning.

a. Objectives:

The objective of the course is to develop an understanding of issues affecting people in the rural parts of India as well as sensitise the participants about the issues faced by people at the margin.

b. Expected Learning Outcomes:

- i. Develop an understanding of rural markets
- ii. Inculcate the ability to market products and services to rural consumers and users
- iii. Develop an understanding of issues faced by the people at the margin in urban spaces
- iv. Gain insight into the functioning of NGOs or organisations working in the rural space

c. Overall structure:

As a precursor to the month long internship(online/offline mode), a workshop will be held by the Course coordinators. This will be followed by performing of tasks assigned by the organisation to the student. Regular meetings will be held between Course coordinators and students to ensure the student is able to meet the expectations of the organisation.

Readings:

- Dabhi, Jimmy C. (2008). Organizational Culture of NGOs: does it matter? Indian Social Institute, New Delhi.
- Drucker, P. (1990). Managing the Non profit organization: practices and principles. Harper Collins Publications, New York.
- Kashyap, P. (2016). Rural Marketing, Third Edition, Pearson Education.

8. Pedagogy:

- a. Instructional design: The course will be taught through action learning.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Organisation where participant will intern
- c. Expertise in AUD faculty or outside: AUD faculty expertise available for this subject area.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Field based organisations – rural markets/NGOs
- e. Assessment structure (modes and frequency of assessments)

Participants will prepare weekly logs (in the form of presentations) and submit them weekly to Course coordinator and Organisation mentor. At the end of the internship participants will submit presentation in the university. Feedback from the Organisation coordinator will have weightage in the final grades. The Organisation coordinator will observe and evaluate the students on the following parameters: (i) Keenness to learn; (ii) Initiative and personal responsibility; (iii) Meeting deadlines if applicable; (iv) Quality of output

Component	Weightage in the 2 credit attached to the course
Weekly Logs	30%
Final Presentation	40%
Feedback from Organisation	30%

Signature of Course Coordinator(s)

9. Note:

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

- ii. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
- iii. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Ambedkar University Delhi
Proposal for Launch of a Course

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

School/Centre proposing the course	SoM
Programme(s)	Bachelor of Business Administration (BBA)
Course title	Business Research Methods
Course code	NSOM1BB029
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core Course
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (Fourth Semester)
Course coordinator and team	Dr. Kritika Mathur

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

Yes a similar course is offered at Masters Level in SBPPSE

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

Basic knowledge of Statistics

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

75

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

Semester Long

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 university envisions to act as an instrument for social action at the interface of civil society and the state. This course of Research Methods is in alignment with the vision of AUD. The course will enable students to solve business problems in civil society.

7. Course Details:

a. Summary: This course introduces students to the systematic process of conducting research in a business context. It is designed to build foundational knowledge and practical skills for identifying research problems, selecting appropriate methodologies, designing data collection tools, analyzing results, and presenting findings through a professional report.

b. Objectives:

- Develop research aptitude and familiarize students with different research designs and methodologies.
- Equip learners with practical knowledge of data collection and analysis techniques (both qualitative and quantitative).
- Enable learners to conceptualize and design meaningful research projects for business decision-making.
- Encourage ethical research practices and the development of a responsible researcher identity.
- Enable learners to critically evaluate existing research and derive actionable insights.
- Guide students in effective research report writing and communication of results.

c. Expected Learning Outcomes:

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

- i. Explain the role and scope of business research in organizational decision-making.
- ii. Describe different research approaches, designs, and data collection methods (quantitative and qualitative).
- iii. Discuss the process of formulating research problems, objectives, and hypotheses.
- iv. Interpret sampling techniques, scaling methods, and tools used in data analysis.
- v. Summarize ethical considerations in research and guidelines for professional conduct.
- vi. Illustrate the structure and components of a formal research report.
- vii. Classify various types of data sources and research tools relevant to business contexts.
- viii. Interpret basic statistical outputs (e.g., regression results, hypothesis testing outcomes) used in research reporting.

d. Overall structure:

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

Unit 1: Introduction to Research Methods

Unit II: Identification of a Business Research Problem

Unit III: Quantitative Research Methods – Design, Tools, and Analysis

Unit IV: Qualitative Research Methods – Design, Tools, and Analysis

Unit V: Report Writing, Ethics, and Presentation

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

The four credit course comprise 32 sessions of 2 hours classroom interaction.

Unit 1: Introduction to Research Methods

This unit introduces students to the meaning, nature, and scope of business research, with a focus on its role in managerial decision-making. Learners explore the applications of research in various business functions and understand the distinction between management decision problems and business research objectives. The unit outlines the research process, including the formulation of a research proposal and identifying the appropriate unit of analysis—individuals, groups, organizations, or data series. It also familiarizes students with key research concepts such as constructs, attributes, variables, and hypotheses. Through this unit, students begin developing a conceptual understanding of how research contributes to evidence-based business strategies.

Unit II: Identification of a Business Research Problem

This unit focuses on identifying and defining business research problems. Students learn how to frame research questions, formulate objectives, and develop an approach to the problem. Emphasis is placed on aligning the research problem with business needs and recognizing the purpose and context of inquiry. The unit discusses how to translate a management issue into a researchable objective. Additionally, the importance of conducting a comprehensive literature review and developing a suitable research framework is highlighted.

Unit III: Quantitative Research Methods – Design, Tools, and Analysis

This unit covers the fundamentals of quantitative research design and introduces various data collection methods such as surveys, experiments, and structured observations. Students will understand the distinction between primary and secondary data and between qualitative and quantitative approaches. Key topics include the design and administration of questionnaires, the use of univariate and bivariate statistical analysis, and the importance of reliability and validity in data collection. Learners are introduced to hypothesis formulation and statistical tests such as the t-test, z-test, ANOVA, chi-square, and regression techniques, with an emphasis on interpreting results in a business context. The unit also explores sampling methods, sample size decisions, and the logic of inference in hypothesis testing.

Unit IV: Qualitative Research Methods – Design, Tools, and Analysis

This unit introduces students to the design and execution of qualitative research in business settings. It explains data collection techniques such as in-depth interviews, focus groups, ethnography, and observation-based studies. Learners examine thematic analysis, grounded theory, and case study approaches as analytical frameworks. The unit also explores how to ensure credibility, transferability, dependability, and confirmability in qualitative research. Students are trained to design qualitative instruments and analyze non-numerical data to derive patterns and insights.

Unit V: Report Writing, Ethics, and Presentation

This unit covers the structure, types, and writing process of research reports. It introduces students to the key components of a report including the introduction, literature review, research design, findings, and conclusion. Emphasis is placed on citation styles (APA/MLA), referencing, and the preparation of bibliographies and annexures. Learners also examine the ethical dimensions of research, including plagiarism, informed consent, and confidentiality. Tools for plagiarism checks and ethical compliance are introduced. Finally, students learn how to effectively present research findings through oral and written formats.

Suggested Readings:

- Pamela, S. S. (2021). *Business research methods*. McGraw-Hill. 13th Ed.
- Saunders, M., Lewis, P., & Thornhill, A. (2019). *Research Methods for Business Students*. Pearson Education, 8th Ed.
- Cooper, D. R., Schindler, P. S., & Sharma, J. K. (2018). *Business research methods*, McGraw-Hill Education. 12th Ed.
- Ghauri, P., & Gronhaug, K. (2020). *Research Methods in Business Studies*. Cambridge University Press.
- Zikmund, W.G., & Babin, B.J. (2016). *Exploring Marketing Research*, Cengage Learning, 11th Ed.
- Gupta, R.K. (2015). *Qualitative Research in Management: Methods and Experiences*, Sage Publications.
- APA Publication Manual (7th Edition), 2025

Extra Readings:

- Yin, R. K. (2017). *Case study research and applications: Design and methods*. Sage publications.
- Cassell, C., & Symon, G. (Eds.). (2004). *Essential guide to qualitative methods in organizational research*. Sage.
- Matthews, B., Ross L. (2010) *Research Methods: A practical guide for the social sciences*. Pearson
- McEnerney L. (2013) *The Problem of the Problem*, University of Chicago

8. Pedagogy:

- a. Instructional design: The course will be taught through participative learning pedagogy including case studies, lectures, group work, project work etc.

- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom with multimedia facility, projection and writing board; Library in offline format
- c. Expertise in AUD faculty or outside: AUD faculty expertise available for this subject area.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Field visits will be organized to familiarize participants with business problems.
- e. Assessment structure (modes and frequency of assessments) Assessment will be continuous and will consist of case analysis, quizzes assignments and tests

Assessment 1 and Assessment 2	15% each
Case Study Discussion and Analysis	20%
Class participation	10%
Research Report and Presentation (Group Work)	40%

Signature of Course Coordinator(s)

9. Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Dr B R Ambedkar University Delhi
Proposal for Launch of a Course

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

School/Centre proposing the course	SoM
Programme(s)	Bachelor of Business Administration (BBA)
Course title	Production Management
Course code	NSOM1BB030
Credits	4
Course type (core/compulsory/optional/any other – please specify)	
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (Fourth Semester)
Course coordinator and team	Anshu Gupta

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

This is an introductory course on Production Management and connects with the core courses on operations management and operations & supply chain management offered in the MBA (G) and MBA (IEVD) programme at SPBBPE respectively. It is an important course for BBA students as it provide them foundations for advance courses in the domain of operations management. Regardless of major area management students specialize in, they need the understanding of fundamental aspects of operations management to organize work, ensure quality, and manage processes etc.

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):

75

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

Production management is one of the fundamental functions of any organization. Apart from businesses, Government, educational institutes and non-profit organizations, it is also important within societal settings, including disaster relief operations and other kinds of emergencies. The discipline is devoted to improving decision making within organizations and encompass the bulk of most organizations with the largest portions of assets, working capital and human resources. It is important for management students to gain understanding of this discipline as in the modern business environment effective operations management is pivotal for operational efficiency.

7. Course Details:

- a. Summary:

With this course the participants will be introduced to the fundamental elements of operations management. The course will expose participants to the concepts, principles, problems and practices related to design, analysis and improvement of operational capabilities, and apply them to a broad range of application domains and industries. The course will include modules on operations strategy, quality management, inventory management, demand forecasting, process and capacity management, facility layout and locations decisions and scheduling.

- b. Objectives

The objective of this course is to introduce issues related to strategic decision making, design, planning and control in the domain of operations, and its role in achieving competitive advantage for manufacturing and service organizations. The course will also focus on developing an appreciation for the interaction of operations function with other management functions. Quantitative methods and use of software tools for operations planning and control will also be introduced with practical applications.

c. Expected learning outcome:

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

1. To discuss functions of operations management, and its interaction with other business functions.
2. Discuss the fundamental aspects of quality management for operational excellence and apply basic quality management tools.
3. Discuss the fundamentals of inventory management and conduct demand forecasting using basic time series methods.
4. To discuss and analyze operations issues related to process selections, design and scheduling

d. Overall structure:

5. The four credit course will be transacted in 32 sessions of 2 hours, with 4 hours of classroom interaction in a week. The course is designed in 6 units as follows.

S. No.	Module	Duration (Weeks)
Unit 1	Introduction and Operations Strategy	2
Unit 2	Quality Management	2
Unit 3	Inventory Management and Demand Forecasting	3
Unit 4	Process Selection and Capacity Planning	2
Unit 5	Facilities Location and Layout	2
Unit 6	Scheduling	1

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

Unit 1: Introduction and Operations Strategy (2 Weeks)

Understanding the operations function in business organisations, historical evolution, operations with respect to production versus services, the concept of productivity, challenges and new trends in operations, global issues, ethics and social responsibility.

Strategy and operations - Core Competencies, strategy formulation process, order qualifying and order winning attribute, achieving competitive advantage through operations.

Readings: Russell and Taylor, (2015), Chapter 1

Heizer et al. (2017), Chapter 1, 2

Unit 2: Quality Management (2 Weeks)

Defining quality, dimensions of quality in product and services, evolution of quality management and contributions of quality gurus, introduction to total quality management and quality management systems, quality management tools, common & assignable causes, Control for variable and attribute measures (mean and range charts, p-charts).

Readings: Russell and Taylor, (2015), Chapter 2, 3

Heizer et al. (2017), Chapter 6

Unit 3: Inventory Management and Demand Forecasting (3 Weeks)

Operations and inventory management, key terms in inventory management, types of inventory, costs of inventory, continuous and periodic review inventory systems, the ABC classification, The basic economic order quantity model, all unit and incremental quantity discounts

Demand Forecasting: uses of forecasting in operations management, Components of Forecasting, forecasting methods - moving averages and exponential smoothing methods, forecasting accuracy

Readings: Russell and Taylor, (2015), Chapter 12, 13

Heizer et al. (2017), Chapter 4, 12

Unit 4: Process Selection and Capacity Planning (2 Weeks)

Process strategies and planning, type of processes- job shop, batch, mass and continuous, process analysis and design.

Capacity considerations, input and output measures of capacity, design, actual and effective capacity, capacity and demand considerations, types of planning over time horizon, decision trees analysis for capacity planning.

Readings: Russell and Taylor, (2015), Chapter 6, 7

Heizer et al. (2017), Chapter 7

Unit 5: Facilities Location and Layout (2 Weeks)

Facility Location: Objectives, factors that influence location decision, location evaluation methods- factor rating method.

Layout planning, objectives of layout planning, basic layouts - process, product, group technology and fixed position layouts, assembly line balancing.

Readings: Russell and Taylor, (2015), Chapter 7

Heizer et al. (2017), Chapter 8, 9

Unit 6: Scheduling (1 Week)

Scheduling in operations, objectives, the assignment method of loading, job sequencing - FCFS, SPT, EDD, LPT, CR and Johnson's rule on two machines, Gantt charts

Readings: Russell and Taylor, (2015), Chapter 17

Heizer et al. (2017), Chapter 15

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

Core texts:

- Heizer, J., Render, B., Munson, C., & Sachan, A. (2017). *Operations Management: Sustainability and Supply Chain Management*, 12th Edition, Pearson Education.
- Russell, R. S., and Taylor, B. W. (2015). *Operations & Supply Chain Management*, 8th Edition, ISV, Wiley India.

Additional readings:

- Mahadevan, B. (2018). *Operations management: Theory and practice*. 3rd Edition, Pearson Education.
- Chary, S.N. (2019). *Production and Operations Management*, 6th Edition, McGraw Hill India.
- Chase, R. B., Shankar, R. & Jacobs, F.R. (2018). *Operations and Supply Chain Management*, 15th Edition, McGraw Hill India.

9. Pedagogy:

a. Instructional design:

The course will be facilitated through lectures with emphasis on basic concepts. Teaching pedagogy for this course will combine lectures with in class exercises, case studies, simulations, use of Microsoft excel for data analysis and guest speakers from industry. There will be individual written assignments, team assignments, discussion and formal presentations by the students to assess their learning.

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

Classroom with projector, writing board and sound system, computer lab with Microsoft office installed on systems for all students.

- c. Expertise in AUD faculty or outside: -

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

NA

10. Assessment structure (modes and frequency of assessments)

Assignments and group activities	20%
Mid Term Assessment	40%
End Term Assessment	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

Dr B R Ambedkar University Delhi
Proposal for Launch of a Course

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

School/Centre proposing the course	SoM
Programme(s)	Bachelor of Business Administration (BBA)
Course title	Foreign Language – Spanish - II
Course code	NSOM1BB031
Credits	2
Course type (core/compulsory/optional/any other – please specify)	
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (Fourth Semester)
Course coordinator and team	Course Team

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

This is a language course independent of other courses, however the four semesters are interlinked.

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

Student must get a minimum grade of C+ in SBP1BB027 Foreign Language-I before getting admission to this course

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

75

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify):
Semester Long Course (2 one hour sessions per week)

5. Proposed date of launch:

October 2021

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

The University envisions to act as an instrument for social action at the interface of civil society and the state. This course of Spanish Language will enable students to communicate with clients across the globe given that it's the most widely spoken language, and in turn solve business problems.

7. Course Details:

a. Summary:

The course will focus on four different aspects of the language Reading, Writing, Speaking and Listening.

b. Objectives:

The objective of the course is to train the students for a certain level of the language to be able to exchange information, make basic conversation, answer the queries and question in case of need.

c. Expected Learning Outcomes:

- Participants will be able to understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment).
- Able to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

d. Overall structure:

The course, carrying 2 credits, comprise the following modules.

This course comprises of four units of the book Aula Internacional 1 in which one learns reflexive verbs, likes and dislikes and how to express daily routine.

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

The four credit course comprise 12 sessions of 2 hours classroom interaction.

1. Sessions 1-3: In these sessions firstly they revise all the structures learnt I semester 1 and then trough usage of the verbs like Gustar, Encantar etc. they are taught how to express and question about likes and dislikes.
2. Session 4-6: Numbers are taught and then incorporated in speaking about time using the verb SER.
3. Session 7-9: Reflexive verbs are taught and then with the usage of time they are used to speak and exchange information about daily routine.
4. Session 9-12: They are taught colours, demonstratives, clothing and conversation in a market to inquire about prices etc.

Books:

1.Aula internacional 1

2.Cronometro a1

3. Las claves A1

Extra Readings:Don Quijote

8. Pedagogy:

- a. Instructional design: The course will be taught through participative learning pedagogy including role plays, videos, audios and readings.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom with multimedia facility, projection and writing board; Library in offline format
- c. Expertise in AUD faculty or outside: AUD faculty expertise is not available for this subject area.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Companies with Spanish connect
- e. Assessment structure (modes and frequency of assessments) Assessment will be continuous and will consist of reading, listening, speaking and writing activities.

Component	Weightage
Assessment 1 and Assessment 2	15% each
Reading and listening	20%
Class participation	10%
Final evaluation(orals)	40%

Signature of Course Coordinator(s)

9. Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Dr B R Ambedkar University Delhi
Proposal for Launch of a Course

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

School/Centre proposing the course	SoM
Programme(s)	Bachelor of Business Administration (BBA)
Course title	Digital Marketing
Course code	NSOM1BB065
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Skill Enhancement Course (SEC)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (Fourth Semester)
Course coordinator and team	Course Team

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)

Prior knowledge of Core Course Marketing Management

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

75

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

Fourth Semester course

5. Proposed date of launch:

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

The university envisions to act as an instrument for social action at the interface of civil society and the state. This course aims to make participants aware of techniques of using digital technologies for marketing their idea/product.

7. Course Details:

Summary: This course provides an opportunity to participants to learn about marketing in the digital world.

a. Objectives:

The objective of the course is to examine how digital tools, such as the Internet, smartphones, and 3D printing, are revolutionizing the world of marketing by changing the roles and practices of firms and consumers

b. Expected Learning Outcomes:

- i. Understand how particular digital tools are changing the development of products
- ii. Inculcate the ability to employ digital tools for a more active role in promotion activities and product distribution
- iii. Understand the role of the customer in setting the price of goods and services through digital tools

c. Overall structure:

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

- I.Digital Tools and the Product
- II.Digital Tools – Enabling the customer in promotion activities
- III.Digital Tools and Product Placement
- IV.Digital Tools and Setting up of Product Prices

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

I. Digital Tools and the Product (8 hours)

Marketing in a Digital World, Product and Offering product ideas, Customer Co-creation, Sharing Economy

II. Digital Tools – Enabling the customer in promotion activities (8 hours)

Promotion Activities in the Digital Medium, Product Reviews, User Generated Content, Doppelgänger brand images

III. Digital Tools and Product Placement (8 hours)

Product Placement, Online Shopping, New Retail, Self Manufacturing

IV. Digital Tools and Setting up of Product Prices (8 hours)

Price Overview, Online Price Search, Pay What you want, Freemium

Readings:

- Dodson, I. (2016). *The Art of Digital Marketing: The Definitive Guide to Creating Strategic, Targeted, and Measurable Online Campaigns*, Wiley.
- Deiss, R. and Henneberry, R. (2017). *Digital Marketing For Dummies*, For Dummies.
- Gupta, S. (2020). *Digital Marketing (Second Edition)*, Pearson Education.

8. Pedagogy:

- a. Instructional design: Taught course
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Access to a PC
- c. Expertise in AUD faculty or outside: AUD faculty expertise is available in the area.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): None
- e. Assessment structure (modes and frequency of assessments)

Participants will submit the exercises and review quiz on the Courseera platform.

Component	Weightage in the 2 credit attached to the course
Course Era Submissions	40%
Project Work	40%
Self-Reflection Exercise	20%

Signature of Course Coordinator(s)

9. Note:

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

- ii. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
- iii. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Ambedkar University Delhi
Proposal for Launch of a Course

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

School/Centre proposing the course	SBPPSE
Programme(s)	Bachelor of Business Administration (BBA)
Course title	Distribution and Supply Chain Management
Course code	NSOM1BB051
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Discipline Specific Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Dr. Anshu Gupta

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

This course connects with the elective courses Supply Chain Management and Sales and Distribution Management offered in the MBA programme at SPBBPE.

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

Basic knowledge of Marketing and Operations Management

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

40 (Elective)

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:

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

A supply chain is the system through which organizations acquire raw material, produce products, and deliver the products and services to its customers. Efficient and effective distribution and supply chain management create a huge impact on the bottom line of manufacturing as well as service organizations. Studying supply chain helps management professionals in building an understanding of how to keep the wheels turning smoothly in an everyday situation and in times of crisis. Irrespective of the relationship of the management professional with the supply chains, gaining a better understanding of the flow of production and distribution empowers them to collaborate efficiently, keep up with demand and improve business responsiveness and efficiency. Knowledge of distribution and Supply chain will also equip the participants with transferable skills and knowledge.

7. Course Details:

a. Summary

This course would help participants develop the necessary skills to integrate and critically evaluate qualitative and quantitative information related to various SCM activities. They will develop an understanding of objectives, elements and issues related to the distribution channels and supply chains. Various concepts and methods for the design, control, operation, and improvement of distribution channels and supply chain systems will be discussed.

b. Objectives

The objective of this course is to introduce participants to the key concepts and issues related to strategic decision making, design, planning and control in distribution and supply chain management. The course aims to equip participants with the required skills to analyze, manage and improve supply chain processes. Students will analyze and critique the key concepts of distribution and supply chain management, distribution network and supply chain strategies, procurement, warehousing and transportation, coordination and integration, and emerging trends.

c. Expected learning outcome:

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

1. Describe the fundamental concepts and functions of distribution and supply chain management.
2. Discuss the issues related to designing and managing distribution networks and supply chains.
3. Compare the supplier relationship management practices and discuss the issues related to procurement, coordination and integration in supply chains.
4. Assess warehousing and transportation management practices
5. Discuss the contemporary developments in distribution and SCM

d. Overall structure:

The four credit course will be transacted in 32 sessions of 2 hours, with 4 hours of classroom interaction in a week. The course is designed in 6 units as follows.

S. No.	Module	Duration (Weeks)
Unit 1	Introduction to Supply Chain Management	2
Unit 2	Introduction to Distribution Management	2
Unit 3	SCM Strategies and Channel Structures	3
Unit 4	Procurement and Supplier Management	2
Unit 5	Warehousing and Transportation	2
Unit 6	Contemporary issues in Distribution and Supply Chain Management	1

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

Unit 1: Introduction to Supply Chain Management (SCM) (2 Weeks)

Overview of logistics and supply chain management, flows in a supply chains, The evolution of SCM, supply chain processes, supply chain structures – basic, SCOR framework, lean supply chain model, demand driven supply networks, recent trends, SCM – functions, goals, key issues and challenges, supply chain integration

Readings:

- Chapter 1, Chopra et al. (2019) and Ross (2015)
- Case study: P. Fraser Johnson, P.F. & Mark K. (2018). Amazon.com: Supply Chain Management, HBSP

Unit 2: Introduction to Distribution Management (2 Weeks)

Understanding the distribution function and its role, marketing versus distribution channels, distribution channel formats - manufacturer- based, merchant wholesaler channel, distribution service channel, retail formats, exporting and importing channel, buyer initiated and e-business formats; delivery network facilitators, transaction and inventory flows in distribution channels, reverse channel.

Readings:

- Chapter 2, core text Ross (2015)
- Chapter 4, Rushton et al. (2017)

Unit 3: SCM Strategies and Channel Structures (3 Weeks)

Competitive advantage through logistics and supply chain, understanding business and supply chain strategy, order winners and order qualifiers, push-based, pull-based and push-pull based supply chains, crafting the supply chain strategy, achieving strategic supply chain fit, supply chain drivers.

Types of relationships in channel systems, factors influencing distribution network design, design options for a distribution networks, comparing distribution network option performance, channel selection.

Readings:

- Chapter 2 - 4, Chopra et al. (2019)
- Chapter 3 -4, Ross (2015)
- Case study: Tripathy, A., Ganesan, S., & Sharma, A. (2018). Arvind lifestyle brands limited: From concept to shelf. HBSP

Unit 4: Procurement and Supplier Management (2 Weeks)

Defining the procurement function, roles and objectives, centralized versus decentralized purchasing, strategic purchasing, supplier relationship management (SRM), SRM implementation, impact of e-commerce, supplier performance measurement

Readings:

- Chapter 15, Chopra et al. (2019)
- Chapter 11, Ross (2015)
- Case study: Ramaswamy, K. (2004), Wal-Mart Stores Inc.: Dominating Global Retailing, HBSP

Unit 5: Warehousing and Transportation (2 Weeks)

The warehousing function, types of warehouses, developing warehouse strategies, warehouse management process, layout and design, material handling considerations and warehousing equipment

Understanding the transportation function, forms and modes of transportation, transportation management through logistics service providers, issues confronting transportation

Readings:

- Chapter 14, Chopra et al. (2019)
- Chapter 12,13 Ross (2015)
- Chapter 13, Bowersox et al. (2018)

Unit 6: Contemporary issues in Distribution and Supply Chain Management (1 Week)

This unit will familiarize the participants with the contemporary topics related to the course such as - information technology integration, green supply chain management, enterprise resource planning, E-commerce supply chains, artificial intelligence and return management

Readings:

- Chapter 15, Ross (2015)
- Chapter 17, Chopra et al. (2019)
- Mollenkopf, D., Russo, I., & Frankel, R. (2007). The returns management process in supply chain strategy. *International Journal of Physical Distribution & Logistics Management*.
- Sarkis, J. (2003). A strategic decision framework for green supply chain management. *Journal of cleaner production*, 11(4), 397-409.
- Murray, J. (2021). Complete Ecommerce Supply Chain Guide. <https://www.shipium.com/blog/ecommerce-supply-chain>
- Villena, V. H., & Gioia, D. A. (2020). A more sustainable supply chain. *Harvard Business Review*, 98(2), 84-93.

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

Core texts:

- i. Chopra, S., Meindl, P. & Kalra, D.V. (2018). *Supply Chain Management: Strategy, Planning and Operation*. 7th Edition, Pearson Education.
- ii. Ross, D.F. (2015). *Distribution Planning and Control: Managing in the Era of Supply Chain Management*, 3rd Edition, Springer.

Additional readings:

- i. Bowersox, D.J., Closs, D.J., Cooper, M.B. and Bowersox, J.C. (2018). *Supply Chain Logistics Management*. 4th Edition, McGraw Hill Education.
- ii. Handfield R.B., Monczka, R.M., Giunipero, L.C. and Patterson, J.L. (2012). *Sourcing and Supply Chain Management*. 5th Edition, Cengage Learning
- iii. Min, H. (2015). *The Essentials of Supply Chain Management: New Business Concepts and Applications*. FT Press.
- iv. Rushton, A., Croucher, P., & Baker, P. (2017). *The handbook of logistics and distribution management: Understanding the supply chain*. 6th Edition, Kogan Page Publishers.

8. Pedagogy:

a. Instructional design:

The course will be facilitated through lectures with emphasis on basic concepts. Teaching pedagogy for this course will combine lectures with in class exercises, case studies, use of Microsoft excel for data analysis, research articles and guest speakers from industry. There will be individual written assignments, team assignments, discussions and formal presentations by the students.

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

Classroom with projector, writing board and sound system.

c. Expertise in AUD faculty or outside: -

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

NA

9. Assessment structure (modes and frequency of assessments)

Assignments and group activities	30%
Mid Term Assessment	30%
End Term Assessment	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

Dr B R Ambedkar University Delhi
Proposal for Launch of a Course

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

School/Centre proposing the course	SoM
Programme(s)	Bachelor of Business Administration (BBA)
Course title	Gender and Entrepreneurship
Course code	NSOM1BB052
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Discipline Specific Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Course Team

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

There are courses in Gender studies, sociology and psychology which talk about gender issues and challenges but this course will focus on the gender dimensions of entrepreneurship.

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):

40 students

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

Semester long course in the Monsoon Semester

5. Proposed date of launch:

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

Ambedkar University Delhi carries a mandate to address problems of social exclusion. This paper talks about the need of empowering women and third gender people through entrepreneurship.

7. Course Details:

a. Summary:

This course aims to address the gender gap in entrepreneurship and strategies needed to fill this gap. This course will start with the need to understand the differentiation between sex and gender, analyses how gender is constructed and lived up through families and other social institutions. It then studies the concept of entrepreneurship and the marginalities of women and third gender people in both developing and developed nations. It seeks to understand the institutional barriers and glass ceiling effects in entrepreneurship. Through case studies and global examples, students will learn the policy initiatives and civil society intervention. This course will conclude about strategies needed to close this gender gap which would pave way for promoting gender empowerment.

b. Objectives

The objectives of the course are to:

- i. Demonstrate an understanding of entrepreneurship and the gender gap in entrepreneurship
- ii. Explores how to access to credit- Institutional, financial services, skills and opportunities to become successful entrepreneurs.
- iii. Tries to analyse the challenges involved in coming from marginal categories like the overlap of caste, religion, gender and ethnicity
- iv. To understand through case studies and secondary literature the policies aimed at encouraging, training and subsidizing more divergent constituents in the domain of entrepreneurship.

c. Overall structure:

The course carrying 4 credits comprise the following modules.

- I. Understanding Entrepreneurship and gender inequalities
- II. Global aspects planning and managing entrepreneurship
- III. Entrepreneurship in India
- IV. Policies for Entrepreneurial development of women and third gender

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

The four credit course comprise 32 sessions of 2 hours classroom interaction. The tentative numbers of sessions for each module are provided in parenthesis.

- I. Understanding Entrepreneurship and gender inequalities (6 sessions)

- a. Patriarchy and its impact on resource allocation
- b. Social Structure and Entrepreneurship: Global gender gap in Entrepreneurship
- c. Opportunities (including parental leave, return to work opportunities after childbirth, or affordable quality childcare options), critical work experience, a lack of company commitment to diversity.
- d. Issues of social capital and social network
- e. Relationship between entrepreneurship and empowerment

II. Global aspects of planning and managing entrepreneurship (6 sessions)

- a. Entrepreneurial processes- Opportunities and challenges
- b. Raising capital- Venture investment, angel funding etc.
- c. Innovation, Leadership and entrepreneurship
- d. Entrepreneurial Ethics.
- e. Some Global case studies

III. Entrepreneurship In India (6 sessions)

- a. General overview of Entrepreneurship
- b. Self-help groups and microfinance
- c. Credit, funding, social networks, banking agencies and Institutional support
- d. Role of Government, international funding agencies, NGOs and civil society in Entrepreneurial development
- e. Support programs of Business Associations In India: DICCI, Sweekruti programme of Orissa govt. for transgender people entrepreneurship
- f. Role of Social entrepreneurship

IV. Policies for entrepreneurial development of Women and Third gender (6 sessions)

- a. The OECD Gender Initiative launched in 2010 Women Entrepreneurs: SIDO, DIC, EDI, NIESBUD, SEWA, ALEAP – Institutional Women Entrepreneur Scheme.
- b. Different schemes by government to promote women entrepreneurship In India- Bharatiya Mahila Bank Business Loan, Mudra Yojana Scheme, Orient MahilaVikasYojana Scheme, Dena Shakti Scheme, Pradhan Mantri RozgarYojana, Udyogini Scheme and Cent Kalyani Scheme.

e. Course Outcomes

- i Understand the global gender gaps in entrepreneurship
- ii Critically evaluate the role of stratification in access to resources, capital and institutional credit.

- iii Through case studies and field immersion, students will explore different global gender perspectives in policies and support programs for entrepreneurship development and promotion

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

- i Maslak, M.N. (2018). *Education and Female Entrepreneurship in Asia: Public Policies and Private Practices*, Palgrave Macmillan
- ii Shamu, S. (2010). *Gender and Entrepreneurship*, VDM Verlag
- iii Wadhera, K. and Koreth G. (2012). *Empowering Rural Women: Micro-enterprise through Achievement Motivation* 1st Edition, Sage
- iv Deshpande, S., and Sethi, S. (2009). Women Entrepreneurship In India (Problems, Solutions & Future Prospects of Development), *International Research Journal*, Vol. II, Issue-9-10
- v Women Entrepreneurship in India, (2016), New Century Publications, New Delhi, India (co-edited with Kh. D. Singh) (ISBN: 978-81-7708-425-2)
- vi Devath, S. (2017). *Transgender Problems and Administrative Response*, Raj Publications.

8. Pedagogy:

a. Instructional design: The course will be largely lecture cum discussion based. Audio visual forms and newspapers articles of pedagogy will also be used apart from books and other secondary literature. Students will be encouraged there to express their views and experiences on the need and relevance of more women and third gender people as to how entrepreneurship can pave way to their empowerment. Students will also be encouraged to intern with women and third gender entrepreneurs for few week to understand the challenges and opportunities available to them. Each session will involve a lecture on the topic followed by a discussion on the readings read by the students for the same.

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

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

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

e. Assessment structure (modes and frequency of assessments)

Class Assignments – 2 assignments of 20% weightage each	20%
Role Play	10%
Field immersion	30%
End Term Exam	40%

Signature of Course Coordinator(s)

9. Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Proposal for Launch of a Course

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

School/Centre proposing the course	SoM
Programme(s)	Bachelor of Business Administration (BBA)
Course title	Legal and Ethical Environment of Business
Course code	NSOM1BB033
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core Course
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Kanwal Anil and K.Valentina

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): Approved cohort size

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

Semester long course in the Fifth 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?

Dr B R Ambedkar University Delhi was envisioned to offer courses and achieve excellence in research in the domain of social sciences, humanities and management based on the ethos of equity and inclusion.

The BBA students will be able to develop the ability to recognize significant legal and ethical issues for a given firm or situation.

7. Course Details:

a. Summary:

The course 'Legal and Ethical Environment of Business' aspires to provide an in-depth understanding of ethical and legal reasoning, key elements of ethical character, role of business in global socio-cultural contexts, importance of CSR, corporate governance in modern day corporations. Various facets of Business Law and the legal environment of business will enable students in an orderly conduct of business affairs. Through case studies this course will provide a systemic and comprehensible analysis of the need of knowledge of ethical and legal environment in modern day corporations.

b. Objectives

The objectives of the course are to:

- i. To enable students train for developing conceptual clarity, analytical skills, social sensitivity, and ethical and legal reasoning in global business environment.
- ii. This course prepares students to be responsible leaders and managers in the global economy
- iii. Identify and understand fundamental legal and ethical issues associated with libel, privacy, intellectual property and commercial communication cases

c. Overall structure:

The course carrying 4 credits comprise the following modules.

- I. Nature, Scope and Importance of Ethics
- II. Corporate Ethics and Legal Governance
- III. Legal forms of Business Enterprises
- IV. Business law in India

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

The four credit course comprise 32 sessions of 2 hours classroom interaction.

I. Nature, Scope and Importance of Ethics

This module will outline the nature, scope and relevance of ethics in general and in business contexts. It will cover Theoretical and philosophical debates, western and non-western ethical theories, care ethics, Ethics of duty, and rights and justice.

Suggested Readings:

- o Velasquez, M.G. (2017). Business Ethics: Concepts and Cases (8th Edition) Pearson.
- o Albuquerque, D. (2010). Business Ethics: Principles and Practices (1st Edition) Oxford University Press.
- o Chatterji, M (2011). Corporate Social Responsibility. Oxford University Press.

II. Corporate Governance and Legal Governance

This module will focus on the relevance and nature of corporate governance, the importance of Corporate social responsibility and the ethical context in which it is premised. Though this module will involve case studies in a global context it will focus more on the Indian context. It will cover the following topics- The Corporation and its Stakeholders; Nature and relevance of Corporate Governance; The CSR Debate; Business Ethics and CSR in India; Balancing Economic, legal and Social Responsibility; Global Corporate Citizenship

Suggested Readings:

- o Chatterji, M (2011). Corporate Social Responsibility. Oxford University Press.
- o Crane, A., Matten, D. and Spence, L. (2007). Corporate Social Responsibility: Readings and Cases in a Global Context. Routledge.
- o Ghosh, B.N. (2017). Business Ethics and Corporate Governance, McGraw Hill Publication.

III. Legal forms of Business Enterprises

This module will study legal dimensions in establishing various forms of business enterprises. Along with studying contemporary issues in legal and ethical environment of business this module will include:

- (a) Sole proprietorship
- (b) Association of persons
- (c) Partnership
- (d) Private limited Company
- (e) Transactional dimension of Business

Suggested Readings:

- o Jain, N.K. (2007). Company Law and Practice. Deep and Deep Publications.
- o Kuchhal, M.C. and Kuchhal V. (2022). Business Law (6th Edition). Vikas Publishing House
- o Kapoor, G.K. and Dhameja S. (2021) Company Law & Practice (25th edition). Taxmann

IV. Business law in India

This module will provide an understanding of the basics of Business Law in India. The course also differentiates between Social Contracts and Business Contracts and liabilities arising out of it. Some important components to be studied in this module are- Basic concepts and provisions, Indian Contract Act 1872, Special Contracts Act, various important Acts and Indian Companies Act, 2013; Consumer protection Act, 1986 will also be studied for protection of consumers who form an important component as stakeholders in a company. Legal Aspects of Business via Case Studies – Bhopal Gas Tragedy, Monsanto Legal Case

Suggested Readings:

- o Jain, N.K. (2007). Company Law and Practice. Deep and Deep Publications.

- o Kuchhal, M.C. and Kuchhal V. (2022). Business Law (6th Edition). Vikas Publishing House
- o Sheth, Tejpal, (2017) Business Law(Third Edition), Pearson
- o Malla, P.B. (2016). Corporate Governance Concept, Evolution and India Story (1st Edition). Routledge.
- o Parthasarthy, S. (2011). Corporate Governance: Principles, Mechanism and Practice. Wiley India.
- o Singh, A. (2021). Law of Contract. Eastern Book Company.
- o Kapoor, N.D. (2019) Business Law, Sultan Chand and Sons.

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

- o Fernando A.C. (2019). Business Ethics: An Indian Perspective (Third Edition), Pearson.
- o Padhi, P. K. (2012). Legal Aspects of Business. PHI Publications
- o Halbert, T. & Ingulli, E. (2017). Law and Ethics in the Business Environment. South-Western Cengage Learning.
- o Taback, H., and Ramanan, R. (2014). Environmental Ethics and Sustainability A Casebook for Environmental Professionals. Routledge.
- o Zaware, N., Barbate, V., Thite, A. & Sinha, P. (2021). Indian Ethos and Business Ethics. Nirali Prakashan

e. Expected Learning Outcomes:

- i. After the successful completion of the course the participants shall be able to apply different legal and ethical frameworks in the corporate decision-making process with the well-rounded knowledge of these frameworks assimilated through the journey of the course
- ii. The participants will be able to identify, summarize and demonstrate knowledge about the role and function of regulatory authorities and codes of conduct for corporations.

8. Pedagogy:

- a. Instructional design: The course will be transacted through secondary literature, field exposure, case studies, various audio-visual means like documentaries, podcasts etc. will also be used apart from books. Students will be encouraged to participate in classroom and field discussion so that they can relate to their everyday life experiences
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom with multimedia facility, projection and writing board; Library
- c. Expertise in AUD faculty or outside: Yes
- d. Linkages with external agencies (e.g., with companies, entrepreneurs, field-based organizations, any others): With NGOs and CSR activities of companies. Experts in the field shall be invited for guest sessions.

e. Assessment structure (modes and frequency of assessments)

Component	Weightage
Field Immersion	30%
Attendance/classroom, field receptivity, discussion	10%
Mid term	30%
End term	30%

Signature of Course Coordinator(s)

9. Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Dr B R Ambedkar University Delhi
Proposal for Launch of a Course

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

School/Centre proposing the course	SoM
Programme(s)	Bachelor of Business Administration (BBA)
Course title	Positive Psychology
Course code	NSOM1BB034
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core Course
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Richa Awasthy

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

This is an introductory course on positive psychology for undergraduate students and does not overlap with any other courses offered at AUD.

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

None

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

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

Semester long course in the Fifth 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?

This course focuses on developing empathetic and optimistic graduates.

7. Course Details:

a. Summary:

This course will facilitate one's understanding of positive aspects of human behaviour and develop holistic perspective of positive psychology.

b. Objectives

This course will introduce the learners to the fundamental aspects of Positive Psychology (PP) including – happiness, mindfulness, optimism, resilience, emotional intelligence, spirituality and self-related concepts (self-efficacy, self-esteem, self-regulation) etc.

d. Overall structure:

The course, carrying 4 credits, comprises the following modules:

- I. Introduction to positive psychology
- II. Virtues, character strengths, and well-being
- III. Resilience
- IV. Personal traits
- V. Positive psychology at work
- VI. Positive Psychology interventions

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

The four-credit course comprise 32 sessions of 2 hours classroom interaction.

I. Introduction to Positive Psychology (6 sessions)

Positive Psychology (PP): Concept, History, Nature and scope of Positive Psychology; Seligman's PERMA (Positive emotions, Engagement, Relationships, Meaning and Accomplishment); Importance of well-being, happiness, personal strength, and overall positive mental health. Positive emotions and well-being - Understanding emotions and various types of emotions; Subjective wellbeing (SWB): Rath and Harter (2010) 'five essential elements for wellbeing' (career, social, financial, physical & community wellbeing)

Suggested Readings:

- o Chapter 1: Introduction to Positive Psychology: In Hefferon, Kate and Boniwell, Ilona (2011). Positive Psychology: Theory, research and applications. Open University Press.
- o Chapter 1: What is Positive Psychology: In Baumgardner, S. R., Crothers, M. K. (2009). Positive Psychology. Pearson.
- o Chapter 2: The Meaning and Measure of Happiness: In Baumgardner, S. R., Crothers, M. K. (2009). Positive Psychology. Pearson.
- o Chapter 3 – Positive emotions and well-being: In Baumgardner, S. R., Crothers, M. K. (2009). *Positive psychology*. New Delhi, India: Pearson.
- o Web Resource - Happiness and Subjective Well-Being: www.psych.uiuc.edu/~ediener
- o Web page for happiness researcher Ed Diener, who has conducted extensive research on the relation of happiness to objective features of life.

II. Virtues and character strengths (6 sessions)

Classification of virtues–Seligman’s classification of virtues: wisdom and Knowledge, courage, humanity, justice, temperance, and transcendence; Character strengths: The virtues offer strengths cognitive strengths (under the virtue of wisdom), emotional strengths (courage), social &

community strengths (humanity & justice), protective strengths (temperance), and spiritual strengths (transcendence); Indigenous view of virtues and happiness such as Gandhian philosophy of simple living high thinking; Buddhist path of compassion

Suggested Readings:

- o Chapter 10: Virtues and strength of character: In Baumgardner, S. R., Crothers, M. K. (2009). Positive psychology. Pearson.
- o Web resource- Classification of character strength and virtue:
<https://positivepsychology.com/classification-character-strengths-virtues/>
- o Patel, Nehal A. (2014) "'Renounce and Enjoy": The Pursuit of Happiness Through Gandhi's Simple Living and High Thinking," Seattle Journal for Social Justice: Vol. 13: Issue 2, Article 6. Available at:
<https://digitalcommons.law.seattleu.edu/sjsj/vol13/iss2/6>
- o Lorne Ladner: Positive Psychology & the Buddhist Path of Compassion. Available at: <http://www.buddhanet.net/compassion.htm> (accessed on 24.8.22)

III. Resilience (4 sessions)

Meaning and nature of resilience: discuss developmental perspective; Sources of resilience: resilient personality; cognitive and emotional self-regulation skill; Masten and Reed’s described three general categories of protective factors: those within the child, within the family, and within the community.

Suggested Readings:

- o Chapter 4: Resilience: In Baumgardner, S. R., Crothers, M. K. (2009). Positive psychology. Pearson.

IV. Personality Traits (6 sessions)

Self-regulation and control – the value of self-control; Values, motivation and goal: discuss values (universal values by Schwartz, 1994) and its linkage with sense of satisfaction; cover relevance of motivation and goal theories for understanding optimal adjustment and wellbeing. Differences in wellbeing between people who are intrinsically versus extrinsically motivated; Personal goal and self-regulation: importance of goals, self-discrepancy theory; Psychological needs – autonomy, competence and relatedness; Hope and optimism - Hope Theory; Self Esteem and Self efficacy; sociometer theory; Gratitude: what is gratitude and why is it so important; two stages of gratitude (R. Emmons)<<IMPORTANCE OF POSITIVE SIDE _EXCLUSION>

Suggested Readings:

- o Chapter 7: Values, motivation and goals: In Hefferon, Kate and Boniwell, Ilona (2007). Positive Psychology: Theory, research and applications. Open University Press.
- o Chapter 8: Self-regulation and self-control: In Baumgardner, S. R., Crothers, M. K. (2009). Positive psychology. Pearson.
- o Chapter 9: Personal Traits: In Baumgardner, S. R., Crothers, M. K. (2009). Positive psychology. Pearson.
- o Web source: <https://positivepsychology.com/gratitude-appreciation/>

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V. Positive Psychology at work (6 sessions)

The changing world of work: Positive psychology application to the workplace; Understand the world of work, upcoming trends that will affect work; Multi-generational and diverse work force; Positive organizational psychology –Luthan’s concept of Positive Organizational Behaviour; psychological capital and interventions to strengthen psychological capital ; HERO (Hope, efficacy, resilience and optimism) perspective; Appreciative Inquiry – positive change management approach; Enabling a positive work life: Coaching, mindfulness, and strengths development in the workplace. Work and life balance.

Suggested Readings:

Web source: Positive Psychology in the Workplace: Thank God it’s Monday. <https://positivepsychology.com/positive-psychology-workplace-labor-of-love/>

VI. Positive Psychology interventions (4 sessions)

Positive psychology interventions to bring change in behaviour; Mind-set: understanding mind set; fixed and growth mind-set; Change management: Prochaska’s transtheoretical model (TTM); Importance of self-discipline, grit and self-regulation; Mindfulness meditation and importance of spiritual orientation in developing subjective well-being.

Suggested Readings:

- o Chapter 8: Positive psychology intervention: In Hefferon, Kate and Boniwell, Ilona (2007). Positive Psychology: Theory, research and applications. Open University Press.

Additional Reading:

- o Kumar, U., Archana, & Prakash, V. (2015). Positive psychology – Applications in work, health and well-being. Pearson.
- o Daniela Villani, Angela Sorgente, Paola Iannello and Alessandro Antonietti (2019). The Role of Spirituality and Religiosity in Subjective Well-Being of Individuals With Different Religious Status. Frontiers in Psychology, Vol. <https://www.frontiersin.org/articles/10.3389/fpsyg.2019.01525>

e. Learning Outcomes:

- At the end of the course, participants would be able to
 - o Demonstrate an understanding of the rationale behind positive psychology.
 - o Articulate what contributes to happiness.

- o Identify and analyse the positive emotions and traits in enhancing happiness.
- o Differentiate between the various forms of well-being (cognitive and affective, subjective and objective).
- o Understand and apply a strengths-based approach in the workplace.
- o Display self-awareness, resilience and empathy.

8. Pedagogy:

- a. Instructional design: Eclectic pedagogy will be adopted to transact the course such as experiential exercise, role play, group discussion and lectures.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom with multimedia facility, projection and writing board; library
- c. Expertise in AUD faculty or outside: Yes
- d. Linkages with external agencies (e.g., with companies, entrepreneurs, field-based organizations, any others): NA
- e. Assessment structure (modes and frequency of assessments): *Assessment will be continuous and will consist of case analysis, quizzes, assignments and tests*

Component	Weightage
Mid Term Assessment	30%
End Term Assessment	30%
Group assignment	20%
Individual assignment	20%

Signature of Course Coordinator(s)

9. Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Dr B R Ambedkar University Delhi
Proposal for Launch of a Course

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

School/Centre proposing the course	SoM
Programme(s)	Bachelor of Business Administration (BBA)
Course title	Foreign Language – Spanish - III
Course code	NSOM1BB035
Credits	2
Course type (core/compulsory/optional/any other – please specify)	
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (Fifth Semester)
Course coordinator and team	Course Team

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

AUD? This is a language course independent of other courses, however the four semesters are interlinked.

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

Student must get a minimum grade of C+ in SBP1BB031 Foreign Language-II before getting admission to this course.

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

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify):
Semester Long Course (2 one-hour sessions per week)

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 University envisions to act as an instrument for social action at the interface of civil society and the state. This course of Spanish Language will enable students to communicate with clients

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across the globe given that it's the most widely spoken language, and in turn solve business problems.

7. Course Details:

a. Summary:

The course will focus on four different aspects of the language Reading, Writing, Speaking and Listening ability of the participants. The course will cover these aspects with reference to cultural sensitivity and cross culture issues. The course will deal with Best Practices while dealing with Business clients of Spanish speaking countries.

b. Objectives:

The objective of the course is to train the students for a certain level of the language to be able to exchange information, make basic conversation, answer the queries and question in case of need.

c. Overall structure:

The course, carrying 2 credits, comprise the following modules.

This course comprises of four units of the book Aula Internacional 2 in which one learns reflexive verbs more in detail, they are introduced to recent past and they learn about different aspects of housing.

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

The two-credit course comprise 12 sessions of 2 hours classroom interaction.

1. Sessions 1-3: In these sessions firstly, they revise all the structures learnt in the Fourth Semester and then they learn about how to talk about possessions, housing and their characteristics.
2. Session 4-6: They are introduced to the "preterito perfecto" tense, called present perfect in English. This helps them to talk about their past experiences.
3. Session 7-9: Talking about relations, physical appearances, resemblance and detailed description of a family.
4. Session 9-12: Irregular verbs and using all the concepts learnt, they practice usage in practical life through different videos and audios.

Suggested Books:

1. Aula Internacional A1 and A2. Goyal Publisher.
2. Cronometro A1 and A2
3. Las claves A1 and A2. Difusion.

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Extra Readings: Don Quijote***e. Expected Learning Outcomes:***

- Participants will be able to understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment).
- Able to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
 - Participants would become sensitive to Spanish culture

8. Pedagogy:

- a. Instructional design: The course will be taught through participative learning pedagogy including role plays, videos, audios and readings.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom with multimedia facility, projection and writing board; Library in offline format
- c. Expertise in AUD faculty or outside: AUD faculty expertise is not available for this subject area.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Companies with Spanish connect
- e. Assessment structure (modes and frequency of assessments) Assessment will be continuous and will consist of reading, listening, speaking and writing activities.

Component	Weightage
Assessment 1 and Assessment 2	15% each
Reading and listening	20%
Class participation	10%

Final evaluation(orals)	40%

Signature of Course Coordinator(s)

9. Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Dr B RAmbedkar 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	SoM
Programme(s)	Bachelor of Business Administration (BBA)
Course title	Design Thinking and Innovation
Course code	NSOM1BB066
Credits	2
Course type (core/compulsory/optional/any other – please specify)	
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Nidhi Kaicker

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

in AUD? 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): Approved cohort size

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:

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

Design thinking is an approach to learning that includes considering real-world problems, research, analysis, conceiving original ideas, lots of experimentation, and sometimes building things by hand. Teaching management students design thinking helps them develop a growth mindset and important problem solving, analytical and spatial thinking skills.

7. Course Details:

a. Summary:

The course aims at providing an overview of the philosophy of Design Thinking and its links with business innovation. It will introduce students to an approach that is human-centered, focusing intensely on users, their needs, and their motivations. Given its roots in the world of design, the approach also embraces visual thinking (including sketching, diagramming, and making) as legitimate and useful ways to develop understanding and communicate findings and ideas.

The course allows students to develop basic skills in creative problem solving, innovation, and human-centered “Design Thinking.” Innovation has become increasingly important because of the rapid evolution in products and business models and the ever more complicated world in which businesses and organisations operate. The course focuses on the manager’s or leader’s role as an innovator and facilitator of innovation by others.

b. Objectives:

- To familiarize students with design thinking concepts and principles
- To ensure students can practice the methods, processes and tools of design thinking.
- To ensure students can apply the design thinking approach and have ability to model real world situations.
- To enable students to analyse primary and secondary research in the introduction to design thinking

c. Overall structure:

The two-credit course will be transacted in 16 sessions of 2 hours, with 2 hours of classroom interaction in a week. The course is designed into the following units.

S. No.	Module	Duration (Weeks)
Unit 1	Design Thinking: The Concept	3
Unit 2	Solving a Challenge	2
Unit 3	Interpretation of the Problem	3
Unit 4	Ideate and Create a Storyboard	2
Unit 5	Prototyping and testing	2

Unit 6	Idea Presentation	4

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

Unit 1: Design Thinking: The Concept (3 Weeks)

Introduction to the concept; Why do we need Design Thinking; How do we use the concept; What do we do in Design Thinking; Examples of Design Thinking; Concept of mindset and empathy

Unit 2: Solving a Challenge (2 Weeks)

Select a problem; Create self-sustaining teams; Team comes up with challenges; Understand the challenges; Do research; Gather information; Collate and present

Unit 3: Interpretation of the Problem (3 Weeks)

The concept of storyboarding; Tell a story; Search for meanings;

Frame opportunities **Unit 4: Ideate and Create a Storyboard (2 Weeks)**

Generate ideas; Refine ideas; Financial viability of idea; Group creates a plan and shares (collaboration and co-creation)

Unit 5: Prototyping and testing (2 Weeks)

Create a prototype; Test the prototype; Collect feedback; Document findings;

Track learning **Unit 6: Idea Presentation (4 Weeks)**

Revisit prototype based on feedback; Present project with business feasibility

Suggested Readings:

- Brown, T. (2019). Design by Change. Harper Business
- Bornstein, D. (2007). How to Change the World. Oxford University Press. • HBR's 10 Most Reads on 'Design Thinking' - <https://store.hbr.org/product/hbr-s-10-must-reads-on-design-thinking-with-featured-article-design-thinking-by-tim-brown/10349>

The list of cases and specific references including recent articles will be announced in the class. Video links will be shared in class around which conversations will take place.

e. Expected Learning Outcomes:

It is expected that students should be able to address the following after completion of the course: ● Learn Design-Thinking as an approach/mindset for human-centric innovation ● Practice interviewing and observational skills to develop an empathetic worldview ● Frame actionable problem statements

- Ideate with proper tool and techniques
- Understand prototyping and test ideas
- Develop a problem-solving approach

8. Pedagogy:

- a. Instructional design: Experiential/Conversations in classrooms/Field visits/Project work
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom with multimedia facility, projection and writing board; Library
- c. Expertise in AUD faculty or outside: May need outside faculty expertise for this course.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Field visits will be organized to familiarize participants with organizations.
- e. Assessment structure (modes and frequency of assessments) Assessment will be continuous and will consist of case analysis, quizzes assignments and tests

Component	Weightage
Class Participation	20%
Project presentation	20%
Field Visit Reports	20%
End Term Comprehensive Assessment	40%

Signature of Course Coordinator(s)

9. Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Dr B RAmbedkar 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	SoM
Programme(s)	Bachelor of Business Administration (BBA)
Course title	Business Analytics
Course code	NSOM1BB067
Credits	2
Course type (core/compulsory/optional/any other – please specify)	
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Anshu Gupta

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

This is an introductory course on Business Analytics and builds on the core course Data Analysis and Statistics offered in II semester in the BBA programme.

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

Enrolled candidates should have passed one course in statistics at undergrad level in earlier semesters. Knowledge of a computer programming language is desirable.

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

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

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

Business analytics is a data-driven approach to the world of business, using statistics and data modelling to develop new business insights. Presently, businesses, irrespective of their size, are using analytics tools to determine how data can be leveraged to solve problems, and increase efficiency and revenue. As the applications of analytics in business are increasing, so is the demand for professionals skilled in business analytics. This course will familiarize the participants with the domain of business analytics and guide them to explore future career prospects. The course blends business analytics learning with Python as it is a leading programming language, used across the globe for creating end-to-end analytical solutions.

7. Course Details:

a. Summary:

This course focuses on the fundamental understanding of the role of business analytics in business organizations. The course will introduce basic analytics concepts and methods to the participants with hands-on practice on Python.

b. Objectives:

This course aims to familiarize the participants with applications of analytics in business problem solving. The course will introduce the Python programming and its various libraries for data exploration, visualization, description and modelling.

c. Overall structure:

The four-credit course will be transacted in 16 sessions of 2 hours, with 2 hours of classroom interaction in a week. The course is designed in 4 units as follows.

S. No.	Module	Duration (Weeks)
Unit 1	Introduction to Business Analytics	2
Unit 2	Introduction to Python	4
Unit 3	Data Preparation, Visualisation and Description	4
Unit 4	Machine Learning	6

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

Unit 1: Introduction to Business Analytics (2 Weeks)

Data in business; applications of analytics in business; the analytics ecosystem – drivers, knowledge domains and roles, categorization of analytical methods and models (descriptive, predictive and prescriptive analytics), big data; business analytics framework

Suggested Readings:

- o Camm et al. (2017), Chapter 1
- o Pradhan and Kumar (2019), Chapter 1

Unit 2: Introduction to Python (4 Weeks)

Installing Python, Python development environment – IDEs; writing, debugging and executing Python code; importing libraries and functions; variables and operators, data types, lists and functions, conditions (if-elif-else) and looping (for, while); Python SciPy libraries – NumPy, Matplotlib, and Pandas

Suggested Readings:

- o Pradhan and Kumar (2019). Chapter 1
- o Lutz (2013). Chapter 2 and 3

Unit 3: Data Preparation, Visualisation and Description (4 Weeks)

Importing and exporting data; basic data handling – missing value, data wrangling; visualizing a dataset using Matplotlib- bar chart, pie chart, line chart, scatter plots, histograms and boxplots plots, data description using Pandas

Suggested Readings:

- o Pradhan and Kumar (2019). Chapter 2
- o Kumar (2016). Chapter 2 and 3

Unit 4: Machine Learning (6 Weeks)

The scikit-learn library; machine learning - supervised and unsupervised learning; training and testing set; linear regression, k-nearest neighbours and k- means clustering

Suggested Readings:

- o Pradhan and Kumar (2019). Chapter 2 and 6
- o Kumar (2016). Chapter 5 and 7

e. Expected learning outcomes:

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

1. Comprehend the applications of analytics in business problem solving and business analytics ecosystem.
2. Write basic python codes and use python libraries for data analytics.
3. Summarize and create meaningful data visualizations.
4. Discuss machine learning concept and build basic models

Core texts:

- o Camm, J. D., Cochran, J. J., Fry, M. J., Ohlmann, J. W., & Anderson, D. R. (2017). Essentials of Business Analytics. Cengage Learning.

o Pradhan, M. and Kumar, U.D. (2019). Machine Learning using Python. Wiley India

Additional readings:

o Kumar, A. (2016). Learning predictive analytics with Python. Packt Publishing Ltd. o Lutz, M. (2013). Learning python: Powerful object-oriented programming. O'Reilly Media, Inc.

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

8. Pedagogy:

- a. Instructional design: The course will be facilitated through lectures with emphasis on basic concepts and applications. Teaching pedagogy for this course will combine lectures, hands on practice with Python and case studies. There will be individual written assignments, group assignments, discussions and presentations by the students to assess their learning.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom with projector, board and sound system, computer lab with Python installed on systems for all students.
- c. Expertise in AUD faculty or outside: Outside AUD
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): NA

Assessment structure (modes and frequency of assessments)

Component	Weightage
Assignments and group activities	20%
Mid Term Assessment	40%
End Term Assessment	40%

Signature of Course Coordinator(s)

9. 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 Board of Studies and the Academic Council)

School/Centre proposing the course	SoM
Programme(s)	Bachelor of Business Administration (BBA)
Course title	Corporate Internship
Course code	NSOM1BB068
Credits	3
Course type (core/compulsory/optional/any other – please specify)	
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (Fifth Semester)
Course coordinator and team	Kritika Mathur

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

in AUD? Yes, a similar course is offered at Postgraduate level in SoM

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): Approved cohort size

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

Minimum 6 weeks

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 is an effort towards fulfilling AUD's vision to build partnerships with the world of practice as an essential pillar of learning about business and management.

7. Course Details:

a. Summary:

The curriculum mandates a minimum 6-week internship experience at the corporate organisation. The internship is evaluated by an Industry Mentor at the organisation and the Course Coordinator at the School. The coordinator interacts with the Industry Mentor on regular basis to track the progress of the student. The internship is documented followed by a submission of a project under the guidance of the coordinator, presentation and a Viva Voce.

b. Objectives:

The course encourages pursue a summer internship and connect with potential employers. The project strengthens the student's career skill set.

c. Overall structure:

Apart from the work to be done by the participant at the organisation, the participant is required to submit weekly logs, followed by a detailed report and presentation. The options for the report would be the following:

Option 1

Documentation of the Experience at the Organisation

In this option, each student is required to write a self-reflection paper / personal learning paper where he / she documents major learnings at the conceptual level, linking them specifically to the classroom learning in the first two years of BBA.

Option 2

Case study

In this option, the student can choose to write a management case study on the organisation where he / she is interning. For a management case study, the sections of the report may include:

- Objective and the Context;
- Company Overview, Chronology of events;
- Industry Overview, Competitors etc;
- Decision Dilemma;
- Background Information and Technical Notes;
- Analysis of the Case

Option 3

In-depth study of a function

In this option, the student can choose to pick up as aspect / function of the organisation and do an in-depth study of the same. For an in-depth study of a particular function; the sections of the report may include:

- Company Overview;
- Overview of the Product / Function;

- Key Performance Indicators;
- SWOT Analysis;
- Positioning in the Competitive Landscape / Comparative Analysis with another function / organisation;
- Key Managerial Learnings

Option 4

Sectoral Analysis

An option to do a sectoral analysis / market landscaping is also available. Report may include:

- Economy Overview (detailed PESTEL analysis);
- Industry: growth and trends;
- Key Players and Competitive Landscape;
- Attractiveness of the Industry Sector (Porters Five Forces, Ansoff Matrix); ● Key Performance Indicators and mapping of the players;
- Critical Success Factors for Players in the Industry.

Option 5

Research Project

If the participant has a specific research question that they would like to answer given the opportunity that they have been given (in terms of access to the organisation and data), the format of the research project report would be

- Research Topic / Question, motivation and objectives
- Review of Literature;
- Research Design (Exploratory, Descriptive or Explanatory);
- Research Strategy (Experiments, Survey, Ethnography, Case Studies, Archival research, Action Research, Grounded Theory etc) and Research Methods (Qualitative, Quantitative, Mixed?)
- Data Collection - Sampling Method, Sample Design, Data Collection Method, Instrument Design; Credibility of the Instrument
- Data Analysis - Descriptive and Inferential Analysis;
- Conclusions, recommendation and new contribution made by the study.

Suggested Readings:

Students are required to use research papers, magazines (Business etc), published research reports, Bloomberg, Euromonitor, Newspaper archives, library resources to analyse the big picture.

Green, M.E. (1997). Internship success: real-world, step-by-step advice on getting the most out of internships. McGraw-Hill Professional.

Sweitzer H.F. and King, M.A. (2018). The Successful Internship: Personal, Professional, and Civic Development in Experiential Learning. Brooks/Cole Pub Company. 5th Edition.

Chu, S.K.W (2020). Social Media Tools in Experiential Internship Learning, Springer.

d. Expected Learning Outcomes:

Upon successful completion, participants will have the knowledge and skills to:

- Demonstrate skills, knowledge, and attitude, which are requisite to constitute a professional identity
 - Demonstrate professional values and ethical standards
- Ability to handle real life challenges by making effective decisions at the organisations
 - Demonstrate ability to adapt effectively to changing conditions

8. Pedagogy:

- a. Instructional design: The course will be on the job training for the participants.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom with multimedia facility, projection and writing board; Library in offline format
- c. Expertise in AUD faculty or outside: Yes, available
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Corporate Organisations
- e. Assessment structure (modes and frequency of assessments)

Component	Weightage
Weekly Logs	10%
Feedback from Industry Mentor	30%

Report	20%
Presentation	20%
Viva	20%

Signature of Course Coordinator(s)

9. Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Dr B RAmbedkar 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	SoM
Programme(s)	Bachelor of Business Administration (BBA)
Course title	Business for Sustainable Development
Course code	NSOM1BB039
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core Course
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Course Team

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

This is an introductory course on Business for sustainable development builds on the fundamental understanding which is being developed in an ongoing manner during the BBA programme with a focus on sustainability and environmental consciousness.

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): Approved cohort size

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:

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

Business for sustainable development is an essential offering given AUDs' vision of inclusivity and diversity. In the current economic environment, it is a requirement now that businesses take responsibility for the environmental impact of their operations and products. This is also aligned with changing customer expectations. AUD is focussed on inclusion and sustainable development ensures fair distribution of responsibility as well as often opens up opportunities for the economically vulnerable sections of the society.

7. Course Details:

a. Summary:

The concepts of sustainable development from a business perspective will be introduced and built on through a case study approach. Business models of leading sustainable development companies will be studied to understand the challenges and opportunities which flow from all aspects of the operations, from product design to managing customer expectations. Tools and strategies for such businesses will be discussed.

b. Objectives:

This course aims to familiarize the participants with the concept of sustainable development. Businesses are inherently responsible for both the need for sustainable development as well as are poised to identify opportunities therein. By developing a historical understanding of the area, the participants will be equipped to plan and strategize for businesses which are oriented for sustainable business. The intent is to popularize a sustainable development approach towards business and develop business acumen to successfully run such businesses.

c. Overall structure:

The four-credit course will be transacted in 32 sessions of 2 hours, with 4 hours of classroom interaction in a week. The course is designed in 4 units as follows.

S. No.	Module	Duration (Weeks)
Unit 1	Introduction to sustainable development	3
Unit 2	Understanding sustainable development and its tools	3
Unit 3	Sustainable Development- business models	3
Unit 4	Strategies and future growth	3

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

Unit 1: Introduction to sustainable development (3 Weeks)

Why sustainable development; What is sustainable development? United Nations 2030 Agenda for sustainable development; Sustainable developmental goals; Participation of member states; Relevance for and role of businesses; Sustainable business culture Suggested Readings:

- o Elliott, J. (2006). An Introduction to Sustainable Development. United Kingdom: Taylor & Francis.

Unit 2: Understanding sustainable development and its tools (3 Weeks)

Different perspectives to sustainable development (social sustainability; climate change etc); The role of businesses- Problem and solutions lie therein; Difference between sustainable business model and conventional business models; The different types of innovation- social, in operations, products and services; Circular business models; Sustainable business model ecosystems

Suggested Readings:

- o Sustainable Business: Concepts, Methodologies, Tools, and Applications. (2019). United States: IGI Global.

Unit 3: Sustainable Development-Business Models (3 Weeks)

Introduction and discussion of a variety of business models; Gain insight about how business and management can contribute to achieving SDGs; Identify opportunities for business through understanding the SDGs; Appreciate the role of politics and policies; Understand the role of technology and innovation; Types of business models- company strategies, ideas, struggles, and rewards from investing in sustainable business model innovation.

Suggested Readings:

- o Rainey, D. L. (2010). Sustainable Business Development: Inventing the Future Through Strategy, Innovation, and Leadership. (n.p.): Cambridge University Press.

Unit 4: Strategies and future growth (3 Weeks)

Sustainability in practice; Embedding Environmental, Social and Governance (ESG) into Strategy; the relationship between a strategy and a business model; strategic planning and implementation; Strategic issues; Strategic options; Environmental interest groups; Market-based Solutions for Sustainable Development: Pitfalls and Possibilities

Suggested Readings:

- o Rosenberg, M. (2016). Strategy and Sustainability: A Hardnosed and Clear-Eyed Approach to Environmental Sustainability for Business. United Kingdom: Palgrave Macmillan.

Core texts:

- o Elliott, J. (2006). An Introduction to Sustainable Development. United Kingdom: Taylor & Francis.
- o Rainey, D. L. (2010). Sustainable Business Development: Inventing the Future Through Strategy, Innovation, and Leadership. (n.p.): Cambridge

University Press. o Rosenberg, M. (2016). Strategy and Sustainability: A Hardnosed and Clear-Eyed Approach to Environmental Sustainability for Business. United Kingdom: Palgrave Macmillan.

e. Expected Learning Outcomes:

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

1. Identify the relationship between business and sustainable development
2. Classify the challenges and opportunities associated with sustainable development for businesses
3. Use strategies and tools to plan for a business built on sustainable development goals
4. Use a policy framework which facilitates smooth operation of such a business

8. Pedagogy:

- a. Instructional design: The course will be facilitated through lectures with emphasis on basic concepts and applications. Teaching pedagogy for this course will combine lectures, hands on practice through case studies. There will be individual written assignments, group assignments, discussions and presentations by the students to assess their learning.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom with projector, board and sound system
- c. Expertise in AUD faculty or outside: May need outside faculty expertise for this course.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): NA
- e. Assessment structure (modes and frequency of assessments) Assessment will be continuous and will consist of case analysis, quizzes assignments and tests

Component	Weightage
Assignments and group activities	30%
Mid Term Assessment	30%
End Term Assessment	30%
Class participation	10%

Signature of Course Coordinator(s)

9. Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Dr B R Ambedkar University Delhi
Proposal for Launch of a Course

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

School/Centre proposing the course	SoM
Programme(s)	Bachelor of Business Administration (BBA)
Course title	Team Building and Management
Course code	NSOM1BB040
Credits	4
Course type (core/compulsory/optional/any other – please specify)	
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Richa Awasthy

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

This is an introductory course on team building for undergraduate students and does not overlap with any other courses offered at AUD. A similar more advanced course, targeted towards post graduate studies in management is offered as elective in MBA programme.

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

None

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

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:

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

Course aims to sensitize participants about importance of teamwork in an organization

7. Course Details:

a. Summary:

The course will focus on the study of core aspects of team building that will help students to understand how to work in a team and get the best out of any team.

b. Objectives:

In order to be successful, managers must understand importance of teamwork in complex dynamics of the organization. It aims to enhance team building skills of the participants.

c. Overall structure:

The course, carrying 4 credits, comprises the following modules:

	Modules
I	Introduction
II	Understanding key characteristics of teams
III	Developing teams and stages of team development
IV	Creating effective teams
V	Different types of teams
VI	Conflicts in teams
VII	Leading Teams

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

The four-credit course comprise 32 sessions of 2 hours classroom interaction.

Unit I Introduction (2 sessions)

Teams – what is team; difference between groups and teams;
Teambuilding and Teamwork; Importance of teamwork and when teams are important

Suggested Readings:

- o Chapter 1: Dean Tjosvold and Mary Tjosvold (2015). Building the team organizations: How to Open Minds, Resolve Conflict, and Ensure Cooperation. Palgrave MacMillan.

Unit II: Understanding key characteristics of teams (2 sessions)

Importance of defining goals, mix of complementary skills, frequent and open communication, shared responsibility and ownership

Suggested Readings:

- o Katzenbach, Jon R. and Smith, Douglas K. (1983). The Discipline of Teams. HBR, (March–April).
- o Successful Team Characteristics. In The Human Side of Enterprise, by Douglas MacGregor The Wisdom of Teams, by Katzenbach and Smith.

o

https://web.stanford.edu/class/e145/2007_fall/materials/collins_effective_teams.html (Accessed on 2.8.22)

Unit III: Developing teams and stages of team development (4 sessions)

Creating Teams: Role of personality referring to Big 5 model of personality; Belbin team roles model and diversity of team members and its benefits; Teamwork skills - basic social skills [listening, speaking and cooperating] and team-working skills [collaboration, concern for the team]; Stages: Understand teams go through five stages of development.- forming, storming, norming, performing and adjourning – illustrating developmental nature of teams and describing what happens in each stage; importance of team norms and cohesiveness

Suggested Readings:

- o Chapter 5: West, M. (2012). Effective Teamwork: Practical lessons from Organizational Research (3rd edition). BPS Blackwell.

Unit IV: Creating effective teams (6 sessions)

Team reflexivity and significance of team members' awareness for external changes that could affect the team's work; importance of creativity, flexibility and adaptability; tolerance of uncertainty; Different perspectives, Significance of knowledge bases, skills and experience of team members. Effectiveness includes the well-being and development of team members as well as the level of innovation in the team.; High performing teams – 4Cs of team development: Context [organizational environment in which the team must work], Composition [skills and attitudes of team members], Competency [develop competencies for goal setting, decision making, communicating, trust building, and dispute resolution] and Change [High-performing teams must change and adapt to new conditions to be effective over time]

Suggested Readings:

- o Part 1: The 4Cs of Team Development. In Dyer, W. Gibb, JR.; Dyer, Jeffery H. and Dyer, William G. (2013). Team Building: Proven Strategies for Improving Team Performance (5th Edition) Jossey – Bass.
- o Chapter 1: West, M. (2012). Effective Teamwork: Practical lessons from Organizational Research (3rd edition). BPS Blackwell.
- o Chapter 2: West, M. (2012). Effective Teamwork: Practical lessons from Organizational Research (3rd edition). BPS Blackwell.
- o Satrina Harvey, Bruce Millett and Don Smith (1998). Developing successful teams in organisations by. Australian Journal of Management & Organisational Behaviour, 1(1), 1- 8
- o Ron Friedman (2021). 5 Things High-Performing Teams Do Differently. HBR,

October. **Unit V: Different types of teams (3 sessions)**

Teams in organizations - Self-managed teams, problem solving teams, project teams, cross functional teams, virtual teams, Cultural aspects of team composition and its impact on team work

Suggested Readings:

- o Chapter 12 & 13: West, M. (2012). Effective Teamwork: Practical lessons from Organizational Research (3rd edition). BPS Blackwell.
- o Web resource: <https://hygger.io/blog/5-types-of-teams-in-organizations/> http://pathways-egypt.com/subpages/downloads/Teams_Chapter_2.pdf

Unit VI: Conflicts in teams (3 sessions)

Team conflict; Organizational causes of conflict – absence of shared vision, lack of clarity of organizational roles, inadequate resources, status inconsistency, overlapping authority, task interdependence, incompatible evaluation system; types of team conflict – task, process, interpersonal; ways to resolve conflicts – avoid, accommodate, compromise, collaborate, compete

Suggested Readings:

- o Chapter 11: West, M. (2012). Effective Teamwork: Practical lessons from Organizational Research (3rd edition). BPS Blackwell.

Unit VII: Leading Teams (3 sessions)

Task of Team Leadership; Leading Teams - Leading involves clearly communicating a compelling direction for the team's work; winning the organizational supports that enable the team to be successful. Managing team by setting and clarifying clear team objectives, roles of team members and develop roles of team members; Importance of feedback

in managing teams; Developing Team Leadership Skills; Women in Leadership Roles: Reflection from Kamla Bhasin

Suggested Readings:

Chapter 4: West, M. (2012). Effective Teamwork: Practical lessons from Organizational Research (3rd edition). BPS Blackwell.

e. Expected Learning Outcomes:

At the end of the course students should be able to:

1. Demonstrate their ability to work in teams.
2. Understand the purpose and the value of team building.
3. Show competence in managing conflicts
4. Consider different points of view to work collaboratively and effectively in pursuit of a shared purpose or goal.
5. Discover role of an individual personality and its impact on teamwork
6. Describe the stages of team building
7. Understand role of leader in managing teams

9. Pedagogy:

- a. Instructional design: Eclectic pedagogy will be adopted to transact the course such as experiential exercise, field visits, role play, group discussion and lectures. One of the pedagogies to deliver the courses would be outbound activity. The Objective of the outbound activity is to make participants learn dynamic issues in team work. The outbound activities are very high-energy off-site programs for enhancing individual and team performance. Participants will be able to strengthen their basic concepts discussed in the class room sessions.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom with multimedia facility, projection and writing board; library; support for field visit
- c. Expertise in AUD faculty or outside: AUD Faculty expertise is available for this subject area.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Field visits will be organized to familiarize participants with organizations.
- e. Assessment structure (modes and frequency of assessments) Assessment will be continuous and will consist of case analysis, quizzes assignments and tests

Component	Weightage
Mid Term Assessment	30%
End Term Assessment	30%
Learnings from Outbound	20%

Group assignment	20%

Signature of Course Coordinator(s)

2. Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Dr B RAmbedkar 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	SoM
Programme(s)	Bachelor of Business Administration (BBA)
Course title	Strategic Management - Capstone
Course code	NSOM1BB069
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Core Course
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Nidhi Kaicker

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

This is an introductory course on Strategic Management, and is followed by a capstone where students apply the knowledge to an actual business situation and create strategies for an organization.

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

Enrolled candidates should have completed foundation courses in areas of management such as financial accounting, marketing, finance, human resource management and operations.

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

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:

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

The term 'strategic management' is used to denote a branch of management that is concerned with the development of strategic vision, setting out objectives, formulating and implementing strategies and introducing corrective measures for the deviations (if any) to reach the organization's strategic intent. The importance of strategic management cannot be undermined as it guides the company to move in a specific direction, attempts to prepare the organization for future challenges and play the role of pioneer in exploring opportunities and also helps in identifying ways to reach those opportunities.

It is important for management students to do a course on strategic management as it is a central operation for the variety of business in different sectors and environment. This course helps in integrating the earlier courses pertaining to different areas of management, and offers a practical, real-world view of business management.

7. Course Details:

a. Summary:

This course introduces strategic management concepts to the participants, and provides an opportunity to apply these to a real business situation.

b. Objectives:

The objectives of the course are as follows:

- To introduce the participants to varied perspectives and concepts in the field of Strategic Management
- To enable the participants to understand the principles of strategic analysis, formulation and implementation in organisations
 - To develop skills to apply these concepts to solutions of business problems

c. Overall structure:

The four-credit course will be transacted in 16 sessions of 2 hours, with 2 hours of classroom interaction in a week. The course is designed into the following units.

S. No.	Module	Duration (Weeks)
Unit 1	Introduction to Strategic Management	1
Unit 2	Strategic Analysis	4
Unit 3	Strategy Formulation	2
Unit 4	Strategy Implementation and Control	4

Unit 5	Capstone Project Description	1
Unit 6	Capstone Project Milestones I, II, III	3
Unit 7	Summing Up	1

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

Unit 1: Introduction to Strategic Management (1 Week)

Strategic Management: Definition and Purpose; Vision, mission and objectives; Process of strategic management; Strategic choices

Suggested Readings: Wheelen et. al. (2018): Chapter 1,2,3

Unit 2: Strategic Analysis (4 Weeks)

Evaluating a Company's External Environment: Components of External Environment; Analysis of the general environment; Industry Analysis – Analysis of the competitive environment

Analysis of the Internal environment: Strategic capability, Evaluating a company's resources and core competencies; Value-chain analysis

Suggested Reading: Wheelen et. al. (2018): Chapter 4,5

Unit 3: Strategy Formulation (2 Weeks)

Business Strategy Formulation: Generic strategies; Functional areas and link between business strategy and functional strategy

Corporate Strategy Formulation: Creating value and diversification; Strategic alliances; International expansion strategies

Suggested Reading: Wheelen et. al. (2018): Chapter 6,7,8

Unit 4: Strategy Implementation and Control (4 Weeks)

Strategic leadership; Strategic control and corporate governance; Creating effective organisational designs; Strategy and society; Managing innovation and fostering corporate entrepreneurship

Suggested Reading: Wheelen et. al. (2018): Chapter 9,10,11,12

Unit 5: Capstone Project Description (1 Week)

This Capstone course is based on an extended case study; through the module assignments, candidates will have the opportunity to demonstrate learning gains from the first 4 units of this course.

Introduction to the capstone project; Discussion of cases; Explanation of objectives of the project - create a concise recommendation of a strategy and implementation plan, for the case allotted.

Unit 6: Capstone Project Milestones I, II, III (3 Weeks)

Sharing of work, and feedback on Milestone I (External and Internal Analysis), II (Strategic Formulation), and III (Strategy Implementation)

Unit 7: Summing Up (1 Week)

Integration of strategic thinking into the holistic management of an organisation; Presentation of Capstone projects by teams and de-brief by the instructor.

Core texts:

- Wheelen, T.L., Hunger, J.D., Hoffman, A.N., Bamford, C.E. (2018). “Strategic Management and Business Policy: 15th Edition”, Pearson.

Additional readings:

- Additional Readings and Cases shall be provided to the candidates at the beginning of the course in the course manual.

e. Expected Learning Outcomes:

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

- Demonstrate an appreciation of areas which are fundamental to the development of successful strategy
- Explain and use the most common tools of strategic analysis
- Understand functional areas and appreciate the role of functional areas in both the • Formulation and the implementation of a firms’- vision, mission and strategy
- Integrate strategic thinking into the holistic management of an organisation

8. Pedagogy:

- a. Instructional design: The first four units of course will be facilitated through lectures and cases. This will be followed by a Capstone Project, where the candidates will be introduced to the learning environment and the capstone cases and objectives of the project. Candidates will be meeting each milestone of the Capstone project and will culminate with a final presentation.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom with projector, board and sound system.
- c. Expertise in AUD faculty or outside: Internal expertise available for dealing with the first four modules of the course. Need to tie-up with an external agency to run the capstone module for students.

- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Required to tie up with a third party to run the capstone module for students.
- e. Assessment structure (modes and frequency of assessments)

Component	Weightage
Case Study Analysis (Units 1 – 4)	40%
Capstone Milestones	30%
Capstone Project Final Presentation	30%

Signature of Course Coordinator(s)

9. Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Dr B R Ambedkar University Delhi
Proposal for Launch of a Course

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

School/Centre proposing the course	SoM
Programme(s)	Bachelor of Business Administration (BBA)
Course title	Foreign Language – Spanish – IV
Course code	NSOM1BB042
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Ability Enhancement Compulsory Course
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (Sixth Semester)
Course coordinator and team	Course Team

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

AUD? This is a language course independent of other courses, however the four semesters are interlinked.

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

Student must get a minimum grade of C+ in SBP1BB035 Foreign Language-III before getting admission to this course.

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

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify):
Semester Long Course (2 one-hour sessions per week)

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 University envisions to act as an instrument for social action at the interface of civil society and the state. This course of Spanish Language will enable students to communicate with clients

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across the globe given that it's the most widely spoken language, and in turn solve business problems.

7. Course Details:

a. Summary:

The course will focus on four different aspects of the language Reading, Writing, Speaking and Listening ability involving a little more complex grammatical structures and vocabulary than the previous semester. The course will cover these aspects with reference to cultural sensitivity and cross culture issues. The course will deal with Best Practices while dealing with Business clients of Spanish speaking countries.

b. Objectives:

The objective of the course is to train the students for a certain level of the language to be able to exchange information, make basic conversation, answer the queries and question in case of need and to be able to speak about recent past incidents.

c. Overall structure:

The course, carrying 2 credits, comprise the following modules.

This course comprises of four units of the book Aula Internacional 2 in which one learns usage of present perfect tense, learn about the food, recipes and various grammatical concepts associated with it, like direct and indirect object pronouns, introduction to simple past- preterito indefinido and the contrast between the two past tenses taught and to be able to use them in real situations.

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

The two-credit course comprise 12 sessions of 2 hours classroom interaction.

1. Session 1: In these sessions firstly, they revise all the structures learnt in the Fifth Semester
2. Session 2: Writing a diary entry and speaking about the recent past experiences.
3. Session 3: Introduction to future tense and expression of future plans.

4. Session 4-6: They are introduced to food, recipes, cultural differences between Spain and India. Learning to use the impersonal way to express things
5. Session 7-9: Dedicated to using of the simple past tense and speaking in detail about past actions and events.
6. Session 10-12: Learning and practicing the contrast between two past tenses, through audios, videos and reading exercises.

Books:

1. Aula Internacional A1 and A2. Goyal Publisher.
2. Cronometro A1 and A2
3. Las claves A1 and A2. Difusion

Extra Readings: Don Quijote, El principe

e. Expected Learning Outcomes:

- Participants will be able to understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment).
- Able to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
 - Participants would become sensitive to Spanish culture

8. Pedagogy:

- a. Instructional design: The course will be taught through participative learning pedagogy including role plays, videos, audios and readings.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom with multimedia facility, projection and writing board; Library in offline format
- c. Expertise in AUD faculty or outside: AUD faculty expertise is not available for this subject area.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Companies with Spanish connect
- e. Assessment structure (modes and frequency of assessments) Assessment will be continuous and will consist of reading, listening, speaking and writing activities.

Component	Weightage

Assessment 1 and Assessment 2	15% each
Reading and listening	20%

Class participation	10%
Final evaluation(orals)	40%

Signature of Course Coordinator(s)

9. Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

[Item V/BOS\(15\)15.07.2025](#)

To consider and approve the revised course outlines for the Second and Third Year of the BBA-IEV Programme, in alignment with the changes introduced under the Undergraduate Curriculum Framework (UGCF)

The course outlines for the Second and Third Year of the BBA-IEV Programme, in alignment with the changes introduced under the Undergraduate Curriculum Framework (UGCF) are given from the next page.

Dr B R Ambedkar University Delhi
Proposal for Launch of a Course
(Approved by the Academic Council)

School/Centre proposing the course	School of Management
Programme(s)	BBA (IEV)
Course title	SE2 (4)- Start-up Environment in India
Course code	NSBP1BB081
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Compulsory
Level (Predoctoral/MA/PGUG Diploma/Certificate/UG)	
Course coordinator and team	

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

Yes similar course is at Post graduate level in MBA-IEVD.

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

None

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

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

Semester long

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?

Given the vision of AUD, to encourage and build foundation of leadership, self-reliance and an entrepreneurial mindset, the course lays down the requisite knowledge about the essential components of the ecosystem for start-ups and early stage enterprises in the country. The subject matter of the course related to the drivers, challenges and support systems available in India, for early stage entrepreneurs is closely linked to self-employment and entrepreneurship, being one of the key objectives of several professional programmes being offered at AUD. The course would be useful for students of BBA-IEV.

7. Course Details:

A. Summary

In recent years, entrepreneurial startups have been receiving increased attention in many parts of the world. In India, the number of startups are also fast increasing and wider support is becoming available particularly from govt. as well as private and non-govt. agencies. This course attempts to investigate the current state of the Indian startup ecosystem and has three goals: to provide an understanding of the growth drivers and motivations of Indian startup

founders; identify challenges facing these startups; and outline the pillars in place that support them.

The course would provide a comprehensive understanding of both the growth drivers as well as the challenges faced by Indian startups. Further, the course will focus on how the startup ecosystem has developed over the years and where and which kind of support is available, including technology-driven startups, non-tech, social and micro-entrepreneurs that are constantly coming up with innovative ideas and solutions.

B. Objectives

The course will help students to

1. Understand the key drivers responsible for origin and growth of entrepreneurial start-ups in India.
2. Be oriented to and appreciate the main challenges for start-ups and early stage entrepreneurs, in the country and how these have been overcome successfully.
3. Get to know the variety of support systems, infrastructure and facilities available in the country today, to promote and back entrepreneurial activities.

C. Expected Learning Outcomes

On the successful completion of the course students would be able to:

1. Identify and explain the key drivers responsible for the start-up culture and its growth in India.
2. Relate issues, concerns and limitations that currently surround the start-up environment in the country and need to be faced during the early stages of enterprise building.
3. Prepare plan to seek necessary support and facilities available from various agencies for starting and accelerating business ventures.

D. Overall Structure

Unit I (6 sessions): Start-Ups in India: Opportunities and Growth Drivers

Startups do not exist in a vacuum but are part of a broader business environment. Thus, the growth drivers of the Indian startup ecosystem need to be understood in the context of various factors and the unit will include: earlier economic reforms and current market trends, as well as the impact of technological change and changing attitudes on the part of government, large companies, and society overall. This unit will describes the five key opportunities and growth drivers which are identified as; Scope and Characteristics of the Indian Market, Technological Change, Increased Political Will and Govt. Support, Openness to Innovation in the private Business Sector and Changing Perceptions towards Entrepreneurship. This unit will also provide an Overview of Indian Economy- structure and current state, drivers and Policy implications; and deliberations will be held around social and cultural dimensions that act as key drivers in unpacking an entrepreneurial ecosystem at a given location.

Unit II (6 sessions): Challenges

There are typical challenges that startups all over the world struggle with. Certain obstacles, however, are more peculiar to the Indian business environment. India is often described as a harsh environment for startups. This unit outlines the five key challenges facing Indian startups and will include discussions on Building and Scaling an Indian Star-Up, Diversity and Divide Between Solution Providers and Users, Market Penetration and Low Willingness to Pay, Non-availability of Competent HR and Complex Regulatory Environment.

Unit III (6 sessions): The State of the Indian Start-Up Ecosystem

Besides the entrepreneurs themselves, the startup ecosystem consists of various stakeholders, including incubators and accelerators, investors, service providers, educational and research institutions, and big companies. This unit describes how the Indian startup ecosystem has evolved, and where and what kind of support has become available to startups.

The unit is further distributed in two sections as described below:

Section 1: Evolution of the Indian Start-up Ecosystem and Geography of Start-up Support.

Section 2: Core Ecosystem Actors and Support Provided including i. Institutional Incubators and Accelerators and ii. Elements of Startup Support such as Office Space and Infrastructure, Business Support and Mediation, Funding and Assistance with Fundraising.

Unit IV (6 sessions): International Comparisons

This unit will examine the startup ecosystems of countries that have successfully fostered entrepreneurial growth. By analyzing global benchmarks, students will gain insights into what sets apart the Indian ecosystem from others and what lessons can be drawn from different regions. The unit will focus on the following key areas: Global Overview of Successful Startup Ecosystems, Comparative Analysis of Support Structures, Cultural and Social Factors in Entrepreneurial Success and Government Policies and Regulations and Lessons for India: Applying Global Best Practices.

Readings

- Greco, F. (2023). Startup Ecosystems. *Studies on Entrepreneurship, Structural Change and Industrial Dynamics*; Springer: Berlin/Heidelberg, Germany.
- Nguyen-Duc, A., Münch, J., Prikladnicki, R., Wang, X., & Abrahamsson, P. (Eds.). (2020). *Fundamentals of Software Startups*. doi:10.1007/978-3-030-35983-6
- Iyer, R. (2019). *Innovation Ecosystem in India : How India is building a mature startup ecosystem that will shape its economy and its future*. Notion Press. ISBN 978-16-647-3366-22
- Deorah, K. (2015). *The Golden Tap: The Inside Story of Hyper Funded Indian Startups*. Lotus. ISBN 978-93-519-4166-8

8. Pedagogy:

a. Instructional Design :

Interactive class teaching, individual and group assignments and discussions.

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

None

c. Expertise in AUD faculty or outside

The Course would require external faculty from particular domains included in the contents.

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

Concerned Government Departments, Financial Institutions and Institutional Incubators and Accelerators.

9. Assessment structure (modes and frequency of assessments)

Three Assessments worth 60% followed by a Comprehensive Assessment worth 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

Dr B R Ambedkar University Delhi
Proposal for Launch of a Course
(Approved by the Academic Council)

School/Centre proposing the course	School of Management
Programme(s)	BBA (IEV)
Course title	Internship with a startup
Course code	NSBP1BB082
Credits	5
Course type (core/compulsory/optional/any other – please specify)	Compulsory
Level (Predoctoral/MA/PGUG Diploma/Certificate/UG)	
Course coordinator and team	

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

This course is based on summer internship course in BBA program, which facilitates students to explore practical aspects of management functions. However, this course is imagined differently to provide industry insights to budding entrepreneurs as they will necessarily join a startup.

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

None

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

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

Minimum 6 weeks of internship, submissions and evaluation over a 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?

Given the vision of AUD to foster a culture of innovation and an entrepreneurial mind-set with a focus on experiential learning, this course attempts to demonstrate and experientially learn related practices that are essential for start-ups and early stage enterprises intended to work in any given area.

7. Course Details:

A. Summary

The course is envisioned as a Start-up/Incubation Residency Learning Program through a Summer Internship with Start-up.

B. Objectives

The course will help students to get real time exposure to how start-ups operate by closely engaging with both their micro and macro environment. This practical experience will allow

them to apply their classroom learning to real life problem and use this understanding to sharpen both their technical/ managerial and conceptual skills.

C. Expected Learning Outcomes

On the successful completion of the course students would be able to:

1. Understanding Market and Customer Research
2. Develop skills and understanding for their own Business Model Validation
3. Appreciate Organization Building requirements and skills
4. Be able to comprehend the complexities of Fund and Resource Mobilization

D. Overall Structure

Students will be associated with a Start- up and be assigned a faculty and industry mentor. During the course of the internship they will be required to maintain a weekly log of their learning and record the tasks assigned, tasks completed and their learning from the same including challenges faced if any.

They will also be invited for a mid term review (to ensure progress) and have a final report submission and presentation. The report may be of any of the below mentioned formats like a Management case study; In – depth study of a particular aspect or function; Sectoral analysis. The purpose of the report is to document and demonstrate their intense and focussed learning through the opportunities provided by this internship.

They will also need to furnish an internship completion certificate from the organisation as well as a get a feedback and evaluation form completed from their supervisor/ industry mentor.

Readings

- McGill, I., Brockbank, A. (2003). The Action Learning Handbook: Powerful Techniques for Education, Professional Development and Training. United Kingdom: Taylor & Francis.
- Revans, R. (2012). ABC of Action Learning. United Kingdom: Ashgate Publishing Limited.
- Pedlar, Mike (2016). Action Learning in Practice. (2016). United Kingdom: Taylor & Francis.

5. Pedagogy:

a. Instructional strategies:

Experiential and action learning

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

None

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

Close linkages with external agencies including startups and incubation centers.

6. Assessment structure (modes and frequency of assessments)

	Parameters	Assessment 1	Assessment 2	Assessment 3	Weightage
1	Conceptual Understanding				20%
2	Extent of Research				20%
3	Field Work/ Engagement				20%
4	Synthesis and Articulation				20%
5	Final Output				20%
	Total	30	30	40	100

The mode of assessment shall be a jury comprising internal faculty/ external experts, where each student will be expected to present his/ her work and learning outcomes at different stages of the project.

Signature of Course Coordinator(s)

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Dr B R Ambedkar University Delhi
Proposal for Launch of a Course
(Approved by the Academic Council)

School/Centre proposing the course	School of Management
Programme(s)	BBA (IEV)
Course title	SE3 (4)- Capstone Project-I
Course code	NSBP1BB083
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Compulsory
Level (Predoctoral/MA/PGUG Diploma/Certificate/UG)	
Course coordinator and team	

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

Yes similar course is at Post graduate level in MBA-IEVD.

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

None

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

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

Semester long

- 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 primary objective of a project oriented course is to inspire and motivate a student to take responsibility and ownership of his/ her own learning and development. This is achieved through extending sufficient freedom complemented by close mentoring and monitoring of a student's work and progress with critical feedback and observations by subject experts as well as peers.

The Capstone Project I, specifically focuses on identifying and understanding of various issues and problems in our immediate environment that may possibly be addressed through an entrepreneurial approach and thus become 'opportunities' to add value to improve the quality of life around us. Given such a focus, the project closely aligns with the fundamental vision of the University, to become sensitive to our surroundings and begin to have an empathetic relationship with all that we come across in our everyday life.

It is expected that the project would draw the students to raise self-awareness, take responsibility of their actions, become better observers and listeners as well as action oriented while trying to understand and find ways to address the prescribed assignments during the given tenure.

7. Course Details:

A. Summary

The most primary and essential building block of any business venture is having the right value proposition. All other concerns of an enterprise such as resources, activities, cost structures, marketing and delivery channels or revenue models are build around the key value offering. However, developing a meaningful value proposition is not merely an outcome of creative imagination or intellectual genius but lies in discovering the real needs and pains of people intended to be served. The process requires a deep understanding of various aspects of the concerned focus group and an organized approach to sort out and put together the critical findings into an interesting mix of goods and services to define a proposition that is desirable, feasible and also viable.

The project intends to take the student through this process in a practical and applied manner. Students would be expected to select a particular problem area of their choice to provide a concrete and real-life context for research and testing. Along with field and studio oriented work, the students would be introduced to concepts of primary and secondary research, methods of engaging and interacting with related people and groups and tools for opportunity mapping and value proposition design.

B. Objectives

The course will help students to

- i. To orient the student to a research based approach to innovation especially in the context of visualizing desirable, feasible and viable Value Propositions for new business ventures.
- ii. To familiarize the students to various theoretical concepts, tools and techniques related to problem identification, opportunity mapping and value proposition design.

C. Expected Learning Outcomes

On the successful completion of the project (course) students would be able to:

1. Use and apply the Value Proposition Design Canvas.
2. Lead and conduct field research and hold meaningful interactions with prospective users/ customers/ buyers/ focus groups, in context of their intended offerings.
3. Connect value proposition to the overall plan of a given business venture, in a rationalized manner.
4. Appreciate the relevance of research in understanding a particular matter and how that enables better innovation and solution finding.

D. Overall Structure

Unit 1 (4 Week): Introduction to Value Proposition

The unit will introduce the concept of Value Proposition and its significance as a central building block of any business idea. Case studies and examples would be discussed to explain the impact of a well designed value proposition, on the overall quality of any business plan. The unit will also include understanding the interconnectedness between a value proposition and its recipient as well as other essential building blocks of a business plan. Tools and

methods to profile a prospective recipient shall be introduced, while discussing related terms such as user/ buyer/ beneficiary/ customer/ consumer/ client/ etc., within the context of the nature of a given business.

The unit will introduce design tools such as the Value Proposition Canvas and the Business Model Canvas and how to use the same to visualize a business idea.

Unit 2 (4 Weeks): Understanding Recipient/ Customer Needs

The unit will include introduction to various tools for capturing recipient/ customer oriented insights such as User Journey Map, Empathy Map, Persona Characterization, Interviewing, etc., in an applied and practical manner.

The unit will also focus on identifying ideas for possible interventions and designing value propositions based on understanding the real needs and pains of selected focus groups that may lead to viable business opportunities.

Unit 3 (4 Weeks): Finding the Right Business Model

The unit will dive deeper into the aspect of interconnectedness between value proposition and other essential components of the business model canvas and explore alternatives to find the most suitable action plan with respect to a student's business idea.

The unit will also discuss issues of customer desirability and technical feasibility within the broader framework of business viability vis-à-vis value proposition designed by respective student.

It is expected that the unit will emphasize an iterative process to explore and build many perspectives and approaches to business visualization around a given value proposition.

Unit 4 (3 Weeks): Testing Value Proposition

The unit will focus on how to reduce the risks and uncertainties of a given idea for new and improved value proposition. This will include understanding and deciding 'what to test' and 'how to test' in a systematic manner, before bringing the business model together for implementation. What to test will emphasize gathering evidence showing *what* recipients/ customers care about as well as showing if recipients/ customers care about *how* a value proposition intends to address their needs and pains.

This will be followed by gathering evidence showing that the new value proposition is likely to work within the larger business plan visualized by the student.

Unit 5 (1 Week): Evolving Value Proposition and Business Model

The unit will discuss the use of value proposition and business model canvas as a shared language to create alignment through out every part of an organization while it continuously evolves. The unit will include methods to measure and monitor the new value propositions and business models once they are operational in the market and in order to keep reinventing and improving a business venture.

Reading(s):

1. Osterwalder, A., Pigneur, Y., Bernarda, G., & Smith, A. (2015). *Value proposition design*. Campus Verlag. ISBN 978-81-265-5307-5
2. Van Der Pijl, P., Lokitz, J., & Solomon, L. K. (2016). *Design a better business: new tools, skills, and mindset for strategy and innovation*. John Wiley & Sons. ISBN 978-81-265-6508-5
3. Liedtka, J., King, A., & Bennett, K. (2013). *Solving problems with design thinking: Ten stories of what works*. Columbia University Press. ISBN 97-80-231-16356-9

4. Belsky, S. (2010). *Making ideas happen: Overcoming the obstacles between vision and reality*. Penguin. ISBN 978-81-541-8441-12
5. Berger, W. (2014). *A more beautiful question: The power of inquiry to spark breakthrough ideas*. Bloomsbury Publishing USA. ISBN 978-81-632-8610-54

7. Pedagogy:

1. Instructional strategies:

Learning by doing is the primary approach to followed for the project (course) and shall be guided by the following references:

- Individual specific inputs and mentoring.
 - Continuous process of bridging theory and practice at all levels.
 - Practical and field-based learning.
 - Continuous monitoring and feedback from faculty, experts and peers.
2. Special needs for the programme (instructional space: studio, lab, clinic, workshop, etc.; equipment, software, any other – please specify):

Co-working space like a studio, where students have independent working stations together with spaces for interaction and sharing of ideas with peers and experts.

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

Close linkages with external agencies including business enterprises, companies and startups as well as other organizations involved in training and supporting young entrepreneurs and enterprises.

8. Assessment structure (modes and frequency of assessments)

	Parameters	Assessment 1	Assessment 2	Assessment 3	Weightage
1	Conceptual Understanding				20%
2	Extent of Research				20%
3	Field Work/ Engagement				20%
4	Synthesis and Articulation				20%
5	Final Output				20%
	Total	30	30	40	100

The mode of assessment shall be a jury comprising internal faculty/ external experts, where each student will be expected to present his/ her work and learning outcomes at different stages of the project.

Signature of Course Coordinator(s)

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Dr B R Ambedkar University Delhi
Proposal for Launch of a Course
(Approved by the Academic Council)

School/Centre proposing the course	School of Management
Programme(s)	BBA (IEV)
Course title	SE5(2)- Entrepreneurial Leadership
Course code	NSBP1BB084
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Compulsory
Level (Predoctoral/MA/PGUG Diploma/Certificate/UG)	UG
Course coordinator and team	

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

Yes similar course is at Post graduate level in MBA-IEVD.

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

None

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

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

Semester long

- 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 on Entrepreneurial Leadership aligns with Ambedkar University Delhi's (AUD) vision of fostering equitable and inclusive growth by cultivating socially responsible leaders who contribute to societal and economic development. It encourages students to integrate social responsibility, ethical decision-making, and innovation into their entrepreneurial ventures, resonating with AUD's focus on social justice and critical thinking.

- 7. Course Details:**

A. Summary

The course on Entrepreneurial Leadership is designed to equip students with the knowledge, skills, and mindset required to lead entrepreneurial ventures effectively. It focuses on cultivating leadership qualities that foster innovation, strategic thinking, and social responsibility. Through the lens of entrepreneurial leadership, students will explore how to create and scale businesses that not only drive economic growth but also address social challenges. The course combines theory with practical applications, including case studies, real-world projects, and leadership exercises, preparing students to take on leadership roles in startups, social enterprises, or corporate innovation settings.

B. Objectives

The objectives of the course would be the following:

- To develop a deep understanding of the principles and practices of entrepreneurial leadership.
- To cultivate the skills necessary for leading and managing innovation-driven ventures.
- To explore the role of ethical decision-making, social responsibility, and sustainability in entrepreneurial leadership.
- To analyze and evaluate real-world challenges faced by entrepreneurs, particularly in the Indian and global contexts.
- To enhance students' strategic thinking, problem-solving, and decision-making abilities in dynamic and uncertain environments.
- To encourage students to develop entrepreneurial mindsets and leadership skills that contribute to both business success and societal impact.

C. Expected Learning Outcomes

On the successful completion of the project (course) students would be able to:

1. Demonstrate an understanding of the key concepts and frameworks related to entrepreneurial leadership.
2. Exhibit the ability to lead and manage teams effectively within an entrepreneurial context.
3. Apply entrepreneurial leadership principles to identify, evaluate, and exploit opportunities in both business and social settings.
4. Analyze the ethical, social, and cultural dimensions of leadership in entrepreneurship, including social entrepreneurship and corporate innovation.
5. Critically assess the challenges and opportunities faced by entrepreneurial leaders in scaling ventures and managing growth.
6. Develop actionable strategies for creating value in entrepreneurial ventures, considering both financial and social impact.

D. Overall Structure

Unit I: Foundations of Entrepreneurial Leadership (8 hours)

In this unit, students will explore the fundamental principles that define entrepreneurial leadership and distinguish it from traditional leadership. They will learn about the traits and characteristics that are essential for leading innovative ventures in dynamic and uncertain environments. The unit will cover various leadership styles, focusing on how entrepreneurial leaders adapt to changing circumstances and inspire teams in high-risk settings. Through case studies of successful entrepreneurs, students will gain insights into the importance of leadership in the creation and growth of startups, understanding the critical role it plays in driving success.

Unit II: Innovation and Opportunity Recognition (8 Hours)

This unit emphasizes the entrepreneurial ability to identify and capitalize on new opportunities. Students will learn how to assess market gaps and recognize innovative solutions, developing the skills necessary to lead teams in generating and implementing new ideas. The unit covers topics such as fostering a culture of innovation within organizations, managing creative teams, and balancing risk-taking with strategic planning. By the end of this unit, students will understand how to apply the entrepreneurial mindset to navigate uncertainty and lead innovation-driven ventures.

Unit III: Building and Scaling Entrepreneurial Ventures

In this unit, students will explore the leadership challenges associated with building and scaling entrepreneurial ventures. It covers key strategic decisions involved in the growth phase of startups, including resource mobilization, talent acquisition, and forming strategic partnerships. Special focus is given to scaling social enterprises, where leaders must balance their mission with the need for financial sustainability. Students will engage in discussions on how to overcome common scaling challenges, understanding the leadership qualities required to grow a startup into a successful, sustainable business.

Unit IV: Leadership Ethics and Social Responsibility (4 Hours)

This unit delves into the ethical dimensions of entrepreneurial leadership. Students will examine the importance of ethical decision-making and the role of social responsibility in building sustainable ventures. The unit will cover how entrepreneurial leaders can incorporate sustainability and social impact into their business models. Through examples of social entrepreneurs and ethical leaders, students will learn how to balance profitability with a commitment to societal well-being. This unit also highlights the growing significance of social entrepreneurship and the responsibility of leaders to address pressing global challenges.

Unit V: Managing Teams and Leading Change (8 Hours)

In this unit, students will focus on the leadership skills required to manage and motivate teams in entrepreneurial settings. Topics include team building, managing diversity, fostering collaboration, and navigating the complexities of leading dynamic teams in high-growth ventures. The unit will also address how entrepreneurial leaders can drive organizational change and innovation, especially in response to external market shifts or internal growth challenges. Students will learn strategies for conflict resolution and managing team dynamics, gaining practical tools for leading teams effectively in startup environments.

Unit VI: Entrepreneurial Leadership in the Global Context (4 Hours)

This unit explores entrepreneurial leadership from a global perspective, comparing entrepreneurial ecosystems from different regions of the world. Students will analyze how leadership styles vary across cultures and markets, and how successful entrepreneurs adapt their strategies when scaling their ventures internationally. The unit will also highlight the growing importance of Indian entrepreneurs on the global stage and examine case studies of Indian startups that have expanded internationally. By the end of this unit, students will understand the importance of global thinking in entrepreneurial leadership and how to navigate the challenges of international expansion.

Reading(s):

Peterson, J. (2020). *Entrepreneurial Leadership: The Art of Launching New Ventures, Inspiring Others, and Running Stuff*. HarperCollins Leadership.

Mastrangelo, A. (2015). *Entrepreneurial leadership: A practical guide to generating new business*. Bloomsbury Publishing USA.

Greenberg, D., McKone-Sweet, K., & Wilson, H. J. (2011). *The new entrepreneurial leader: Developing leaders who shape social and economic opportunity*. Berrett-Koehler Publishers.

9. Pedagogy:**1. Instructional strategies:**

Learning by doing is the primary approach to followed for the project (course) and shall be guided by the following references:

- Individual specific inputs and mentoring.
- Continuous process of bridging theory and practice at all levels.
- Practical and field-based learning.
- Continuous monitoring and feedback from faculty, experts and peers.

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

Co-working space like a studio, where students have independent working stations together with spaces for interaction and sharing of ideas with peers and experts.

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

Close linkages with external agencies including business enterprises, companies and startups as well as other organizations involved in training and supporting young entrepreneurs and enterprises.

10. Assessment structure (modes and frequency of assessments)

Three Assemsments – 30%, 30% and 40% weightage.

Signature of Course Coordinator(s)

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Dr B R Ambedkar University Delhi
Proposal for Launch of a Course
(Approved by the Academic Council)

School/Centre proposing the course	School of Management
Programme(s)	BBA (IEV)
Course title	SE6(2)- Product Design and Development
Course code	NSBP1BB085
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Compulsory
Level (Predoctoral/MA/PG/Diploma/Certificate/UG)	UG
Course coordinator and team	

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

Yes similar course is at Post graduate level in MBA-IEVD. This course specifically addresses product design and development from an entrepreneurship and venture management perspective and therefore is unique.

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

None

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

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

Semester long

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?

AUD is focused on empowerment through education. Through the BBA IEV programme, a practice based approach has been adopted which seeks to nurture the development of entrepreneurs. The programme is designed for the Business Blaster students turned entrepreneurs who are keen on using the programme years to scale up their product/service. Towards this end, this course is sought to be fundamentally enabling, allowing the potential student entrepreneur to start envisioning innovation.

7. Course Details:

A. Summary

This is a core course for students of BBA (IEV). With this course the participants will be introduced to the fundamental elements of product design and development. The course will

expose participants to the need, procedure, problems and practices related to design of products and services and apply them to a broad range of application domains and industries.

B. Objectives

The focus of this course on Product Design and Development and its integration with marketing, design, and manufacturing functions of the firm in creating a new product.

C. Expected Learning Outcomes

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

1. Be competent with a set of tools and methods for product design and development.
2. Show confidence in their own abilities to create a new product.
3. Build awareness of the role of multiple functions in creating a new product (e.g. marketing, finance, industrial design, engineering, production).
4. Develop the ability to coordinate multiple, interdisciplinary tasks in order to achieve a common objective.
5. Reinforce specific knowledge from other courses through practice and reflection in an action-oriented setting.
6. Develop enhanced team working skills.

b. Overall structure:

The two credit course will be transacted in 16 sessions of 2 hours. The course is designed in 5 units.

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

Unit 1: Introduction to the basics of product design (6 hours)

This unit will introduce the participant to the concept of *the* product with details on product design and product management. Understanding will be built on the product life cycle and its implications for product design and improvement.

Core Readings:

- Slack, L. (2010). What is Product Design? Switzerland: RotoVision.
- Tichkiewitch, S., Niemann, J. (2009). Design of Sustainable Product Life Cycles. Germany: Springer Berlin Heidelberg.

Unit 2: Basics of Product Conception (6 hours)

The unit will cover Product Conception and Strategy built on the strong base of relevant market research. Product ideation will be elaborated and analysed. Thereafter the second stage of Concept creation and selection will be discussed. This then leads up to prototype development.

Core Readings:

- Morris, R. (2009). The Fundamentals of Product Design. Switzerland: Bloomsbury Academic.
- Wenzel, A. M. (2012). The Entrepreneur's Guide to Market Research. United States: ABC-CLIO.
- Entrepreneurship: Development Tendencies and Empirical Approach. (2018). Croatia: IntechOpen.

Unit 3: The Design process (14 hours)

This unit will introduce the participants to the core of the module- the design process. Design thinking will be used to understand relevant concepts like user experience and agile product development. The importance of Physical and Cognitive Ergonomics and Quality Function Deployment will be demonstrated.

Core Readings:

- Pretenthaler, M., Heufler, G., Lanz, M. (2020). Design Basics: From Ideas to Products. Germany: Arthur Niggli Verlag.

Unit 4: Product Launch (4 hours)

This unit will cover the Product Launch including the importance of Branding and getting the pricing right. It is imperative that the prospective entrepreneur is able to monetise their innovation by using the appropriate launch strategy

Core Readings:

- Duffy, S. (2014). Launch! The Critical 90 Days from Idea to Market. United Kingdom: Little, Brown Book Group.
- Aulet, B. (2013). Disciplined Entrepreneurship: 24 Steps to a Successful Startup. Germany: Wiley.

Unit 5: Marketing (2 hours)

In the last segment the participant is introduced to the Marketing strategies that they need to bear in mind with issues of Segmentation. One of the marketing mediums like digital marketing is discussed.

Core Readings:

- Crane, F. G. (2012). Marketing for entrepreneurs: Concepts and applications for new ventures. Sage Publications.
- Ruzzier, M. K., Ruzzier, M., & Hisrich, R. D. (2013). Marketing forentrepreneurs and SMEs: A global perspective. Edward Elgar Publishing.

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

Core texts:

- i. Bessant, J., & Tidd, J. (2007). Innovation and entrepreneurship. John Wiley & Sons.
- ii. Min, H. (2015). Entrepreneurship: Development Tendencies and Empirical Approach. (2018). Croatia: IntechOpen.
- iii. Crane, F. G. (2012). Marketing for entrepreneurs: Concepts and applications for new ventures. Sage Publications.
- iv. Nijssen, E. J. (2014). Entrepreneurial Marketing: An Effectual Approach. United Kingdom: Taylor & Francis.
- v. Pretenthaler, M., Heufler, G., Lanz, M. (2020). Design Basics: From Ideas to Products. Germany: Arthur Niggli Verlag.

11. Pedagogy:

1. Instructional strategies:

Learning by doing is the primary approach to followed for the project (course) and shall be guided by the following references:

- Individual specific inputs and mentoring.
- Continuous process of bridging theory and practice at all levels.
- Practical and field-based learning.
- Continuous monitoring and feedback from faculty, experts and peers.

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

Co-working space like a studio, where students have independent working stations together with spaces for interaction and sharing of ideas with peers and experts.

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

Close linkages with external agencies including business enterprises, companies and startups as well as other organizations involved in training and supporting young entrepreneurs and enterprises.

12. Assessment structure (modes and frequency of assessments)

	Parameters	Assessment 1	Assessment 2	Assessment 3	Weightage
1	Conceptual Understanding				20%
2	Extent of Research				20%
3	Field Work/ Engagement				20%
4	Synthesis and Articulation				20%
5	Final Output				20%
	Total	30	30	40	100

The mode of assessment shall be a jury comprising internal faculty/ external experts, where each student will be expected to present his/ her work and learning outcomes at different stages of the project.

Signature of Course Coordinator(s)

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Dr B R Ambedkar University Delhi
Proposal for Launch of a Course
(Approved by the Academic Council)

School/Centre proposing the course	School of Management
Programme(s)	BBA (IEV)
Course title	SE7(2)- Sales for Founders
Course code	NSBP1BB086
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Compulsory
Level (Predoctoral/MA/PG/Diploma/Certificate/UG)	UG
Course coordinator and team	

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

Yes similar course is at Post graduate level in MBA-IEVD. Marketing and Sales Management courses have been offered as core courses in MBA and BBA programme. However, the approach of the proposed course is different. This course will focus on the real world sales challenges involved in launching an entrepreneurial venture. The primary goal will be to provide a roadmap for students on how as entrepreneurs, investors or managers in the start-up culture or while consulting with or working at innovation-oriented mature companies they can employ the tools and techniques of sales for startups to create a sustainable competitive advantage.

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

None

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

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

Semester long

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?

Linking to AUD's vision, this course will build the basic concepts on sales and impart knowledge on how sales as a function is important to business as well as to the society. At AUD, we are committed to promote creativity, innovation and to nurture an entrepreneurial mindset. This course is about the sales challenges in an entrepreneurial firm. Entrepreneurship is the discovery, enactment and pursuit of new business opportunities. Successful execution of an entrepreneurial idea requires a sound marketing and sales plan. In this course, we will investigate how sales tools can enable entrepreneurs to realize the full potential of their ideas.

7. Course Details:

A. Summary

This course focusses on imparting the knowledge and skills required for creating and managing the revenue generating arm of the venture. It will expose students to issues relevant to selling in B2C as well as B2B domain. They will also understand the intricacies of managing traditional and modern retail business as immediate customers of any organization which is marketing its products and services to retail as well as institutional customers. Students would indulge in role plays to hard sell, discusses cases to handle complex sales related situations and interact with experienced sales professionals to comprehend the adaptation of the conceptual issues in real life. This would additionally incorporate understanding the application of conventional knowledge of sales management in the digital ecosystem.

B. Objectives

The course will help students to

1. Explain the Art and Science of Selling
2. Appreciate the application of different approaches to selling in B2B and B2C domain.
3. Comprehend the application of concepts and skills in real life settings.
4. Develop effective sales strategies for their venture.

C. Expected Learning Outcomes

On the successful completion of the course students would be able to:

1. Gain insights into personal selling and salesmanship
2. Analyse and solve sales related issues
3. Managing their own sales force.

d. Overall structure:

Some of the topics that we will cover in the course include:

The course, carrying 2 credits, comprises of five units.

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

The two credit course comprise 16 sessions of 2 hours classroom interaction each.

Unit I (5 sessions): Introduction to Selling & Sales Management

The Unit is an introduction to Selling and Sales management. Once the basic concepts are understood, their linkages with other marketing functions are also developed. A Role Play on Hard selling. Selling Processes for B2B and B2C domain will be encouraged to facilitate experiential learning. Students will also be exposed to tools and strategies for handling negotiations.

Unit II (2 sessions): Developing Sales

This Unit is all about preparing and laying down the ground work for management of the sales force. This includes sales forecasting, designing of the sales territory and assigning quota for sales team.

Unit III (4 sessions): Managing the Sales

This Unit focusses on building the sales force by focusing on the principles and strategies for Recruitment, Selection of the right sales team. Furthermore, design and implementation of training programmes for developing a robust sales force is also elaborated. Building on a strong

sales force by understanding the tools for making motivational programmes for the sales force, including the design of the compensation structure, Evaluating the performance of the sales force.

Unit IV (3 sessions): Sales Distribution and Sales Promotion

Sales distribution model mix (tele-sales, digital, mobile, face-to-face); Scope and importance of sales promotion

Unit V (2 session): Developing a sales strategy and Affiliate Marketing

Designing a wholesome and comprehensive sales strategy (through real life projects based on organisations having robust sales functions) which is both effective and efficient as well. Discussion on Affiliate Marketing; Bundling offers (OTT and Telecom Companies)

Readings

- i. Cron, W & De Carlo, T. Sales management- Concept and cases. John Wiley 2014
- ii. Tanner D. ,HoneyCutt, E. & Erffmeyer, R. Sales Management. Pearson 2013
- iii. Panda, T. & Sahdev, V. Sales & Distribution Management. Oxford Publications 2016
- iv. Still, Cundiff & Giovanni :Sales Management,Decisions,strategies and cases Pearson 201
- v. Jordan, J & Vazzana, M. Cracking the Sales Management Code: The Secrets to Measuring and Managing Sales Performance. McGraw Hill 2011.

8. Pedagogy:

1. Instructional strategies:

Learning by doing is the primary approach to followed for the project (course) and shall be guided by the following references:

- Individual specific inputs and mentoring.
- Continuous process of bridging theory and practice at all levels.
- Practical and field-based learning.
- Continuous monitoring and feedback from faculty, experts and peers.

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

Co-working space like a studio, where students have independent working stations together with spaces for interaction and sharing of ideas with peers and experts.

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

Close linkages with external agencies including business enterprises, companies and startups as well as other organizations involved in training and supporting young entrepreneurs and enterprises.

9. Assessment structure (modes and frequency of assessments)

Quiz	20%
Report + Presentation	30%

Mid Term Assessment	25%
End Term Assessment	25%

Signature of Course Coordinator(s)

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Dr B R Ambedkar University Delhi
Proposal for Launch of a Course
(Approved by the Academic Council)

School/Centre proposing the course	School of Management
Programme(s)	BBA (IEV)
Course title	SE10 (4)- Capstone Project-II
Course code	NSBP1BB087
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Compulsory
Level (Predoctoral/MA/PGUG Diploma/Certificate/UG)	
Course coordinator and team	

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

Yes similar course is at Post graduate level in MBA-IEVD.

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

Successful completion of Capstone Project I

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

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

Semester long

- 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 primary objective of a project oriented course is to inspire and motivate a student to take responsibility and ownership of his/ her own learning and development. This is achieved through extending sufficient freedom complemented by close mentoring and monitoring of a student's work and progress with providing critical feedback and observations by subject experts as well as peers.

The Capstone Project II, focuses on enabling an attitude to keep exploring alternatives to solve a given problem and thus developing a creative mindset. Further, the project emphasizes bringing the learning of a student together in a manner that it becomes actionable and application oriented. Though the larger context of application is business and venture development, the key emphasis on bridging theoretical understanding with practice, deeply aligns the project with the broader vision of AUD as well as the concerned programme having the objective to train competent professionals who would create newer opportunities for themselves and others.

- 7. Course Details:**

A. Summary

The project would focus on preparing a tentative business model using and exploring creative processes, around the value proposition drafted during the Capstone project I. Students shall be introduced to a number of techniques and tools from the world of design that can help to design a better and more innovative business model. Considering that the objective of innovation in a business is to extend the boundaries of thought to generate new options and ultimately create value for users, the project would attempt to enable the students with tools and attitudes of the design profession, towards successful business model generation.

The project intends to take the student through this process in a practical and applied manner. Students would be expected to carry out assignments to understand and practice creative thinking techniques and its application to design business models and subsequently, refine their respective business ideas for setting up new ventures.

The work done by the students shall be taken for critical observations and feedback from working professionals and experts in order to make the output more suitable for real-life implementation at a later date.

B. Objectives

The course will help students to

1. To build a mindset to be innovative in any problem solving activity and develop an explorative attitude when working towards new possibilities.
2. To develop an ability to put together diverse information and understanding gained about a subject, into an action and application oriented framework, especially to do with business and venture development.
3. To learn to use the Business Model Canvas for visualizing new or existing propositions related to business and enterprise development.

C. Expected Learning Outcomes

On the successful completion of the project (course) students would be able to:

1. Understanding of the concepts of creative thinking tools of design discipline and their significance in a variety of business and non-business situations.
2. Apply the creative thinking tools of design discipline to generate and innovate business model.
3. Use and apply the Business Model Canvas to imagine and visualize new possibilities.

D. Overall Structure

Unit 1 (5 Weeks): Need for Innovation in Business

The unit will discuss the significance and nature of innovation needed to respond to the present rate of change, arguably faster than ever before. Businesses have been most affected by, the recent disruptions in technology and social communication. As a result, proven management tools and techniques are being questioned for their validity and effectiveness. Most were designed for a very different world and operate based on organizational designs well beyond their best-before date.

Through sharing of case studies, relevant examples as well as crash assignments, the unit would encourage critical reflections and debates on how the older mindsets are failing and fresh explorations and approaches are necessary.

Unit 2 (5 Weeks): Design Tools and Attitudes

The unit will introduce the students to explore design tools and techniques such as Customer Insight, Ideation, Visual Thinking, Prototyping, Storytelling and Scenarios. Introduction to each technique would also include demonstration of how the same is to be applied to business model design.

The unit will also include introduction to some of the essential attitudes related to design profession and how these attitudes complement a creative output while using the design tools and techniques.

Unit 3 (6 Weeks): Applied Design Thinking for Business Model

The unit will take the students to apply the design tools and techniques, to their respective business models and develop the same to a higher degree of clarity and conclusiveness.

The work done by the students will be presented to industry experts and professionals for observations and feedback. The students will be expected to integrate the feedback received through various forums, into their individual projects before moving further.

Reading(s):

1. Mootee, I. (2013). *Design thinking for strategic innovation: What they can't teach you at business or design school*. John Wiley & Sons. ISBN 978-81-265-7269-4
2. Osterwalder, A., & Pigneur, Y., (2011). *Business Model Generation*. Wiley. ISBN 978-81-245-3367-1
3. Brown, T. (2009). *Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation* full. Harper Collins. ISBN 978-0-06-233738-2
4. Kelly, T. & Kelly, D. (2013). *Creative Confidence*. Currency. ISBN 978-0-00-759251-2
5. Fisher S. & Duane, J. (2016). *The Startup Equation*. McGraw-Hill Education . ISBN-13 978-93-5260-195-0

13. Pedagogy:

1. Instructional strategies:

Learning by doing is the primary approach to followed for the project (course) and shall be guided by the following references:

- Individual specific inputs and mentoring.
 - Continuous process of bridging theory and practice at all levels.
 - Practical and field-based learning.
 - Continuous monitoring and feedback from faculty, experts and peers.
2. Special needs for the programme (instructional space: studio, lab, clinic, workshop, etc.; equipment, software, any other – please specify):

Co-working space like a studio, where students have independent working stations together with spaces for interaction and sharing of ideas with peers and experts.

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

Close linkages with external agencies including business enterprises, companies and startups as well as other organizations involved in training and supporting young entrepreneurs and enterprises.

14. Assessment structure (modes and frequency of assessments)

	Parameters	Assessment 1	Assessment 2	Assessment 3	Weightage
1	Conceptual Understanding				20%
2	Extent of Research				20%
3	Field Work/ Engagement				20%
4	Synthesis and Articulation				20%
5	Final Output				20%
	Total	30	30	40	100

The mode of assessment shall be a jury comprising internal faculty/ external experts, where each student will be expected to present his/ her work and learning outcomes at different stages of the project.

Signature of Course Coordinator(s)

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Dr B R Ambedkar University Delhi
Proposal for Launch of a Course
(Approved by the Academic Council)

School/Centre proposing the course	School of Management
Programme(s)	BBA (IEV)
Course title	Internship with Incubation Center
Course code	NSBP1BB088
Credits	5
Course type (core/compulsory/optional/any other – please specify)	Compulsory
Level (Predoctoral/MA/PGUG Diploma/Certificate/UG)	
Course coordinator and team	

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

Similar course exists in MBA-IEVD.

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

None

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

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

Minimum 6 weeks of internship, submissions and evaluation over a 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?**

Given the vision of AUD to foster a culture of innovation and an entrepreneurial mind-set with a focus on experiential learning, this course attempts to demonstrate and experientially learn related practices that are essential for start-ups and early stage enterprises intended to work in any given area.

- 7. Course Details:**

A. Summary

The course is envisioned as a Start-up/Incubation Residency Learning Program through a Summer Internship with an Incubation Center.

B. Objectives

The course will help students to get real time exposure to how start-ups operate by closely engaging with both their micro and macro environment. This practical experience will allow them to apply their classroom learning to real life problem and use this understanding to sharpen both their technical/ managerial and conceptual skills.

C. Expected Learning Outcomes

On the successful completion of the course students would be able to:

- Participants will gain exposure to the startup lifecycle, from ideation to scaling, learning how incubation centers provide essential support like mentorship and funding.
- They will acquire hands-on experience in financial modeling, market research, and business development, while also learning about legal frameworks affecting startups.
- They will work on real-world problems, developing their ability to think critically and devise innovative solutions to challenges faced by startups.

D. Overall Structure

Students will be associated with an Incubation center and be assigned a faculty and industry mentor. During the course of the internship they will be required to maintain a weekly log of their learning and record the tasks assigned, tasks completed and their learning from the same including challenges faced if any.

They will also be invited for a mid term review (to ensure progress) and have a final report submission and presentation. The purpose of the report is to document and demonstrate their intense and focussed learning through the opportunities provided by this internship.

They will also need to furnish an internship completion certificate from the organisation as well as get a feedback and evaluation form completed from their supervisor/ industry mentor.

Readings

- Blank, S., & Dorf, B. (2020). The startup owner's manual: The step-by-step guide for building a great company. John Wiley & Sons.
- Reis, E. (2011). The lean startup. New York: Crown Business, 27, 2016-2020.
- Masters, B., & Thiel, P. (2014). Zero to one: notes on start ups, or how to build the future. Random House.
- Jobe, D. L. (2014). Startup Incubators and Business Accelerators: The Easy Way to Create a Startup Incubation and Business Acceleration Center.

8. Pedagogy:

d. Instructional strategies:

Experiential and action learning

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

None

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

Close linkages with external agencies including startups and incubation centers.

9. Assessment structure (modes and frequency of assessments)

	Parameters	Assessment 1	Assessment 2	Assessment 3	Weightage
1	Conceptual Understanding				20%
2	Extent of Research				20%
3	Field Work/ Engagement				20%
4	Synthesis and Articulation				20%
5	Final Output				20%
	Total	30	30	40	100

The mode of assessment shall be a jury comprising internal faculty/ external experts, where each student will be expected to present his/ her work and learning outcomes at different stages of the project.

Signature of Course Coordinator(s)

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Dr B R Ambedkar University Delhi
Proposal for Launch of a Course
(Approved by the Academic Council)

School/Centre proposing the course	School of Management
Programme(s)	BBA (IEV)
Course title	Capstone Project-III
Course code	NSBP1BB089
Credits	6
Course type (core/compulsory/optional/any other – please specify)	Compulsory
Level (Predoctoral/MA/PG/Diploma/Certificate/UG)	UG
Course coordinator and team	

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

Similar course exists in MBA-IEVD.

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

None

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

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

Semester long engagement

- 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?**

This course directly supports the vision of Ambedkar University Delhi (AUD), which emphasizes interdisciplinary, practice-based, and socially responsive education. By enabling students to translate their conceptual business ideas into tangible pilots or prototypes, the course strengthens entrepreneurial thinking and real-world application—core components of AUD’s commitment to fostering innovation and self-reliance.

- 7. Course Details:**

A. Summary

The project would focus on preparing a quick pilot or prototype based on the conceptual business proposition developed by each student in Capstone II. The project is expected to push a student towards making their respective ideas more concrete, seek customer feedback on the field, validate their value proposition and thus identify their particular roadmap to execute a business model. The project is also expected to be complementary to the components of ‘Outside Classroom Learning’ and ‘Action Learning’ courses that are meant to provide inputs for setting-up and running of an enterprise through appropriate field exposure.

B. Objectives

- To understand the idea of a Minimum Viable Product.
- To develop an ability to visualize and build a prototype or run a pilot based on particular Value Proposition.
- To learn to take feedback and use the same to further refine and validate the Value Proposition and the Business Model developed earlier.

C. Expected Learning Outcomes

On the successful completion of the course students would be able to:

- Explain the concept and significance of a Minimum Viable Product (MVP) in the context of entrepreneurial ventures and innovation.
- Design and develop a basic prototype or pilot aligned with a specific value proposition.
- Collect, analyze, and incorporate user feedback to iteratively refine both the value proposition and the overall business model.

D. Overall Structure

Unit 1: Minimum Viable Product

This unit introduces the concept of the Minimum Viable Product (MVP) and builds on prior learning from modules such as Lean Start-up Methodology and Capstone II. Students will learn how to outline a clear development roadmap for transforming their ideas into a viable product or service.

Unit 2: Quick Prototyping and Piloting Techniques

This unit familiarizes students with a variety of prototyping and piloting techniques, enhancing their practical understanding of product development. Drawing on knowledge from previous design-related coursework, students will gain hands-on insights into methods that support effective business decision-making.

Unit 3: Prototype and Pilot Development

This unit familiarizes students with a variety of prototyping and piloting techniques, enhancing their practical understanding of product development. Drawing on knowledge from previous design-related coursework, students will gain hands-on insights into methods that support effective business decision-making.

Unit 4: Feedback Integration and Value Proposition Validation

This unit emphasizes the importance of continuous customer and market engagement. Students will learn how to collect and integrate feedback to refine their product and validate the value proposition. Through testing and iteration, they will strengthen the alignment between their offering and real-world needs.

Readings

- Bland, D. J., & Osterwalder, A. (2019). *Testing business ideas: A field guide for rapid experimentation*. Wiley.
- Watkinson, M. (2017). *The grid: The decision-making tool for every business (including yours)*. Random House.
- Kumar, V. (2012). *101 design methods: A structured approach for driving innovation in your organization*. Wiley.

8. Pedagogy:

1. Instructional strategies: Experiential and action learning
2. Special needs for the programme (instructional space: studio, lab, clinic, workshop, etc.; equipment, software, any other – please specify): None
3. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Close linkages with external agencies including startups and incubation centers.

9. Assessment structure (modes and frequency of assessments)

	Parameters	Assessment 1	Assessment 2	Assessment 3	Weightage
1	Conceptual Understanding				20%
2	Extent of Research				20%
3	Field Work/ Engagement				20%
4	Synthesis and Articulation				20%
5	Final Output				20%
	Total	30	30	40	100

The mode of assessment shall be a jury comprising internal faculty/ external experts, where each student will be expected to present his/ her work and learning outcomes at different stages of the project.

Signature of Course Coordinator(s)

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Dr B R Ambedkar University Delhi
Proposal for Launch of a Course
(Approved by the Academic Council)

School/Centre proposing the course	School of Management
Programme(s)	BBA (IEV)
Course title	Entrepreneurial Finance
Course code	NSBP1BB90
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Compulsory
Level (Predoctoral/MA/PG/Diploma/Certificate/UG)	UG
Course coordinator and team	

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

Similar course exists in MBA-IEVD.

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

None

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

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

Semester long engagement

- 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 *Entrepreneurial Finance* course aligns closely with AUD's vision of promoting socially relevant, interdisciplinary education and fostering innovation and entrepreneurship. By equipping students with essential financial literacy and decision-making skills tailored for start-up and entrepreneurial contexts, the course empowers learners to conceptualize, launch, and manage financially viable ventures.

- 7. Course Details:**

A. Summary

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

B. Objectives

- Equip budding entrepreneurs with a solid grounding in financial and accounting principles essential for managing new ventures.
- Develop the ability to make informed and optimal decisions regarding the allocation and utilization of financial resources.
- Build core competencies in investment evaluation and financial planning relevant to entrepreneurial settings.
- Emphasize the use of financial models and IT tools for data-driven decision-making.
- Foster experiential learning through regular assignments, projects, and the application of financial techniques to real or simulated empirical data.

C. Expected Learning Outcomes

On the successful completion of the course students would be able to:

- Demonstrate a foundational understanding of finance and accounting concepts relevant to entrepreneurial ventures.
- Apply key financial tools and techniques to make informed decisions about budgeting, resource allocation, and investment planning.
- Analyze financial data using IT-enabled models and software to evaluate business viability and performance.
- Design and interpret financial statements for start-ups and small enterprises.
- Develop and justify investment and financing strategies based on empirical data and market realities.
- Construct data-driven financial plans and projections through hands-on projects and assignments.

D. Overall Structure

I. Introduction to Entrepreneurial Finance:

Basic Lessons; Introduction and Objectives of entrepreneurial finance; Profit vs. Wealth Maximization; Time Value of Money; Importance of Accounting and Finance for Entrepreneurs; Accounting and Finance as an information system.

II. Reading and Understanding the Financial Statements:

The Investment & Financing Side of Business. Introduction to Financial statements: Balance sheet, Profit and Loss Account and Cash Flow Statements. Techniques for the appraisal of Long term investment decisions: NPV, IRR, Payback etc.; Estimating Project Cash Flow; Cost of Capital and Required Return.

III. Financial Statement Analysis:

Understanding the bigger picture. Analysis of financial Statements: Tools of analysis- Ratio Analysis, Trend Analysis, Comparative Statements and Common size Statement Analysis.

IV. Working Capital for Business:

Principles of working capital: Determinants; Current Asset financing; Operating Cycle and Cash Cycle; Estimation of working capital requirements; emerging trends in working capital financing.

V. Relevant Costs, CVP Analysis, Budgeting Control:

Cost Behavior, Concept and importance of Relevant costs in managerial decision making: Make or buy decisions, replacement decisions, special order decisions, outsourcing, add or drop a product; Sunk Costs. Cost Volume profit Analysis: Concept of breakeven point, contribution margin & margin of safety, CVP relevance in decision making. Budgeting, Strategic planning and Variance Analysis: How budgets are prepared: Fixed, Flexible, Cash Budget and Master Budgets.

Readings

1. Leach, J. C., & Melicher, R. W. (2021). *Entrepreneurial finance* (7th ed.). South-Western Cengage Learning, ISBN 9789355737755
2. Lasher, W.R. (2019). *Financial management Principles and Practice* (8th ed.). Cengage Learning.
3. Colin, D. (2018) *Management and Cost Accounting*, 10th ed. Cengage Learning India.

8. Pedagogy:

1. Instructional strategies: Experiential and action learning
2. Special needs for the programme (instructional space: studio, lab, clinic, workshop, etc.; equipment, software, any other – please specify): None
3. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Close linkages with external agencies including startups and incubation centers.

9. Assessment structure (modes and frequency of assessments)

	Parameters	Assessment 1	Assessment 2	Assessment 3	Weightage
1	Conceptual Understanding				20%
2	Extent of Research				20%
3	Field Work/ Engagement				20%
4	Synthesis and Articulation				20%
5	Final Output				20%
	Total	30	30	40	100

The mode of assessment shall be a jury comprising internal faculty/ external experts, where each student will be expected to present his/ her work and learning outcomes at different stages of the project.

Signature of Course Coordinator(s)

Signature of Course Coordinator(s)

Note:

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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

Item VI/BOS(15)15.07.2025

To consider and approve, in principle, the list of MOOC courses identified as suitable for Undergraduate and Postgraduate Programmes

https://onlinecourses.swayam2.ac.in/ini25_hs47/preview

Stress Management 3 credits

Level : Undergraduate/Postgraduate

By Dr. Shubhra Sinha | Banaras Hindu University

The objective of this course is to present a comprehensive description of the concept of stress, its potential causes and its impacts on the physiological, psychological, social and occupational life of people. The idea of stress has been discussed from different theoretical perspectives viz., stimulus-response, transactional and cognitive. Factors responsible for individual differences in the perception of and reaction toward stress are also dealt with. Specific types of stress; scholastic and occupational stress are given special attention to ensure the relevance of the course for the learners. Finally, the course presents a bouquet of coping and life skills to manage stress effectively. After successful completion of the course the learners will be able to practice appraisal-focused, emotion-focused and problem-focused strategies to cope with stress. Learners will also understand the role of Yoga and meditation, proper diet and sleep, time management, effective communication, overcoming procrastination and emotion regulation in avoiding and reducing stress in daily life.

Course layout

Week 1: Introduction to Stress

Week 2: Sources of Stress

Week 3: Adjustment, Frustration and Conflict

Week 4: Scholastic Stress

Week 5: Occupational Stress

Week 6: Relationship as a source of stress

Week 7: Chronic health problems and stress

Week 8: Digital platforms as a source of stress

Week 9: Stress tolerance

Week 10: Defense mechanisms

Week 11: Coping skills

Week 12: Life skills

Books and references

1. Weiten, W., Dunn, D. S. & Hammer, E. Y. (2012). Psychology applied to modern life: Adjustment in 21st century (10th ed). Belmont CA: Wadsworth, Cengage Learning.
2. Lazarus R. S. (1980). Patterns of Adjustment, New Delhi: McGraw-Hill.
3. Martin, L. G., Osborne, G. (1989). Psychology: Adjustment and everyday living. N. J.: Prentice-Hall, Englewood Cliffs.
4. Lazarus, R. S & Folkman, S. (1984). Stress, appraisal and coping. New York, NY: Springer Publishing
5. Aldwin C. M. & Werner, E. E. (2004). Stress, coping and development: An integrative perspective. New York, Guilford
6. Schafer, W. (2000). Stress Management (4th ed.). New Delhi, Cengage
7. Srivastava, A. K. (1999). Management of Occupational stress: Theories and Practice. New Delhi: Gyan Publishing House.
8. Pestonjee, D M. (1992). Stress and coping. New Delhi: Sage Publication.

https://onlinecourses.nptel.ac.in/noc25_hs112/preview

HR Analytics 3 credits

Level : Undergraduate/Postgraduate

By Prof. Santosh Rangnekar, Prof. Abhishek Singh | IIT Roorkee, XLRI Jamshedpur

ABOUT THE COURSE:

Human resource analytics course is designed to explain the process of recruitment, selection, training, development, performance and compensation. Further, this course also covers the various types of managerial challenges associated with the various human resource department functions and explains the various types of metrics to make data based decisions related to these managerial functions. Finally, this course demonstrates the use of various types of data visualization tools such as Tableau, Power BI and Excel

Course layout

Week: 1

Module 1 - Introduction to HR analytics

Module 2 - HR Data Preparation & Development of HR metrics

Module 3 - Data science framework

Module 4 - Pitfalls of data science framework and Basics of data visualization

Module 5 - Developing HR analytics unit and culture

Module 6 – List of books

Week: 2

Module 1 – Introduction to data visualization

Module 2 - Data Visualization Power BI – 1

Module 3 - Data Visualization Power BI – 2

Module 4 - Data Visualization Power BI – 3

Module 5 - Data Visualization Excel - 1

Module 6 - Data Visualization Excel - 1

Week: 3

Module 1 - Steps of recruitment

Module 2 – Managerial challenges of recruitment -1

Module 3 – Managerial challenges of recruitment – 2

Module 4 – Recruitment Analytics – 1

Module 5 – Recruitment Analytics – 2

Week: 4

Module 1 – Recruitment Analytics – 3

Module 2 – Recruitment Analytics – 4

Module 3 - Steps of employee selection process

Module 4 – Managerial challenges of employee selection -1

Module 5 – Managerial challenges of employee selection - 2

Week: 5

Module 1 – Selection Analytics – 1

Module 2 – Selection Analytics – 2

Module 3 – Selection Analytics – 3

Module 4 – Selection Analytics – 4

Module 5 – Data Visualization of Recruitment & Selection

Week: 6

Module 1 - Steps of training

Module 2 – Managerial challenges of employee training -1

Module 3 – Managerial challenges of employee training -2

Module 4 – Training Analytics – 1

Module 5 – Training Analytics – 2

Week: 7

Module 1 – Training Analytics – 3

Module 2 – Training Analytics – 4

Module 3 - Steps of Employee development

Module 4 – Managerial challenges of employee development -1

Module 5 – Managerial challenges of employee development -2

Week: 8

Module 1 - Employee Development Analytics – 1

Module 2 - Employee Development Analytics – 2

Module 3 - Employee Development Analytics – 3

Module 4 - Employee Development Analytics – 4

Module 5 – Data Visualization of Training & Development

Week: 9

Module 1 - Steps of performance management

Module 2 – Managerial challenges of performance management -1

Module 3 – Managerial challenges of performance management – 2

Module 4 –Performance Analytics -1

Module 5 –Performance Analytics -2

Week: 10

Module 1 –Performance Analytics -3

Module 2 –Performance Analytics -4

Module 3 - Steps of compensation management

Module 4 – Managerial challenges of compensation management -1

Module 5 – Managerial challenges of compensation management -2

Week: 11

Module 1 –Compensation Analytics – 1

Module 2 –Compensation Analytics – 2

Module 3 –Compensation Analytics – 3

Module 4 –Compensation Analytics – 4

Module 5 – Data Visualization of Performance & Compensation

Week: 12

Module 1 - Data Visualization Tableau – 1

Module 2 - Data Visualization Tableau – 2

Module 3 - Data Visualization Tableau – 3

Module 4 - Data Visualization Tableau – 4

Module 5 - Data Visualization Tableau – 5

Books and references

1. Guenole, N., Ferrar, J., & Feinzig, S. (2017). The power of people: How successful organizations use workforce analytics to improve business performance. FT Press.
2. Human resource analytics: Strategic decision making by Nishant Uppal, Pearson India

The list of the other MOOC courses for consideration of BOS Members for students of School of Management is given below:

Area	Name of Course	Weeks	Link	Credits	Level	Offered by
Marketing	Digital Marketing	15	https://onlinecourse.swayam2.ac.in/ce22_mg01/preview	4	PG	UBS, Punjab University
General Management	BCOC-132: Business Organisation and Management	16	https://onlinecourse.swayam2.ac.in/nu22_mg03/	6	UG/PG	IGNOU
Finance	Banking and Financial Markets: A Risk Management Perspective	6	https://onlinecourse.swayam2.ac.in/imb22_mg08/	2	PG	IIMB
Operations	Business Analytics For Management Decision	12	https://onlinecourse.s.nptel.ac.in/noc22_mg11/preview	3	UG/PG	NPTEL, IIT Kharagpur
Marketing	Customer Relationship Management	6	https://onlinecourse.swayam2.ac.in/imb22_mg11/	2	PG	IIMB
IT	Innovation and Information Technology Management	6	https://onlinecourse.swayam2.ac.in/imb22_mg14/	2	PG	IIMB

OB/HR	Negotiation and Conflict Management	8	https://onlinecourses.swayam2.ac.in/ce22_hs30/	2	UG/PG	Savitribai Phule Pune University
OB/HR	MS 2: Management of Human Resources	16	https://onlinecourses.swayam2.ac.in/no22_hs20/preview	6	PG	IGNOU
General Management	Design Thinking	4	https://onlinecourses.nptel.ac.in/noc25_mg106/preview	1	UG/PG	IIT Madras
Finance	Behavioural Finance	8	https://onlinecourses.swayam2.ac.in/im25_mg126/preview	3	PG	KIIT(Deemed to be) University, Bhubaneswar

A committee was recently constituted to review and shortlist relevant courses from the 1,696 courses offered on the SWAYAM platform for the July 2025 semester. The committee has recommended a total of 830 courses that align with the disciplines offered at our University. Notably, 128 courses from IIM Bangalore (IIMB), primarily in the Management discipline, have been identified as potentially valuable. These may be recommended to students enrolled in both undergraduate and postgraduate programs in Management.

Dr B R Ambedkar University Delhi
Proposal for Launch of a Course
(Approved by the Academic Council)

School/Centre proposing the course	SHS and SoM
Programme(s)	UG (Fourth Year) and PG Level Programmes of SoM and SHS
Course title	Human Values for Growth and Development of Society
Course code	xx
Credits	L-3, T-0, P-1
Course type (core/compulsory/optional/any other – please specify)	Open Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (Fourth Year) and PG
Course coordinator and team	

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

Several programmes and their respective courses at AUD focus on understanding self, others, and the community at large. Psychology and Gender Studies programmes at SHS especially focus on the development of human-centric vision, instilling professionals and ethical conduct. However, this open elective course is an initiative from SOM and SHS that intends to provide a focused course with learning outcomes that are delivered through different modalities such as lectures, workshops, practicum, interaction, and community outreach.

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

None

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

30-50 students

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

Semester-long engagement

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?

This course is aligned with various courses offered by existing programmes at AUD that specifically focus on the universal human values, ethics, and culture. The foundational courses offered by SHS and SoM introduce key themes like empathy, cultural awareness, self-awareness, and co-existing with harmony.

7. Course Details:

A. Summary

Understanding a universal approach to value education by developing the right understanding of reality through self-exploration is an important aspect and a need of

the hour. Ethical practices in personal, social, and professional spaces ensure happiness, harmony, and prosperity. Learning professional ethics helps in taking care of social issues and developing environmental consciousness while focusing on sustainable development and the well-being of oneself and others. This open elective course will help develop students as future professionals who are equipped with soft skills to deal with social disharmony, involved in crisis management, and efficient and socially relevant policy making. This course facilitates developing professionals with sufficient insights about increasing human-human conflict, climatic concerns, and the need to restore sustainable living. The course integrates core ethical foundations in professional and social settings, research ethics, cultural reflexivity, digital dilemmas, and public engagement.

B. Objectives

1. To promote holistic self-awareness through self-exploration.
2. To sensitize the student about inter/intra-personal relationships, and relationships with nature.
3. To foster moral reasoning and self-reflection.
4. To instill universal values.
5. To empower students to engage in socially conscious citizenship.

C. Expected Learning Outcomes

Upon successful completion, Students will be able to:

1. Demonstrate clear perception on personal, social, and professional values.
2. Articulate coherent understanding of harmony in society and ecology.
3. Formulate the strategy to contribute to community outreach and social service initiatives.
4. Evaluate and strategize the purpose of life
5. Apply value-based ethics in integrating universal values into behaviour.

D. Overall Structure

Unit 1: Basics of Ethics and Human Values

Unit 2: Research Ethics in Humanities and Social Sciences

Unit 3: Realizing Full Human Potential

Unit 4: Holistic Human Health

Unit 5: Human Values and Ethics – For an Equitable and Just Society

e. Module-wise format

Unit 1: Basics of Ethics and Human Values

Basic Human Values; Basics of Ethics; Self and Identity; Understanding Human Conduct; Jeevan Vidhya; Holistic way of living for Human Being; Self & Harmony in Nature

Essential Readings:

- R R Gaur, R Asthana, G P Bagaria, 2019 (2nd Revised Edition), A Foundation Course in Human Values and Professional Ethics. ISBN 978-93-87034-47-1, Excel Books, New Delhi.
- A Nagraj, 1998, Jeevan Vidya EkParichay, Divya Path Sansthan, Amarkantak. (p 21-36).
- A N Tripathy, 2003, Human Values, New Age International Publishers
- Schwartz, S. H. (2009). Basic human values. *sociologie*, 42, 249-288. (P 249- 256)
- Nguyen, J. (2018). The Basics of Ethics. *Legal and Ethical Issues for Health Professions E-Book: Legal and Ethical Issues for Health Professions E-Book*, P 12-20 (only general viewpoint).
- Mishra, A. K., Akoijam, A. B., & Misra, G. (2009). Social psychological perspectives on self and identity. *Psychology in India*, 2, 53-104.
- Dewey, J. (1988). *Human nature and conduct* (Vol. 14). Carbondale: Southern Illinois University Press.
- Tewari, A. (2021). Harmony in Nature: The Role of Right Understanding. *Journal of Dharma*, 46(4), 517–534. Retrieved from <https://dvkjournals.in/index.php/jd/article/view/3538>
- मेरा परिवार by Mahadevi Verma, Lok Bharathi Publishers, 1981.

Unit 2 Research Ethics in Humanities and Social Sciences:

Discipline Specific Sense of Ethics; Reflexivity: researchers' cultural backgrounds and power dynamics; Consent in archival/oral history and vulnerable interviews; Importance of Ethics Review Boards, Ethical Code of Conduct (discipline-specific based on students' cohort).

Essential Readings:

- R R Gaur, R Asthana, G P Bagaria, 2019 (2nd Revised Edition), A Foundation Course in Human Values and Professional Ethics. ISBN 978-93-87034-47-1, Excel Books, New Delhi.
- Israel, M., & Hay, I. (2006). *Research ethics for social scientists*. SAGE Publications, Ltd, <https://doi.org/10.4135/9781849209779>
- Lahman, M. (2018). *Ethics in social science research: Becoming Culturally responsive*. SAGE Publications, Inc, <https://doi.org/10.4135/9781071878750>
- Kiran D.R, "Professional ethics and Human values", Tata McGraw Hill, New Delhi, 2007.
- Premvir Kapoor, Professional Ethics and Human Values, Khanna Book Publishing, New Delhi, 2022.
- Plato. (1901). Apology (B. Jowett, Trans.). In Plato & B. Jowett (Trans.), *Dialogues of Plato: With analyses and introductions*, Vol. 1, pp. 305–339). Charles Scribner's Sons. <https://doi.org/10.1037/13728-009>
- Boschma, G., Yonge, O., & Mychajlunow, L. (2003). Consent in oral history interviews: unique challenges. *Qualitative health research*, 13(1), 129–135. <https://doi.org/10.1177/1049732302239415>
- Mehta, P., Zimba, O., Gasparyan, A. Y., Seiil, B., & Yessirkepov, M. (2023). Ethics Committees: Structure, Roles, and Issues. *Journal of Korean medical science*, 38(25), e198. <https://doi.org/10.3346/jkms.2023.38.e198>

Unit 3 Realizing Full Human Potential:

Self-exploration, Realizing Human Potential; Continuous happiness as the basic human aspiration; Sources of motivation in the self

Essential Readings:

- R R Gaur, R Asthana, G P Bagaria, 2019 (2nd Revised Edition), A Foundation Course in Human Values and Professional Ethics. ISBN 978-93-87034-47-1, Excel Books, New Delhi.
- Premvir Kapoor, Professional Ethics and Human Values, Khanna Book Publishing, New Delhi, 2022.
- Rozin, P. (2022). Martin E.P. Seligman: Realizing Human Potential. *The Journal of Positive Psychology*, 17(2), 166-170. <https://doi.org/10.1080/17439760.2021.2016913>.
- Self Exploration- <https://dspmuranchi.ac.in/pdf/Blog/self%20exploration.pdf>
- Mathur, R. (2022). Human Aspirations: Continuous Happiness and Prosperity. *Human Values and Professional Ethics*, 17. <https://alexispress.us/wp-content/uploads/2022/07/Human-Values-and-Professional-Ethics.pdf#page=24> (P 24-31)
- [Ankli, R.E.](#) and [Palliam, R.](#) (2012), "Enabling a motivated workforce: exploring the sources of motivation", *Development and Learning in Organizations*, Vol. 26 No. 2, pp. 7-10. <https://doi.org/10.1108/14777281211201169>

Unit 4 Holistic Human Health:

Current health perspective, Holistic Health Care; Importance of Family in Self Development; Harmony in co-existence; Authentic Happiness.

Essential Readings:

- R R Gaur, R Asthana, G P Bagaria, 2019 (2nd Revised Edition), A Foundation Course in Human Values and Professional Ethics. ISBN 978-93-87034-47-1, Excel Books, New Delhi.
- The Complete Book of Ayurvedic Home Remedies, Vasant D. Lad
- Quantum Healing-Exploring the frontiers of Mind-Body Medicine, Deepak Chopra
- Bansal, R. K. Harmony in Co-Existence: Embracing the Essence of Existence. *Human Values and Professional Ethics*, 122. P 122-130
- Seligman, M. E. (2004). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. Simon and Schuster.
- Kaur, R. (2019). Family Matters in India: A Sociological Understanding. In: Mukherji, P., Jayaram, N., Ghosh, B. (eds) *Understanding Social Dynamics in South Asia*. Springer, Singapore. https://doi.org/10.1007/978-981-13-0387-6_9
- Leonardi F. The Definition of Health: Towards New Perspectives. *International Journal of Health Services*. 2018;48(4):735-748. doi:[10.1177/0020731418782653](https://doi.org/10.1177/0020731418782653)
- Singh, S. Re-Engineering the Indian Healthcare System-A Contemporary Call in the Light of Holistic Approach. *The Essence of Yoga*, 8. P 21-24

Unit 5 Human Values and Ethics – For an Equitable and Just Society:

Becoming Human and Humane; Culture and Civilization; Field-Dependent and Interdependent Perspectives; Envisioning Service (seva), Agencies of socialization; Peace: A Non-Negotiable Aspect of Society

Essential Readings:

- R R Gaur, R Asthana, G P Bagaria, 2019 (2nd Revised Edition), A Foundation Course in Human Values and Professional Ethics. ISBN 978-93-87034-47-1, Excel Books, New Delhi.
- Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. New Delhi: Pinnacle Learning
- Diwakar, R R., The Saga of Satyagraha, Gandhi Peace Foundation, Delhi, 1969
- नीलकंठ by Mahadevi Verma, Lok Bharathi Publishers, 1981.
- Gandhi, M.K., Documents on Social, Moral and Spiritual Values in Education, NCERT, New Delhi, 1979, p.20
- Menamparampil, T. (2021). Becoming Human and Humane: Developing a Global Vision to Address Local Needs and Anxieties. *The Role of Intercultural Encounters*, 39. P 30-60
- Wei, R. (2011). 'Civilization'and'Culture'. *International Review of Social Sciences and Humanities*, 1(1), 1-14.
- Witkin, H. A., Moore, C. A., Goodenough, D., & Cox, P. W. (1977). Field-Dependent and Field-Independent Cognitive Styles and Their Educational Implications. *Review of Educational Research*, 47(1), 1-64. <https://doi.org/10.3102/00346543047001001> (Original work published 1977)
- Watt, C. A. (2006). Envisioning'Seva'.
- Mohsin, K. Exploration of Agencies of Socialization. *Fundamentals of*, 58. P 58-64

Practical components:

1. Observing what contributes to harmony within the Self (feeling of relationship, harmony, and co-existence)
2. Designing a health system for society that contributes to harmony at every level. The learner also needs to work out how he/she can contribute in this system and process.
3. Report on community outreach

8. Pedagogy:

1. Instructional strategies: Experiential and action learning
2. Special needs for the programme (instructional space: studio, lab, clinic, workshop, etc.; equipment, software, any other – please specify): None
3. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Close linkages with external agencies including startups and incubation centers.

9. Assessment structure (modes and frequency of assessments)

- Reflexive Essays- 20%
- Community Outreach Project Report- 20%
- Project Group Presentation- 30%
- End-term exam- 30%

The mode of assessment shall be a jury comprising internal faculty/ external experts, where each student will be expected to present his/ her work and learning outcomes at different stages of the project.

Signature of Course Coordinator(s)

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

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

School/Centre proposing the course	SHS and SoM
Programme(s)	UG (Fourth Year) and PG Level Programmes of SoM and SHS
Course title	Professional Ethics in Humanities and Social Sciences
Course code	xx
Credits	L-3, T-0, P-1
Course type (core/compulsory/optional/any other – please specify)	Open Elective
Level(Predoctoral/MA/PG Diploma/Certificate/UG)	UG (Fourth Year) and PG
Course coordinator and team	

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

Several programmes and their respective courses at AUD focus on understanding the self, others, and the community at large. Psychology and Gender Studies programmes at SHS especially center on the development of human-centric vision. However, an open elective course is an initiative from SOM and SHS that intends to provide a focused course with learning outcomes that are delivered through different modalities such as lectures, workshops, practicum, interaction, and community outreach.

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

None

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

30-50 students

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

Semester-long engagement

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?

This course is aligned with various existing programmes at AUD that specifically focus on the universal human values, ethics, and culture. The foundational courses offered by SHS and SoM introduce key themes like empathy, cultural awareness, self-awareness, and co-existing with harmony.

7. Course Details:

A. Summary

Value-based ethical conduct in both our professional and personal spheres is important for attaining happiness and a fulfilling life. Ethical behavior in personal, social, and professional domains fosters happiness, harmony, and prosperity. Gaining

knowledge of professional ethics aids in addressing social challenges and nurturing environmental awareness while prioritizing sustainable growth and the welfare of both oneself and others. Studying professional ethics aids in addressing societal issues and enhances environmental awareness while emphasizing sustainable development and the well-being of all individuals. This open elective course will prepare students to become future professionals with the soft skills needed to resolve social discord, engage in crisis management, and create efficient, socially relevant policies. The program facilitates the development of professionals equipped with valuable insights regarding escalating human conflict, environmental challenges, and the imperative for sustainable living. The course combines fundamental ethical principles within professional and social contexts, research ethics, cultural sensitivity, digital dilemmas, and public involvement.

B. Objectives

1. To possess knowledge on professional ethics, safety, rights, and responsibilities.
2. To develop anchors in ethical theory and disciplinary practice.
3. To generate insights on ethical reflexivity, community accountability, and cultural sensitivity.
4. To acknowledge modern concerns: data ethics, environmental justice, communicative responsibilities.
5. To balance theory from Indian and Western ethics with discipline-specific practices.

C. Expected Learning Outcomes

Upon successful completion, Students will be able to:

1. Develop self-awareness and match ethical codes to discipline-specific context.
2. Compare and contrast various theories in the traditional and modern eras.
3. Develop the vision for holistic human health and practice self-discipline in personal and professional life.
4. Reflect critically on personal and institutional responsibilities.
5. Explain the sustainable and mutually fulfilling production and management systems.

D. Overall Structure

Unit 1: Humanities and Social Sciences Ethics

Unit 2: Rights and Responsibilities:

Unit 3: Professional Practices:

Unit 4: Applied and Global Ethics:

Unit 5: Positive Growth, Skills, and Competency Development in Youth

e. Module-wise format

Unit 1 Humanities and Social Sciences Ethics:

Sense of Social Ethics; Moral Dilemmas; Theories on Morality-Kohlberg's Theory, Gilligan's Theory, Consensus and Controversy; Basic Principles of Social Interaction; Ethical Issues in Different Social Science Methods; Karma-Yoga: The Indian Model of Moral Development

Essential Readings:

- Devon, R., & Van de Poel, I. (2004). Design ethics: The social ethics paradigm. *International Journal of Engineering Education*, 20(3), 461-469. <https://www.ijee.ie/articles/Vol20-3/IJEE2514.pdf>
- Sharma, M. 2017. *Radical Transformational Leadership: Strategic Action for Change Agents*. Berkeley, US: North Atlantic Books. P 30-43.
- Fontaine, D. K., Rushton, C. H., and Sharma, M. 2013. Cultivating Compassion and Empathy. In: M. Plews-Ogan and G. Beyt (Eds.), *Wisdom Leadership in Academic Health Science Centers- Leading Positive Change*. London: Radcliffe Publishing
- Kohlberg, L. (1984). *The psychology of moral development: the nature and validity of moral stages*. United Kingdom: Harper & Row.
- Kelman, H. C. (1982). Ethical issues in different social science methods. *Ethical issues in social science research*, 40-98. https://scholar.harvard.edu/files/hckelman/files/Ethical_issues_1982.pdf
- Van Lange, P. A. M., De Cremer, D., Van Dijk, E., & Van Vugt, M. (2007). Self-interest and beyond: Basic principles of social interaction. In A. W. Kruglanski & E. T. Higgins (Eds.), *Social psychology: Handbook of basic principles* (2nd ed., pp. 540-561). The Guilford Press. P 540-570.
- Mulla, Z.R., Krishnan, V.R. Karma-Yoga: The Indian Model of Moral Development. *J Bus Ethics* **123**, 339–351 (2014). <https://doi.org/10.1007/s10551-013-1842-8>

Unit 2 Rights and Responsibilities:

Collegial Relationship; Confidentiality; A stakeholder perspective of employee responsibilities and rights; Intellectual Property Rights (IPR), Copyright and Patents in India; Moral Leadership.

Essential Readings:

- Betzler, M., Löschke, J. Collegial Relationships. *Ethic Theory Moral Prac* **24**, 213–229 (2021). <https://doi.org/10.1007/s10677-021-10165-9>
- Bos, J. (2020). Confidentiality. In: *Research Ethics for Students in the Social Sciences*. Springer, Cham. https://doi.org/10.1007/978-3-030-48415-6_7
- Y, Srinivasa Rao *Intellectual Property Rights in India: Significance of Patents.*, 2014 . In National Conference on Scholarly Communication and Intellectual Property Rights , at School of Planning and Architecture, Vijayawada, August 04-05, 2015 <https://core.ac.uk/download/pdf/290489318.pdf>
- Osigweh, C.A.B. A stakeholder perspective of employee responsibilities and rights. *Employ Respons Rights J* **7**, 279–296 (1994). <https://doi.org/10.1007/BF02621214>
- Gini, A. Moral Leadership: An Overview. *Journal of Business Ethics* **16**, 323–330 (1997). <https://doi.org/10.1023/A:1017959915472>

Unit 3 Professional Practices:

Personal Values in Human Life; Importance of Professionalism in Indian Context; Conflict Management Techniques; Justice: What's the Right Thing To Do? Ethical Decision Making

Essential Readings:

- https://youtu.be/_a1Fc6nwpks?si=ODE88gwplsRD3Ql4
- Sagiv, L., Roccas, S., Cieciuch, J., & Schwartz, S. H. (2017). Personal values in human life. *Nature Human Behaviour*, 1(9), 630-639. <https://doi.org/10.1038/s41562-017-0185-3>
- Modi, J.N., Anshu, Gupta, P. *et al.* Teaching and assessing professionalism in the Indian context. *Indian Pediatr* 51, 881–888 (2014). <https://doi.org/10.1007/s13312-014-0521-x>
- *Human Values & Professional Ethics* by Bhushan Manchanda
- <https://youtu.be/MuiazbyOSqQ?si=XsxoLr16uaiPuIwY>
- Alakavuklar, O. N., & Çakar, U. (2012). The role of ethics on conflict handling styles: A scenario based study. *Turkish Journal of Business Ethics*, 5(10), 89-116. (page 89-98)
- Sudhakar, Goparaju, A Review of Conflict Management Techniques in Projects (December 29, 2015). Brazilian Journal of Operations & Production Management, Vol. 12, Issue 2, pp. 214-232, 2015, Available at SSRN: <https://ssrn.com/abstract=2708981>
- https://www.ted.com/talks/michael_schur_how_ethics_can_help_you_make_better_decisions

Unit 4 Applied and Global Ethics:

Loksangraha and *Vasudhaiva Kutumbakam*; Charity and Philanthropy (*Shraddha, Seva, Daan*); Environmental Consciousness and Sustainability, Climate Change; Digital Communication Ethics; Environmental humanities, cultural heritage.

Essential Readings:

- Aydin, C., & Darici, B. (2019). Environment and Sustainability. Peter Lang Verlag.
- Rousi & Vakkuri, *Ethics in digital communication* arxiv.org
- *Human Values & Professional Ethics* by Bhushan Manchanda
- *Vasudhaiva Kutumbakam and the Quest for Human Rights: The Indian Perspective*. Edited by Shantesh Kumar Singh. IBP Books.
https://www.researchgate.net/publication/389271597_Vasudhaiva_Kutumbakam_and_the_Quest_for_Human_Rights_The_Indian_Perspective
- Higgins, D., Somervell, T., & Clark, N. (2020). Introduction: Environmental Humanities Approaches to Climate Change. *Humanities*, 9(3), 94.
<https://doi.org/10.3390/h9030094>
- *गोदान* by Munshi Premchand (1936). Manjul Publishing House
- Bonnett, M. (2021). Environmental Consciousness, Nature, and the Philosophy of Education: Ecologizing Education. London: Routledge.
- Ramaprasad, J., Liu, Y., & Garrison, B. (2012). Ethical use of new technologies: where do Indian journalists stand? *Asian Journal of Communication*, 22(1), 98–114.
<https://doi.org/10.1080/01292986.2011.622776>

Unit 5 Positive Growth, Skills and Competency Development in Youth

Assertive Training and Confidence Building; Aggression Management; Prevention and Early Intervention for Addictive Behavior, Social-Media and Gaming Addiction; Understanding and Managing Trigunas and Tridoshas; Positive strategies for Stress Management; Spiritual Well-being

Essential Readings:

- Misra, G., & Singh, P. (2025). *Social Psychology in a Globalizing Era: Engaging with Disciplinary and Societal Challenges*. Taylor & Francis.
- Anderson, Peter, Jürgen Rehm, and Robin Room (eds), *Impact of Addictive Substances and Behaviours on Individual and Societal Well-being*, Governance Of Addictive Substances & Behaviours (Oxford, 2015; online edn, Oxford Academic, 23 Apr. 2015), <https://doi.org/10.1093/acprof:oso/9780198714002.001.0001>
- Gori, A., Topino, E., Cacioppo, M., Craparo, G., Schimmenti, A., & Caretti, V. (2023). An Integrated Approach to Addictive Behaviors: A Study on Vulnerability and Maintenance Factors. *European Journal of Investigation in Health, Psychology and Education*, 13(3), 512-524. <https://doi.org/10.3390/ejihpe13030039>
- Stein, Dan J., Fineberg, Naomi A. and Chamberlain, Samuel R. (eds.) (2021) *Mental health in a digital world*, Academic Press, 506pp.
- Gandhi, M.K., Documents on Social, Moral and Spiritual Values in Education, NCERT, New Delhi, 1979, p.20
- The Complete Book of Ayurvedic Home Remedies, Vasant D. Lad
- Quantum Healing-Exploring the frontiers of Mind-Body Medicine, Deepak Chopra

Practical components:

1. Observing what contributes to harmony within the Self (feeling of relationship, harmony, and co-existence)
2. Designing a health system for society that contributes to harmony at every level. The learner also needs to work out how he/she can contribute in this system and process.
3. Report on community outreach

8. Pedagogy:

1. Instructional strategies: Experiential and action learning
2. Special needs for the programme (instructional space: studio, lab, clinic, workshop, etc.; equipment, software, any other – please specify): None
3. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Close linkages with external agencies including startups and incubation centers.

9. Assessment structure (modes and frequency of assessments)

- Reflexive Essays- 20%
- Community Outreach Project Report- 20%
- Project Group Presentation- 30%
- End-term exam- 30%

The mode of assessment shall be a jury comprising internal faculty/ external experts, where each student will be expected to present his/ her work and learning outcomes at different stages of the project.

Signature of Course Coordinator(s)

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

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Annexure-51

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 Heritage: Concepts and Applications

School/Centre proposing the course	School of Heritage Research and Management
Programme(s)	MA Archaeology and Heritage Management MA Museology Conservation and Heritage Management
Course title	Introduction to Heritage: Concepts and Applications
Course code	
Credits	4 credits
Course type (core/compulsory/ optional/any other – please specify)	Core
Level (Predoctoral /MA/PG Diploma/Certificate/UG)	MA
Course coordinator and team	Dr. Shalini Awasthi

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

This is a fundamental course for Heritage Studies and management for research scholars. It does not overlap with any other course offered at the university. The primary thrust of the course is to familiarize research scholars with the theoretical and practical foundations of beginning and contours of heritage studies, pertaining to tangible and intangible heritage, in the national and global context.

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

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

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

5. Proposed date of launch: **2025**

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

The course is designed per AUD vision and NEP 2020, at the post-graduate programmes, which aim to impart interdisciplinary knowledge with exposure to field studies. The course seeks to provide theoretical and practical contours of various areas of knowledge heritage practices, methodologies and forms. It has

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interdisciplinary/multidisciplinary potential and encourages the scholar to attain an academic understanding of heritage and its constituents.

7. Course Details:

Summary: The course attempts to cover the essential areas that are strategic towards building a detailed overview of the heritage as a discipline as a background theme for the two programme, namely Archaeology and Heritage Management, and Museology, Conservation and Heritage Management. The curriculum of this course is designed towards dissemination of knowledge and practices of the heterogeneity of the heritage products. And the interface of archaeology and conservation, with heritage studies. With its comprehensive focus on different yet relevant management areas, it attempts to give the participant an all-rounded knowledge essential to understanding the various facets of heritage, its resources and philosophy. Thus, it would move from generic understanding to developing more concrete ideas of heritage as an academic discipline leading to germination of concepts of heritage protection, conservation and management.

a) **Objectives:** This course aims to

- build a foundation for the discourse on Heritage and the discipline
- to develop an understanding of the forms and dimensions of heritage
- to acquire critical insights into the new and expanding horizons of heritage
- evolve critical perspectives on heritage interpretation
- application and understanding of heritage through case studies from India

b) **Learning Outcomes:** After studying this Course, the student will

- acquire the understanding of heritage and the multiplicity of its forms
- the understanding of tangible and or intangible heritage
- the ability to explore new and emerging frontiers of heritage

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- the academic rigour on the perspectives of heritage, global and national
- to equip the student with the ability to interpret heritage to create meaningful experiences

Overall structure:

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

Module 1: Discipline of Heritage Studies

The emergence of the discipline of Heritage Studies is attributed to David Lowenthal's publication *The Past is a Foreign Country* (1985). Heritage was described as the need to know and understand the past in the present. The understanding of the past in the present, is accessed through history, archaeology, architecture, art history, culture, geography, ecology, conservation, tourism and marketing. These are the important disciplines that connect with heritage studies. This module will introduce the students to heritage and the interdisciplinarity of heritage with other disciplines, and how these disciplines construct social -cultural values and meanings in the present. This module will also trace across historical timelines the beginnings of heritage, originating from a legal basis into a global phenomenon.

Compulsory Readings

- Howard, Peter. 2003. Heritage- Management, Interpretation, Identity. Continuum --Chapter 1: *What Is Heritage?* (pp.1-13)
- Smith, Laurajane. 2006. Uses of Heritage. Routledge *Chapter1: The discourse of heritage* (pp. 11-43)
- Howard, Peter. 2003. Heritage- Management, Interpretation, Identity. Continuum Chapter 2: *Heritage as a Discipline* (pp.14-31)
- Lowenthal, David. 1998. The Heritage Crusades and the Spoils of History. Cambridge University Press. *Chapter 1: Heritage Ascendent* (pp. 1-30)
- Cleere, Henri. 1996. *Protecting the World's Cultural Heritage* in Stephen Marks (Ed.) Concerning Buildings. Butterworth-Heinemann

Suggested Readings

- Thapar, Romila. 2018. *Indian Cultures as Heritage: Contemporary Pasts*. Aleph
- Harrison, Rodney. 2013. *Heritage- Critical Approaches*. Routledge.
- Rachel King and Trinidad Rico (ed.). 2024. *Methods and Methodologies in Heritage Studies*. UCL Press
- Marie-Theres Albert, Roland Bernecker, Britta Rudolff (Ed). 2013. *Understanding Heritage Perspectives in Heritage Studies*. De Gruyter

Module 2: Heritage Resources: Tangible and Intangible

In the early days heritage resources were defined as immovable and movable cultural property. The World Heritage Convention (1972) defined heritage resources as cultural and natural resources. The element of intangibility was established in heritage discourse with the Convention for the Safeguarding of Intangible Cultural Heritage (2003). This trajectory of development has created the primary heritage resource typology as commonly classified into tangible heritage (monuments, groups of buildings, urban centers) and intangible heritage (culture, social life, festivals, identities, crafts etc.). This module will introduce the students to the definitions and constituents of tangible and intangible heritage, and the policies and practices that define them at national and international level.

Case Study 1: inscription of The Walled City of Jaipur inscribed as World Heritage Site in 2019

Case Study 2: Inscription of Thatheras of Jandiala Guru, Punjab on the Representative List of the Intangible Cultural Heritage of Humanity in 2014

Compulsory Readings

- Howard, Peter. 2003. Heritage- Management, Interpretation, Identity. Continuum. Chapter 4: *Fields of Heritage* 52-101
- Chalana, Manish and Krishna, Ashima. 2021. *Heritage Conservation in Post-colonial India*. Routledge.
- Akagawa, Natsuko & Smith, Laura Jane. 2019. *Safeguarding Intangible Heritage: Policies and Practices*.

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- Labadi, Sophia. 2013. UNESCO, Cultural Heritage and Outstanding Universal Value. Altamira Press.
- Lahiri, Nayanjot. 2017. Monuments Matter: India's Archaeological Heritage Since Independence. Marg Vol. 68, No.4.

Suggested Readings

- Makhloufi, Lilia (Ed.). 2024. *Tangible and Intangible Heritage in the Age of Globalization*. Open Book Publishers.
- Waterton, Emma & Watson, Steve. 2015. *The Palgrave Handbook of Contemporary Heritage Research*
- Harrison, Rodney. 2013. *Heritage- Critical Approaches*. Routledge.
- Rachel King and Trinidad Rico (ed.). 2024. *Methods and Methodologies in Heritage Studies*. UCL Press

Module 3: Expansion in Heritage Resources

The resources for the study of heritage are expanding with the inclusion of new categories, which need to be documented, studied, preserved and conserved. These include heritage resources as heritage canals, a human-engineered waterway and a component of a complex cultural landscape; as heritage routes which are tangible elements of cultural significance and exchange, through a multi-dimensional dialogue across countries or regions. Other heritage resources are geo-heritage, documentary heritage as archival and library collections, which have documents, manuscripts, audio-visual materials. As heritagescapes which is the interpreting and analyzing heritage sites as unique social spaces that offer an experience of the past. And lastly, the digital heritage, a means to preserve heritage through collection and documentation, research and information management, presentation and interpretation, and also the creation and use of digital content. The objective of this module is to familiarize the students with the expanding scope for heritage studies.

Case Study: Ramcharitmanas in UNESCO's Memory of the World Register

Case Study: Heritagescape of Banaras

Compulsory Readings

- Singh, Rana P. B. 2011. *Heritagescapes and Cultural Landscapes*. Shubhi Publications.

- Bos, Jan.2024. The UNESCO Memory of the World International Register. De Gruyter
- Reddy, D. Rajasekhar (Editor).2020. A Monograph on Potential Geoparks of India. INTACH
- Sonkoly,Gábor and Tanja Vahtikari. 2018. Innovation in Cultural Heritage Research. European Commission
- Heritage City Development and Augmentation Yojana. Ministry of Urban Development, Government of India

Suggested Readings

- William Logan, Máiréad Nic Craith and Ullrich Kockel (eds) (2016) *A Companion to Heritage Studies*. Wiley Blackwell
- Thakurta, Tapti Guha. 2004. *Monuments, Objects, Histories Institutions of Art in Colonial and Post-Colonial India*. Permanent Black, Columbia University Press, USA.
- Waterton, Emma & Watson, Steve. 2015. The Palgrave Handbook of Contemporary Heritage Research

Module 4: Perspectives in Heritage

This module offers insights into the construction and establishment of heritage studies as a discipline discussed by thinkers and heritage practitioners, in the global and national perspective. David Lowenthal is attributed with the emergence of the discipline of Heritage Studies, and the beginning of perspective on and for heritage starts with him. Henri Cleere, contributions to the evolution of the 1972 World Heritage Convention and to ICOMOS with his knowledge and experience, as World Heritage Coordinator for the International Council on Monuments and Sites (ICOMOS), helped bring about improvements to the evaluation process for cultural properties, adding a greater focus on conservation and management considerations and introducing site visits. Bernard Feilden contribution to the field of conservation is immense, as Director of the International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM). While these are the global giants for heritage conservation studies, significant names from India can be broadly distributed into the pre-independence and post-Independence practitioners. In the former group

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are is the antiquarian scholarship of India's heritage which began with the establishment of the Asiatic Society in Bengal, under William Jones, leading to the writing of the Conservation Manual in 1922 by John Marshall. Independent India, was guided towards heritage studies, by archaeologist-conservators as A Ghosh, the Director-General of the Archaeological Survey from 1953-1968. The contribution of B K Thapar is equally significant, an archaeologist who also served as Director-General of the Archaeological Survey (1978-1981) and was the founder-member of Indian National Trust for Art & Cultural Heritage (INTACH).

Through this module the students will be acquire knowledge on the perspectives of heritage as delineated by practitioners (archaeology and conservation), Indian and Global

Case Study: The Asiatic Society of Bengal

Compulsory Readings

- Cleere, Henri (ed).1989 Reprinted 2000. *Archaeological Heritage Management in The Modern World*. Routledge.
- Bernard M. Feilden and Jukka Jokilehto. 1998. *Management Guidelines for World Cultural Heritage Sites*. ICCROM.
- Kejariwal, O P. 1988. *The Asiatic Society of Bengal and the Discovery of India's Past*. Oxford University Press.
- Lahiri, Nayanjot. 2017. Monuments Matter: India's Archaeological Heritage Since Independence. Vol.68, No 4, June 2017. Marg.
- Allchin & Thapar. 1989. *Conservation of Indian Heritage*. Cosmo Publications.

Suggested Readings

- Lowenthal, David. *The Past is a Foreign Country*.
- Niti Aayog. 2019. *Improving Heritage Management in India*

Module 5. Interpretations in Heritage

Heritage connects an individual to events and memories of the past, to visitors for whom heritage may have varying meanings. The beginnings of heritage interpretation were introduced by Freeman Tilden, through his book, "Interpreting Our Heritage" in 1957. Heritage interpretation is the process of sharing information about the history, culture or natural and environmental resources with the visitor. This enables a visitor to appreciate the significance of the place by creating meaningful experiences,

rather than simply to communicate factual information. The interpretation of heritage is based on appreciation of the heritage through its values, intrinsic and historical, and contemporary socio-economic values. The students will study the concept of value attribution for heritage, at historic sites, nature reserves, museums etc. through talks, heritage walks, brochures etc.

Case Study: Chandni Chowk: The Old City of Delhi

Compulsory Readings

- Tilden Freeman. 1977 (Third edition). *Interpreting Our Heritage*. The University Of North Carolina Press
- Labadi, Sophia. 2013. *UNESCO, Cultural Heritage, and Outstanding Universal Value Value-based Analyses of the World Heritage and Intangible Cultural Heritage Conventions*. Altamira Press.
- Erica Avrami, Susan Macdonald, Randall Mason, and David Myers (Ed.). 2009. *Values in Heritage Management Emerging Approaches and Research Directions*. The Getty Conservation Institute, Los Angeles
- Niti Aayog. 2019. *Improving Heritage Management in India*

Suggested Readings

- Dronah. 2020. Challenges faced in Heritage Management in India and Policy Imperatives.
- Gibson, Lisanne & Pendlebury, John (Ed.). 2009. *Valuing Historic Environments*. Ashgate.

8. Pedagogy:

- a) Instructional design: 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 India and global context .
- b) Field Visits, Surveys, and documentation of sites and monuments.
- c) Special needs facilities, requirements in terms of software, studio, lab, library, classroom/other instructional space as per requirements of the course.
- d) Expertise in AUD faculty or outside faculty may be called in collaboration.

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- e) Linkages with external agencies and field-based organizations related to Heritage Studies and its Management through Archaeology and Conservation.
9. **Assessment structure** (modes and frequency of assessments) are per the new assessment, evaluation, and student progression policy for MA Programmes , which will apply to students admitted to the academic year 2025- 26 and later at university. Students' performance in this course will be assessed continuously through reviews, discussion papers, essays, case analyses, and class participation. The weightage of the marks is given below on the 10-point grading system.

Details for Evaluation:	Weightage
Assignment/Essay/ Term Paper/ Project Work/fieldwork etc.	30% weightage
Presentation	20 % weightage
End-semester Summative examination	50% weightage

Signature of Course Coordinator(s)

Dr Shalini Awasthi

Note:

1. Modifications based on deliberations in the RSC and consultative meeting may be incorporated, and the revised proposal should be submitted to the Academic Council.
2. Courses meant to be part of more than one programme and shared across schools may need to be taken through the RAC of the respective schools.

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

Signature of the Dean of the School

BA Program courses to be adopted in 7th Semester under SGA

Following courses to be adopted in 7th Semester of BAGS, BASU, and BASS

7th SEMESTER BA COURSES		Approval status
BAGS (2DSC, 2GE, 1 AEC)		
DSC16	Global Cinema	Approved
DSC17	Non-State Actors in Global Politics	To be approved
GE (Any two)	Culture, Identity and Society	Approved
	Sports, Society and Culture	To be approved
	Global Migration	To be approved
AEC-4	Research Methodology	To be approved
BASU (2DSC, 1DSE, 2MDC/GE)		
DSC14	Reading Cities Through Neighbourhood	Approved
DSC15	Urban Infrastructure and Services	To be approved
DSE/GE (Any two)	Culture, Identity and Society	Approved
	Sports, Society and Culture	To be approved
	Global Migration	To be approved
AEC-4	Research Methodology	To be approved
BASS (2DSC, 1DSE, 2MDC/GE)		
DSC14	Social Work: Principles, Practices and Field Engagement	To be approved
DSC15	Seeing, Listening, Communicating	To be approved
DSE/GE (Any two)	Culture, Identity and Society	Approved
	Sports, Society and Culture	To be approved
	Global Migration	To be approved
AEC-4	Research Methodology	To be approved

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

School/Centre proposing the course	SGA
Programme(s)	Global Studies
Course title	Non State Actors in Global Politics
Course code	TBD
Credits	4
Course type (core / compulsory / optional / any other – please specify)	7th Semester
Level (Predoctoral /MA / PG Diploma / Certificate / UG)	UG
Course coordinator and team	Dr. Manisha Chaurasiya, Assistant Professor, Global Studies (Course Coordinator)

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

The course is offered as part of the UG programme with special emphasis on highlighting the role of Non state actors in global politics. The course will focus on several categories of non-state actors including Transnational Criminal Organizations, terrorist groups, NGOs and Advocacy groups, and the media. The course will use case studies to understand the impact of some of these notable non-state actors on the contemporary globe. The course is fresh and does not overlap with any other course offered in university presently. It is warranted as students of Global studies ought to understand the non-states in the contemporary world.

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

No prerequisites.

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

As per the 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. The semester is TBD

5. Proposed date of launch: TBD

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

AUD stands for interdisciplinarity. The present course is a much needed intervention as students of Global Studies at AUD, need to be aware of the meaning and diverse actors referred to as non state actors. BA Global Studies already has a course on the role of state in a globalising world. This course would provide a necessary intervention on the role non state actors play in the contemporary world.

7. Course Details:

a. Summary:

The course aims to capture the emergence, essence and meaning of Non-state actors. It is a course designed to further the understanding about the role played by a diverse type of non-state actors in contemporary global politics. Both, world politics and international relations have long been regarded and considered as the domain of only state actors. Non-state actors have been increasingly visible and have played prominent roles in global governance, international policy, transnational activism etc. With their role and transnational agenda they have crossed the boundaries of public and private, and national, international and transnational in the second half of the 20th century. These non-state actors range from Non-Governmental Organizations (NGOs), philanthropy bodies, transnational advocacy networks, multinational corporations (MNCs), Corporate Social Responsibility (CSR) and global economic governance institutions, religious groups, terrorist groups, organised crime and piracy, transnational institutions and other salient forums like G8, G20, World Economic Forum, World Social forum etc. and the non state actors and networks like the media and media houses, which are often state or business house or MNC supported.

The course aims to theoretical understanding and study the actors and networks of non-states. What and how has the state as an actor dominated the world? This question has also been put up in the course in the introductory section in order to

make the learner understand and comprehend and trace the role and the emergence of non-state actors. This course is important and urgent to understand the non states in the contemporary globalized world because, (a) the traditional state-centric model of international relations has been increasingly being challenged, (b) the dominance of the state as an actor has not been able to provide answers and solutions to a variety of challenges faced by the globe. The changing nature of the state and a roll back from various sectors is well documented. At this juncture it is urgent to understand non state actors. How these entities are having a growing influence, what is their capability to handle and provide solutions to the problems of the day, how do they operate outside the formal structures of state governments and finally what kind of pivotal role they are playing in shaping global politics and global governance on a variety of issue areas. This course also introduces the learner to the fact that the non states are not a coherent homogenised entity. They are different and vary greatly in terms of their multifaceted roles and intentions. There are criticisms and debates about the origins of many non governmental entities and the networks in operation, as a considerable number of them find their homes in the West. Acknowledging the diversity of these groups, some are international human rights and are advocacy networks, on the other hand some others are terror groups and powerful multinational corporations.

b. Objectives

The course will help students in the following ways:

- To analyze the impact of non-state actors in contemporary global politics.
- To discuss the various types of non-state actors and understand the challenges and role of the non-states in areas such as human rights, economic development, environmental governance, global health, and security.
- To evaluate the theoretical frameworks of non-state actors and their meaning, behavior and influence globally.
- Develop critical thinking and research skills through a set of case studies, case studies and interdisciplinary approaches.

c. Learning Outcomes:

This course is expected to equip students to apply their understanding and research skills acquired in this course into research. On completion of this course students are therefore expected to:

1. Better understand and comprehend the diverse roles played by non states. They would be better able to identify the categories of non-state actors in global politics.
2. Critically assess the challenges and opportunities posed by the globe and the non state's role in addressing global issues in the 21st century.

d. Overall structure:

The structure of the course is as follows. It begins by providing a comprehensive overview of non-state actors and the theoretical understanding about their rise viz a viz the state as a dominant actor. In this regard the theoretical frameworks of liberalism, neo-liberalism and constructivism, are introduced to the learners in order to help explain the behavior and the role of non-states in contemporary times. The next module explains the various forms of non-state actors and categorises them into four distinct types. This includes- the Non-Governmental Organizations (NGOs) and transnational advocacy networks, the multinational corporations (MNCs), the terrorist groups and violent non state actors, the international institutions and other forums/actors.

The course first module introduces the non state actors, meaning, nature and theoretical understanding. It explores the role and impact of non-state actors in contemporary global politics. The second module examines and delves into specific categories of non-state actors, analyzing their unique roles, how entities such as multinational corporations, non-governmental organizations, terrorist groups, transnational advocacy networks, international institutions etc. influence international relations, global governance, and state sovereignty in a globalised world. How they can be classified into categories for better understanding of the student. The third module explores how the non-states respond to pressing issues like climate change, human rights and education.

The fourth module introduces some case notable studies of non states. It involves case studies such as the Edhi Foundation, Bachpan Bachao Andolan (BBA), the GAVI Alliance and Vaccine Distribution in Developing Countries, WikiLeaks, Al Qaeda as a Terror Group and its Affiliates and Amnesty International, politics and their work towards a Campaign Against Torture. Almost half of the case studies are from South Asia to better comprehend and appeal to the students. These provide concrete examples of how these actors operate and achieve impact. However, some of West led and west originated institutions need to be understood from a critical lens.

By the end of the course, students will have developed a nuanced perspective on the role of non-state actors in global politics, enabling them to critically analyse contemporary global issues and the role of non-state actors therein.

S. No	Module Name	Week/s
Module 1	The Non-State Actors and Networks	
	(a) History of Non states and the concept of civil society (b) Relationship between states and non-states (c) Major schools of thought on the emergence of non-states: Mercantilism, Liberalism, Neo-Liberalism and Constructivism (d) The politics of non-state actors: Origins and interests served	4 weeks
Module 2	Classification of Non-State Actors	4 weeks
	1) Civil Society and Norm Shapers: Non-Governmental Organizations (NGOs), philanthropy bodies, transnational advocacy networks, religious organisations and social movements 2) Economic Non State Actors: Multinational Corporations (MNCs), Corporate Social Responsibility (CSR) and global economic governance, transnational institutions and other forums like G8, G20, World Economic Forum, World Social Forum etc. 3) Violent Non-State Actors (VNSAs): Terrorist and extremist groups, insurgents, militias, and armed movements, organised crime, cyber criminals, hackers and piracy 4) Governance and Media: Think tanks, track-two diplomacy, state-owned media, corporate houses' owned media	
Module 3	Key global concerns and role of non-states	2 weeks
	(a) Climate change (b) Human rights (c) Education	

Module 4	Some case studies	3 weeks
	1. Edhi Foundation 2. Bachpan Bachao Andolan (BBA) 3. GAVI Alliance and Vaccine Distribution in Developing Countries. 4. WikiLeaks 5. Al Qaeda as a Terror Group and its Affiliates 6. Amnesty International, politics and their work towards a Campaign Against Torture	

e. Contents (brief note on each module; indicative reading list with essential and suggested readings)

Module 1:

The first module introduces the non state actors, meaning, nature and theoretical understanding. It explores the role and impact of non-state actors in contemporary global politics. It provides a comprehensive overview of non-state actors and the theoretical understanding about them. In this regard the theoretical frameworks of liberalism, neo-liberalism and constructivism, are introduced to the learners in order to help explain the behavior and the role of non-states in contemporary times. This introductory section would also introduce the learner to the civil society groups, traders/merchants as early non-state global actors. The relationship between states and non-states is also discussed. The debate about the political nature of non-states, interests served by them and their origin in the West, is also addressed in this module.

Essential Readings:

Mahajan, Gurpreet (1999), "Civil Society and Its Avatars: What Happened to Freedom and Democracy?" *Economic and Political Weekly*, 34 (20): 1188–96.

Chandhoke, Neera (2007), "Civil Society", *Development in Practice*, 17 (4/5): 607-14.

Keohane, Robert O., and Joseph S. Nye (1977), *Power and Interdependence: World Politics in Transition*, Boston: Little, Brown & Co. Chapter 1.

Daphne Josselin and William Wallace (2001), *Non-state Actors in World Politics: A Framework*, Singapore: Springer. Chapter 1.

Lakhany, F. (2006). How Important are Non-State Actors. *Pakistan Horizon*, 59 (3), 37–46. <http://www.jstor.org/stable/41394369>

Heywood, Andrew (2011), *Global Politics*, New York: Palgrave Macmillan. Chapter 5 and 6.

Baylis, John, Steve Smith, and Patricia Owens, eds. (2020). *The Globalization of World Politics*. 8th ed. London, England: Oxford University Press. Chapter 20-23.

Andreas Bieler, Richard A. Higgott, Geoffrey R. D. Underhill (1999), *Non-State Actors and Authority in the Global System*, New York: Routledge Warwick Studies in Globalisation, Routledge. Chapter 1 and 2.

Additional Readings:

Wijninga, P., et al (2014), “State and Non State Actors: Beyond the Dichotomy” In J. van Esch, F. Bekkers, S. De Spiegeleire, & T. Sweijs (Eds.), *Strategic Monitor 2014: Four Strategic Challenges*, Hague Centre for Strategic Studies.
<http://www.jstor.org/stable/resrep12608.8>

Gustav Geeraerts (1994), “Analyzing Non-State Actors in World Politics”, *Pole-papers / Centrum voor Polemologie, Vrije Universiteit Brussel*, Volume: 1 (4): 1-36.

Scholte, J. A. (2005). "Globalization and Governance: From Statism to Polycentrism." In *Global Governance: A Review of Multilateralism and International Organizations*.

Tilly C. (2005), “How and Why trust Newtworks work”, In: *Trust and Rule*. Cambridge Studies in Comparative Politics. Cambridge University Pres. pp. 30-51.

Jessica T. Mathews, (1997), “Power shift”, *Foreign Affairs*, (76) 1: 50-66

Risse, T. (2002). "Transnational Actors and World Politics." In *Handbook of International Relations*, edited by Walter Carlsnaes, Thomas Risse, and Beth A. Simmons. Sage Publications.

Module 2:

This module classifies the non-states for the learners into four broad categories. These are, civil society and norm shapers, the economic non-state actors, violent non-state actors (VNSAs) and governance and media. Under these the module discusses a variety on non state actors in order to understand their unique roles, entities such as Non-Governmental Organizations (NGOs), philanthropy bodies, transnational advocacy networks, multinational corporations (MNCs), Corporate Social Responsibility (CSR) and global economic governance institutions, religious groups, media houses, terrorist groups, cyber criminals, organised crime and piracy, transnational institutions and other salient forums like G8, G20, World Economic Forum, World Social forum etc. are discussed.

Essential Readings:

Collingwood, Vivien (2006), "Non-Governmental Organisations, Power and Legitimacy in International Society." *Review of International Studies*, 32 (3): 439–54.

Heywood, Andrew (2011), *Global Politics*, New York: Palgrave Macmillan. Chapter 12 and 16.

Baylis, John, Steve Smith, and Patricia Owens, eds. (2020). *The Globalization of World Politics*. 8th ed. London, England: Oxford University Press. Chapter 27, 30, 32.

Ezequiel Heffes, Marcos D. Kotlik, Manuel J. Ventura (2020), *International Humanitarian Law And Non-State Actors: Debates, Law And Practice*, Singapore: Springer. Chapter 1,2 and 3.

Eizenstat, Stuart E. "Nongovernmental Organizations as the Fifth Estate." *Seton Hall Journal of Diplomacy and International Relations* vol.5 no.2 (Summer/Fall 2004): 15-28.

Fieldhouse, David. "A 'New Imperial System'? The Role of the Multinational Corporation Reconsidered." In *Imperialism and After: Continuities and Discontinuities*, edited by Wolfgang Mommsen and Jürgen Osterhammel. London: Allen & Unwin, 1986: 225-240.

Additional Readings:

Pierman, G. (2015). *The Grand Strategy of Nonstate Actors: Theory and Implications*. *Journal of Strategic Security*, 8(4), 69–78. <http://www.jstor.org/stable/26465216>

Price, Richard. "Reversing the Gun Sights: Transnational Civil Society Targets Land Mines," *International Organization*. 52,3 (1998): 613-644.

Le Billion, Philippe. "Fatal Transactions: Conflict Diamonds and the (anti) Terrorist Consumer," *Antipode*. 38,4 (2006): 778-801.

Huw, David. "Transnational advocacy in the eighteenth century: transatlantic activism and the anti- slavery movement." *Global Networks* 7,3 (2007): 367-382.

Petra, James and Henry Veltmeyer. "NGOs in the Service of Imperialism." In *Globalization Unmasked: Imperialism in the 21st Century*. London: Zed Books, 2001: 128-138.

Martens, Kerstin. "Mission Impossible: Defining Nongovernmental Organizations," *Voluntas: International Journal of Voluntary and Nonprofit Organizations* 13(3), 2002, 271-285.

Boli, John and George M. Thomas, eds., *Constructing World Culture: International Nongovernmental Organizations since 1875* (Stanford: Stanford University Press, 1999), Chapter 1.

Florini, Ann. *The Third Force: The Rise of Transnational Civil Society* (Washington, D.C.: Carnegie Endowment for International Peace, 2000), pp. 7-15.

Avant, Deborah, Martha Finnemore, and Susan K. Sell. "Introduction" in *Who Governs the Globe?* Cambridge: Cambridge University Press, 2010.

Module 3:

This module analyses three key global concerns: human rights, climate change and education. The contribution or the role of the non-states like the UNDP, ICAN, feminist advocacy groups, MSF (Doctors without borders), Tech for India, Pratham etc. are the focus of this module. It also aims to help students understand the reluctance of the states to act on these issues and why?

Essential Readings:

UNESCO. (2022), Non-state actors in education: Who chooses? Who loses? Global Education Monitoring Report 2021. UNESCO. URL: <https://www.unesco.org/gem-report/en/2021equity>

Borkowski, A., Sunny, B., & Zapata, J. (2021), Non-state education in South Asia: Understanding the effect of non-state actors on the quality, equity, and safety of education service delivery. UNICEF, URL:

<https://www.unicef.org/innocenti/media/5141/file/UNICEF-Non-State-Education-South-Asia-2021.pdf>

Jochnick, C. (1999). Confronting the Impunity of Non-State Actors: New Fields for the Promotion of Human Rights. *Human Rights Quarterly*, 21(1), 56–79.
<http://www.jstor.org/stable/762736>

Avant, D. D., Finnemore, M., & Sell, S. K. (2010). *Who Governs the Globe?* Cambridge University Press. (Chapter 10)

Farrior, S., & Clagett, B. (1998), "State Responsibility for Human Rights Abuses by Non-State Actors", *Proceedings of the Annual Meeting (American Society of International Law)*, 92, 299–306. <http://www.jstor.org/stable/25659229>

Bulkeley, H., & Newell, P. (2015). *Governing Climate Change*. Routledge. (Chapter 4)

Additional Readings:

McCorquodale, R. (2002), Overlegalizing Silences: Human Rights and Nonstate Actors. *Proceedings of the Annual Meeting (American Society of International Law)*, 96, 384–388. <http://www.jstor.org/stable/25659810>

Price, R. (1998). "Reversing the Gun Sights: Transnational Civil Society Targets Land Mines." *International Organization*, 52(3), 613–644.

Tallberg, J., et al. (2018). *The Opening Up of International Organizations: Transnational Access in Global Governance*. Cambridge University Press. Chapter 1.

Module 4:

Under case studies, the fourth module introduces some notable non state actors. It attempts to balance between South Asia and global non-state actors. This involves a detailed understanding of the following non-states, the Edhi foundation, the Bachpan Bachao Andolan, the GAVI Alliance and their contribution in vaccine distribution in developing countries in the recent decades, WikiLeaks, Al Qaeda and finally Amnesty International. Almost half of these case studies are intentionally chosen from South Asia in order to be relevant to students.

Essential Readings:

Edhi Foundation. (2025), About Us, URL: <https://edhi.org/about-us/>

Bachpan Bachao Andolan. (2025), Milestones Towards Child Friendly India, URL: <https://satyarthi.org.in/milestones-towards-child-friendly-india/>

Reuters. (2024), What is WikiLeaks and why did it get Julian Assange in so much trouble?, URL: <https://www.reuters.com/world/what-is-wikileaks-why-did-it-get-julian-assange-so-much-trouble-2024-06-25/>

Lob-Levyt, J. (2011), Contribution of the GAVI Alliance to improving health and reducing poverty. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 366 (1579), 2743–2747, URL: <https://pmc.ncbi.nlm.nih.gov/articles/PMC3146772/>

Hopgood, S. (2006), *Keepers of the Flame: Understanding Amnesty International*. Cornell University Press. chapter 1.

Clark, A. M. (2001), *Diplomacy of Conscience: Amnesty International and Changing Human Rights Norms*. Princeton University Press. Chapter 1

Additional Readings:

BBC (2020), “Al-Qaeda still 'heavily embedded' within Taliban in Afghanistan, UN official warns”, URL: <https://www.bbc.com/news/world-asia-54711452>

Hoffman, B. (2006). "Inside Terrorism." *Columbia University Press*. Chapter 1.

International Committee of the Red Cross (2025), “We help people affected by Armed Conflict”, URL: <https://www.icrc.org/en/we-help-people-affected-armed-conflict#:~:text=We%20respond%20rapidly%20and%20efficiently,country%20is%20already%20at%20war.>

8. Pedagogy:

- a. Instructional design: **Classroom lectures, documentaries, movies, site visits, invited lectures, and student project presentations.**

- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
Classroom with AV equipment, and high speed wi-fi
- c. Expertise in AUD faculty or outside: **AUD and external experts.**
- d. Linkages with external agencies

9. Assessment structure (modes and frequency of assessments)

- i. *Submission of a short essay (home assignment): (20%)*
- ii. *Project with class presentations (20+20%): 40%*
- iii. *Final examination (40%): essay-based final exam.*

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 14th.....meeting held on.....27th May 2025.....and has been approved in the present form.

Signature of the Dean of the School

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	All BA Programmes
Course title	Sports, society and culture
Course code	
Credits	4
Course type	Elective/ DSE
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	BA
Course coordinator and team	Rachna Mehra

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

The course is planned as an open elective for BA students. It will be offered by the urban studies programme team. At present it is a standalone course in the subject area.

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

50 students as per school and university norms.

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

BA students in SGA

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

5. Proposed date of launch: Monsoon 2025 (7th sem)

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

The course builds on the intersection of urbanity, economy, society and culture interwoven around the theme of sports. Through the course, students will engage with the lived experiences of sporting cultures in an interdisciplinary context, which is an important concern to the university, especially under the NEP.

7. Course Details:

a. Summary

Sports Studies has emerged as an important field of study that brings together the interdisciplinary perspectives from Sociology, Economics, Geography, and Science and Technology Studies to name a few. A sport is not only about recreation or competition but is linked to the broader landscape of property development, planning and governance of spaces and connected to personal aspirations and identity. The course will introduce students to social, cultural, local, global and urban aspects of sports drawing from a variety of scholarship and practice based experiences.

b. Objectives:

- To appreciate the ways in which sports shape the urban fabric.
- To examine relationship of sports with society and culture

c. Expected Learning Outcome:

On completion of the course, the student will be able to:

- Demonstrate familiarity with the historical social and cultural aspects of sports.
- Discern the influence on sports on urban space, planning, and infrastructure.
- Critically analyze the various subjectivities related to sport.

d. Overall structure:

This course is organized around five modules.

#	Topic	Duration
1	Introduction: games to sports	2 week
2	Sports, identity and belonging	3 weeks
3	Planning and sporting infrastructure	3 weeks
4	Coaching and sportsmanship	3 weeks
5	In popular culture and media	2 week

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

Module 1: Introduction (from games to sports)

Playing a game is an activity as old as human existence but there is a distinction between playing games and sports. The act of playing is an informal physical activity which is often spontaneous and voluntary but one can speculate that it must have preceded the institutionalization of sports. Some games are unstructured and exhibit no goals or rules. The memory of traditional sport games is preserved in memories and not statistical form (stapu, playing with marbles, kancha), hence they evolved and were recalled orally on most occasions. Many games emerged from survival instinct like hunting, and later some games were formalized through military/war training (such as archery, riding a horse, fencing, etc.). In ancient India, the boardgame (Chaturanga, Pachisi) and dice games were played primarily for entertainment or social bonding, and the sport contests like chariot races, wrestling, and archery showcasing athletic skills were for regaling public audience. The activities pursued for pleasure when became formalized into commercial sport demanded testing the players' vitality, speed and other motor skills on a field or a track based on predetermined rules (hence training became important). The sport being performative was measured or recorded in time and was rewarded with a winning goal post. Historically the Olympic Games, has the word 'game' in its name. In contests organized by the ancient Greeks at Olympia, only the names of the winners were recorded. Their performances were not measured but then do they fall in the category of games or sports? This Unit will discuss some of these aspects related to playing games, and beginning of indoor and outdoor sports.

Essential Readings:

Hallinan, C., & Judd, B. (2013). *Native games: Indigenous peoples and sports in the post-colonial world*. Bingley: Emerald Group Publishing Limited.

History and Cultural Context of Traditional Sports and Games in Selected European Countries. Malgorzata Bronikowska, Ladislav Petrovic, Rita Horvath, Lars Hazelton,

Arto Ojaniemi,, Joao Alexandre, Carla Filomena Silva
https://d1wqtxts1xzle7.cloudfront.net/74771579/History_and_Cultural_Context_of_Traditio20211117-29837-r6nl4u.pdf?1738449443

Khalaf, S. (1999). Camel racing in the Gulf. Notes on the evolution of a traditional cultural sport. *Anthropos*, 94(1/3), 85–106. <https://doi.org/10.2307/40465695>

Schirato, Tony (2007) Understanding Sports Culture, Sage Publications

Suggested Readings:

<https://sampadanandamishra.medium.com/kreeda-uncovering-the-games-of-ancient-india-d8f091451b88>

Module 2: Sports, Identity and belonging

The module will situate sports in a historical perspective to understand its lineages and present form. For instance colonialism had an important influence in introducing sports (football, hockey, cricket) through political power. The imperial rulers tried to replace local sporting cultures and promote “modern” sports in the city. In Zambia, Hikabwa Chipande (2016) notes how football (soccer) was introduced by colonial administrators, industrialists, and missionaries, who saw physical education and sport as part of their civilizing mission. Later it emerged as an aspiration for African urban residents, who appropriated the game after seeing Europeans playing it in the country's emerging towns. Football's rise was thus linked to the rise of urbanism in Africa, as the “development of copper mines on the Copperbelt led to massive industrialization, urbanization, and population increase, which provided very fertile grounds for the popularization of the game from the 1920s to the 1940s”. In another instance, Clifford Geertz (1972) gives account of cockfighting in Bali, which was first banned under Dutch rule as a sport running counter to their modernizing ideals. It was thus pushed out of prominent public spaces into more private venues. It was not just Dutch administrators with a “puritan” attitude toward cockfighting in town centers. After independence, Indonesia's postcolonial elites maintained the ban for similar reasons. For imperialists of the late nineteenth century the body was a source of repression, anxiety and ambition hence the indigenous people were expected to meet the conditions of European body cultures, via the appropriate physical disciplines and exercises. In India during the colonial rule traditional sports like wrestling, kabaddi receded whereas football, cricket and hockey were introduced which were adapted and became part of the colonized identity. The unit will also bring out the question of belonging in the post independent period through the rival Calcutta teams of Mohun Bagan and East Bengal. Another important trend has been masculinity and feminization of sports and sporting culture which opens up the arena to debate about the intersectional nature of identity politics, as both men and women are forced to contend with social norms in the public sporting events. This module will also bring out the gendered, ethnic (Jallikattu), class (elite clubs), caste, abilities (paraolympics) and racialized experience of the athletes.

Essential Readings

A.F Chipande, H. (2016). Mining for goals: Football and social change on the Zambian copperbelt, 1940s–1960s. *Radical History Review*, 125, 55–73. <https://doi.org/10.1215/01636545-3451736>

Clifford Geertz Geertz, C. (1972). Deep play: Notes on the Balinese cockfight. *Daedalus*, 101(1), 1–37. <https://doi.org/10.2307/20024056>

Featherstone, S. (2011). ‘Late Cuts: CLR James, Cricket and Postcolonial England’, *Sport in History*, 31(1), 49–61.

Densor, T., & Augustin, F. (2001). Football, ethnicity and identity in Mauritius: Soccer in a rainbow nation. In G. Armstrong, & R. Giulianotti (Eds.), *Fear and loathing in world football* (pp. 91–103).

Guha, Ramachandra (2020). *The Commonwealth of Cricket: A Lifelong Love Affair with the Most Subtle and Sophisticated Game Known to Humankind*. Harper Collins. [ISBN 978-93-90327-28-7](https://doi.org/10.1007/978-93-90327-28-7).

Suggested Readings

Guha R, (1997) Cricket, caste, community, colonialism: the politics of a great game, *The International Journal of the History of Sport*, 14, 1, pp.174–183.

Kamble Babsaheb, (2024) Dr. B.R. Ambedkar and Dalit sports: Caste and Bombay City, *EPW engage* Vol.59, no.24.

P. Dimeo (2002) Colonial Bodies, Colonial Sport: 'Martial' Punjabis, 'Effeminate' Bengalis and the Development of Indian Football, *The International Journal of the History of Sport*, 19:1, 72–90, DOI: 10.1080/714001700 To link to this article: <https://doi.org/10.1080/71400170>

Halder, A (2024) East Bengal- Mohun Bagan football fans and Indian politics, *Soccer and Society* 25 (4–6), 631–646

The nation and its fragments’: football and community in India, [Kausik Bandyopadhyay, *Football and Community in the Global Context*, Routledge.](https://doi.org/10.1080/00223809.2021.1988888)

G Ravindran, (2020) *Jalikkattu Uprising: Rhizomatic Spatialities, Protesting Bodies and Controls*, Springer.

Module 3: Planning and sporting infrastructure

Sport is not only a recreational activity but has become institutionalized through the spectacle of spectatorship in the process of urbanization. In the US people maintain an emotional allegiance to the sports teams representing the city where they grew up, regardless of where they reside later. The governments in cities are investing in building stadiums by floating public bonds and investing in sports franchises is an integral part of urban development in cities such as St. Louis, Los Angeles, and Houston. In fact mega sporting events become mega urban projects. Sport has figured prominently in many of these initiatives, with state and city planners frequently using sports to showcase their cities as attractive places for visitors and tourists. The government have used high-profile sporting events (e.g. the Olympic Games and FIFA World Cup) as a platform to project the popularity of a city/state while also serving as a justification for revamping local infrastructure, reconfiguring and “beautifying” large swaths of a city, and developing costly new facilities with government funds or public–private partnerships. The hosting of games is a matter of honour and the city of Delhi witnessed changes to accommodate Asiad (1951, 1982) and Commonwealth games (2010). Moreover some sports get more prominence as cricket stadiums have become pervasive due to the popularity of the game as well as IPL sponsorship whereas there are barely known stadiums for hockey (Dhyan Chand and Ghummanhera hockey stadium). The famous rifle shooting champion Abhinav Bindra had to depend on the shooting range created in his own farmhouse suggesting that the public and private infrastructure for sports may create a difference in producing the kind of players too. The unit will look at how schools and colleges in the city offer facilities to students to pursue sports. There will be discussion on sports goods market that become associated with manufacture, retail and sale of consumables (Meerut sports good factory, Nike, Adidas, Decathlon Housing in Kotla Mubarakpur livelihood). The module will bring out the effects of the commercialization of sports in a city.

Essential Readings

Anouk Bélanger (2008) ‘The urban sport spectacle, Towards a critical political economy of sports’, Routledge.

Koch, N. (2018). ‘Sports and the City’, *Geography Compass*, 12(3), <https://doi.org/10.1111/gec3.12360>

Gratton, C., & Henry, I. P. (2001). *Sport in the city: The role of sport in economic and social regeneration*. New York: Routledge.

Cherian Daniel (2004) Pairing Mega events and Hydrological Systems for Urban Sustainability: Strategy Framework for Delhi beyond the Commonwealth Games 2010

Khondker and Robertson, Glocalization, consumption and cricket (2018) The Indian Premier League, Journal of Consumer Culture Vol18, Issue 2.

Suggested Readings

Negi, R, RajoutR& Dhiman A. (2024). Engineering hydro-anxiety agrarian urbanization and water in peri- urban Delhi. Area Development and Policu, 10(1)20-36

<https://indianexpress.com/article/sports/sport-others/the-kotla-factory-in-heart-of-delhi-a-village-of-sport-strugglers-9280601/>

Module 4: Coaching and sportsmanship

The module takes up the significance of training and the emergence of coaching arenas like academies, akharas, gyms, gymnasium, pools, Cultfit, Zumba classes etc that have become an indispensable part of sporting culture. The membership for clubs, coaching and playgrounds is considered important to hone the skills, train for the competitions and develop the spirit of sportsmanship. The sports culture has also become linked to health and well being as corporate events are organized and playing for philanthropic causes are sponsored by IPL. There will be discussion on sports and its interface with technology that will include ethics of games and the use of betting, online gaming industry etc. Some reference to doping controversies will help in understanding the social pressures of performance in today's world.

Essential Readings

GeNefertiti Walker (2016) Cross-gender coaching Women coaching men Women in Sports Coaching, Routledge.

Shohini Ghosh (2023), The Day I became a runner, Harper Collins

Andreasson, Jesper (2014) The Fitness Revolution: Historical Transformations in the Global Gym and Fitness Culture, Sport Science Review, ISSN 2066-8732, Vol. XXIII, no 3-4, p. 91-112

Chatterjee, A 2015, From courtyard sport to competitive sport: evolution of wrestling in colonial Bengal, *Sport in Society*, Vol.18, Issue 1, 1

Suggested Readings

Alter Joseph 1992, *The Wrestler's body, identity and ideology in north India*
University of California Press.

Bromber, Krawietz, Maguire (ed) 2013, *Sport across Asia*, chapter 6, Routledge

Module 5: In popular culture and media

Sport is a pervasive feature of everyday life. Most metropolitan newspapers allocate more than twenty percent of each day's edition to sports news. In many cities, radio sports talk shows engage the attention of thousands of people daily. How does the portrayal of sports and sports personalities in the biographies, newspaper, media (news, movies) and social media influence the readers/ audience? What are the trends in sports like extreme sports (wwf), adventure sports like sports climbing, skydiving, paragliding, bungee jumping (different training) and how do they affect people's mindset and participation?

Essential Readings

Chakrabarti, Agyemang, Roy, Dibyadyuti, 2015, *Gaming Culture, Hegemony: Introductory remarks*, *Juornal of gaming and virtual worlds*, Vol 7, Issue 2, pp137-140.

Use of Integrated Technology in Team Sports: A Review of Opportunities, Challenges, and Future Directions for Athletes Dellaserra, Carla L.¹; Gao, Yong¹; Ransdell, Lynda² *Journal of Strength and Conditioning Research* 28 (2)556-573) DOI: 10.1519/JSC.0b013e3182a952fb

Taylor TL (2006) *Play between worlds, exploring online game Culture*, MIT Press

<https://www.chess.com/blog/OnlineChessTeacher/chess-and-computers-how-technology-changed-the-game>

Suggested Readings

Biographies of sportsperson, referees, commentators of ESPN, Star Sports, Harsha Bhogle, journalists like Sharda Ugra, Boriah Majumdar etc

A discussion on select films: Dangal, Bend it like Beckham (racism, Football, gender), Beautiful game, Rocky, Dhoni, 83, chak de (Nationalism), ghoor, (resilience), Hockey, Mary Kom, runner (TP), Chariots of fire, gully danda, striker, Sultan, Chess: The Queen's gambit, shatranj ke khiladi, lagaan (politics), the blind side, moneyball, Ford vs Ferrari, Challengers., the Iron Clae, Remember the titans, the boys in the boat, million dollar baby, Coach Carter, Munich etc.

8. Pedagogy:

a. Instructional design

The course will be a combination of lectures, guided readings, and presentations, with emphasis on collaborative-learning.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): **None**

c. Expertise in AUD faculty or outside

The course team has a good understanding of the field. However, guest lectures could also be organized.

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

9. Assessment structure (modes and frequency of assessments)

The course will have the following three assessments

- Students will be assessed in continuous assessment mode on the basis of their participation in class. First assignment is a written essay (30%)
- A field visit based engagement, presentation and written submission (30%)
- End semester summative exam (40%).

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 14th.....meeting held on.....27th May 2025.....and has been approved in the present form.

Signature of the Dean of the School

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	All UG Programmes of SGA
Course title	Global Migration
Course code	
Total Credits	4
Course type (core/compulsory/elective/ any other – please specify)	DSE
Level (Pre-doctoral/MA/PG Diploma/ Certificate/UG)	UG Sem-7
Course coordinator and team	Dr. Shekhar Tokas

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

The course is offered as a Discipline Specific Elective (DSE) to UG students of SGA. While the course thematically connects with certain existing undergraduate courses, it positions migration at the core of inquiry to examine the broader social, economic and political development processes. The course does not overlap with other courses offered by AUD.

2. Specific requirements on the part of students who can be admitted to this course: None.

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

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

5. Proposed date of launch: Monsoon 2025

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

Since migration is a central force shaping contemporary global and urban realities, the course on Global Migration aligns with overall vision of the programmes on global and urban studies to grasp the complexities of migration flows, international relations, refugee regimes, transnational flows, migration and the shaping the demographic, cultural, and economic fabric of the cities. The course also aligns with AUD's vision of equity and social justice by foregrounding the perspectives of migrants, refugees, and internally displaced persons (IDPs) in key development debates, thereby sensitizing students to the lived realities of migrants.

7. Course Details:

a. Summary:

This course offers a comprehensive and interdisciplinary exploration of global migration as one of the most defining phenomena of the contemporary world. The course is broadly divided into 4 verticals: conceptual and theoretical; historical trajectories across time and space; migration, displacement and development dynamics; and practicum.

Beginning with foundational concepts and institutional frameworks, the course introduces students to the scope, typologies, and legal dimensions of migration, including the roles of key global actors such as the IOM and UNHCR. It then builds on this base with an in-depth examination of classical and contemporary migration theories, spanning micro-, meso-, and macro-level perspectives. The third module provides a global lens on migration across time—from early human dispersals to the complex patterns of colonial, postcolonial, and modern migration. In the fourth module, the course then moves into a critical engagement with the migration–development nexus, investigating themes such as brain drain and brain gain, remittances, diaspora engagement, and transnational linkages. Fifth module focuses on refugees and internally displaced persons (IDPs) and how displacement intersects with development and state policy. The last module on global migration lab is a hands-on module on data extraction and visualization to analyze migration flows and patterns.

b. Objectives:

1. To introduce students to foundational concepts and key institutional and regulatory frameworks related to global migration;
2. To expose students to major theories and discourses on global migration and development across disciplines;
3. To build a critical understanding of challenges related to refugees and internally displaced persons (IDPs), and how these intersect with development; and
4. The introduce and train students on global migration data sets, its extraction, visualization and analysis.

c. Learning Outcome:

At the end of the course students will be able:

1. To understand key migration concepts, and become familiar with the institutional and regulatory frameworks governing global migration;
2. To apply theoretical frameworks to explain causes, processes, and impacts of global migration at micro, meso, and macro levels;
3. To critically engage with literature on global movements, migration and development discourses, and politics and practices surrounding refugees and IDPs; and
4. To extract, visualize and analyse global migration data.

d. Overall Structure:

Modules	Themes	Duration
1	Key Concepts, Institutions and Regulations in Global Migration	1 week
2	Theories of Migration	2 weeks
3	Mapping Global Movement: A History of Migration Across Time and Space	2-3 weeks
4	Migration & Development Nexus in the Global Age	2 weeks
5	Refugees & IDPs in the Development Landscape	2 weeks
6	Migration Lab	2-3 weeks

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

Module 1: Key Concepts, Institutions and Regulations in Global Migration

Key concepts: definition and scope of migration, types of migrants, migration typologies – international, internal, in and out migration, circular & return migration, rural-urban migration; forced migration - illegal migrants, refugees, asylum seeker, stranded migrant and IDPs.

Role and functioning of international institutions: IOM and UNHCR.

Key regulations: global compact on migration, global compact on refugees, SDGs and Migration.

Essential Readings:

- International Organization for Migration (IOM) 2019 International Migration Law: Glossary on Migration. No. 34. IOM, Geneva. Available from https://publications.iom.int/system/files/pdf/iml_34_glossary.pdf.
- Key Migration Terms, IOM, <https://www.iom.int/key-migration-terms>
- IOM, (2018), Global Compact on Safe, Orderly and Regular Migration, https://refugeesmigrants.un.org/sites/default/files/180713_agreed_outcome_global_compact_for_migration.pdf
- UNHCR, (2018) Global Compact on Refugees. <https://www.unhcr.org/media/global-compact-refugees-booklet>
- Gozdzia, E. M., & MacRae, H. (2018). Migration and the sustainable development goals: An oxymoron? *International Migration*, 56(5), 5–18. <https://doi.org/10.1111/imig.12461>

Module 2: Theories of Migration

This module will begin with the conceptualization of migration process followed by various disciplinary and interdisciplinary theorization at micro, meso and macro levels. This will include functionalist theories: push-pull models, neoclassical theory including human capital approach; new economics of labour migration; historical-structural theories: globalization theory, segmented labour market theory; network, transnationalism and migration

systems theories: world systems theory; institution theory, and cumulative causation theory.

Essential Readings:

- Ravenstein, E. G. (1885). The Laws of Migration. *Journal of the Statistical Society of London*, 48(2), 167–235. <https://doi.org/10.2307/2979181>
- Everett S. Lee (1966). A Theory of Migration, *Demography*, Vol. 3, No. 1, pp. 47-57.
- Sjaastad, Larry A. (1962). The Costs and Returns of Human Migration, NBER Chapters, in: Investment in Human Beings, pages 80-93, National Bureau of Economic Research, Inc.
- Massey, Douglas S., et al. (1993). Theories of International Migration: A Review and Appraisal." *Population and Development Review*, vol. 19, no. 3, pp. 431–66. *JSTOR*, <https://doi.org/10.2307/2938462>. Accessed 15 May 2023.
- de Haas, H. A theory of migration: the aspirations-capabilities framework. *CMS* 9, 8. (2021). <https://doi.org/10.1186/s40878-020-00210-4>

Module 3: Mapping Global Movement: A History of Migration Across Time and Space

This module traces historical and contemporary migration patterns from early human dispersals out of Africa through the pastoral nomad movements, traders in ancient civilizations, vast transoceanic migrations of the modern era, to the postcolonial migratory trends.

Essential Readings:

- McNeill, W. H. (1984). Human Migration in Historical Perspective. *Population and Development Review*, 10(1), 1–18. <https://doi.org/10.2307/1973159>
- McKeown, A. (2004). Global Migration, 1846-1940. *Journal of World History*, 15(2), 155–189. <http://www.jstor.org/stable/20068611>
- Hein de Haas, Stephen Castles & Mark J. Miller (2020). *The Age of Migration: International Population Movements in the Modern World*. Guilford Press. (Chapters 6,7, 8 and 9).

- McAuliffe, M. and L.A. Ocho (eds.), (2024). World Migration Report 2024. Chapter 2, International Organization for Migration (IOM), Geneva.

Module 4: Migration and Development Nexus in a Global Age

This module explores the dynamic relationship between migration and development, discussing how the movement of people affects both sending and receiving countries. It examines the migration and development nexus by exploring the major discourses, policies and real-world impacts—from brain gain, brain drain to brain circulation - through aspects of student migration, skilled-worker migration, diaspora engagement, remittances, return migration and transnationalism.

Essential Readings:

- Castles, S. (2009). Development and Migration—Migration and Development: What Comes First? Global Perspective and African Experiences. *Theoria: A Journal of Social and Political Theory*, 56(121), 1–31. <http://www.jstor.org/stable/41802453>
- Ullah, A.A., & Haque, M.S. (2020). Introduction: Migration—Development Debate. In: *The Migration Myth in Policy and Practice*. Springer, Singapore. https://doi.org/10.1007/978-981-15-1754-9_1
- Mathias Czaika & Marie Godin (2022) Disentangling the migration-development nexus using QCA, *Migration and Development*, 11:3, 1065-1086, DOI: [10.1080/21632324.2020.1866878](https://doi.org/10.1080/21632324.2020.1866878)
- Bhagwati J (1976) 'The brain drain' in *International Social Science Journal*, Vol. 28, No. 4, pp, 691-729, UNESCO.
- De Haas, H. (2005). International Migration, Remittances and Development: Myths and Facts. *Third World Quarterly*, 26(8), 1269–1284. <http://www.jstor.org/stable/4017714>.
- Eckstein, Susan & Adil Najam (2013). *How Immigrants Impact their Homeland*, Duke University Press.
- R. Waldinger, R., Fitzgerald, D., Transnationalism in Question, *American Journal of Sociology*, (2004), vol: 109, no: 5, pp.1177-1195.
- Davies, R. (2017). Diasporas and Development. Oxford Research Encyclopedia of International Studies. <https://oxfordre.com/internationalstudies/view/10.1093/acrefore/9780190846626.001.0001/acrefore-9780190846626-e-148>

Module 5: Refugees and IDPs in the Development Landscape

This module initiates with the legal definitions of refugees (those displaced across borders) and Internally Displaced Persons (IDPs - those displaced within their own countries), along with major global trends and policies on forced displacement. It examines how forced displacement intersects with development by exploring the political, economic, and humanitarian dimensions of hosting displaced persons.

- UNHCR (2023). Global Trends: Forced Displacement in 2022.
- UN, 2021, Shining a Light on Internal Displacement: A Vision for the Future.
- James Milner, Introduction: Understanding Global Refugee Policy, *Journal of Refugee Studies*, Volume 27, Issue 4, December 2014, Pages 477–494, <https://doi.org/10.1093/jrs/feu032>
- Fontanari, E. (2018). Becoming subjectivity in transit: Feelings, emotions, and everyday practices. In *Lives in transit: An ethnographic study of refugees' subjectivity across European borders*, Chapter 5. Manchester University Press.
- OECD/UNHCR (2023), Refugees and internally displaced persons in development planning: No-one left behind?, *OECD Development Policy Papers*, No. 47, OECD Publishing, Paris, <https://doi.org/10.1787/08c021b0-en>.
- Wayne Cornelius, Phil Martin, and Jim Hollifield, *Controlling Immigration: A Global Perspective* (2nd edn, Stanford University Press, 2003).
- Freeman, Gary. (1995). Modes of Immigration Policies in Liberal Democratic Societies, *International Migration Review*, 29(4), pp.881-902.

Module 6: Global Migration Lab

This lab-based module will engage students in the practical exploration of migration trends using data extraction, digital mapping and analysis. Students will be exposed to migration datasets and a visualization tool. Students will work with datasets from IOM, UNHCR, World Bank, Migration Data Portal; identify major migratory patterns (e.g., remittances, refugee flows, labor migration, student migration, etc.); and analyze migratory trends.

Essential Readings:

- International Organization for Migration. (2024). World Migration Report 2024. IOM.
- United Nations High Commissioner for Refugees. (2024). Global trends: Forced displacement in 2023. UNHCR.
- International Bank for Reconstruction and Development/The World Bank. (2023). World Development Report 2023: Migrants, refugees, and societies. The World Bank.
- Migration Policy Institute. (2024). Navigating new realities: Emerging trends in global migration governance. Migration Policy Institute.

Websites:

- <https://www.iom.int/>
- <https://www.unhcr.org/in/>
- <https://data.worldbank.org/>
- <https://www.migrationdataportal.org/>
- <https://www.migrationpolicy.org/>
- <https://www.compas.ox.ac.uk/project>

9. Pedagogy:

- a. Instructional strategies:** This course will use a combination of lectures, thematic open discussions, presentations, in class collaborative activities, and documentary/film/videos.
- b. Special needs:** (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Open source software would be used for mapping.
- 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

10. 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 a combination of class based surprise test, classroom interaction/collaborative activity – 15%
- II. **Second assessment:** will be a critical summary of 5 articles/book review/blog writing/video/documentary/sketching – 15%
- III. **Third assessment:** will be data-based project (Submission of Project Report/Term Paper) - 30%
- IV. **Fourth assessment:** will be an end-term in class 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 14th.....meeting held on.....27th May 2025.....and has been approved in the present form.

Signature of the Dean of the School

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA (US, GS, SS)
Course title	Research Methods
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other - please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	7 th Semester, UG
Proposed date of launch	Monsoon Semester 2025
Course coordinator and team	Kaustav Banerjee and Pritpal Singh Randhawa

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

The course is primarily an advanced course in research methods and hence connects thematically with many courses offered at AUD. It builds on a transdisciplinary approach to undertake social science research.

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

Nothing other than what is stated as the eligibility criterion for all BA Programmes in SGA

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

This is an core course for all BA Programmes in SGA.

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

It is a semester-long course to be offered in the Winter Semester.

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?

The course is in line with the interdisciplinary vision of the University. It has an interdisciplinary approach with a wide array of methods prevalent in the social sciences thereby equipping students to comprehend different methods employed by scholars who have specialised in a specific discipline.

7. Course Details:

- a. **Summary:** By the conclusion of this course, students are expected to possess a fundamental yet clear understanding of what constitutes social science research, as well as the various stages of the research process—from conception and planning, to data collection and analysis, culminating in the writing of the research findings. The course is structured into two segments: qualitative and quantitative research methods. This division is primarily for pedagogical purposes, enabling students to understand the distinct characteristics of each approach while fostering the ability to integrate them effectively. The curriculum is designed to equip students with the necessary skills, techniques, and methods to successfully conduct research related to development. Part 1 of the course aims to introduce qualitative methods for empirical enquiry. Various epistemologies will be discussed in class, focusing on helping students understand the nature, process, and techniques available for qualitative research and analysis. Part 2 of the quantitative methods course has two goals: introducing basic statistical concepts and methods, and demonstrating the power of visual techniques in data analysis. The course combines classical statistical theories with modern exploratory data analysis (EDA) techniques. The aim is to train students in data analysis using statistical ideas. A sample survey with quantitative and qualitative questions will serve as a practical tool. Students will learn to conduct interviews, develop case studies, and engage with qualitative methods, which will be part of the course evaluation.

b. Objectives:

- To train the students in the fundamental elements of social science research.
- To encourage students to see research as a creative and strategic process.
- To equip students with a wide range of methods which will help them in their research.

c. Learning Outcome

By the end of the course, students will gain

- A familiarity with the nature of social science research, research paradigms and research ethics.
- An ability to use various qualitative and quantitative research techniques.
- Skills to analyse different kinds of research data.

- d. **Overall structure and contents** (brief note on each module; indicative reading list with core and supplementary readings)

Part	Description	Duration
Part 1	Qualitative Research Methods - Introduction to Social Science Research - Research Design and Process - Positionality and Ethics in Qualitative Research - Qualitative Research Strategies - Qualitative Data Analysis - Mixed Methods and Scope for Complementarity	8 weeks
Part 2	Principles of Statistics in Data Analysis - Introductory Discussion - Variability and Statistical Distribution - Sample Survey - From exploration to confirmation	6 weeks

Part 1: Qualitative Research Methods (8 weeks)

This course is divided into six main topics. The first lectures introduce the nature, design, and process of social research with qualitative methods. The next section covers ethics and positionality in research. The fifth section explores qualitative methods like surveys, interviews, focus groups, case studies, participant observation, ethnography, discourse analysis, oral histories, and archival work. The final section discusses both quantitative and qualitative methods and their potential complementarity.

Topics

1. Introduction to Social Science Research

This section aims to acquaint students with discussions concerning the nature of social research and research paradigms. It will encourage them to contemplate the ontological, epistemological and methodological aspects of social investigation. The section also examines the ethical considerations of social research, focusing on the influence of the researcher's identity on the research process. It addresses whether the researcher holds a position of power and explores the implications of this dynamic.

Essential Readings:

- Jayaram, N. (2017) *Knowing the social world: perspectives and possibilities*, Orient Blackswan.
- Sharma, G. (2019). Learning from teaching. Chapter in edited volume, *A song called teaching: Ebbs and flows of experiential and empathetic pedagogies*. New Delhi: Aakar Books
- Durkheim, Emile (1895) "What is a Social Fact?" in *The Rules of Sociological Method*, the Free Press
- Ragin, Charles S. (1994) *Constructing Social Research: The Unity and Diversity of Method* Thousand Oaks: Pine Forge Press, Chapters 1-3
- Christians, Clifford. G. (2005) "Ethics and Politics in Qualitative Research" in Norman K. Denzin and Yvonna S. Lincoln (eds) *The Sage Handbook of Qualitative Research*, Third Edition, Sage, New Delhi

Additional Readings:

- Hall, Peter A (2003) "Aligning Ontology and Methodology in Comparative Research" in James Mahoney and Dietrich Rueschemeyer (eds.) *Comparative Historical Analysis in the Social Sciences*. Cambridge: Cambridge University Press
- Srivastava, V. K. (ed.), 2004, *Methodology and Field Work*, New Delhi: OUP. – Several chapters, including by Andre Beteille in Section I, and chapters by Barnes, Karlekar, Freeman, Srinivas, Mascarenhas-Keyes, Srivastava in Section IV.

2. Research Design and Process

Research design is the framework of research; it integrates all elements of a research project cohesively. This section will also present an overview of sampling methods and related techniques used in qualitative research.

Essential Readings:

- Corbin, J., & Strauss, A. (1990). Grounded Theory Research: Procedures, Canons, and Evaluative Criteria. *Qualitative Sociology*, 13(1), 3-21.
- Munck, G., (1998), Canons of Research Design in Qualitative Analysis, *Studies in Comparative International Development*, 33(3), p.18-45.
- King, G., R. Keohane, & S. Verba. (1994) *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press.

3. Qualitative Research Strategies

This section covers various qualitative research methods, including usage of grey literature, qualitative surveys, types of interviewing and focus groups, case studies, participant observation, ethnography, critical discourse analysis, content analysis, visual analysis, oral histories, and other historical sources such as archival work and content analysis. Additionally, mixed methods will be discussed.

Essential Readings:

- Jayaram, N. (2017) *Knowing the social world: perspectives and possibilities*, Orient Blackswan.
- Pandita, R. & Singh, S. (2011). Grey Literature: Valuable untapped Stockpile of Information, *Journal of Young Librarians Association*, Vol 5: 52-60.
- Schaeffer, Nora Cate and Stanley Presser. 2003. "The Science of Asking Questions" in *Annual Review of Sociology* 29:65-88.
- Rubin, Herbert and Irene Rubin. 2005. *Qualitative Interviewing: The Art of Hearing Data*. Thousand Oaks: Sage Publications (second edition).
- John Gerring, (2004) "What is a case study and what is it good for?" in *American Political Science Review*, Vol. 98, No. 2, 341-354
- Gerald Berreman (2004) "Ethnography: Method and Product in V. K. Srivastava (ed.), *Methodology and Fieldwork*, New Delhi: OUP pp 157-190
- Institutions and Ideologies*, Zed, London; pp 47-66
- V. K. Srivastava (ed.), *Methodology and Fieldwork*, New Delhi: OUP
- Franzosi, Roberto (1987). "The press as a source of socio-historical data: issues in the methodology of data collection from newspapers" in *Historical Methods* 20(1): 5-16.
- Jennings, Michael (2006) "Using Archives" in Vandana Desai & Robert Potter (eds.) *Doing Development Research*. London: Sage Publications. Pages 241-250.
- Gayatri Chakravarty Spivak (1988), "Can the Subaltern Speak?" in Cary Nelson and Lawrence Grossberg (eds) *Marxism and the Interpretation of Culture*, Urbana: University of Illinois Press: 271 – 313.

Additional Readings

- Peggy Reeves Sanday (1979) "The Ethnographic Paradigm" *Administrative Science Quarterly*, Vol. 24, No. 4, *Qualitative Methodology* (Dec), pp. 527-538
- Hannerz, U. (2003). Being there... and there... and there! : Reflections on Multi-Site Ethnography. *Ethnography*, 4(2), 201-216
- Robert E. Stake (2005) "Qualitative Case Studies" in Norman K. Denzin and Yvonna S. Lincoln (eds) *The Sage Handbook of Qualitative Research*, Third Edition, Sage, New Delhi

5. Qualitative Data Analysis

This section will focus on 'making sense' of qualitative data. Lectures will focus on different ways of analysing qualitative data and presenting it in an effective manner. It will also introduce a few qualitative data analysis tools (softwares) which help in extracting key patterns and themes from field notes.

Essential Readings:

Silverman, D. (2006) 'Credible qualitative research' Chapter 8 in *Interpreting Qualitative Data: Methods for Analyzing Talk, Text and Interaction* London: Sage Publications

Strauss, Anselm. 1987. *Qualitative Analysis for Social Scientists*. Cambridge: Cambridge University Press.

6. Mixed Methods and Scope for Complementarity

Various strategies can be employed in a complementary manner. This section will discuss the differences between these strategies and explore the potential to utilize multiple methods for data collection and analysis. The lectures will detail the field experiences of students who have collected data using both quantitative and qualitative methods. Required readings will be assigned prior to the lectures.

Essential Readings:

Norman K. Denzin and Yvonna S. Lincoln (eds) (2005) *The Sage Handbook of Qualitative Research*, Third Edition, Sage, New Delhi

Srivastava, V. K. (ed.), (2004) *Methodology and Field Work*, OUP, New Delhi

Bryman, A. (2008) *Social Research Methods*. Third edition. Oxford: OUP.

Creswell, J., (2009) *Research Design: Qualitative, Quantitative and Mixed Methods Research*, Sage Publications.

Additional Readings

D. Silverman, (2005) *Doing Qualitative Research*, Sage, London

Berg, Bruce L. (2001) *Qualitative Research Methods for the Social Sciences*.

King, G., R. Keohane, & S. Verba. (1994) *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press.

Bulmer, Martin and Donald P. Warwick. (1993) *Social Research in Developing Countries: Surveys and Censuses in the Third World*. London: Routledge.

Ghosh, Amitav (1993) *In An Antique Land*. New York: Alfred Knopf

Part 2: Principles of Statistics in Data Analysis (6 weeks)

Social Sciences research often lacks clear theoretical guidance for formulating specific hypotheses. Typically, empirical researchers must identify the best hypothesis to explain the phenomenon under study, with hypotheses emerging after significant empirical work. As Heckman (1992) noted, new data should test old ideas and generate new ones. Exploratory Data Analysis (EDA) uses visual techniques to aid in generating new hypotheses through empirical discovery and validating assumptions of confirmatory analyses. This course focuses on univariate analysis, emphasizing pattern exploration in data guided by both classical and modern methods.

Topics

1. Introductory Discussion

What does statistical methods provide us with for empirical research? The dual role of data in research; exploration and confirmation in data analysis. Description as explanation.

2. Variability and Statistical Distribution

Data analysis involves classification and comparison. Variability in the data gives rise to the notion of a distribution. Features of a distribution (centre, spread and shape) are the basis for comparison. Graphical presentations, and numerical summaries are the basic tools in data analysis.

Frequency Table, Histogram Mean, Median, Quartiles, Standard Deviation, Box & Whisker Plot

Probability and Models of Distributions

3. Sample Survey

Statistical Survey is variable-based: each variable delineates a feature that cuts across cases, which means that a variable varies across cases, and not within.

It deals with numbers as frequencies (categories) or as measurements (quantities). The boundaries of subsequent analysis lies in the range of variables, which determine what type of questions can be investigated and how (techniques used). It uses a sample to make inferences about a population within a probabilistic framework.

Given an objective: Whom to survey ? How to sample ? In other words –What is an appropriate Survey design given the objective? Survey research is not the only option for primary data collection. Other methods may be more appropriate to deal with the question at hand. It is the research question that should inform the strategy, not the other way around. Often, different strategies can be used in a complementary fashion.

4. From Exploration to Confirmation

Assessing uncertainty by means of test of significance and confidence interval.

Parametric and Non-parametric methods. [using survey data]

Exploring Relationships: Cross Tabulation

Comparison of conditional levels (means or medians) forms the basis for examination of statistical relationship.

Essential Readings:

Hamilton, Lawrence C. (1991): Regression With Graphics: A Second Course in Applied Statistics, Brooks/Cole, California. [Introductory chapters]

Further

Mukherjee, Chandan et.al. (1997): Econometrics And Data Analysis For Developing Countries, Routledge.

Chambers, J.M. et.al. (1983): Graphical Methods for Data Analysis, Duxbury, USA

8. Pedagogy:

- a. **Instructional strategies:** Classroom teaching; Class discussion / informal debates; Pair/ group reading of papers; Group presentations; Film appreciation
- b. **Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other - please specify):** Lab required for quantitative techniques
- c. **Expertise in AUD faculty or outside:** Yes, within AUD
- d. **Linkages with external agencies (e.g., with field-based organizations, hospital; any others):** No

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

- i. Monthly Assessment (3X20% = 60%): Assessments based on different methods covered. One of the assessments could be on writing a research proposal.
- ii. End Semester Exam (40%): Summative exam based on entire course.

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 Global Affairs**

**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 Sustainable Urbanism
Course title	Urban Infrastructure and Services
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG – Semester 7
Course coordinator and team	Dr. Bhawna Bali (bbali@aud.ac.in)

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

This is a core course of the BA Sustainable Urbanism programme to be taught in the Sixth Semester. It builds on the core courses of the BA SU programme such as Housing and Society, Cities and Waste which offer perspectives on a specific infrastructure and service.

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 the 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 (Summer/Monsoon Semester)

5. Proposed date of launch: Monsoon 2025
6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The course Urban Infrastructure and Services is a core course of BA SU programme. It is designed to enable students to gain a holistic understanding of the different urban infrastructures and services, the issues associated with their access, delivery and management.

7. Course Details:

a. Summary:

Cities function through a highly complex and wide range of infrastructures and services which includes a variety of physical and social infrastructure and services. The socio-economic and environmental dividend accruing from infrastructure and services are enormous. While development has traditionally been viewed from an economic growth lens which places focus on income as a measure of growth, however, social, environmental aspects are critical to human development as they have a direct bearing on the quality of life. The State is responsible for creating the infrastructure assets and delivering the services to citizens as public goods. However, equitable provisioning of and access to the services is a challenge for municipal governments and parastatals, necessitating private sector intervention in delivery of basic services and thereby, making these economic goods. These debates around the provisioning of basic urban services solely by the public sector or by the private sector or through partnerships of both has been going on for long. Another issue is that of politicizing infrastructure and services. In the seminal work on Splintering Urbanism, Graham and Marvin (2001) argue that infrastructure as essential urban systems often serve as tools of political and economic power, thereby perpetuating disparities in access to / provision of basic services. Infrastructural spending is also plagued by 'clientelistic politics' wherein provisioning of services is contingent upon electoral votes. With an overarching focus on the different infrastructure and services, this course will focus on these aspects.

b. Objectives

The course is designed to enable students to:

- acquire knowledge about the different urban infrastructure and services and their role in socio-economic development, and enhancing quality of life in cities.
- identify different actors involved in the operations, provisioning and management of various infrastructure and services in cities.
- develop critical understanding on issues associated with the provisioning of basic services, such as equitable access and disparities in quality, quantity of services, financing and emerging challenges.

c. Learning Outcomes:

Upon studying the course, the students will be able to:

- identify the key urban infrastructure and services that are critical to the functioning of cities and their role in shaping the cities.
- gain exposure on the governance of urban infrastructure and services by associating different institutions with the provisioning, operations and maintenance of infrastructure and services.
- identify issues associated with the provisioning and management of basic services and the ways these are being addressed.

d. Overall structure:

The course is structured into 5 modules.

No.	Module Title	Duration (in weeks)
1	Why do urban infrastructure and basic services matter?	2
2	Urban infrastructure and basic services	4
3	Social and recreation infrastructure	3
4	Delivery and management of basic services	2
5	Urban infrastructure and services in Indian cities: Issues and way forward	2
	Total	13 Weeks

Contents:

Module 1: Why do urban infrastructure and basic services matter?

This module lays the background against which the other modules will be transacted. It begins with the concept of infrastructure as is widely understood, and provides a brief on the history of infrastructure as part of urban planning. It delves into the importance of provisioning of infrastructure and basic services as an important need for human development, and a means of enhancing quality of life; as a public good rather than an economic good. It draws attention to the Constitutional mandates through the Directive Principles of State Policy (Part IV, Articles 38 and 39) and Twelfth Schedule (Article 243-W) regarding States's obligation in provisioning of basic services (such as water, sanitation, housing, health and education) for its equitable access, affordability, and inclusivity in being pivotal to human rights and dignity of living. The module also discusses the role of infrastructure and basic services in the context of the sustainable development agenda.

Essential Readings:

1. Gnaneshwar, V. (November 1990): "Basic services approach to urban development: Indian experience", *Cities*, pp. 333-340
2. Kundu, Amitabh and Maitra, Shipra (1999): "Access of urban poor to basic services: An analysis in the context of the changing perspective of urban governance in India", In Mathur, Om Prakash Ed. *India: The Challenge of Urban Governance*, National Institute of Public Finance and Policy, New Delhi, pp. 129-162
3. Longa, R. Dalla, Urban Infrastructure, https://doi.org/10.1007/978-3-031-23785-0_1
4. Mohan, M. P. Ram and Dulluri, Anvita (2017): "Constitutional mandate and judicial initiatives influencing Water, Sanitation and Hygiene (WASH) programmes in India", *Journal of Water, Sanitation and Hygiene for Development*, DOI: 10.2166/washdev.2017.135
5. Neuman, Michael and Smith, Sheri (2010): "City planning and infrastructure: Once and future partners", *Journal of Planning History*, 9 (1), pp. 21-42, DOI: 10.1177/1538513209355373
6. The Economist Intelligence Unit Limited (2019): *The critical role of infrastructure for the Sustainable Development Goals*, pp. 3-22

Suggested Readings:

1. Bird, Richard M. (1994): *Decentralizing Infrastructure: For Good or for Ill*, Policy Research Working Paper 1258. The World Bank, Washington. D.C., pp. 4-38
2. D'Souza, Rohan (2006): Water in British India: The making of a 'colonial hydrology', *History Compass*, 4 (4), pp. 621–628

3. Graham, S and Marvin, S (2001): *Splintering Urbanism: Networked Infrastructures, Technological Mobilities and the Urban Condition*, Routledge, London.
4. Mann, Michael (2007): Delhi's belly: On the management of water, sewage and excreta in a changing urban environment during the nineteenth century, *Studies in History*, 23 (1),
5. Prashad, V. (2001): The technology of sanitation in colonial Delhi. *Modern Asian Studies*, 35 (1), pp. 113–155

Module 2: Basic Infrastructure and Services:

This module focuses on the physical infrastructure and services including water supply, sanitation, transportation. The physical infrastructure and basic services are the foundation for settlements to grow and prosper in clean, hygienic environment which promotes health and well-being. Public transport is an essential component to moving people within and outside the city. However, its equitable provisioning remains challenged, with stark disparities across socio-economic strata of the city leading to everyday contestations and negotiations by the people.

Essential readings:

1. Anand, Nikhil (2006): Disconnecting experience: Making world class roads in Mumbai, *Economic and Political Weekly*, 41 (31), pp. 3422–29
2. Anand, Nikhil (2015): Leaky states: Water audits, ignorance, and the politics of infrastructure, *Public Culture*, 27 (276), pp. 305–30
3. Bapat, Meera, and Indu Agarwal (2003): “Our needs, our priorities: Women and men from the slums in Mumbai and Pune talk about their Needs for water and sanitation”, *Environment and Urbanization*, 15 (2), pp. 71–86
4. Gadepalli, Ravi (27 Feb. 2016): “Role of intermediate public transport in Indian cities”, *Economic & Political Weekly*, Vol. LI (9), pp. 46-49
5. Gidwani, Vinay and Maringanti, Anant (2016): “The waste - value dialectic lumpen urbanization in contemporary India”, *Comparative Studies of South Asia, Africa and the Middle East*, 36 (1), pp. 112-133, doi 10.1215/1089201x-3482159
6. Huchon, Agnès and Tricot, Guillaume (2008): “Between citizens and institutions: The dynamics of the integration of water supply and sanitation services in Hyderabad”, *CSH Occasional Paper*, 22, French Research Institutes in India
7. Siemiatycki, Matti (June 2006): “Message in a metro: Building urban rail infrastructure and image in Delhi, India”, *International Journal of Urban and Regional Research*, 30 (2), pp. 277-292
8. Truelove, Yaffa (2021): “Who is the state? Infrastructural power and everyday water governance in Delhi”, *EPC: Politics and Space*, 39 (2), pp. 282–299, DOI: 10.1177/2399654419897922

Suggested Readings:

1. Anand, Nikhil (2017): *Hydraulic City: Water and the Infrastructures of Citizenship in Mumbai*, Duke University Press, pp. 1-24, 224-237

2. Cervero, Robert: "Transport infrastructure and the environment: Sustainable mobility and urbanism", In Etingoff, Kimberly Ed. *Urban Development for the 21st Century: Managing Resources and Creating Infrastructure*, CRC Press, USA, pp. 156-181
3. Howe, Lindsay Blair *et. al.* (2024): "Multiple publics, disjunctures, and hybrid systems: how marginalised groups stake their claims to transport infrastructure", In Coutard, Olivier and Florentin, Daniel Ed. *Handbook of Infrastructures and Cities*, Edward Elgar Publishing Limited, Cheltenham, UK, pp. 311-322
4. McFarlane, Colin (2008): "Sanitation in Mumbai's informal settlements: State, 'slum,' and infrastructure", *Environment and Planning A*, 40 (1), pp. 88–107

Module 3: Social and Recreational Infrastructure:

Cities exist as social spaces with a variety of social infrastructure that provide public dimension to urban life, where people come together as community, forge social connections and interactions. Such infrastructures include green spaces/parks, commercial hubs, plazas, transit nodes, recreational centres, places of worship etc. Though these spaces are meant for public use, however, remain exclusionary and inaccessible to differently abled persons due to faulty design guidelines.

Essential readings:

1. Alagappan, Valliappan, Heferan, Albert and Parivallal, Aarthi (2018): "Exploring accessibility issues of a public building for the mobility impaired. Case study: interstate bus terminal (ISBT), Vijayawada, India", *Disability and Rehabilitation: Assistive Technology*, Vol. 13 (3)
<https://doi.org/10.1080/17483107.2017.1312573>
2. Amati, Marco and Taylor, Laura (April 2010): "From green belts to green infrastructure", *Planning, Practice & Research*, 25 (2), pp. 143–155
3. GIZ: Mobility for Indian Cities, Gaps in Implementing Disability-Inclusive Public Transport
4. Joseph, Yogi *et. al.* (2024): "Street-side citizenships: Claim-making and the reordering of streets in Indian cities", In Coutard, Olivier and Florentin, Daniel Ed. *Handbook of Infrastructures and Cities*, Edward Elgar Publishing Limited, Cheltenham, UK, pp. 296-310
5. Latham, A., and Layton, J. (2019): "Social infrastructure and the public life of cities: Studying urban sociality and public spaces", *Geography Compass*, 13 (7), pp. e12444
6. Naik, Mukta and Bansal, Kanika (April, 2025): "Bridging the divide: Strengthening social infrastructure for the urban poor", *SHELTER*, 26 (1), pp. 32-37
7. Sil, Ankita, Chowdhury, Subeh and Thoreau, Roselle (June 2024): "Challenges and barriers for gender-inclusive public transport policies and practice in Delhi, India", *Case Studies on Transport Policy* Vol. 16, 101201
<https://doi.org/10.1016/j.cstp.2024.101201>

Suggested Readings:

1. Agrawal, Pradeep (2015): Infrastructure in India: Challenges and the Way Ahead, *IEG Working Paper No. 350*, pp. 3-30
2. Biswas R (2022): "Reclaiming the urban: An intersectional analysis of women's and men's experiences of Kolkata's public spaces", *Gender Place & Culture*, 29 (4), pp. 589–593

Additional resources on inclusive infrastructure:

- <https://inclusiveinfra.gihub.org/>
- <https://inclusiveinfra.gihub.org/case-studies/el-metropolitano-bus-rapid-transit-peru/>

Module 4: Role of institutions in delivery and management of basic services:

The ever-growing magnitude of urban population is not only fueling demand for basic services but also the resources (finances) and necessitating multiple stakeholders in partnerships. The module delves into the role of agencies such as Urban Local Bodies, parastatals, NGOs, and community in provisioning of basic services as well as creation of urban infrastructures in partnerships. The role of private sector intervention through public-private partnership in financing, developing, operating or managing infrastructure and delivering services will be examined. An important component of the learning from this Module will be a site visit to one of the infrastructure facilities within NCT Delhi/NCR.

Essential Readings:

1. Bhullar, Lovleen (2013): "Ensuring safe municipal wastewater disposal in urban India: Is there a legal basis?", *Journal of Environmental Law*, 25 (2), pp. 235-260
2. Budds, Jessica and McGranahan, Gordon (October 2003): "Are the debates on water privatization missing the point? Experiences from Africa, Asia and Latin America", *Environment & Urbanization*, 15 (2), pp. 87-113
3. Burra, Sundar et. al. (October 2003): "Community-designed, built and managed toilet blocks in Indian cities", *Environment & Urbanization*, 15 (2), pp. 11-32
4. Dijk, Tara van et. al. (2016): "When a participatory slum sanitation project encounters urban informality: The case of the Greater Mumbai Metropolitan Region", *International Area Studies Review*, 19(1), pp. 45-59
5. Raghupathi, Usha P. (1999): "Public - Private Participation in the provision of infrastructure to Tirupur: A governance perspective", In Mathur, Om Prakash Ed. *India: The Challenge of Urban Governance*, National Institute of Public Finance and Policy, New Delhi, pp. 213-230
6. Savage, David and Dasgupta, Shubhagato (2006): "Governance framework for delivery of urban services", *India Infrastructure Report*, pp. 42-58
7. Smitha, K.C. (2010): "New forms of urban localism: Service delivery in Bangalore", *Economic & Political Weekly*, February 20, 2010, XLV (8), pp. 73-77.

Suggested Readings:

1. Beall, Jo (2001): "From social networks to public action in urban governance: Where does benefit accrue?", *Journal of International Development*, 13, pp. 1015-1021.
2. Krishnan, L. (2007): "Tamil Nadu Urban Development Fund: Public–Private Partnership in an Infrastructure Finance Intermediary", In Peterson, George E. and Annez, Patricia Clarke Ed. *Financing Cities: Fiscal Responsibility and Urban Infrastructure in Brazil, China, India, Poland and South Africa*, Sage Publications India Pvt Ltd, New Delhi, Chapter 8, pp. 238-262

Module 5: Urban infrastructure and services in Indian cities: status, challenges and way forward

This module focuses on several critical issues impacting equitable access to the infrastructure and services delivery in cities in India (geographical coverage, quantity, quality and disparities), environmental challenges due to climate change, and disasters. The module shall conclude with interventions for improvement and transformation with discussions on the service level benchmarks for urban service delivery and e-governance.

Essential readings:

1. Coelho, Karen (n.d.): *The Slow Road to the Private: A Case Study of Neoliberal Water Reforms in Chennai*
2. Gauba, Rajiv (2017): Improving Urban Infrastructure, *Indian Journal of Public Administration*, 63(2), pp. 165–175, DOI: 10.1177/0019556117699734
3. Gururani, Shubhra (August 26, 2017): "Designed to fail: Techno-politics of disavowal and disdain in an urbanising frontier", *Economic and Political Weekly*, 52 (34), pp. 38-46
4. Kundu, Debolina (2014): "Urban development programmes in India: A critique of JnNURM", *Social Change*, 44 (4), pp. 615–632
5. Ministry of Urban Development (2011): *Report of the High-Powered Expert Committee (HPEC) for Estimating the Investment Requirements for Urban Infrastructure Services*, Government of India, pp. 41-64, 87-119
6. Mohanty, Prasanna K. (2016): *Financing Cities in India: Municipal Reforms, Fiscal Accountability and Urban Infrastructure*, SAGE Publications India Pvt Ltd, New Delhi, Chapter 6: User Charges, Benefit Charges and Fees, pp. 126-152

Suggested Readings:

1. Garg, Subhash Chandra (2007): "Overview of urban infrastructure finance in India", In Peterson, George E. and Annez, Patricia Clarke Ed. *Financing Cities: Fiscal Responsibility and Urban Infrastructure in Brazil, China, India,*

Poland and South Africa, Sage Publications India Pvt Ltd, New Delhi, Chapter 3, pp. 108 – 157

2. Hommels, Anique (2024): “Science, technology and society studies perspectives on urban responses to infrastructural breakdown”, In Coutard, Olivier and Florentin, Daniel Ed. *Handbook of Infrastructures and Cities*, Edward Elgar Publishing Limited, Cheltenham, UK, pp. 404-416
3. Wilkinson, Steven I. (2006): *The Politics of Infrastructural Spending in India*, pp. 1-34
4. UN-Habitat (2024): *World Smart Cities Outlook 2024, Smart City Applications for Public Services*, United Nations Human Settlements Programme, pp. 58-76

Pedagogy:

- a. Instructional design: the course will be transacted through a combination of lectures, readings and audio-video based discussions, presentations, visit to an infrastructure site (WTP/STP/Landfill), group field work (as permitted by logistics and resources)
 - b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom for conducting lectures
 - c. Expertise in AUD faculty or outside: AUD Faculty
 - d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Local field visits to different infrastructure / special lectures may be organised depending on the availability of resources.
2. Assessment structure (modes and frequency of assessments)
 - a. Formative Assessment 1 (20%): ‘Urban Infrastructure’ - Documenting the learning from site visit to Water Treatment Plant / Sewerage Treatment Plant / Landfill, and presented through a PPT
 - b. Formative Assessment 2 (30%): Field work based written assignment on status of a basic service in the selected site / Mapping stakeholders and institutional roles in urban services delivery and management in selected cities
 - c. Summative Assessment 3 (50%): end semester examination covering the entire syllabus to be held at the end of teaching

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 14th.....meeting held on.....27th May 2025.....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)	All BA programmes in SGA and SLGC
Course title	Community Organisation and Fieldwork Practice
Course code	
Total Credits	Four (4)
Course type (core / compulsory / elective / any other – please specify)	Elective
Level (Pre-doctoral / MA / PG Diploma / Certificate / UG)	Under Graduate BASS Sem-7
Proposed date of launch	Monsoon Semester 2025
Course coordinator and team	Programme Coordinator/s of BA, Dr. Reenu Ram

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

The course will be offered as one of the electives in the 7th/8th Semesters to all BA students. This course build on the course Community Engagement and Services.

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

(Pre-requisites; prior knowledge level; any others – please specify): None

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

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

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?

This course perfectly aligns with AUD's vision to build a strong foundation for undergraduate students in different perspectives / disciplines. Its emphasis on a multi-disciplinary approach will not only initiate a critical engagement with different social issues but it will also equip students to deal with them. This course helps build students' understanding of social problems and Community issues. Students shall be able to recognise and critically reflect on the structural barriers that perpetuate inequalities, oppression, discrimination and exploitation.

7. Course Details:

a. Summary:

This course aims to provide Students with an overview of the ideological and theoretical perspectives that have shaped and continue to inform the models and means of contemporary community organisation and social work practice. Communities are at critical crossroads across the Global South. In a technology and market-driven process of development, the expanse of the marginalised and deprived sections of communities has increased. Those who have been historically disadvantaged, dispossessed of land, lack appropriate skills, quality education and/or other resources, are not able to benefit from the fruits of this "progress" and "development". A critical analysis of the dynamics between the processes of marginalities and collective deprivation, and the macro processes of development and its trajectories has become very significant for informed practice with communities. The course aims to acquaints students with urban communities who are marginalised and lack basic amenities. Through fieldwork engagements in this course students will be asked to critically reflect upon realities of such marginalised communities. Case studies, field work, and community-based learning are incorporated in each module, enabling students to develop a rights-based practice of social work and providing them with the necessary skills to address social problems and ensure sustainable development. In a stratified and diverse society such as India, social justice is necessary to foster inclusivity and harmony.

b. Objectives:

The objectives of the course are:

- Define and understand the nature, scope and meaning of community organisation

- To develop a grounded understanding of community's socio-economic and political realities.
- Develop practical skills in community mobilisation and participatory assessment through field engagement.
- To equip students to critically reflect on their field experiences and articulate them in practice reports and discussions.
- Develop ability to understand various facets of developmental and Social problems in urban slums.

c. Learning Outcomes

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

- Understand the theoretical foundations of community organisation.
- Be able to analyse power and identity structures within communities.
- Demonstrate awareness and increased sensitivity for complex social issues.
- Acquire and practice basic intervention strategies and participatory tools in diverse fieldwork settings.
- Critically evaluate the impact of oppression, caste, gender, and class structures on marginalised communities.
- Engage in ethical and rights-based social work practices
- Relate classroom learning to the lived realities of marginalised populations.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

	Module Name	Weeks
1	Understanding Community organisation	2

2	Understanding Communities and Social Structure	2
3	Methods and Tools in Community Organisation	3
4	Fieldwork Practice and reflection	6

e. Course Contents

Module 1: Understanding Community organisation (2 Weeks)

This module lays the theoretical groundwork to understand community organisation with its scope and meaning. Students will further explore the evolution of community practice in India and global South. The module will further introduce various models of community organisation such as Locality Development, Social action and Social Planning. This will help students to understand and differentiate different strategies of community engagement.

Week 1:

- Nature, scope and Meaning of community organisation
- History / Evolution in India and global South

Week 2:

- Values and Principles of community organisation
- Models of community organisation- Locality Development, Social Action, and Social Planning

Readings:

Ross, Murray G. 1967. *Community Organization: Theory, Principles and Practice*. New York: Harper & Row.

Siddiqui, H. Y. 1997. *Working with Communities: An Introduction to Community Work*. New Delhi: Hira Publications.

Freire, Paulo. 1970. *Pedagogy of the Oppressed*. New York: Herder and Herder.

Bhatt, Anil. 1989. *Development and Social Justice: Micro Action by Weaker Sections*. New Delhi: Sage Publications.

Craig, Gary, and Marjorie Mayo, eds. 1995. *Community Empowerment: A Reader in Participation and Development*. London: Zed Books.

Ledwith, Margaret. 2011. *Community Development: A Critical Approach*. Bristol: Policy Press.

Popple, Keith. 2015. *Analyzing Community Work: Its Theory and Practice*. 4th ed. Berkshire: Open University Press.

Kumar, Somesh. 2002. *Methods for Community Participation: A Complete Guide for Practitioners*. London: ITDG Publishing.

Narayan, Deepa. 2000. *Voices of the Poor: Can Anyone Hear Us?*. Washington, DC: World Bank.

Module 2: Understanding Communities and Social Structure (2 Weeks)

This module focusses on analytical tools to understand the complex dynamics within communities. The module will bring in the concept of social stratification based on caste, class, gender, religion and how these markers impacts community life and access to resources. Students will examine operation of power within existing community structures and the role of local leadership and institutions. Further, the module will train students to conduct community need and capacity assessments which will lay the foundation of effective participatory interventions. By understanding these dynamics, students will be able to understand the strength and vulnerabilities of communities. Discussions in this module will be grounded in sociological theories and empirical research from India to facilitate context based learning.

Readings

- Deshpande, Satish. 2018. *The Problem of Caste*. New Delhi: Orient BlackSwan.
- Still, Clarinda. 2017. *Dalit Women: Honour and Patriarchy in South India*. London: Routledge.
- Mehta, Pratap Bhanu. 2020. "The Public and the Private: Ambedkar's Legacy for Today." *Economic and Political Weekly* 55(15).
- Mosse, David. 2018. "Caste and Development: Contemporary Perspectives on a Structure of Discrimination and Advantage." *World Development* 110: 422–436.
- Rege, Sharmila. 2019. *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonios*. New Delhi: Zubaan.
- Jodhka, Surinder S. 2021. "Caste in Contemporary India: Beyond System and Structure." *Sociological Bulletin* 70(1): 27–44.

Module 3: Methods and Tools in Community Organisation (3 weeks)

This module introduces students to tools and methods in community organisation. These participatory techniques are essential for community mobilisation, engagement and planning. The module will focus on Participatory Rural appraisal (PRA), which helps communities communicate their needs, resources and challenges through visuals and other inclusive formats. Students will learn to facilitate leadership development and consensus building so to encourage collective

decision making and ownership. The module will further introduce different communication strategies for awareness generation and catalysing action. Additionally, it introduces the planning and implementation of community campaigns around locally relevant issues. Students will practice these tools and techniques through fieldwork engagement where students will practice facilitation, plan campaigns and co-create strategies with communities to deal with several social problems and issues at hand.

Readings:

Chambers, Robert. 1997. *Whose Reality Counts? Putting the First Last*. London: Intermediate Technology Publications.

Ledwith, Margaret. 2011. *Community Development: A Critical Approach*. 2nd ed. Bristol: Policy Press.

Mohanty, Manoranjan. 2012. "Campaigns and Movements: Mobilising for Rights." *Indian Journal of Human Rights and the Law* 9(1–2): 23–42.

Thomas-Slayter, Barbara et al. 1995. *Participatory Approaches to Community Development*. West Hartford: Kumarian Press.

Shah, Pankaj. 2001. *Campaign Communication Strategies: A Grassroots Approach*. New Delhi: Sage Publications.

Module 4: Fieldwork Practice and reflection [6 Weeks]

Field work is an integral and mandatory component of Community organisation and social work education. It bridges the gap between theoretical learning and practical application. It provides students with hands-on experience in real-world settings, allowing them to develop professional competencies, ethical awareness, and critical understanding of social issues and interventions.

Community based Organisations and other fieldwork settings will be reached out and students will undertake exposure visits to these organisations in the 8th week. After exposure visits, students will undertake 4-hour weekly field work for 6 weeks in these field work settings to develop core competencies in communication, assessment, planning, intervention, and evaluation.

Some of the field work settings where students will undertake their field work are NGOs working on

- Caste-based Discrimination and Dalit Rights
- Gender and LGBTQ+ Rights
- Disability Rights
- Child Rights
- Urban community development
- Education
- Health

The field work is supervised by the course instructor and students will write field work journals on weekly basis with focus on observations, learning and work done.

Reading

- Siddiqui, H.Y. 2010. *Field Work Training in Social Work*. Jaipur: Rawat Publications.
- Subhedar, I.S. 2001. *Field Work Training in Social Work*. Jaipur: Rawat Publications.
- Nadkarni, V. and M. Desai. 1996. *Social Work Education and Field Instruction: Global Trends and Indian Perspectives*. New Delhi: Concept Publishing.
- Tata Institute of Social Sciences (TISS). *Field Work Manual*. Latest edition.
- Indira Gandhi National Open University (IGNOU). *Field Work Journals and Manuals – Bachelor and Master of Social Work Programmes*.

8. Pedagogy:

a. Instructional strategies: Regular lectures, listening sessions and film screenings.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library,

classroom/others instructional space; any other – please specify): Projector and sound facility in the classroom.

- c. Expertise in AUD faculty or outside:** Visiting / Adjunct Faculty will be required. Further, experts will be invited from outside to give lectures on selected course components.
- d. Linkages with external agencies** (e.g., with field-based organisations, NGOs, Human Rights Organisations, Legal Aid Clinics).

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

To integrate the assessment with the learning process it will be divided into three parts:

- a) First Assignment – Reflection Essays and Learning from Fieldwork (20%)
- b) Community/organisation profile (10%)
- c) Second Assignment - Group assignment Students work in small groups to identify a social problem of contemporary relevance from their field work setting and design a social intervention campaign on it. Student groups will present their work in class and these presentations will be assessed in class. (30%)
- d) End-Term Examination/Assignment (40%)

Signature of Course Coordinator(s)

Note:

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

3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 14th.....meeting held on.....27th May 2025.....and has been approved in the present form.

Signature of the Dean of the School

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	BASS
Course title	Seeing, Listening, Communicating
Course code	
Credits	4
Course type	
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	Under Graduate BASS Sem-7
Course coordinator and team	Vibhuti Sharma

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

This course, offered as part of B.A. fourth year programme, thematically connects with other courses from previous years to build the student's understanding of how media practices intervene in shaping the world and social interactions. The course is an attempt to lay out the evolving nature of media society and its social, political and economic implications.

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify):
None

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

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

5. Proposed date of launch: Monsoon 2025

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

This course perfectly aligns with AUD's vision to build a strong foundation for undergraduate students by providing an integrated media education that will not be limited to a survey of different media and communication practices but initiate a critical and creative engagement with the questions that it poses for us in a globalised society. The question of technological reproduction is intrinsically linked to how we experience reality and construct meanings around us. The course builds on a rigorous inter-disciplinary approach, drawing on various concepts and debates to study the rapidly transforming mediascape and tries to provide a critical framework for understanding how it shapes cultural practices and power networks. The course corresponds with the core objective of Global Studies, and other programmes to draw from multi-disciplinary sources to facilitate an informed and nuanced engagement with different techniques of global connectivity.

7. Course Details:

a. Summary:

This course aims to lay the foundation for the student's ability to critically engage across diverse living situations in a mediatized society. The capacity to see, listen and communicate has been an intrinsic part of the human condition allowing us to give meaning to life and reality. However, with modernity and the technological revolutions it brings about these capacities undergo a hitherto unforeseen transformation. With the advent of mechanical ways of reproduction of images, sounds and writings, ways of seeing, listening and communicating have not only proliferated but have gained a new value. Seeing, listening and communicating no longer remain 'natural' human capacities but have become attached to the logic of industrial production and exchange. It also marks the beginning of what we understand today as media society which harbours a deep relation between meaning and apparatus of production and control. Today however these three modalities of experience (our ways of seeing, listening and communicating) are again undergoing another major change with the advent of information technologies and the beginning of what is called cognitive capitalism. The course, therefore, aims to look at the concepts, debates and internal dynamics of media society tracing its internal transformation which reflects the political, historical and economic transformation from production oriented industrial capitalism in the west to our current consumption oriented cognitive capitalism.

The course shall be schematically divided into two parts: In the first part of the course we shall introduce the students to the problem of advent of what we now call media society. The emergence of newspaper printing, the technological advancement of photography, and the availability of phonographic cylinders brought in a revolution in human perception and communication which ushered in the modern epoch. The course shall begin with an introduction to the different forms of communication (visual and aural) which capture the modern experience of reality in the late nineteenth century. We will examine the distinct transformations brought about by the technological reproducibility in the domain of art as well as politics. The course will particularly try to emphasize the possible relation between the transformations in perception and communication and the problem of human labour that industrial capitalism unleashed at this time. The second part of the course will try to relate as well as distinguish the emergence of digital technology and information society from this first phase of the development of media. Although we have been living in a media society since the 19th century the rise of the digital has brought in remarkable and hitherto unforeseen transformations in terms of the speed and quantity of information dissemination. This part of the course shall focus on this unprecedented proliferation of information, particularly visual information in terms of images and how it affects our ways of seeing, listening and communicating. We will try to relate this changing nature of our perceptions in today's media society to the transformation of labour where we are seeing a certain emphasis on cognitive and emotional labour which was unheard of before. The course, while mapping the evolving nature of media society, will try to examine the problem of perception through questions of art, self and labour.

b. Objectives:

- Introduce students to the history of media and communication through the lens of human perception of seeing and hearing.
- Encourage students to explore different media practices to understand the relation between technology and social environment.
- Build a critical perspective about the effects and functions of a growing technologized society where media products proliferate and intervene with human perception as well as the human capacity to communicate.
- Examine the storied nature of human life and the value of listening to narratives and what effect does proliferation of images have on human experience and communication.
- Understand how media technologies have influenced cultural styles and intensified circulation and exchange.
- Acquaint students with the role technology plays in understanding questions of global concern like the problem of human labour in media societies.

c. Learning Outcomes

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

- Demonstrate a familiarity with the history of media practices and its emergence in the world.
- Understand that media is not simply about technological expertise but also about critical engagement with its environment.
- Engage with media practices and understand how a conception of the self and identity is constructed through proliferation of images and networks of communication in the present processes of globalisation.
- Actively engage with how media technologies have influenced cultural styles, intensified circulation and exchange and consequences of this in our everyday life and practices.
- Analyse the role of technology in building knowledge about historical and political processes and thereby its role in amplifying or subverting voices and narratives from the margins.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

	Module Name	Weeks
1	Introduction to Media and Cultural Studies	1
2	Photography and history of the image	2
3	Radio and Communication	2
4	Cinema: From Silent to Colour and beyond	3
5	Listening, viewing and enjoying in the age of the digital	2
6	Media and Narrativity	2

e. Course contents

Module 1: Introduction to Media and Cultural Studies

This module will lay out a media and cultural studies framework, introducing key concepts and debates to understand social, cultural and political implications of the media practices around us. Students will be introduced to processes of

representation, identity, production, consumption and regulation to explore the connection between media and art forms. This module will further connect these concepts to foreground the idea of media regimes and how they operationalise power.

Readings

- Jesus Martin-Barbero (1993). *Communication, Culture and Hegemony: From Media to Mediation*, London: Sage. pp. 23-38.
- John Berger (2008), *Ways of Seeing*, London: Penguin, 2008
- Edward S. Herman and Noam Chomsky (2008), 'Propaganda Model' in *Manufacturing Consent: The Political Economy of the Mass Media*, London: The Bodley Head, pp. 1-35 (Chapter 1)

Suggested reading

- Theodor Adorno and Max Horkheimer (1944) "The Culture Industry: Enlightenment as Mass Deception" in *Dialectic of Enlightenment: Philosophical Fragments*

Module 2: Photography and history of the image

This module will take students through a journey of the photographic image from being a capture of our everyday experience to its various uses in popular culture milieus. It will also foreground the changing nature of photography and how it reflects our relationship with our world.

Readings

- Susan Sontag (2008). *On Photography*. London: Penguin. (Chapters 1 and 6)
- Christopher Pinney (1997), *Camera Indica: The Social Life of Indian Photographs*, University of Chicago Press, 1997. (Prologue and chapter 3)
- Zahid R. Chaudhary (2012) "Introduction: Sensation and Photography" in *Afterimage of Empire: Photography in nineteenth-century India*, University of Minnesota Press, pp 1-35
- Agastaya Thapa (2020), "The correct view: ethnographic representation of Darjeeling hill tribes, from drawings to photography", pp 56 -76 in Sutapa Dutta and Nilanjana Mukherjee (eds) *Mapping India: Transitions and Transformations, 18-19th century*, London and New York: Routledge.

Suggested readings

- Roland Barthes (1983), 'The Photographic Message' in Susan Sontag (ed.) *The Barthes Reader*, New York: Hill and Wang, 1983. pp. 194-210
- Walter Benjamin (1931), "A Short History of Photography".

Module 3: Radio and Communication

This module will explore the use of sound media to communicate ideas and stories. It will examine specific historical moments like the role of radio during the Indian post-independence period in creating new spaces for staging the nation. Students will also study how women musicians adapted to the advent of recording technologies to carve out their identity and their own spaces of performance. This module will involve field trip to All India Radio, looking at Prasar Bharti archives, listening sessions and reading radio plays.

Readings

- Bertolt Brecht (1932), "Radio as an Apparatus of Communication" and his radio plays
- Lakshmi Subramaniam (2022), "Classical, popular and media technologies: Staging music in new geographies in post-independence southern India", *South Asian Popular Culture* 20 (1): 15–29.
- Women on Record project by Vidya Shah

Suggested Readings

- Walter Benjamin (2014), *Radio Benjamin*, Verso Books, 2014 (Introduction)
- Amlan Das Gupta (2020), 'Women and Music: The Case of North India', *Women of India: Colonial and Post-Colonial Periods* ed. Bharati Ray, History of Science, Philosophy and Culture in Indian Civilization, Volume IX, New Delhi: Sage, 2005, pp. 454-484

Module 4: Cinema: From Silent to Colour and beyond

This module will examine cinema and the moving image as epitomising the emergence of media society. The lectures will be weaved around critical concerns like the historical role of cinema, its reception and circulation. How is cinema different from earlier modes of perception studied in the course like photography? This module will deal with the mass appeal of cinema as well as its artistic potentiality. All these issues will be located within other debates on culture, politics and history. The module will also comprise of watching certain important films like Dziga Vertov's *Man with a Movie Camera* and *Keno-eye*, Orson Welles' *Citizen Kane*, Sidney Lumet's *Network*.

Readings

- Andre Bazin, *What is Cinema?* Vol 1, Berkeley & London : University of California Press, 2005 (Chapter 3)

- Bill Nichols (2010) *Engaging Cinema: An Introduction to Film Studies*, New York: W.W. Norton & Company. (Chapter 8)
- Ann Mary Doane (1989) 'The Economy of Desire: The Commodity Form in/of the Cinema, *Quarterly Review of Film and Video*', 11(3), pp. 23-33

Suggested Reading

- Walter Benjamin (1969 [1936]). "The Work of Art in the Age of Mechanical Reproduction, *Illuminations*. H. Arendt (ed). New York, Schocken. 217–251.

Module 5: Listening, viewing and enjoying in the age of the digital

This module will emphasize the transformation of perception and desire with the advent of digital technologies. Digital technologies have pushed the boundaries of media practice and brought a significant change in the way we perceive and communicate in the world, changed the traditional ideas of knowledge production, circulation and consumption. This module will examine how various media shape our perception as well as transform the public sphere encouraging participation of a wider public on platforms predominantly driven by market algorithms and media oligarchs. In this context, the circulation of hate speech, rumours, online trolling becomes significant to examine how media serves as an ideological tool as well as a medium through which a subject forms and sustains her social belonging to a group. The lectures will focus on the social and political implications of digital societies and issues at stake for a mediatised life and communication.

Readings

- Anna Kornbluh (2023) *Immediacy or, The Style of Too Late Capitalism*, London and New York: Verso. (Introduction)
- Byung Chul Han (2017), *Saving Beauty*, Polity Press, 2017. (Chapters 1 and 3)
- Mladen Dolar (2024) *Rumours* <https://www.e-flux.com/notes/643227/gossip>
- Taberez Ahmed Neyazi (2014) "Media, mediation and the vernacular public arena in India", *Media International Australia*, Sage Publications, Volume 152, Issue 1, 2014, Pages 176-184

Suggested readings

- Onook Oh, Manish Agrawal and H. Raghav Rao, "Anxiety and Rumor: Exploratory Analysis of Twitter Posts during the Mumbai Terrorist Attack", in Greg Dalziel, *Rumor and Communication in Asia in the Internet Age*. Routledge, 2015, pp. 143-155
- Alenka Zupancic (2024), *Disavowal* (chapter 3: "What about Conspiracy Theories?"), Polity Press.
- Vibodh Parthasarathi (2024), "The Media as we knew it: Dislocations in the digital media economy", Knowledge India Series.

Module 6: Media and Narrativity

This module will look at the fate of the narrative in the age of new media. How the proliferation of information has brought about a crisis of the narrative, a resultant crisis of self and its relation to the word in a denarrativized reality. At the same time, new media technologies have altered traditional ways of linear storytelling to include more complex, interactive narratives combining different media platforms. These lectures will expose students to the art of new media storytelling and encourage them to create their own stories experimenting with different sounds and mediums. Films like David Fincher's film *The Social Network* will be shown to examine various issues that emerge with living a life on social media platforms where an idea of the self and emotions are constantly capitalised. This module will also study how media society contributes to a production and consumption of emotional capital.

Readings

- Jean Baudillard (1995), *The Gulf War did not take place*, Indiana University Press
- Byung-Chul Han (2024), *The Crisis of Narration*, Polity Press. (Chapters 1,5,6)
- Byung Chul Han (2017) *In the Swarm: Digital Prospects*, MIT Press (chapter 3 and 15)
- Tabarez Ahmed Niyazi (2020), "Digital propaganda, political bots and polarized politics in India", *Asian Journal of Communication*, Routledge, Volume 30, Issue 1, 2020, Pages 39-57

Suggested readings

- Luc Boltanski (1999) *Distant Suffering: Morality, Media and Politics*, Cambridge University Press. (Chapter 10)
- Arlie Russell Hochschild (1983). *The Managed Heart: Commercialization of Human Feeling*, University of California Press (Chapters 7, 8, 9)
- Eva Illouz (2003). "From the Lisbon Disaster to Oprah Winfrey: Suffering as Identity in the Era of Globalization" in *Global America? The Cultural Consequences of Globalization*, pp. 189 – 205, Liverpool University Press.

8. Pedagogy:

- Instructional strategies:** Regular lectures, listening sessions and film screenings.
- Special needs** (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Projector and sound facility in the classroom.

c. Expertise in AUD faculty or outside:

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Field trip to All India Radio.

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

For the assignments to be reflective of the title of the course and to integrate the assessment with the learning process, it will be divided into three parts. The individual assignments will interweave both practical and theoretical aspects of the course where students will be given small projects to make their own stories, radio plays and short films.

- a) First Assignment – reflective essay on cinema, photography or any visual art practice. (30%)
- b) Second Assignment – individual or group projects like making short radio plays or stories with soundscapes (30%)
- c) End-Term Examination/assignment based on readings (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 ___14th___ meeting held on ___27th May 2025___ and has been approved in the present form.

Signature of the Dean of the School

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	All BA Programmes
Course title	Foundations of Social Sciences & Humanities
Course code	
Credits	4
Course type	MDC
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	BA
Course coordinator and team	Rachna Mehra & Praveen Singh

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

The course is intended for all BA students of SGA. Earlier versions of the course (titled 'Introduction to Social Sciences and Humanities') has been offered since the launch of the UG programmes in 2010, and was modified before being taught in SGA in 2018.

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

No requirement

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

All the admitted students of BA will be divided into 2-3 cohorts of about 40-50 students each.

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

5. Proposed date of launch: Monsoon 2025

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

The course gives a background to the origin and history of modern disciplines of humanities and social science. As an entry level course in the BA programmes in a Social Sciences and Humanities University, it intends to familiarise students to knowledge formation, disciplinary distinctions, concepts and methods. In a university with interdisciplinarity as a vision, the course would help students navigate the rationale behind multi/inter/transdisciplinary ways of thinking / research. Further, this course would be helpful for SGA students who are entering into an interdisciplinary field of study immediately after school. It will also help to decide which of the MDC they opt for.

7. Course Details:

a. Summary

The course discusses the background to the origin of different disciplines of social science and humanities and their contribution to theoretical and conceptual formulation followed by methodological interventions which distinguish them from each other. The students will also be familiarised with the basis of creating hierarchies of one form of knowledge over the other during the 19th Century which demarcated 'natural 'science 'from 'humanities 'and 'social science'. The students would also be familiarised with how knowledge was organised before the interventions during the 18th-19th centuries. The second unit will introduce them to the origin and evolutions of three disciplines of social sciences - History, Geography and Politics over the last two centuries (the reason only these disciplines are being discussed here is because of the decision of the School to offer courses from these in the MDC options). How have these subjects / fields of studies dealt with the question of empiricism and science? How have they tried to create professionalism and disciplinary boundaries? While in the initial decades all these disciplines were put to work for national purposes, it is also important to discuss how these knowledge formations responded to the challenges of a globalised world in the last 5-6 decades. Each of the modules of this Unit, will also discuss the different strands (and sometimes sub-disciplines) that have evolved out of these disciplines. The final unit will discuss the necessity for breaking the silos created over two centuries, and for doing inter/multi/trans-disciplinary work; some notable initiatives in this direction would be discussed as an illustration.

b. Objectives:

To help students get an understanding of:

- the social context underlying the need for, and production of ‘disciplinary’ knowledge across societies in the last two centuries;
- how different disciplines have evolved while dealing with the challenges of professionalisation, balancing between science/empiricism and humanistic endeavour, shifting needs of societies;
- what multi/inter/trans-disciplinarity thinking / research means (and the difference between them), and what was the need for such initiatives.

It is also hoped that by the end of the course students would be better prepared in taking a decision on the MDC they would opt for.

c. Expected Learning Outcome:

On the completion of the course, students will have a better understanding of:

- why knowledge formations are not pre-given, but emerge / change with shifting social contexts;
- how disciplines came to be distinguished from each other, and the fundamental tenets, subject/object of three disciplines;
- reasons and advantages of inter/trans-disciplinary ways of thinking / researching.

Another expected outcome is that students would make a more informed choice of MDC they want to opt for.

d. Overall structure:

This course is organized around six modules.

	Topic / Unit	Duration
	Unit 1	4 weeks
1	Knowledge as a Social Construct	
2	Disciplinary formations: Science, Social Science and Humanities	
	Unit II	6 weeks
3	History	
4.	Geography	
5	Political Science	

	Unit III	
6	Inter/trans/multi-disciplinarity	3 weeks

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

Module 1: Knowledge as a social construct

The concepts that we understand today have emerged from a collective social experience and knowledge gained over a period of time. This contextual knowledge is not fixed or unchangeable but may evolve when newer knowledge forms develop that may further influence or accompany social changes. They are a cumulative product of historical events, philosophical reflection, ideological beliefs and social needs. The churning of ideas in a civilization may determine the individual and collective behaviour and also the course of further production of knowledge. For instance, in the case of scientific knowledge, does 'science' tell us 'the truth' or give explanations for understanding the world? According to Thorogood, scientific facts are not as objective as claimed to be but are produced by people existing in a particular social milieu. Hence the social world authorizes and often creates path dependencies for the process of knowledge creation.

Essential Readings:

- Ian Hacking (1999), *The Social Construction of What* [Chapter 1: 'Why ask what', pp.1--34].
- David Newman (2012), *Sociology: Exploring the Architecture of Everyday Life*, [Chapter 3: 'Building Reality, the social construction of Knowledge', pp.55-96]
- Earl Babbie (2008), *The Basics of Social Research* [Chapter 1: 'Human Enquiry and Science, pp.1-30]
- N. Thorogood (1997), 'Questioning Science: How knowledge is socially constructed', *Br Dent J.*, 183(5):152-5.

Suggested Readings:

- Catherine Wilson (1996), 'Instruments and Ideologies: The Social Construction of Knowledge and Its Critics', *American Philosophical Quarterly*, 33(2).
- Richard Evans (1997), *In Defense of History*, [Chapter 7 'Knowledge as power': 166-192]

Module 2: Disciplinary Formations: Science, Social Science and Humanities

Since the earliest civilization, religion has played a significant role in moulding the world view. The Renaissance movement that preceded the scientific revolution and later the Enlightenment period in the eighteenth century ushered in modernity and led to the emergence of a secular perspective. The thinkers of this era rejected medieval theology and otherworldliness as an avenue to finding truth and sought to create a more rational and humane society. The emphasis was on reason rather than revelation in knowledge creation. This resulted in the crystallisation of different knowledge forms or disciplines. Comte's idea of Positivism further strengthened the need to move from religious faith to scientific logic. He proposed the law of three stages where the social quest for truth moved from theological to metaphysical to positive. Soon after the debates on disciplinary formations began and there was a difference of opinion whether to emphasize on the uniqueness of an individual discipline or to focus on the roots of a shared knowledge in the evolution of disciplines at large. CP Snow termed this dilemma as 'two cultures' wherein the intellectual life of western society split into science and humanities and this separation caused hurdles in resolving matters of worldly concern. Jerome Kagan took this proposition further to explain three cultures by adding Humanities in the matrix. The Natural scientists emphasized on the prediction and explanation of all natural phenomena. Social Scientists suggested that human behaviour could be generalised in a given set of circumstances and Humanists explained human reactions to events, the meaning ascribed and implications to be embedded in a historical and cultural context. In this way the scientists claimed that the role of historical conditions was minimal for scientific theories whereas the social scientists attributed it to have a modest influence and for the Humanists, its significance could not be overlooked in shaping the studies. This module will bring out the dimensions, vocabulary, premises, analytical tools and sources that became the basis of differentiating disciplines in these categories.

Essential Readings

- A.F. Chalmers (1999) *What is this thing called Science?* [pp.1-58]
- G.C. Homans (1961), 'The Humanities and the Social Sciences', *American Behavioral Scientist*, 4(8), 3-6.
- Kagan Jerome (2009), *The Three Cultures: Natural Sciences, Social Sciences, and the Humanities in the 21st Century*, pp.1-51.
- Rens Bod & J. Kursell (2015), 'Introduction: The Humanities and the Sciences', *Isis*, 106(2).
- J.C. Alexander (2019), 'What social science must learn from the humanities', *Sociologia & Antropologia*, 9(1):43-54.

- Leezenberg and de Vries (2017), *History and Philosophy of Humanities: An Introduction* [Chapter 1: Introduction]
- Roger E. Backhouse & Philippe Fontaine (Eds) (2010), *The History of the Social Sciences Since 1940s*, CUP, pp. 185-234.
- Robert Frodeman et al. (Eds.) (2017), *Oxford Handbook on Interdisciplinarity*, 2nd Edition [Chap 11: Klein and Frodeman, 'Interdisciplining Humanities: A Historical Overview']
- Devin Griffiths (2017), 'The Comparative Method and the History of Modern Humanities', *History of Humanities*, 2(2).

Suggested Readings

- August Comte (1865/ 2009), *A general view of Positivism*, Cambridge [pp.1-33].
- Russell Keat (1980), 'The critique of positivism', *British Sociological Association, University of Lancaster*.
- Snow Charles Percy, (1961) *The Two Cultures and the Scientific Revolution*.
- Immanuel Kant, (1784 / 1992), 'What is Enlightenment' (https://www.nypl.org/sites/default/files/kant_whatisenlightenment.pdf)

Module 3: History (2 weeks)

According to Immanuel Wallerstein, in the nineteenth century and the early twentieth centuries, 'the organizational structures of the sciences 'became fixed. In 1800 the categories (or 'disciplines') which today are standard - history, economics, sociology, anthropology, political science - did not for the most part exist as concepts, and certainly were not the basis of sharply differentiated groups of teaching and research. History as a subject was primarily focused on making sense of human behavior and events that occurred in the past. The difference between story and history was that while a story could be based on a narrative that could be real or fictional, history was a systematic, chronological and later thematic study of past events based on factual analysis and evidence. Hence the task of a historian was to ascertain the facts, look for the causation, and ascribe meaning to events and human actions that have had long term consequences. When trying to arrive at an understanding of the idea of history in an earlier period, a distinction had to be maintained between how the past is understood and represented. EH Carr's suggests that history is a continuous interaction between the historian and his facts, an unending dialogue between the present and the past. History was seen under the rubric of humanities when the emphasis was on narratives of the past and was later considered as a social science subject with the obsession for facts to establish the authenticity of the narrative. The positivist influence on history was evident from the idea that the facts could speak for themselves as suggested by Leopold Von Ranke in the nineteenth century. The positivist philosophy was critiqued by the Frankfurt School which developed a theory questioning capitalism, technology and mass

culture. They also focused on the socio-cultural aspects of power and control. The postmodern scholars believed that there was no reality in the perspective or a writer's interpretation as opposed to factual representation. Evans debunked this premise by suggesting that although there is a gap between reality and representation, one should not be suspicious and completely dismissive of the craft and the ability of the historian to present it. The debate in history continues with the various schools of thoughts from nationalists to marxists, post modernists to subaltern etc. and it has enriched the interpretation and representation of sources.

Essential Readings:

- Richard Evans (1997), *In defense of History* (Introduction]
- E.H. Carr (1961/1990), *What is History?* Penguin, pp.1-56.
- Shashi Bhushan Upadhyay (2016), *Historiography in the Modern World: Western and Indian Perspectives* [Chapter 1 & excerpts from other chapters]
- Joseph Bryant (2000), 'On sources and narratives in historical social sciences: a realist critique of positivist and postmodernist epistemologies', *British Journal of Sociology*, 51(3).

Suggested Readings

- George G. Iggers (2005), *Historiography in the 20th Century: From Scientific Objectivity to the Post-modern Challenge*. [Excerpts from the book]
- Wallerstein, Immanuel. "A World-System Perspective on the Social Sciences." *The British Journal of Sociology*, vol. 27, no. 3, 1976, pp. 343–52.
- R. Bourke & Q. Skinner Eds. (2022), *History in the Humanities and Social Sciences* (Introduction: 1-19)
- Degler, Carl N. "History Is One of the Humanities." *The History Teacher*, vol. 14, no. 4, 1981, pp. 567–75.
- Newton, Richard F. "History, the Humanities and the Social Studies." *The Clearing House*, vol. 46, no. 6, 1972, pp. 359–63.
- Lane, Frederic C. "The Social Sciences and the Humanities." *Proceedings of the American Philosophical Society*, vol. 92, no. 5, 1948, pp. 356–62.
- Eric Vanhoute (2021), 'Immanuel Wallerstein's lasting impact on the field of world history: A historian's view', *Socio*, 15: 93-103.
- Kalle Pihlainen (2002), 'The Moral of the Historical Story: Textual Differences in Fact and Fiction', *New Literary History*, 33(1).

Module 4: Geography (2 weeks)

Geography from earlier times, and especially after the division of Natural and Social Sciences, has been seen as an integrative sciences, straddling the natural and

social sciences. In fact, earlier the Kantian and Humboldtian perspective considered Geography as natural / empirical science. Much later, the term Oecumene was brought by Ratzel to construct his anthropogeographical model. Geography is now conceived in relation to humans; it is not merely a description of the Earth, rather it accounts for the history of the relationship between humans and the Earth - of man's movements on its surface, and his transformative impact on the world. Geography derives its subject matters from diverse disciplines like Geology, Human Ecology, Meteorology, Hydrology, Economics, Sociology, Politics, Anthropology and others. This has had a big influence on the intellectual contributions, university curriculum, and development of sub-fields like Human & Cultural Geography, Economic Geography, Political, and Physical Geography to name a few.

This module will discuss the evolution of Geography as a discipline, and how in its attempts to study the spatial forms over a variety of temporal scales, it uses a variety of methodological techniques. It will also discuss the rise of dualisms (systematic vs regional; physical vs human; historical vs contemporary), especially in the post-renaissance period, and the more recent attempts to break the dichotomous relations produced by these dualisms.

Essential Readings:

- Richard Hartshorne (1964), *The Nature of Geography: A critical survey on current thoughts in the light of the past* [Chapters 11 & 12]
- Carlotta Santini (2017), 'At the Origins of Modern Geography. The Oecumene: an Anthropogeographical Pattern', *History of European Ideas*, 43(6).
- Sudeepta Adhikari (2015), *Fundamentals of Geographical Thought* [Chapter-1]
- Judith Gerber (1997), 'Beyond dualism - the social construction of nature and the natural and social construction of human beings', *Progress in Human Geography*, 21(1).

Suggested Readings

- Tim Cresswell (2024), *Geographic Thought: A Critical Introduction*, 2nd Edition. [excerpts from the book]
- Alastair Bonnett (2003), 'Geography as the world discipline: connecting popular and academic geographical imaginations', *Area*, 35(1).
- Husain Majid (2020), *Bhogolik Chintan Ka Itihas*. 5th Edition.

Module 5: Political Science (2 weeks)

The module will begin with a discussion on the question - 'what is politics 'and the different approaches to politics (site vs. processual; structure Vs. agents). It will also discuss how scholars of Politics have dealt with and reflected upon the idea of

Politics being a science: (a) is the study of politics a scientific endeavour which seeks to identify, on an explanatory and probabilistic basis, some general regularities, OR is the study of politics a more humanistic, historical, normative and hence non-scientific exercise of looking at patterns and processes (if not laws) underlying all politics? Or can it and should it be both; (b) its professionalisation (in terms of core set of methodological techniques and literature); and (c) the question of it being a discipline [is Politics the same as Medicine? Is there a common terminological, conceptual and theoretical apparatus which underpins the discipline?].

This module will also briefly discuss the several inflections / shifts in the field / discipline of Politics, some of which have resulted in creation of distinct fields / disciplines of their own: behaviouralist to the rational choice traditions, and a sort of rapprochement provided by the New Institutionalists; comparative politics; International Relations; Public Policy and Administration; Political Economy. [there are many other sub-fields like Political-Ecology, Feminist approach, but these will be discussed in the last module].

Essential Readings

- Adrian Leftwich (2004), 'Thinking Politically: On the politics of Politics', in Leftwich (Ed.), *What is Politics: The Activity and its Study*.
- Jean Blondel (1976/2019), *Thinking Politically*, [excerpt from Chapters 5, 6 & 7: 82-143]
- Andrew Vincent (2004/2007), *The Nature of Political Theory* [Chap 1: An Eclectic Subject]
- David Marsh and Gerry Stoker (Eds.) (2010), *Theory and Methods in Political Science*, 3rd Edition [Chapter: 'Introduction'; and excerpts from Chapters 1-8]

Suggested Readings

- Robert E. Goodin & Hans-Dieter Klingemann (ed.) (1998), *A New handbook of Political Science* [Excerpts from Chap 1: Political Science: The Discipline; Chap 4: Political Institutions: An Overview; Chap 8: Political Behaviour: An overview; Chap 12: Comparative Politics: An Overview; Chap 16: International Relations: An overview; Chap 20: Political Theory: An overview; Chap 24: Public Policy & Administration: An overview; Chap 28: Political Economy: An overview]
- James Farr (1988), 'The History of Political Science', *American Journal of Political Science*, 32(4).
- Andrew Heywood (2014), *Global Politics* 2nd Ed. [Chapter 1]

Module 6: Multi/Inter/Trans-disciplinarity (2 weeks)

While the 19th C and the early 20th C were marked by the elaboration and increasingly narrow specialization of fields of thought, in the second half of the 20th C, the unifying discoveries of science, already begun in the previous century, and the breakdown of frontiers imposed by the complexity of areas of knowledge, increasingly led scientists and philosophers to consider the essential unity of the various fields and subjects. This belief became the epistemological basis of interdisciplinarity. The period after the 1970s saw the emergence of new fields which do not fall within traditional disciplines but which involve them and tend to fragment them. The blurring of disciplinary boundaries and reorganisation of disciplines is today leading to integrations in new fields of studies. In this module, a few such attempts of integration - scholarships on 'feminism', the *Annales* School, and 'borderland' studies - would be discussed.

Readings:

- UNESCO (1986), *Interdisciplinarity in General Education: A Symposium*.
- Julie T. Klein (2017), 'Typologies of Interdisciplinarity: The boundary work of disciplines' in Robert Frodeman et al. (Eds.), *Oxford Handbook on Interdisciplinarity*, 2nd Edition.
- David Alvargonzalez (2011), 'Multidisciplinarity, Interdisciplinarity, Transdisciplinarity and the Sciences', *International Studies in the Philosophy of Science*, 25(4).
- Christian Pohl (2017), 'Addressing Wicked Problems through Transdisciplinary Research' in Robert Frodeman et al. (Eds.), *Oxford Handbook on Interdisciplinarity*, 2nd Edition.
- Jill Vickers (1997), *Reinventing Political Science: A Feminist Approach* [Chapters 1 & 2]
- Dennis Smith (1988), 'History, Geography, Sociology: Lessons from the Annales School', *Theory, Culture, & Society*, Vol.5.
- Emmanuel Brunet-Jailly (2005), 'Theorizing Borders: An Interdisciplinary Perspective', *Geopolitics*, 10(4).
- Cathy N. Davidson & Danica Slavonick (2017), 'Digital Humanities: The role of Interdisciplinary Humanities in the Information Age' in Robert Frodeman et al. (Eds.), *Oxford Handbook on Interdisciplinarity*, 2nd Edition.

Suggested Readings

- Augsburg (2014), 'Becoming Transdisciplinary: The emergence of the transdisciplinary individual', *World Futures*, 70.
- Judith Squires (2004), 'Politics Beyond Boundaries: A Feminist Perspective' in Adrian Leftwich (Ed.), *What is Politics: The Activity and its Study*.

- Peter Burke (1990), 'The Annales in global context', *International Review of Social History*, Volume.35.
- Fernand Braudel (2007), 'History and the Social Sciences: The Longue Duree' (Trans. by Immanuel Wallerstein), *Review*, 32(2).
- Paolo Novak (2011), 'The Flexible Territorialities of Border', *Geopolitics*, 16(4).

8. Pedagogy:

a. **Instructional design**

The course will be a combination of lectures, guided readings, and presentations, with emphasis on collaborative-learning. OERs, including audio-visual materials will be used to help students engage actively with the discussions.

- b. **Special needs** (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): **None**

c. **Expertise in AUD faculty or outside**

The course team has a good understanding of the field. However, guest lectures could also be organized.

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

9. Assessment structure (modes and frequency of assessments)

The course will have the following assessment situations:

- Students will be assessed in continuous assessment mode on the basis of their participation in class as demonstrated through their work on short thought pieces / project / assignments that engage with the key discussions of the course (3@20 = 60%).
- End Semester Exam (40%).

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its — 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 Global Affairs****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 Sustainable Urbanism
Course title	Introducing the Urban
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG – Semester 1
Course coordinator and team	Dr. Bhawna Bali (bbali@aud.ac.in) Course Coordinator

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

The course Introducing the Urban is designed as a comprehensive foundational course for the first semester of the BA Sustainable Urbanism programme. It has an overarching content of key thematic that connects it with courses in subsequent semesters, such as Governing the City, Knowing the City, Urban Economy and Labour, and Environment: Issues and Challenges.

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 the 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 (Summer/Monsoon Semester)

5. Proposed date of launch: Monsoon 2025
6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The dynamic nature of cities within rapidly evolving socio-cultural-economic and environmental context necessitates a coursework that encompasses multi-disciplinarity but with an interdisciplinary perspective. It is imperative that a comprehensive course on the study of cities is introduced at the beginning of the undergraduate academic journey of BA SU programme. The course 'Introducing the Urban' is a Discipline Specific Core (DSC) course in the first semester of BASU, which offers a broad view on the study of cities across the social sciences disciplines - urban history, geography, sociology, economy and environment, and situates the course as a primer to form a link with the courses taught in the subsequent semesters. It is not intended to be an independent sub-disciplinary course such as Urban History, Urban Geography, Urban Sociology etc.

7. Course Details:

a. Summary:

A course on Introducing the Urban is rooted in the basic question – Why do cities matter? Cities embody continuity of human endeavours, enterprise, and innovation; with complex socio-cultural and political dimensions characteristically contradictory, contrasting the struggles, adaptations and resilience, affluence and poverty, fast-paced dynamism and slow-paced life, juxtaposed by global modernity and local traditionalism, for all the ills of natural resources guzzling system yet the aspirational destination for teeming millions from the mofussil. Despite a spatial coverage over only 2-3% of the landmass, cities are the drivers of economy contributing over 75 per cent to the global GDP. Although they account for 75% of natural resource and up to

80% of energy consumption, 70% of greenhouse gas emissions, and 50% of waste production (IUCN.org; <https://ourworldindata.org/urbanization>) they are the hubs of technology bringing innovative solutions to global, regional and local challenges.

For almost the entirety of human history an overwhelming majority of the world population lived in rural areas until the 19th century when the pace of urbanisation picked up fueled by industrialisation and accompanied by migration in England, the United States of America and Europe. This changed the scale and dimension of urban settlements. In 2008, the world urban population overtook the rural population (World Bank) although there exist regional variations in levels of urbanisation. With more than half the world population, a third in India's population residing in urban settlements, and the magnitude of urban residents projected to grow to 68 per cent by the year 2050 (UN World Urbanization Prospect, 2018), the 21st century is the century of urban and urbanisation.

But what does it entail to be urban? It is interesting to note that there is no universally accepted definition of urban and urban settlements. Urban is all encompassing – phenomenon, space, process, outcome; operating across scales - from level of a neighbourhood to the city in a regional context to the global scale, and within disciplinary domains - as a phenomenon and spatial construct in Geography, as outcome of socio-cultural processes in History, as socially constructed and produced space in Sociology, as bounded entity for administration and operationalising economic decisions.

The course Introducing the Urban is structured across geographic scales of disciplinary focus on urban, from the broader regional level (History, Economics) to the city level (Morphology, Ecology) to the neighbourhood level (Sociology) to provide a background into the field of study, i.e., Urban Studies; developing a conceptual understanding through the basics of urbanisation as a process, the socio-cultural-morphological characteristics of urban settlements, economic functioning of cities, and the interlinkage with the natural environment.

b. Objectives

The course seeks to develop both a foundational as well as fundamental understanding of the 'urban' by introducing the key disciplinary perspectives on urban and the contemporary context of the discipline of urban studies. Accordingly, it aims to:

1. Familiarise students with the study of urban from social sciences perspectives.
2. provide an overview of the evolution of urbanisation, processes associated with it, nature and characteristics of urban settlements.
3. develop an understanding about various components of a city - the morphological, social, functional and economic organisation of spaces in the city and the interaction with environment and the impact on urban ecology.

c. Learning Outcomes:

Upon studying the course, the students will be able to:

1. Identify the urban from multiple disciplinary perspectives, while also recognize the intersections among them.
2. Identify the factors and processes associated with urbanisation and the interconnections between them.
3. Associate the distinctive morphological, functional, and spatial characteristics of cities as outcomes of historical, socio-cultural, and economic processes and activities connected with urbanisation.

d. Overall structure:

The course is structured into 6 modules foregrounded across the disciplines of history, geography, sociology, economics and environmental studies, each of which has shaped our understanding of cities.

No.	Module Title	Duration (in weeks)
1	Understanding the Urban: Disciplinary Perspectives and Key Concepts	2
2	Urbanisation: Evolution of Cities, Urban Processes and Outcomes	3
3	Urban Settlements: Typology and Morphology of Cities	2
4	Urban Life: Neighbourhoods, Social Patterning and Segregation	3
5	Cities as Engines of Economic Growth: Agglomeration, Industry and Informality	2
6	Urban Ecology	1
	Total	13 Weeks

e. Contents:

M1: Understanding the Urban: Disciplinary Perspectives and Key Concepts

The introductory module of the course provides an overarching view of the urban as is understood and operationalised across social science disciplines, such as history, geography, economics, sociology political science, and the interdisciplinary field of enquiry called the 'Urban Studies' which emerged in the twentieth century, built upon the corpus of ever-growing knowledge and understanding of urban settlements. The disciplinary lens on urban has led to different traditions including spatial, socio-cultural, socio-political, neo-Marxist, urban planning and post-modernism. Further, the module introduces key concepts of urbanisation, urbanism, urbanity, suburbanisation, urban sprawl, subaltern urbanisation, primate cities, global cities, new urbanism.

Essential Readings

1. Bowen, William M. et al. (2010): "What is "urban studies"? Context, internal structure, and content", *Journal of Urban Affairs*, 32 (2), pp. 199–227
2. Gottdiener, Mark and Budd, Leslie (2005): *Key Concepts in Urban Studies*, Sage Publications Ltd., London.
3. LeGates, R. (2001): Urban studies: Overview, In Smelser, Neil J. and Baltes, Paul B. Ed. *International Encyclopedia of the Social & Behavioral Sciences*, Pergamon, pp. 16092-16099, DOI: <https://doi.org/10.1016/B0-08-043076-7/04472-7>
4. Paddison, Ronan (2001): *Handbook of Urban Studies*, Sage Publications Ltd., London: Studying Cities: pp. 1-11.
5. Wolman, Harold et al. (2024): "The state of urban research: Views across the disciplines", *Journal of Urban Affairs*, 46 (3), pp. 425-462, DOI: 10.1080/07352166.2022.2080073

Suggested Readings

1. Iossifova, D., C. Doll & A. Gasparatos (2017): "Defining the urban: Why do we need definitions?" In D. Iossifova, C. Doll & A. Gasparatos Ed. *Defining the Urban: Interdisciplinary and Professional Perspectives*, Routledge London: pp. 1-7

M2: Urbanisation: Evolution of Cities, Urban Processes and Outcomes

The history of urbanisation is a testimony to the typological differentiations that exist in cities as a result of complex socio-cultural, economic and political

processes that have operated over historical times, shaping the urban form and space. The module draws on the long history of urbanisation to bring out distinctive attributes of cities from the ancient to medieval and modern (both colonial and post-colonial). This module delves into the processes of urbanisation which manifest as transformations in the way of life (social), physical expansion of cities, shift from primary to non-agricultural land uses, unplanned urban development (spatial), growth of secondary and tertiary activities, industrialisation, globalisation (economic). These changes ultimately result in demographic transformations accompanied by growth in urban population and rural to urban migration. The dynamic nature of urban settlements necessitates revisions in their administrative status through reclassification of rural settlements (often politically motivated) and a resultant increase in urban settlements.

Essential Readings

1. Begde, Prabhakar V. (1977): *Ancient and Medieval Town Planning in India*, Sagar Publications, New Delhi: The Town and the City, pp. 51-55
2. Childe, V.G. (1950): "The urban revolution", *Town Planning Review*, 21(1), pp. 3-17
3. Davis, Kingsley (1964): "The origin and growth of urbanization in the world", In Meyer, Harold M. and Kohn, C.F. Ed. *Readings in Urban Geography*, The University of Chicago Press, Chicago, pp. 59-68
4. Knox, Paul L. and McCarthy, Linda (2012): *Urbanization: An Introduction to Urban Geography*, Pearson Education Inc., Illinois: Urbanization processes pp. 9-14, Global North - early origins of cities to early industrial pp. 22-40, industrial to WW II pp. 62-83, post WW II to contemporary pp. 90-110; Global South – pre-colonial to globalization pp. 127-137
5. Kundu, Abanti (Apr., 1983): "Urbanisation in India: A contrast with western experience", *Social Scientist*, Vol. 11 (4), pp. 37-49
6. Wirth, Louis: (Jul., 1938): "Urbanism as a way of life", *American Journal of Sociology*, 44 (1), pp. 1-24

Suggested Readings

1. Champakalakshmi, R (1986): "Urbanisation in South India: The role of ideology and polity", *Proceedings of the Indian History Congress*, 47 (1), pp. 45-107
2. Denis E., Zerah M. H. ed. (2017): *Subaltern Urbanisation in India: An Introduction to the Dynamics of Ordinary Towns*. Berlin, Springer, pp. 67-90, 473-496
3. Hasan, S. Nurul (1990): "The morphology of a medieval Indian city: A case study of Shahjahanabad", In Banga, Indu Ed. *The City in Indian History: Urban Demography, Society and Politics*, Manohar Publishers & Distributors, New Delhi, pp. 87-98

4. Mumford, Lewis (1961): *The City in History: Its Origins, Its Transformations, and Its Prospects*, Harcourt Brace Jovanovich, Inc., New York

M3: Urban Settlements: Morphology and Typology of Cities

No two urban settlements are the same, even though they all perform non-agricultural activities. This module focusses on two important defining features of urban settlements, morphology and typology. The physical elements that embody the city (morphology) include streets/layout, land uses, buildings, public spaces and the interactions between them. Typology of urban settlements is based on the characteristics of their administrative (statutory and non-statutory towns), functional, population size, and regional economic importance - metropolitan city, mega city, urban agglomeration. Drawing examples from cities in India, the module brings out the diversity among cities on the basis of their physical elements.

Essential Readings

1. Aijaz, Rumi (2017): *Measuring Urbanisation in India*, ORF Issue Brief No. 218, pp. 1-18
2. Banerjee, Sumanta (2016): *Memoirs of Roads: Calcutta from Colonial Urbanization to Global Modernization*, Oxford University Press, New Delhi: Chapter: Bagbazar Street
3. Census of India (1961): *A Functional Classification of India's Towns* by Ashok Mitra
4. Kosambi, Meera and Brush, John E. (Jan., 1988): "Three colonial port cities in India", *Geographical Review*, 78 (1), pp. 32-47.
5. Kropf, Karl (2017): *A Handbook of Urban Morphology*, John Wiley & Sons, Introduction, Chapter 1.

Suggested Readings

1. Misra, R.P. ed. (2013): *Urbanisation in South Asia: Focus on Mega Cities*, Cambridge University Press India Pvt. Ltd., New Delhi
2. Park, Robert Ezra (1952): *Human Communities: The City and Human Ecology*, The Free Press, Glencoe, Illinois. Read: The city as a natural phenomenon, pp. 118-127
3. Stanislawski, Dan (1946): "The origin and spread of the grid-pattern town", *Geographical Review*, 36 (1), pp. 105-120. <https://doi.org/10.2307/211076>

M4: Urban Life: Neighbourhoods, Social Patterning and Segregation

Urban settlements are an outcome of complex socio-cultural contexts and historical evolutions that result in the emergence of distinct residential neighbourhoods, vibrant commercial segments and community spaces. This module derives learnings on the internal structure of cities based on two

distinct models – the western city model propounded by Burgess and the Indian city model by Smailes. It discusses the *mohallas*, informal housing, planned urban segments and gated communities; Central Business District, *bazaars*, newly emerging commercial segments – malls as commercial nerve centres; and streets, parks, maidans as places of gathering, celebrations and livelihoods. It draws attention to the socio-spatial segregation of residential spaces in cities as outcomes of economic and social processes that operate within cities.

Essential Readings

1. Dupont, Veronique (2004): "Socio-spatial differentiation and residential segregation in Delhi: a question of scale?", *Geoforum*, 35, pp. 157–175
2. Fyfe, Nicholas R. and Kenny, Judith T. Ed. (2005): *The Urban Geography Reader*, Routledge, London: "The growth of the city: An introduction to a research project" by Earnest W. Burgess from Robert Park et al., *The City* (1925), pp. 20-27
3. LeGates, Richard T. and Stout, Frederic Ed. (2015): *The City Reader*, Routledge, London and New York, Sixth Edition: The neighborhood unit by Clarence Perry (1929), pp. 563-574
4. Smailes, Arthur E. (September 1969): "The Indian city: A descriptive model", *Geographische Zeitschrift*, Vol. 57, pp. 177-190

Suggested Readings

1. Lin, Jan and Mele, Christopher Ed. (2013): *The Urban Sociology Reader*, Routledge, Second Edition: "The uses of city neighborhoods" from *The Death and Life of Great American Cities*, Jane Jacobs (1961), pp. 50-57
2. Tarlo, Emma (2000): Welcome to history: A resettlement colony in the making, In Dupont, Véronique, Tarlo, Emma and Vidal, Denis Ed. *Delhi: Urban Space and Human Destinies*, Manohar Publishers & Distributors, New Delhi, pp. 51-69

Module 5: Cities as Engines of Economic Growth: Agglomeration, Industry and Informality

The urban economics delves into the spatial aspect or 'where' of economic activity. This module introduces students to the basic understanding of a city as an economic unit, economic principles that govern it and the challenges it faces. The module begins with reasons why cities develop - exposing students to the concepts of comparative advantage, scale economies and agglomerative economies – including localized and urbanized economies. As cities develop around concentration of firms, locational decision making of firms become crucial in the location of cities. Thus, this is followed by brief introduction of locational theories and role of special economic zones, industrial hubs and economic corridors as a locational push to growing cities.

Though cities as expanding urban spaces or engines of economic growth attract the best of resources – capital and labour, it also brings in several challenges in the form of informal settlements, strain on city resources, economic inequality and environmental aspects. Hence, the module will be completed with a brief discussion on these challenges.

Essential Readings

1. O'Sullivan, Arthur (2011): *Urban Economics*, (4th Edition), McGraw Hill/Irwin: Ch 1 Introduction, pp 2-3, Ch 2 Why do cities exist? pp 17-32 (exclude Fig. 2.2 & 2.3), pp 36-38 (exclude Fig. 2.4), Ch 3 Where do cities develop? pp 47-49, 55-61, 75-79
2. World Bank (1999): "Dynamic cities as engines of economic growth," in *World Development Report 1999-2000: Entering the 21st Century–The Changing Development Landscape*: Ch 6 Dynamic cities as engines of growth, pp. 126 (only Fig. 6.1), 132-138
3. Chen, Martha Alter, and Caroline Skinner (2021): "The urban informal economy. Achieving prospering and territorial equality", *GOLD VI Working Paper Series #05* (November 2021). Barcelona: United Cities and Local Governments: Section 2 & 3, pp. 6-11
4. PHD Chamber of Commerce and Industry (2017): *Special Economic Zones: Performance, Problems and Opportunities: A Survey Based Empirical Study on SEZs in India*: Executive Summary pp. 19-22

M6: Urban Ecology

This module draws on the human-nature interaction within urban settlements, and the ways in which the environment provides essential ecosystem services such as clean air, water, regulating temperature, recreation. It deals with different components – atmosphere, hydrosphere, biosphere which interact with the anthroposphere/built environment to create a unique urban ecosystem of localised characteristics of soil, weather conditions, flora and fauna (including biodiversity hotspots). The module will also delve into the urbanisation-led degradation of urban ecosystems.

Essential Readings

1. Endlicher, Wilfried *et.al.* (2014): Urban ecology-definitions and concepts, In Langner, Marcel and Endlicher, Wilfried Ed. *Shrinking Cities: Effects on Urban Ecology and Challenges for Urban Development*, Frankfurt am Main, Berlin, pp. 1-15
2. Mundoli, Seema *et.al.* (2015): Effects of urbanisation on the use of lakes as commons in the peri-urban interface of Bengaluru, India, *International Journal of Urban Sustainable Development*, 7 (1), pp. 89–108, <http://dx.doi.org/10.1080/19463138.2014.982124>

3. Pickett, S.T.A. *et.al.* (2011): Urban ecological systems: Scientific foundations and a decade of progress, *Journal of Environmental Management*, 92, pp. 331-62

Suggested Readings

1. Gandy, M. (2012): Where does the city end?, *Architectural Design*, 82 (1), pp. 118–119
2. McPhearson, Timon (2016): Advancing urban ecology toward a science of cities, *BioScience*, 66, pp. 198–212

Additional Online Resources

1. <https://urbandesignlab.in/urban-morphology/>
2. https://www.youtube.com/watch?v=0ULzxD3w_c8
3. <https://www.youtube.com/watch?v=3DxOSHSI3-w&list=PLg9z7TXgYiH2U23zU3bcH9-DL2WOg8H6h&index=14>
4. <https://www.youtube.com/watch?v=xi6r3hZe5Tg>
5. <https://urbandesignlab.in/publication/articles/urban-economy/>
6. <https://www.youtube.com/watch?v=mcp2qAdthxs>
7. <https://www.youtube.com/watch?v=a4IM7E6pT7k>

5. Pedagogy:

- a. Instructional design: the course will be transacted through a combination of lectures, readings and audio-video based discussions, presentations, group field work (as permitted by logistics and resources)
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom for conducting lectures
- c. Expertise in AUD faculty or outside: AUD Faculty
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Local field visits to different neighbourhoods / special lectures may be organised depending on the availability of resources.
6. Assessment structure (modes and frequency of assessments)
 - a. Formative Assessment 1 (30%): 'Know My City' - Documenting a selected city characterizing its features aligned to one or more module(s) of the course and presented as a photo story (poster with a short narrative)
 - b. Formative Assessment 2 (30%): 'Dilli Darshan' - Fieldwork based short assignment/presentation on an identified theme (Many Delhis – old, post-partition, planned and informal; inclusive or exclusive Delhi –

disable friendly/child-friendly/LGBTQIA+ spaces; senior citizens and loneliness in the city; street vending; street begging etc.)

- c. Summative Assessment 3 (40%): end semester examination covering the entire syllabus to be held at the end of teaching

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 14th.....meeting held on.....27th May 2025.....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 Sustainable Urbanism
Course title	Sustainable Urban Development
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	DSC
Level (Predoctoral /MA / PG Diploma / Certificate / UG)	UG Sem-1
Course coordinator and team	Dr. M.M. Anees

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

The course is intended for the first-semester students of BA in Sustainable Urbanism of the School. The course will build a foundation for subsequent courses, most particularly, on the core course 'Urban Environment' and 'Cities and Climate Change', and the foundation course 'Environmental Issues and Challenges'. Also, this course will connect and allow interaction with the learnings of the first-semester course 'Introducing the Urban'. This course does not overlap with any other courses offered in AUD.

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

No requirement

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

As per AUD norms.

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

Semester-long course

5. **Proposed date of launch:** Monsoon 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 Discipline Specific Core (DSC) to students of BA Sustainable Urbanism. The course provides an essential foundation to students on sustainability in the urban context and orients them for future courses of the programme. In tune with the focus of AUD, the course is interdisciplinary in nature and brings in the concepts of environmental, social, and economic development to understand sustainability. The course also fulfills the vision of AUD on promoting equity and social justice by introducing the students to these concepts through intersections with urban sectors. It introduces students to the concepts of accessibility, inequality, and social exclusion while planning for urban services.

7. **Course Details:**

a. **Summary**

With the world majority living an urban life, the challenges and opportunities of global development have become more concentrated in cities. Cities are uniquely positioned to be both '*cause of* and *solution to*' the sustainability problem that the world faces. At the same time, cities are also known to be the landscape where social and economic inequality is amplified and tested under scarce resources and inherent complexity of urban functioning. It is imperative that future professionals engaged in solving urban issues are exposed to the intersection of urban and sustainability. This course introduces students to the idea of how urban development can be integrated with sustainability and why we need to ensure equity and social justice as core values to the integral process of this integration.

This course fits as a foundational building block for the students of BA Sustainable Urbanism by introducing them to the basic concepts of sustainability. This course introduces students to the foundational concepts of sustainable development that guide sustainability practices and positions them to understand this in an urban context within various urban sectors. The course is broadly divided into three segments – (1) understanding the cross-sectoral core dimensions of the sustainability concept - environmental, economic, and social (Module 1); (2) understanding the role and potential of key sectors – land use,

energy, and transport (Module 2,3 and 4); and (3) understanding how sustainability is operationalized and measured in the real world (Module 5).

Module 1 – *Urban sustainability* focuses on the evolution and conceptual framing of the sustainability concept. It develops an understanding of how the environment is deeply rooted in economic and social issues to realize true sustainability. This module incorporates contemporary initiatives and institutionalizing mechanisms through which sustainable development is grounded in various policies and programmes of the nations. Special focus is given to understanding the social and intangible aspects of sustainable urbanization.

Sustainable development in urban areas demands a holistic outlook to overcome the failures arising from the inherent complexity and interdependence of urban systems. Among the many existing sectors within urban areas, land, energy and transport are of critical importance to achieve sustainability. Modules 2, 3, and 4 focus on these sectors. To ensure relatability with on-ground practices, each of these modules has been supplemented with respective case studies of successful implementation. Module 2 – *Land use and sustainability* builds on the concept of spatial sustainability introduced in *The New Urban Agenda*. The focus of this module is on sustainable strategies and practices to manage land in urban settings. Spatial analysis tools to plan and manage these solutions are also introduced here. Module 3 - *Energy sustainability in cities* introduces the basic concepts and principles of urban energy landscape. This module also explores the role of state actors and community-centered approaches in supporting urban energy transitions. Module 4 - *Sustainable mobility* focuses on the transportation and mobility needs of the city while accounting for the inequality and exclusion created within urban spaces. It incorporates various mobility solutions that are being designed in tandem with emerging technologies to ensure commuter ease and sustainability at the same time.

Module 5 – *Operationalizing and measuring sustainability in cities* focuses on the various instruments through which urban sustainability has been applied in cities. On-ground activities of the intergovernmental, state and non-state actors are explored here. The module also focuses on various indicators and measurement criteria that help evaluate the success of various programs.

b. Objectives

The following are the objectives of this course:

- To introduce the concept of sustainability in the urban context
- To develop a critical thinking on environmental, social, and economic dimensions of sustainability
- To expose students to contemporary solutions and practices in the sectors of land use, energy, and mobility

- To expose students to on-ground applications of sustainability through case studies, field visits, and visits to institutions

c. Learning Outcomes

The following are the expected learning outcomes of this course:

- Students can comprehend the various dimensions and discourse of the sustainability concept and identify the need to address equity and social justice in planning
- Students can develop an understanding of the needs of key sectors – land use, energy, and mobility for a sustainable future
- Students can explore and analyze on-ground applications of sustainability in cities and contribute towards their improvement in future

d. Overall structure

This course is organized around five modules.

	Topic / Unit / Modules	Duration
1.	Urban sustainability	3 weeks
2.	Land use and sustainability	3 weeks
3.	Energy sustainability in cities	3 weeks
4.	Sustainable mobility	2 weeks
5.	Operationalizing and measuring sustainability in cities	2 weeks

e. Contents

Module 1 - Urban sustainability

This module is designed to provide a conceptual understanding of sustainability in an urban context and introduce contemporary initiatives that support its implementation. The focus is on exploring the various dimensions of sustainability—primarily environmental, economic, and social—which have evolved over time. The module also examines the contributions of economics and biological science research, particularly through the concept of urban metabolism. This aims to offer a comprehensive understanding of sustainability, incorporating the role of the biophysical system as well as the influence of people and politics in shaping it. Additionally, students will be introduced to the social and intangible aspects of urbanization that are essential for creating inclusive and sustainable cities. Finally, the module covers global agendas and

intergovernmental mechanisms designed to promote consistent sustainability worldwide through various institutional initiatives.

The module would have the following contents:

- Historical evolution and conceptual framing of urban sustainability
- Three pillars of sustainability (environmental, economic, and social) and their interrelationship
- Urban metabolism -economic and biological origins of sustainability
- Social and intangible aspects of sustainable urbanization - Right to the city, equality in sustainability, gender and age-inclusive policies, effective institutions, good governance, and cultural diversity.
- Institutionalizing of 'sustainable development' (Rio Declaration, Agenda 21, The New Urban Agenda, etc.)
- Global initiatives – MDGs and SDGs

Essential readings

- Lélé, S. M. (1991). Sustainable development: a critical review. *World development*, 19(6), 607-621. [https://doi.org/10.1016/0305-750X\(91\)90197-P](https://doi.org/10.1016/0305-750X(91)90197-P)
- Purvis, B., Mao, Y., & Robinson, D. (2019). Three pillars of sustainability: in search of conceptual origins. *Sustainability science*, 14, 681-695. <https://doi.org/10.1007/s11625-018-0627-5>.
- Hassan, A. M., & Lee, H. (2015). Toward the sustainable development of urban areas: An overview of global trends in trials and policies. *Land use policy*, 48, 199-212. <https://doi.org/10.1016/j.landusepol.2015.04.029>.
- Ali, Saleem H. *Sustainability: A Very Short Introduction*. Oxford University Press, 2024. <https://academic.oup.com/book/59314>
- Restrepo, J. D. C., & Morales-Pinzón, T. (2018). Urban metabolism and sustainability: precedents, genesis and research perspectives. *Resources, Conservation and Recycling*, 131, 216-224. <https://doi.org/10.1016/j.resconrec.2017.12.023>. (Pg 216-218; 221-223).
- Broto, V. C., Allen, A., & Rapoport, E. (2012). Interdisciplinary perspectives on urban metabolism. *Journal of Industrial Ecology*, 16(6), 851-861. <https://doi.org/10.1111/j.1530-9290.2012.00556.x>. (Pg 851-853).
- Cui, X. (2018). How can cities support sustainability: A bibliometric analysis of urban metabolism. *Ecological indicators*, 93, 704-717. <https://doi.org/10.1016/j.ecolind.2018.05.056>.

Suggested readings

- Keivani, R. (2009). A review of the main challenges to urban sustainability. *International Journal of Urban Sustainable Development*, 1(1-2), 5-16. <https://doi.org/10.1080/19463131003704213>.

- Kennedy, C., Baker, L., Dhakal, S., & Ramaswami, A. (2012). Sustainable Urban Systems. *Journal of Industrial Ecology*, 16(6). <https://doi.org/10.1111/j.1530-9290.2012.00564.x>.
- United Nations (2016). New Urban Agenda: Habitat III Conference on Housing and Sustainable Urban Development. United Nations. URL: <https://habitat3.org/the-new-urban-agenda/>.

Module 2 – Land use and sustainability

This module focuses on urban land use, which is known to have complex dynamics with sustainability due to its inherent relationship with the environment and society. The module introduces the need to achieve spatial sustainability, a concept presented in The New Urban Agenda, 2016. Urban development strategies that would complement sustainable development in cities under the differential needs of the city are incorporated in this module. This would allow the comparison of sustainable outcomes proposed by different urban forms. In addition to planning the built-up component of land use, the module also focuses on the natural components of the city. This is explored through the strategies of incorporating sustainable urban farming and blue-green infrastructure in cities. These concepts are complemented by relevant case studies that highlight their use cases and real-world applicability in improving a city's sustainability. The module also incorporates tools used to analyze and plan the spatial dynamics of cities, emphasizing the practical implementation of strategies through analytical methods.

The module would have the following contents:

- Concept of Spatial Sustainability (The New Urban Agenda)
- Urban development strategies and sustainability—Transit-oriented development (TOD), compact, mixed-use, 15-min city, urban regeneration/renewal
- Sustainable agriculture/Urban farming - rooftop farming, community gardening, Case studies – Delhi and New York
- Blue-Green infrastructure – multifunctionality and connectivity; Case studies - Sponge Cities in China, Chennai Sponge City program, Delhi Biodiversity Parks Program, constructed wetlands (sewage treatment in Delhi), Yamuna floodplains
- Tools – Spatial analysis (GIS, urban landscape metrics, remote sensing)

Field-visit: A field visit to one of the biodiversity parks in Delhi, such as Yamuna Biodiversity Park or Aravalli Biodiversity Park, can be conducted to supplement the class discussions.

Essential readings

- Jabareen, Y. R. (2006). Sustainable urban forms: Their typologies, models, and concepts. *Journal of Planning Education and Research*, 26(1), 38-52. <https://doi.org/10.1177/0739456X05285119>.

- Zheng, H. W., Shen, G. Q., & Wang, H. (2014). A review of recent studies on sustainable urban renewal. *Habitat International*, 41, 272-279. <https://doi.org/10.1016/j.habitatint.2013.08.006>. (Pg 274-277).
- Khavarian-Garmsir, A. R., Sharifi, A., & Sadeghi, A. (2023). The 15-minute city: Urban planning and design efforts toward creating sustainable neighborhoods. *Cities*, 132, 104101. <https://doi.org/10.1016/j.cities.2022.104101>.
- Wadumestrige Dona, C. G., Mohan, G., & Fukushi, K. (2021). Promoting urban agriculture and its opportunities and challenges—a global review. *Sustainability*, 13(17), 9609. <https://doi.org/10.3390/su13179609>. (Pg 1-2).
- de Oliveira, J. A. P., Bellezoni, R. A., Shih, W. Y., & Bayulken, B. (2022). Innovations in Urban Green and Blue Infrastructure: Tackling local and global challenges in cities. *Journal of Cleaner Production*, 362, 132355. <https://doi.org/10.1016/j.jclepro.2022.132355>. (Pg 1-3).

Suggested readings

- 7 principles for building better cities | Peter Calthorpe | TED (<https://youtu.be/IFjD3NMv6Kw?feature=shared>)
- United Nations (2016). New Urban Agenda: Habitat III Conference on Housing and Sustainable Urban Development. United Nations. URL: <https://habitat3.org/the-new-urban-agenda/>.
- UN Habitat. Planning sustainable cities: Global report on human settlements (2009).
- Zhang, P., Ghosh, D., & Park, S. (2023). Spatial measures and methods in sustainable urban morphology: A systematic review. *Landscape and Urban Planning*, 237, 104776. <https://doi.org/10.1016/j.landurbplan.2023.104776>.
- Langemeyer, J., Madrid-Lopez, C., Beltran, A. M., & Mendez, G. V. (2021). Urban agriculture—A necessary pathway towards urban resilience and global sustainability?. *Landscape and Urban Planning*, 210, 104055. <https://doi.org/10.1016/j.landurbplan.2021.104055>.
- Jahrl, I., Moschitz, H., & Cavin, J. S. (2021). The role of food gardening in addressing urban sustainability—A new framework for analysing policy approaches. *Land Use Policy*, 108, 105564. <https://doi.org/10.1016/j.landusepol.2021.105564>.
- Cortinovis, C., Haase, D., Zanon, B., & Geneletti, D. (2019). Is urban spatial development on the right track? Comparing strategies and trends in the European Union. *Landscape and Urban Planning*, 181, 22-37. <https://doi.org/10.1016/j.landurbplan.2018.09.007>.

Module 3 - Energy sustainability in cities

This module is focused on the energy needs of the city and its intricate association with sustainability. The landscape of the energy system within a city, along with the flows and drivers, is introduced in this module. The energy distributed in the city has various aspects that influence its delivery to residents. It is important to understand these aspects as they also challenge the sustainability of the system. The module discusses

the governmental policies and strategies for supporting urban energy transitions – both national and international. These transitions are guided by benchmarks and guidelines that ensure a baseline level of sustainability. In addition to formal institutions supporting urban energy transitions, the module highlights community-centered approaches and the key role residents play in adopting and implementing sustainable practices. These concepts are complemented by various non-conventional case studies that highlight the need for technological innovation to improve a city's sustainability quotient.

The module would have the following contents:

- Introduction to urban energy system - Urban energy landscapes, flows, and drivers
- Key aspects - Quantity, Quality, Efficiency, Renewability, Resilience, Equity, and Reliability
- Policies and strategies supporting urban energy transitions/decarbonization - National Solar Mission, EV policy, International Solar Alliance (ISA)
- Benchmarking, Standards, and Guidelines in the Indian context- Green Building Rating Systems, GRIHA certification, Eco Niwas Samhita, Energy Conservation Building Code (ECBC 2017), LEED, National Mission for Sustainable Habitat (NMSH)
- Community-centered approaches/Citizen involvement for urban energy transitions
- Case studies - Good practices (Ride the Wind Project, Canada, Solar Water Heater, Barbados Island, Solar Cities Programme, India, etc.), and controversial sustainability projects (Aarey Metro Project and Okhla waste-to-energy plant)

Field visit: A field visit to one of the green buildings, such as TERI SAS, TERI Gwal Pahari, or an industrial unit, can be conducted to supplement the class discussions.

Essential readings

- Broto, V. C. (2017). Energy landscapes and urban trajectories towards sustainability. *Energy Policy*, 108, 755-764.
<https://doi.org/10.1016/j.enpol.2017.01.009>. (Pg 756-758).
- Bögel, P. M., Upham, P., Shahrokni, H., & Kordas, O. (2021). What is needed for citizen-centered urban energy transitions: Insights on attitudes towards decentralized energy storage. *Energy Policy*, 149, 112032.
<https://doi.org/10.1016/j.enpol.2020.112032>. (Pg 2-4).
- Soares, F., Silva, M. C., & Azevedo, I. (2025). Urban decarbonization policies and strategies: A sectoral review. *Renewable and Sustainable Energy Reviews*, 215, 115617. <https://doi.org/10.1016/j.rser.2025.115617>. (Pg 6-10).
- De Rosa, M., Bianco, V., Barth, H., Pereira da Silva, P., Vargas Salgado, C., & Pallonetto, F. (2023). Technologies and Strategies to Support Energy Transition in Urban Building and Transportation Sectors. *Energies*, 16(11), 4317.
<https://doi.org/10.3390/en16114317>. (Pg 1-5; 8-9)

- Climate Centre for Cities, NIUA, Promotion of Green Buildings, Training manual (2022). URL- <https://niua.in/c-cube/sites/all/themes/zap/pdf/Promotion-of-GB.pdf>.

Suggested readings

- Global renewables: Pioneering the energy transition | DW Documentary (<https://youtu.be/UVf2Yw7uFoE?feature=shared>)
- Peter Newman, 1.1 - The Renewable Cities Revolution, Editor(s): Peter Droege, Urban Energy Transition (Second Edition), Elsevier, 2018, Pages 11-30, ISBN 9780081020746, <https://doi.org/10.1016/B978-0-08-102074-6.00015-2>.
- Bernd Hirschl, 2.4 - The Urban Energy Transition: Pathways to Climate Neutrality in Our Cities, Editor(s): Peter Droege, Urban Energy Transition (Second Edition), Elsevier, 2018, Pages 245-254, ISBN 9780081020746, <https://doi.org/10.1016/B978-0-08-102074-6.00027-9>.
- Carréon, J. R., & Worrell, E. (2018). Urban energy systems within the transition to sustainable development. A research agenda for urban metabolism. Resources, Conservation and Recycling, 132, 258-266. <https://doi.org/10.1016/j.resconrec.2017.08.004>.
- OECD (2022), Decarbonising Buildings in Cities and Regions, OECD Urban Studies, OECD Publishing, Paris, <https://doi.org/10.1787/a48ce566-en>.
- Trenks, H., Bögel, P.M. Empowering citizens for the energy transition: facilitating role change through real-world experiments. Sustain Sci 19, 715–737 (2024). <https://doi.org/10.1007/s11625-023-01453-7>.
- International Energy Agency, Empowering Urban Energy Transitions - Smart cities and smart grids (2024).

Module 4 - Sustainable mobility

This module is focused on mobility in cities, which is facilitated by the transport sector of the city. This sector plays a key role in the sustainability of the city due to its critical role in the economy and energy use. The module introduces the concept of sustainable mobility along with various available modes. In tune with the contemporary mobility options currently being popular across the globe, the module discusses the importance of multimodal mobility and its technological enabler - Mobility-as-a-service (MaaS). Further, parallel synergistic developments in urban 'smart mobility' are discussed to understand how enabling technologies and innovations can support sustainability along with ease of use. The module also discusses the importance of critically understanding inequality and exclusion within mobility options. Some of the successful and failed examples of urban mobility are discussed towards the end.

The module would have the following contents:

- Introduction to sustainable mobility – objectives, need, infrastructure, modes (Motorized and non-motorized; public and private)
- Multimodal mobility and Mobility-as-a-service (MaaS)

- Integration with urban smart mobility - enabling technologies and innovations, aligning 'smart mobility' with sustainable mobility
- Micro mobility, last-mile connectivity, and delivery
- Mobility inequality and transport-related social exclusion (TRSE)
- Case studies – Copenhagen, Bogotá, Delhi BRT, Transjakarta

Essential readings

- Sustainable Mobility: Our ride into the future. | Chetan Maini | TEDxBITBangalore (<https://youtu.be/x6VyJd9LVpI?feature=shared>)
- Oeschger, G., Carroll, P., & Caulfield, B. (2020). Micromobility and public transport integration: The current state of knowledge. *Transportation Research Part D: Transport and Environment*, 89, 102628. <https://doi.org/10.1016/j.trd.2020.102628>. (Pg 1-3).
- Jittrapirom, P., Caiati, V., Feneri, A. M., Ebrahimigharehbaghi, S., Alonso-González, M. J., & Narayan, J. (2017). Mobility as a service: A critical review of definitions, assessments of schemes, and key challenges. *Urban Planning*, 2(2), 13-25. <https://doi.org/10.17645/up.v2i2.931>. (Pg 13-17).
- Yigitcanlar, T., Mohamed, A., Kamruzzaman, M., & Piracha, A. (2019). Understanding transport-related social exclusion: A multidimensional approach. *Urban Policy and Research*, 37(1), 97-110. <https://doi.org/10.1080/08111146.2018.1533461>. (Pg 97-101).
- Tanwar, R., & Agarwal, P. K. (2025). Multimodal Integration in India: Opportunities, Challenges, and Strategies for Sustainable Urban Mobility. *Multimodal Transportation*, 100210. <https://doi.org/10.1016/j.multra.2025.100210>.
- Lyons, G. (2018). Getting smart about urban mobility—aligning the paradigms of smart and sustainable. *Transportation Research Part A: Policy and Practice*, 115, 4-14. <https://doi.org/10.1016/j.tra.2016.12.001>.

Suggested readings

- Vandycke, N., & Viegas, J. M. (2022). *Sustainable Mobility in a Fast-changing World: From Concept to Action*. London, UK: Palgrave Macmillan. <https://doi.org/10.1007/978-3-031-08961-9>.
- Hidayati, I., Tan, W., & Yamu, C. (2021). Conceptualizing mobility inequality: Mobility and accessibility for the marginalized. *Journal of planning literature*, 36(4), 492-507. <https://doi.org/10.1177/08854122211012898>.
- Pickford, A., & Chung, E. (2019). The shape of MaaS: The potential for MaaS lite. *IATSS research*, 43(4), 219-225. <https://doi.org/10.1016/j.iatssr.2019.11.006>.
- Ho, C. Q., & Tirachini, A. (2024). Mobility-as-a-Service and the role of multimodality in the sustainability of urban mobility in developing and developed countries. *Transport Policy*, 145, 161-176. <https://doi.org/10.1016/j.tranpol.2023.10.013>.
- The Institute for Transportation & Development Policy (ITDP) India, Status of e-Micro mobility in India. (2022).

- Paiva, S., Ahad, M. A., Tripathi, G., Feroz, N., & Casalino, G. (2021). Enabling technologies for urban smart mobility: Recent trends, opportunities and challenges. *Sensors*, 21(6), 2143. <https://doi.org/10.3390/s21062143>.
- Pallonetto, F. (2023). Towards a More Sustainable Mobility, In E. Bertoni et al. (eds.), *Handbook of Computational Social Science for Policy*, https://doi.org/10.1007/978-3-031-16624-2_24.

Module 5 - Operationalizing and measuring sustainability in cities

The focus of this module is to realize the real-world use of sustainability concepts and understand how these concepts and applications are operationalized. The module introduces contemporary sustainability forums/platforms/initiatives/programs that are ensuring on-ground changes and influencing national and sub-national policies. In addition to operationalizing, measuring sustainability is a key aspect that quantifies real-world changes in cities. The module concludes with a focus on sustainable practices in India.

The module would have the following contents:

- Forums/Platforms/Initiatives/Programs - Smart cities, C40 Cities initiative, World Urban Forum, Smart cities (India), Sustainable Cities: Integrated Approach Pilot in India (SCIAP), Atal Mission for Urban Rejuvenation and Urban Transformation (AMRUT), Corporate Social Responsibility (CSR) initiatives, etc.
- Indicators and measures of sustainability - Ecological Footprint, Green City Index, Environmental Performance Index (EPI), etc.
- Case studies – Domain-specific case studies, such as on waste, fashion, clothing, e-waste, etc., and Indian practices to sustainability (building materials, water conservation measures)

Essential readings

- Dor, A., & Kissinger, M. (2017). A multi-year, multi-scale analysis of urban sustainability. *Environmental Impact Assessment Review*, 62, 115-121. <https://doi.org/10.1016/j.eiar.2016.05.004>.
- Dadashpoor, H., & Hasankhani, Z. (2022). Exploring patterns and consequences of land consumption in a coastal city-region. *Ecological Processes*, 11(1), 49. <https://doi.org/10.1186/s13717-022-00391-z>. (Pg 1-2).
- Huang, L., Wu, J., & Yan, L. (2015). Defining and measuring urban sustainability: a review of indicators. *Landscape ecology*, 30, 1175-1193. <https://doi.org/10.1007/s10980-015-0208-2>.
- Merino-Saum, A., Halla, P., Superti, V., Boesch, A., & Binder, C. R. (2020). Indicators for urban sustainability: Key lessons from a systematic analysis of 67 measurement initiatives. *Ecological Indicators*, 119, 106879. <https://doi.org/10.1016/j.ecolind.2020.106879>.

- Kaur, H., & Garg, P. (2019). Urban sustainability assessment tools: A review. *Journal of Cleaner Production*, 210, 146-158. <https://doi.org/10.1016/j.jclepro.2018.11.009>. (Pg 146-149)
- Chintan (2025). Heat Solutions: Unboxing Learnings on Heat Resilient Housing from Urban Poor Women in Delhi.

8. Pedagogy:

a. Instructional design

The course will be a combination of lectures, videos/movies, group discussions and site visits/fieldwork.

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

Facility for PowerPoint presentations, audio/video display, internet connection, and transportation for site visits.

c. Expertise in AUD faculty or outside

AUD

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

Linkages can be developed with organizations that work on sustainability in cities, such as WRI India Ross Center for Sustainable Cities, TERI, and Council on Energy, Environment and Water (CEEW).

9. Assessment structure (modes and frequency of assessments)

- Prepare a sustainability journal documenting the real-world city-level initiatives in India. Students would be required to present a journal explaining the novelty and usability of the initiatives (20%).
- Field visit report based on one of the field visits to biodiversity parks or green buildings (10%).
- The mid-semester assessment will consist of a written examination (30%).
- The end-semester assessment will consist of a final summative 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 14th.....meeting held on.....27th May 2025.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi
Proposal for Launch of a Course

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA in Global Studies
Course title	Trade, Geopolitics and the Emerging World Orders
Course code	
Total Credits	4
Course type (core / compulsory / elective / any other – please specify)	Core Course
Level (Pre-doctoral / MA / PG Diploma / Certificate / UG)	UG
Course coordinator and team	Kaustav Banerjee

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

The course is to be offered to BA third semester students and aims to make students understand the importance of trade in geopolitics so that they can make sense of the Emerging World Order. The propensity to trade, barter and exchange has differentiated humans from other animals. Thus one of the common threads of understanding globality is to look at the world through the lens of trade relations. Trade relations have historically been intertwined with diplomacy. One can trace through history the central role of trade in geopolitics: from the Han Dynasty using its military power to maintain the Silk Road in 3rd century BC; to Rome's conquest of Egypt in the year 30 BC driven by the motive to have a better supply of grain; to the role played by trading interests of the East India Companies which drove colonialism in India and the global south; or the Atlantic Charter of 1941 which pushed for trade openness being central to foreign policy and world peace, to the reconstruction of Europe under the Marshall plan, or the Havana Charter for an International Trade Organization (the ITO) in 1948, to GATT and WTO, from NAFTA, SAFTA and ASEAN; to the Trans Pacific Partnership (TPP) Agreement (2015) to counter China and Asia's Asian Infrastructure Investment Bank (AIIB) and the One Belt One Road (OBOR) policy, to the present Russia-Ukraine war and the role of grain trade and of course the reciprocal tariff wars initiated by USA. It also compliments the various inter disciplinary programmes at Karampura Campus that engages the local and its interconnectedness with the global.

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

The course will be offered as a core course to third semester undergraduate BA students at Karampura Campus, within the Geopolitics stream. It contributes to developing AUD and SGA's interdisciplinary vision of higher education. For BA-GS students, this course foregrounds them to two of the key thematic areas of the programme, i.e., Global Political Economy and Geopolitics. This course will provide UG students with a conceptual grounding to the methods of political economy from the standpoint of trade and diplomacy. In doing so, it would cover the different schools of thought that shape and reshape trade and the economy as a mode of analysis in comprehending the global.

3. Course Details:

a. Summary:

The course will explore the centrality of trade in the changing geopolitical order and also map the contours of changing business models and strategies employed by entities to establish their dominance under a globalised world. Across time and space, the nature of trade itself has undergone changes – from kingdoms and nations trading dissimilar products due to absolute advantages to specialisation of production and comparative advantages, to trading in similar but differentiated products, to non-state actors becoming central to the global trading order, to trading in the digital world – all these have also contributed to the complexity of globalisation and the geopolitical order. The rise of transnational companies and the economic power they wield has often dwarfed the importance of national governments in today's contemporary world and students will immensely benefit from understanding globality from a nuanced framework of trade. Finally, conflicts in today's world are largely driven by trade and economic interests of state and non-state actors thus intertwining geopolitics to geoeconomics. Each module would be grounded in examples across regions and would establish the global interconnectedness between historical events, the contemporary world and different schools of thought.

b. Objectives

- This course will form an understanding of the global by making clear the networks spawned by trade, diplomacy and economics.
- Intends to make students understand how these interrelations go onto becoming the object of study in geopolitics.
- The course intends to cover some key concepts in political economy that deal with trade, tariffs and policy.

- The students would be introduced to the works of some of the prominent thinkers in global political economy and trade – Adam Smith, David Ricardo and Karl Marx alongwith contemporary schools of thought, namely, the Neoclassicals, Institutionalists and Marxists.

c. Expected Learning Outcomes:

1. Explore the various characteristics of how trade and political economy defines global studies
2. Build historical and political-economic literacy regarding trade networks and emerging world order amongst undergraduate students
3. Develop a critical appreciation of thinking globally and of globalization as a process
4. Foster an understanding of diverse geopolitical concerns from interdisciplinary perspectives
5. Impart an appreciation of interrelations and connectedness of situated processes and peoples across the globe.

d. Overall Structure:

Modules	Duration
Module 1: Key concepts in Trade theory and Different schools of thought in Global Political Economy	2 weeks
Module 2: Trade in the Ancient World and Globalization	2 weeks
Module 3: Mercantilism, Colonialism & the advent of Capitalism	3 weeks
Module 4: Decolonization, International and Regional Agreements on Trade and Tariffs	2 weeks
Module 5: Geopolitics post WTO	4 weeks

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

Module 1: Key concepts in Trade theory and Different schools of thought in Global Political Economy: [2 weeks]

The course introduces 5 key concepts in trade theory and how different schools of thought [Neoclassical, Institutional and Marxist] conceptualize the questions of trade and economic development. In this module, we focus on the methods of political economy and the trajectories traversed by the discipline from its Classical origins to the periods between the World Wars, and the following periods right up to contemporary times and discuss how this re/structures the global. The 5 key concepts will be

Absolute and Comparative Advantage
Free Trade
Tariffs
Exchange Rates
Trade Agreements

Recommended Readings:

Hunt, E.K. and Lautzenheiser, M (2011), *History of Economic Thought*, Third Edition, M.E. Sharpe Inc., Armonk, New York

Wallerstein, Immanuel (Sep 1974). "Wallerstein. 1974. "The Rise and Future Demise of the World-Capitalist System: Concepts for Comparative Analysis" *Comparative Studies in Society and History*. **16** (4): 390.

North, D.C. (1990), *Introduction in Institutions, Institutional Change and Economic Performance*, Cambridge University Press

Brandt, W. (2020) *The Brandt Equation: 21st Century Blueprint for the New Global Economy*, accessed from
https://www.brandt21forum.info/Report_Introduction.htm

Module 2: Trade in the ancient world and Globalization [1 week]

This module looks at Trade in the ancient world and Globalization. One can trace through history the central role of trade in geopolitics. The course will look at examples from the Han Dynasty using its military power to maintain the Silk Road in 3rd century BC; to Rome's conquest of Egypt in the year 30 BC driven by the motive to have a better supply of grain; to the trade networks and routes from and within the South Asian region.

Recommended Readings:

Braudel, Fernand (1949), Introduction and chapter 1 in *The Mediterranean in the Ancient World* (UK) / *Memory and the Mediterranean* (US; both 2001, translated by Siân Reynolds)

Wallerstein, Immanuel (1974). Introduction in *The Modern World-System I: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century*. New York: Academic Press.

Dasgupta, Ashin (1994), Chapter 1 in *Merchants of Maritime India 1500-1800*, Variorum.

Module 3: Mercantilism, Colonialism & Commercial Capitalism [3 weeks]

The module looks at mercantilism and especially the transition from the ancient world to feudalism and the emerging world order. This will help students develop an understanding for the way lives and livelihoods are structured in the global economy. The divergence between various schools of thought on the question of mercantilism will be discussed. This module then deals with histories of colonialism and its deep interconnection with trade, East India Companies, joint stock companies and the movement of commodities and labour across the empires. Indian ocean vs Atlantic, European rivalries. Free trade, plantations and new crops. The module ends with histories of commercial capital and how it shaped geopolitics from the Arab trade-empire to company capitalism, from corporate capitalism to early forms of commerce. This will help in contextualizing the present workings of the financial system and the global economy.

Recommended Readings:

Wallerstein, Immanuel. 1980. Chapter 2 in *The Modern World System II: Mercantilism and the Consolidation of the European World-Economy, 1600-1750*. New York: Academic Press.

Parthasarathi, Prasannan (2001). Introduction in *The Transition to a Colonial Economy. Weavers, Merchants and Kings in South India 1720-1800*. [Cambridge Studies in Indian History and Society, vol. 7]

Arrighi, Giovanni (1994), Chapter 1 in *The Long Twentieth Century: Money, Power, and the Origins of Our Times*

Banaji, J. (2013), Chapter 9 – Themes in Historical Materialism in Theory as History, *Essays on Modes of Production and Exploitation*

Module 4: Decolonization, International and Regional Agreements on Trade and Tariffs [2 weeks]

This module analyses the two contending frameworks of decolonization in terms of trade and economic development – import substitution and export promotion. The course takes a closer look divergent pathways charted by Asia, Latin America and Africa in its quest for decolonization. Students will then be introduced to the contemporary forms of International, Regional Agreements on Trade and Tariffs, so as to contextualize the histories of GATT and NAFTA, SAFTA, and other customs unions. The module then revisits the subject matter of an emerging world order post the second world starting with the Atlantic

Charter of 1941 which pushed for trade openness being central to foreign policy and world peace, to the reconstruction of Europe under the Marshall plan, or the Havana Charter for an International Trade Organization (the ITO) in 1948, to the actual workings of GATT till the 90s.

Recommended Readings:

Ha-Joon Chang (2008), Introduction in *Bad Samaritans: The Guilty Secrets of Rich Nations and the Threat to Global Prosperity*, London : Random House Business

Cardoso, F. H. (1972). Dependency and development in Latin America. *New Left Review*, 74, 83–95.

Amin, S (2009), 'Aid for Development' in 'Aid to Africa: Redeemer or Coloniser?' Oxford: Pambazuka Press

Strange, S (2016) Introduction and Chapter 1 in *Casino capitalism: with an introduction by Matthew Watson*, Manchester University Press

Module 5: Geopolitics post WTO [1 week]

This module looks at geopolitics post the formation of WTO in 1994. The students will be introduced to divergent schools of thought on the question of economic openness and the present phase of globalizations. This module will cover the complexities of WTO and different economic and trading blocs that have emerged in the new millennium. USA, great power, WTO. This module concludes with the emerging world orders through the prism of conflicts and cooperation around trade, tariff and geo-economic interests. This module will cover for example the Trans Pacific Partnership (TPP) Agreement (2015) to counter China and Asia's Asian Infrastructure Investment Bank (AIIB) and the One Belt One Road (OBOR) policy, the emergence of BRICS, to the present Russia-Ukraine war and the role of grain trade and of course the reciprocal tariff wars initiated by USA in 2025.

Recommended Readings:

Barbieri, K. (2024). Geopolitics and International Trade. In: Cope, Z. (eds) *The Palgrave Handbook of Contemporary Geopolitics*. Palgrave Macmillan.

Becker, U. (2014). The BRICs and emerging economies in comparative perspective. *London and New York: Routledge*.

Bhagwati, J. (2002), *Confronting Conventional Threats to Free Trade: The Postwar Revolution in the Theory of Commercial Policy in Free Trade Today*, Princeton University Press

Bhaduri, Amit (2008), *Some Implications of Economic Openness with Special Reference to India*. *Economia politica*, Issue 3/2008, pp: 395-404

Krugman, P (2020) *Introduction in Arguing with Zombies*, Princeton University Press.

Experts on Tariffs, India and the Global South Today: <https://trade/india-global-south-political-economy-trump-tariff>

Samir, A (2019), 'The Long Revolution of the Global South: Toward a New Anti-Imperialist International' extract from the Memoirs.

8. Pedagogy:

- a. **Instructional strategies:** Classroom teaching; Class discussion / informal debates; Pair/group reading of papers; Group presentations; Film appreciation
- b. **Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):** Lab required for quantitative techniques
- c. **Expertise in AUD faculty or outside:** Yes, within AUD
- d. **Linkages with external agencies (e.g., with field-based organizations, hospital; any others):** No

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

- i. Mid Semester Exam (50%): Exam based on modules covered till mid semester.
- ii. End Semester Exam (50%): Summative exam based on entire course.

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 14th.....meeting held on.....27th May 2025.....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-IKS
Programme(s)	BAGS
Course title	Bharat in World Affairs: Navigating India's International Relations
Course code	
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Compulsary
Level (Predoctoral /MA / PG Diploma / Certificate / UG)	UG
Course coordinator and team	Dr. Manisha Chaurasiya, Assistant Professor, Global Studies (Course Coordinator)

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

The course is offered as part of the UG programme with special emphasis on highlighting the Indian Knowledge System and political thought and ancient wisdom. It introduces the contribution of Bharat/ India into the discipline both theory and practice of international relations. The course is fresh and does not overlap with any other course offered in university presently. It attempts to understand the discipline of international relations from an Indian perspective.

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

No prerequisites.

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

As per the 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. The semester is TBD

5. Proposed date of launch: TBD

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

AUD stands for interdisciplinarity. The present course is a much needed intervention and inquiry on Bharat and its world view. The focus of the course on the position of Bharat/India in the world affairs makers attractive and apt for students interested in studying political science, indian knowledge system, history, philosophy, public policy, sociology, etc.

7. Course Details:

a. Summary:

The course aims to capture the essence of the intersection between ancient Indian knowledge and the discipline and practice of international relations. It introduces students to the concept of Bharat and the immense and meaningful contribution of Bharat/India to the political thought, diplomacy and the discipline of international relations, both theory and practice. For the ease of understanding the course uses Bharat and India interchangeably. However, it does the duty of introducing the student the core differences and history of both the names with which the country has been referred to at different historical moments.

This course provides students a structured approach to understanding the intersection of Indian political philosophy and international relations, allowing students to explore historical contexts, practical applications, and future trends in the field. This would go beyond the recent Treaty of Westphalia which has been often regarded as the beginning of the modern nation state system. This course is urgent and warranted as the discipline of international relations has long been a product of the Global North. The modern discipline of International Relations has been highly inclined towards the West, particularly the United States, for knowledge creation, theorisation and the understanding of world politics. Also, in most of the courses on International relations around the world test the theories of the discipline on Europe. There is a high degree of eurocentricism alongside a deliberate overlook and at the civilisational states like India. The history of Europe in the 19th and the 20th century has been regarded as the testing ground for the international relations theories in the discipline.

Eurocentrism has been so profound that the beginning of the modern state system has been by default understood with the treaty of Westphalia. The modern discipline of IR and politics has a very clear eurocentric bias and has been understood as inherently Western in its origin. Even the core of the idea of nation state has not been free of eurocentric biases. There is little information on the alternatives or the Indian or Bharatiya version of international relations, scholars, practitioners/leaders etc.

The course attempts to problematise the uncritical acceptance of the above and explore and study of Indian political philosophers with an international worldview, studying into the bhartiya terminology like Dharma, Niti, Nyay, Ram-rajya in understanding the roots of the modern concepts. It also introduces the student to the practice of diplomacy in the Indian subcontinent. And overall understanding the contribution of the Indian civilisation in managing both its foreign policy and international relations. It touches upon the debate on Indian strategic culture and the nature and determinants shaping it. It subsequently introduces the student to some key political philosophers and their thought. Subsequently, the course attempts to trace the relationship of ancient Indian linkages with the present Indian foreign policy and diplomatic directions. Finally, the students are introduced to some key concepts and contributions of Bharat/India in the recent and contemporary International relations and India's world affairs. These includes a variety and a broad time frame stretching from Panchsheel and non alignment to Atmanirbhar Bharat and *Vasudhav Kutumbhkam*.

b. Objectives

The course will help students in the following ways:

- Develop a critical understanding of the eurocentric bias that exists in the discipline of politics and international relations and the study of diplomacy.
- To familiarise students with the historical evolution of international relations.
- To introduce students to the contribution of the Indian subcontinent, specifically Bharat in the discipline and practice of international relations in the known history.
- To introduce the students to the key concepts and practices which originated in Bharat/India.
- To acquaint students to major contributions of post-independence India and the pillars and defining moments in its foreign policy.

c. Learning Outcomes:

This course is expected to equip students to apply their understanding and research skills acquired in this course in research assignments and in life. On completion of this course students are therefore expected to:

1. Acquire the knowledge on India and roots of its foreign policy.
2. Develop an in-depth understanding of various dimensions and details of the Indian strategic culture and source of the knowledge which has led to shaping of the present of India.

d. Overall structure:

The course will study the meaning and evolution of the Bharat and from it the idea and name of India. The foreign policy roots, diplomacy, strategic culture, national fabric and key and notable developments in India and its conduct of world affairs. The first section will be an introduction to the meaning of Bharat and the discipline of international relations and the meaning and scope of the Indian knowledge systems.

Firstly, it inquires into the question, “Why Bharat/India matters?” and what has been the journey and contributions of this country in shaping international relations. The module would subsequently attempt to analyse the nature of the discipline of IR in the modern times, and the western and American dominance in the discipline. It also introduces the student to the role of Indian civilisation in the study of the International Relations. It also looks into the Indian terminology like Dharma, Niti, Shanti, Ram-rajya in understanding the roots of many of these modern concepts. It also introduces the student to the practice of diplomacy, peace building and conflict resolution in the Indian subcontinent. The second module looks at a crucial question, does India think strategically? What are the sources and origins of the Indian strategic culture. How the strategic culture based on the civilisational legacy, geography and history impacts the decision making, foreign policy making etc. and how this leads to the idea of Bharat. This is studied at both conceptual levels and operational levels with the help of a brief study of the Indian thought and philosophy.

The third module attempts to understand the Indian foreign policy from a historical perspective. It is sub divided into three categories, the role and approach of India in the Indian Ocean, the role and approach of India towards neighbours and the cultural and religious influence of Indian subcontinent in reference to the spread of Buddhism and Hinduism overseas. The fourth module is dedicated to some major Indian contributions, both theory and practice, towards International relations in the 20th and the 21st century. This includes the policy of non-alignment, Panchsheel, the support for nuclear disarmament and arms control and India forced to become a nuclear power eventually, India's approach to environment and climate change diplomacy,

Vasudhav Kutumbhkam: Support to co-existence and multilateralism, India and regionalism in South Asia and Atmanirbhar Bharat.

S. No	Module Name	Week/s
Module 1	Indian Knowledge system and Politics and International Relations	4 weeks
	1) Meaning of Bharat and the salience of the Indian Knowledge System 2) Exploring the modern discipline of International Relations (a) Questioning the inherent Eurocentrism and Americentrism in the nature of the discipline (b) Locating the Indian civilisation into the study of international relations 3) Roots of International Relations, Diplomacy and Statecraft in Indian subcontinent (a) Some key concepts: Dharma, Nyay, Kootniti, Dharmaniti, Dharma Yuddh, Good Governance and Ramrajya. (b) Peace and Conflict Resolution and the power of Peace and Mediation	
Module 2	Making of the India's Strategic Culture: A Journey to rediscovering Bharat	2 weeks
Module 3	The Indian Foreign Policy	3 weeks
	1) India's role and approach towards the Indian Ocean 2) India's role and approach towards neighbourhood: Nepal, Bangladesh and Sri Lanka 3) Indian cultural and religious influence: Influence of Buddhism in South and South-East Asia and East Asia, the influence and spread of Hinduism in the world 4) India's soft power approach and potential	
Module 4	Some notable concepts and contributions of Indian Diplomacy	4 weeks
	1) Non-Alignment and decolonisation of Afro-Asian states 2) Principles of Panchsheel 3) Support for nuclear disarmament and arms control and India becoming nuclear eventually 4) Support for <i>Vasudhav Kutumbhkam</i> : Unrelenting support to multilateralism 5) India and making of regionalism in South Asia 6) Aatmanirbhar Bharat	

- e. Contents** (brief note on each module; indicative reading list with essential and suggested readings)

Module 1: Indian Knowledge system and International Relations

The first module introduces the student to the meaning of International Relations as a discipline and its origins in the Indian subcontinent. In this regard it introduces the learner to the rich Indian Knowledge System. It introduces students to the concept of Bharat and the immense and meaningful contribution of Bharat/India to the political thought, diplomacy and the discipline of international relations, both theory and practice. For the ease of understanding the module uses Bharat and India interchangeably, however it explains the meaning and significance of Bharat to the learners.

Essential Readings:

S. Jaishankar (2024), *Why Bharat Matters?*, Rupa Publications: New Delhi. Chapter 1 and 2.

Kapil Kapoor, Avadhesh Kumar Singh (2016), *Indian Knowledge Systems Vol 1*, URL: <https://iks.iitgn.ac.in/wp-content/uploads/2016/01/Indian-Knowledge-Systems-Kapil-Kapoor.pdf>

Brig AP Singh (2022), "Ancient Indian Knowledge Systems and their Relevance Today – With an Emphasis on Arthaśāstra", URL:<https://indiafoundation.in/articles-and-commentaries/ancient-indian-knowledge-systems-and-their-relevance-today-with-an-emphasis-on-arthasastra/>

Turan Kayaoglu, (2010), "Westphalian Eurocentrism in International Relations Theory", *International Studies Review*, 12 (2): 193-217.

D. B. Mathur (1962), "Some Reflections on Ancient Indian Diplomacy", *The Indian Journal of Political Science*, 23 (1/4): 398-405.

Surya P. Subedi (2003), "The concept in Hinduism of 'Just War'", *Journal of Conflict & Security Law*, 8 (2): 339-361.

Additional Readings:

Benoy Kumar Sarkar (1919), "Hindu Theory of International Relations", *The American Political Science Review*, 13 (3): 400-414.

Paul Hacker and Donald R. Davis Jr. (2006), "Dharma in Hinduism", *Journal of Indian Philosophy*, 34 (5): 479-496.

Catherine Clémentin-Ojha (2014), "'India, that is Bharat...': One Country, Two Names", *South Asia Multidisciplinary Academic Journal*, URL : <https://journals.openedition.org/samaj/3717#citedby>

Roshini Chakrobarty (2024), "Two names, one nation: The origins of 'Bharat' and 'India'", URL: <https://www.indiatoday.in/education-today/gk-current-affairs/story/origins-of-bharat-and-india-2456068-2023-10-31>

J. Sai Deepak (2021), *India that is Bharat*, Bloomsbury: New Delhi.

Kanti P. Bajpai, Siddharth Mallavarapu (2005), *International Relations in India: Bringing theory back home*, Orient Blackswan: New Delhi.

Amitav Acharya, (2014) "Global International Relations (IR) and Regional Worlds: A New Agenda for International Studies", *International Studies Quarterly*, 58(4): 647-659.

Module 2: India's Strategic Culture: A Journey to Rediscovering Bharat

The present of every country around the world is a reflection of its identity, culture, geography, political thought, struggles, defining past experiences in history like colonialism etc. This module touches upon a crucial debate, Does India have a strategic culture or not? And if it does then, how does the Indian strategic culture operates both at the conceptual and operational levels? This module attempts to investigate on how the Indian strategic culture leads to its journey of rediscovering Bharat. The module also introduces the students to Indian political philosophy.

Essential Readings:

Shrikant Paranjpe (2020), *India's Strategic Culture: The Making of National Security Policy*, New Delhi: Routledge. Chapter Introduction, 1 and 2, pp-1-43.

Swarna Rajagopalan (2014), “‘Grand Strategic Thought’ in the Ramayana and Mahabharata” in Kanti Bajpai, Saira Basit, V. Krishnappa ed. *India’s Grand Strategy: History, Theory, Cases*, New Delhi: Routledge.

Kanti Bajpai (2014), “Indian Grand Strategy: Six Schools of Thought” in Kanti Bajpai, Saira Basit, V. Krishnappa ed. *India’s Grand Strategy: History, Theory, Cases*, New Delhi: Routledge.

Vikas Kumar (2018), “Recovering/Uncovering the ‘Indian’ in Indian Diplomacy”, *Journal of Asian Security and International Affairs*, 5 (2): 197-215.

Shivshankar Menon (2012), “K. Subrahmanyam and India’s Strategic Culture”, *Air Power*, 7 (1): 1-11.

Additional Readings:

Bhikhu Parekh (2006), “Defining India’s Identity”, *India International Centre Quarterly*, 33(1): 1-15.

Kaushal Kishore Mishra (2004), “The Study of Ancient Indian Political Traditions”, *The Indian Journal of Political Science* 65 (1): 9-20.

Benoy Kumar Sarkar (1918), “Hindu Political Philosophy”, *Political Science Quarterly*, 33 (4): 482-500.

Kanti Bajpai and Siddharth Mallavarapu (2019), *India, the West, and International Order*, New Delhi: Orient Blackswan.

Ilhan Niaz (2008), Kautilya’s “Arthashastra” and Governance as an element of State Power, *Strategic Studies*, 28 (2/3): 1-17.

Norman D. Palmer (1955), “Indian and Western Political Thought: Coalescence or Clash?”, *The American Political Science Review*, 49 (3): 747-761.

Michael Liebig (2013), “Kautilya’s Relevance for India Today”, *India Quarterly*, 69 (2): 99-116.

Module 3: The Indian Foreign Policy

Modern India’s foreign policy is based upon the civilisational identity and the strategic and national culture of the country. This module looks into the various dimensions of Indian foreign policy which has roots in ancient India but continues to resonate in the

present day foreign policy. This includes India's role and approach towards the Indian Ocean and the historic linkages with the Indian ocean littoral states and South East Asian nations and kingdoms. For example, India's Look East policy and later Act East policy thus would be understood as a continuity of its historical inclinations and linkages in the region. The module also looks into three South Asian neighbours of India: Nepal, Bangladesh and Sri Lanka. It attempts to inquire into the Indian cultural and religious influence around Indian subcontinent. This includes the spread and influence of Buddhism in South and South-East Asia and East Asia, the influence and spread of Hinduism in the world. Finally this module introduces the students to India's soft power approach, history and future potential.

Essential Readings:

Aaloy Gangopadhyay (2023), "Threads of Indian Foreign Policy Down The Ages", *Integrated Journal for Research in Arts and Humanities*, 3 (3): 1-7.

Taru Dalmia and David M. Malone (2012), "Historical influences on India's foreign policy", *International Journal*, 67 (4): 1029-1049.

Vineet Thakur (2014), "The Colonial Origins of Indian Foreign Policymaking", *Economic and Political Weekly*, 49 (32): 58-64.

Vincent Sheean (1951), "The Buddhism That Was India", *Foreign Affairs*, Jan., 1951, Vol. 29, No. 2 (Jan., 1951), pp. 287-299.

Stephen C. Berkwitz (2012), "The Expansion of Buddhism in South and Southeast Asia" in Volkhard Krech, Marion Steinicke ed. *Dynamics in the History of Religions between Asia and Europe: Encounters, Notions, and Comparative Perspectives*, Brill Publication.

Shrey Khanna and P. Moorthy (2017), "Analysing India's Soft Power Functioning in the Twenty-first Century", *India Quarterly*, 73 (3): 292-311.

Satya R. Pattnayak (2007), "India as an Emerging Power", *India Quarterly*, 63 (1): 79-110.

Additional Readings:

Mohammed Ayoob (1987), "Southeast Asia in Indian Foreign Policy: Some Preliminary Observations", *Contemporary Southeast Asia*, 9 (1): 1-11.

David Brewster (2010), "An Indian Sphere of Influence in the Indian Ocean?", *Security Challenges*, 6 (3): 1-20.

Shashi Tharoor (2008), "India as a Soft Power", *India International Centre Quarterly*, 35 (1): 32-45.

David Malone (2011), "Soft Power in Indian Foreign Policy", *Economic and Political Weekly* Vol. 46 (36): 35-39.

V. Suryanarayan (1978), "India and Southeast Asia", *India Quarterly*, 34 (3): 263-277.

Ajaya Kumar Das, (2013), "Soft and Hard Power in India's Strategy Towards Southeast-Asia" in Ajaya Kumar Das *India-ASEAN Defence Relations*, S. Rajaratnam School of International Studies Monograph no. 28, pp.57-96

Module 4: Some notable concepts and contributions of Indian Diplomacy

The fourth module introduces the contemporary and the application of the earlier modules in practice, to the students. It discusses some concepts which originated in India and some post-independence developments that could be regarded as India's contribution to the world affairs. It touches upon Atmanirbhar Bharat which forms the core of India's self sufficiency and 'Make in India' initiative which has become a major factor shaping India's contemporary world view. Other notable developments includes, the policy of Non-Alignment and support to Afro-Asian decolonisation, Panchsheel, India's long and continuous support for nuclear disarmament and arms control, India practicing *Vasudhav Kutumbhkam* through its unrelenting Support to multilateralism and a multilateral world order, India and regionalism in South Asia and the implications and path led by Aatmanirbhar Bharat.

Essential Readings:

K.P. Misra (1981), "Towards Understanding Non-Alignment", *International Studies*, 20 (1-2):

Shrikant Paranjpe (2020), *India's Strategic Culture: The Making of National Security Policy*, New Delhi: Routledge. Chapter 3, 4 and 5. pp-54-133.

Arvind Gupta, S. Gurumurthy (2021) *Aatmanirbhar Bharat: A Vibrant and Strong India*, New Delhi: Aryan Books. Chapter 1.

Arvind Gupta, Arpita Mitra (2024), *Exploring India's Soft Power Assets: Vasudhaiva Kutumbakam Revisited*, New Delhi: Aryan Books. Chapter 1 and 2.

Chandrasekhar Dasgupta (2016). "A Brief History of Panchsheel", *Economic and Political Weekly*, 51 (1): 26-31.

Sachin Chaturvedi (2018), "India's Approach to Multilateralism and Evolving Global Order", *Indian Foreign Affairs Journal*, 13 (2): 128-135.

Additional Readings:

Rohan Mukherjee and David M. Malone (2011), "From High Ground to High Table: The Evolution of Indian Multilateralism", *Global Governance*, 17 (3): 311-329.

S. Kalyanaraman (2014), "Nehru's Advocacy of Internationalism and Indian Foreign Policy", in Kanti Bajpai, Saira Basit, V. Krishnappa ed. *India's Grand Strategy: History, Theory, Cases*, New Delhi: Routledge.

Shivshankar Menon (2016), *Choices: Inside the Making of India's Foreign Policy*, Penguin: New Delhi. Introduction, Chapter 2 and 5.

Vijay Prashad, Howard Zinn, (2007), "Foundations of Non-Aligned Movement", in *The Darker Nations: A People's History of the Third World*, New Delhi: The New Press.

8. Pedagogy:

- a. Instructional design: **Classroom lectures, documentaries, movies, site visits, invited lectures, and student project presentations.**
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): **Classroom with AV equipment, and high speed wi-fi**
- c. Expertise in AUD faculty or outside: **AUD and external experts.**
- d. Linkages with external agencies (e.g., the Ministry of External Affairs, School of International Studies, JNU, others): Required

9. Assessment structure (modes and frequency of assessments)

- i. *Submission of a short essay (home assignment): (20%)*
- ii. *Article Review/ Book Review: (20%)*
- iii. *Project (20%): multimedia project with presentation and reflective note on a topic/theme decided collectively*
- iv. *Final examination (40%): essay-based final exam.*



Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

PhD Programme in Global Studies School of Global Affairs

1. Vision and Broad Objective of the Programme

a. Guiding Principles and Aims

The programme is founded on the idea that the local and the global co-produce and are deeply intertwined with each other. How then does one study the global? And from whose standpoint? Most Undergraduate, Postgraduate and PhD programmes in global studies are concentrated in the global North (mainly growing out of an Area Studies approach) but there is an urgent need to do so from the perspective of the global South. This would require not just a shift of spatial focus of the centres of globality (like identifying regions, oceans, rivers – e.g. South East Asia, Central Asia/the Himalayan region, Africa and Latin America, Indian Ocean, the river Nile, the river Hooghly etc.) but also an proactive intellectual engagement with decolonising the very form, content and meaning of knowledge itself. This process has not yet taken institutional form in India and we could be one of the first to offer such a programme. AUD has already recognized Global Studies as a significant and relevant field by launching undergraduate and postgraduate programmes in 2018. The field, in other words, is expanding and holds potential for theoretically astute and analytically sharp researchers to contribute. The proposed doctoral programme in Global Studies emerges from these accretions and will consolidate the field at AUD while building SGA's research profile. It will join peers at AUD such as Development Studies, Human Ecology and Human Studies as a multidisciplinary PhD programme well placed to draw postgraduates from various academic disciplines who wish to specialize in a growing field of intellectual inquiry and practice.

b. Expected profile of research scholars in the programme

The eligibility for entry into the Programme will be a Postgraduate degree in any discipline with at least 55% marks or equivalent letter grade. Relaxations in the eligibility criteria for reserved categories will be as per University rules. The candidates will be expected to possess some familiarity with the larger area of global studies. The programme expects to draw researchers from the already existing MA programme in the university as well from other universities and higher education institutions.

The admission to the PhD program will be as per UGC and University norms.

The total number of seats may vary depending on the availability/ interest of the research supervisor in the specific area in which the proposal has been advanced. The reservation of the seats will be as per the criteria prescribed in the PhD regulations of the University. The University is not obliged to fulfil all the advertised seats if the suitable candidates are not found.

c. Expected gains to the scholars from enrolling in the programme:

The PhD programme seeks to develop students into independent scholars who will be able to make original and critical contributions to global studies, both in theory and applications at the highest level.

The researcher will gain immensely from the multidisciplinary orientation of the programme by drawing from the varied academic interests and specializations of the faculty, not only in the School of Global Affairs but from across the university. In keeping with the focus of the university, the researcher will be encouraged to take courses, do research/seminar papers and generally participate in the vibrant academic pursuits of the AUD campus.

The researchers will further the University's mission of social contribution by developing a repository of skills and knowledge and a source of human resources that can be used to address issues of immediate social, economic and policy relevance.

d. Broad Research Themes/Areas

Following are the broad research themes/areas that the programme intends to cover:

1. Decolonization
2. Thinkers of the Global South
3. Global Politics
4. Global Cultures, Cinema and Music
5. Labour and the production of Globality
6. Commodities and the circulation of Globality
7. Companies and the making of the Global
8. Indian Ocean and the Global
9. Himalayan region and the Global
10. Rivers and Colonialism
11. Land and Global Capitalism
12. Agrarian roots of the Global
13. War, Peace
14. India and the world
15. Climate Change
16. Health and Wellbeing
17. Global Environmental Politics
18. Environmental Justice

2. Mentorship and Monitoring

The programme will be governed by the SCR (Standing Committee for Research) of the University as per the PhD regulations formulated from time to time. At the level of School, the programme will be administered by the RSC (Research Standing Committee) formulated as per the regulations. The PhD programme faculty will be steered by the PhD Programme Coordinator.

Each student admitted to the programme will be assigned a provisional Academic Advisor by the PhD programme faculty based on mutual interests of the students and respective faculty members. The provisional Academic Advisor will guide the student regarding the course work to be undertaken based on the research interests of the student. The provisional Academic Advisor may or may not go on to become the Supervisor of the student with respect to his/her doctoral dissertation.

Each student will have to complete 12 credits of coursework within the first year (semester 1 and 2) after admission to the PhD programme. Extension for completion of the course work by at most one year can be sanctioned only under exceptional circumstances like medical situations, etc. on a case by case basis, by the approval of the Research Studies Committee (RSC) of the School.

At the end of the second semester the student shall submit a thesis proposal and defend the proposal in front of the programme faculty. The programme faculty will then assign a formal Supervisor (or ask the student to rework and present again) from among the full-time faculty members eligible for PhD supervision of the programme/school/university as well as form a Research Advisory Committee with the Supervisor as the Convenor. The Supervisor will primarily be responsible for guiding the day-to-day research of the student. The composition and role of the Research Advisory Committee will be according to the PhD Regulations 2021.

A co-supervisor can be appointed for a PhD scholar from within the school/another school or from outside the University with approval by the Academic Council based on the recommendation of the SCR, the School's RSC and the scholar's RAC with the approval of competent authority. A co-supervisor who is outside the University must possess a doctoral degree (PhD or equivalent) and satisfy the eligibility criteria mentioned above.

3. Additional Coursework Requirements

- a. State any coursework requirements over and above the minimum AUD norms. Delineate the criteria for setting coursework requirements.**

NA

- b. Delineate the process by which the coursework requirements will be assessed for a particular research scholar.**

Each student admitted to the programme must complete 14 credits of coursework [of this 10 credits are core – Theorising the Global (4 credits, first semester), Research Methods in Global Studies (4 credits, first semester) and Research Ethics (2 credits compulsory course offered centrally by the University in the first semester)]. The student must complete 4-credits from elective course/s within the programme. If any student wishes to do an out of programme elective (e.g. by other programmes at the university) it will be over and above the 14 requisite credits, and with the approval of the Provisional Academic Advisor. The elective courses can be a taught course or in seminar mode or a combination of the two.

A student must pass these courses to be eligible to defend their synopsis. The passing grade for each course will be B ONLY. It is mandatory for all students to complete the course-work, even those who have already completed their M.Phil degree.

- c. Describe the categories of courses available to research scholars (including PhD courses/bridge courses from MA programmes/self-study and seminar courses), and provide a justification for these categories.**

Please see the courses listed in section 4a. Students (who may not have any exposure to global studies courses in their earlier degrees) may be advised by the programme to audit a specific MA core course in Global Studies on a case by case basis.

4. Description of PhD-level courses

- a. Provide a list of core and elective courses being offered and a short justification for these. The minimum coursework criteria listed in the university's research guidelines should be kept in mind while designing the course basket.**

PhD Course Structure

S. No.	Course Name	Core/Elective	Credits
1.	Theorising the Global	Core	4
2.	Research Methods in Global Studies	Core	4
3.	Research Ethics	Core (Centrally Administered)	2
4.	Electives	Electives	4
	Total Credits		14

1. Eight credits to be compulsorily earned from the courses mentioned in S.No. 1 & 2 respectively (outlines of both the courses have been annexed).

Theorising the Global (Core Course, 4 Credits)

The course builds newly-enrolled doctoral students' understanding of the conceptual underpinnings, debates, and emergent concerns in the multidisciplinary field of Global Studies. Students are likely to join with postgraduate training in different social sciences and this course builds their foundations in Global Studies by introducing them to the idea that

the local and the global co-produce and are deeply intertwined with each other. How then does one study the global? And from whose standpoint? The course begins by orienting students to understand the Eurocentricity of knowledge production in the last few centuries and to appreciate decolonisation as an intellectual movement of the Global South. The students will be introduced to the global history of the Enlightenment project and the intellectual frameworks that have challenged it. It will also locate Global Studies in the Oriental underpinnings of colonialism and critically trace the post-colonial shift of focus to the Area study approach of North Atlantic Universities. There are three broad ways of comprehending the global through concepts and thinkers, focussing on sites, frontiers, borderlands, oceanic worlds etc and thematic entanglements. It will build on the works of various thinkers of the Global South who conceptualised and articulated decolonisation and the relevance of Global Studies from the standpoint of the global south. These key ideas will be explored through curated texts that demonstrate the diverse inputs which drive the field. Students will be asked to read these texts with care, invited to share their thoughts on the same in the spirit of debate, and encouraged to draw connections to their research interests.

Research Methods in Global Studies (Core Course, 4 Credits)

The course starts with the question ‘How does one research the global from the standpoint of the local?’ The conceptual and methodological paradigm informing the field of global studies will be multidisciplinary and will draw on methods existing in social sciences. It will introduce students to exploring a combination of methods that theorize issues relating to global that cut across different disciplinary domains. Research methods for comprehending the ‘global’ have to take into certain factors like understanding that these are phenomena which are largely invisibilised and hence would require different methods and a different set of ethics. The course will offer a comprehensive understanding of the complex issues involved in studying the ‘global’. The diverse research methods which would be utilized to undertake empirical research for global studies will be discussed in this course. The course will also deal at length with the requisite quantitative research techniques available for measuring global phenomena. Often, such processes are often not captured by quantitative research and hence there will be a comprehensive coverage of qualitative, ethnographic, archival and historical research techniques which can be used or modified from its existing forms to comprehend the ‘global’. More importantly, the course will teach students to deal with intersectionalities. What particular research ethics and sensitivities should be taken into account while researching the ‘global’? This course will expose students to these various aspects and prepare them to undertake field or survey based research. Students must understand social science research and its stages, from planning to writing findings. The course has two parts: quantitative and qualitative methods. The introductory part of the course covers qualitative methods and epistemologies, focusing on techniques for research and analysis. The rest of the course deals with statistical concepts and visual data analysis, combining classical theories with exploratory data analysis. Students will use a sample survey, conduct interviews, develop case studies, and engage with quantitative and qualitative methods as part of their evaluation.

2. Four credits of electives to be earned from the list of courses mentioned below or from the PhD elective courses offered by other programmes at the University. The selection of elective courses will be decided by the scholar in consultation with the

Provisional Academic Supervisor. Elective (taught course/seminar styled) courses in the following areas are being developed and will be brought to the BOS in due course.

1. Global Histories
2. Global Politics
3. Global Environmental Politics
4. War and Peace
5. India and the world
6. Global Political Economy
7. Global Feminisms
8. World Literature/Popular Culture
9. Global Health/Disasters
10. Seminar: Guided reading-based course to be supervised by the Provisional Academic Supervisor

b. Provide a list of core/elective courses from outside the School which a research scholar may be allowed to opt for, along with the justification for these, the number of course credits permissible, and the process by which decisions on this will be taken for a specific candidate.

All electives should ideally be from within the programme. However, a maximum of one elective course from other programmes in the University can be opted for by the student based on his/her research interests with approval of the Provisional Academic Advisor and the PhD Programme Coordinator. This will be decided on a case to case basis and will be over and above the 14 credits.

5. Pedagogic Approach

a. Describe and provide a justification for the pedagogic approach for research scholars and mode(s) of assessment that will be deployed.

The aim of the coursework is to help the student to successfully plan and carry out original independent research. Therefore, the coursework would introduce students to the various debates in the field, to the methods suitable to their research interests, and to critically evaluate their object of study. They should be in a position to contribute to the larger field of knowledge through their engagement with it during the PhD.

Teaching and assessment will give maximum weight to independent study, guided reading, analysis and writing by the student.

Each student will be under continuous mentorship for the full duration of the PhD Programme. The coursework for each student will be tailored through this process such that it caters to his/her specific research interests and area.

b. If there are any additional assessment criteria over and above the minimum stipulated in the SCR guidelines, please describe and justify these.

NA

- c. **If there are any additional stipulations on the period of coursework over and above the minimum stipulated in the SCR guidelines, please describe and justify these.**

NA

- d. **If there are any additional pre-dissertation requirements over and above the minimum stipulated in the SCR guidelines, please describe and justify these. This could include pre-submission viva, seminar presentations etc.**

The PhD research student of Global Studies will be required to make a presentation to the Research Advisory Committee once every semester. On the basis of a successful presentation and the Research Advisory Committee's report, the researcher will proceed to the next stage of his/her research. This is necessary for the continuous monitoring of each research student in terms of his/her progress.

- e. **Any additional milestones before the dissertation stage should be described and justified.**

NA

6. **Dissertation**

If there are any additional dissertation requirements over and above the minimum stipulated in the SCR guidelines, please describe and justify these.

NA

7. **Additional dispute settlement mechanisms**

Any dispute arising with respect to the Global Studies PhD programme will be addressed as per the PhD Regulations of the University which are revised from time to time.

8. **Resource Requirements Financial Support**

The programme will benefit from the Adam Matthew Online collection, apart from other databases and collections already acquired by the University Library. It is expected that Ph.D. students would need financial support and also participate in the work of the group as teaching and research assistants with remuneration as per the university policy.

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	PhD in Global Studies
Course title	Theorising the Global
Course code	
Credits	4
Course type	Compulsory/core
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	PhD
Course coordinator and team	GS Programme Team

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

The course is intended for newly enrolled PhD students in Global Studies. The programme is new not only at AUD but also in the Indian higher education scenario. That said, a few related courses, at a less advanced level, exist in the MA Global Studies programme.

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

No requirement

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

The entire cohort of Global Studies PhD students will enrol in the course.

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

5. Proposed date of launch: Monsoon 2025

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

The course builds the theoretical foundation in global studies for students who would join the programme from different disciplinary backgrounds. It is part of AUD's emphasis on strengthening doctoral studies in the university as well as its vision of building expertise through multidisciplinary frameworks for understanding the global.

7. Course Details:

a. Summary

The course builds newly-enrolled doctoral students' understanding of the conceptual underpinnings, debates, and emergent concerns in the multidisciplinary field of Global Studies. Students are likely to join with postgraduate training in different social sciences and this course builds their foundations in Global Studies by introducing them to the idea that the local and the global co-produce and are deeply intertwined with each other. How then does one study the global? And from whose standpoint? The course begins by orienting students to understand the Eurocentricity of knowledge production in the last few centuries and to appreciate decolonisation as an intellectual movement of the Global South. The students will be introduced to the global history of the Enlightenment project and the intellectual frameworks that have challenged it. It will also locate Global Studies in the Oriental underpinnings of colonialism and critically trace the post-colonial shift of focus to the Area study approach of North Atlantic Universities. There are three broad ways of comprehending the global through concepts and thinkers, focussing on sites, frontiers, borderlands, oceanic worlds etc and thematic entanglements. It will introduce students to various thinkers of the Global South who conceptualised and articulated decolonisation and the relevance of Global Studies from the standpoint of the global south. These key ideas will be explored through carefully selected texts, sites and thematics that showcase the diverse contributions driving the field. Students will engage with these texts thoughtfully, participate in debates, and connect the insights to their research interests.

b. Objectives

- This course offers students nuanced theoretical frameworks to conceptualize contemporary globality in a long durée, as a continuity of the past
- This course will enable students to appreciate rigorous theoretical engagements with the processes which undergird such phenomena.

c. Expected Learning Outcome:

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

- Assimilate different theoretical frameworks to comprehend the global
- Formulate a thematic and choose a site which can build towards their PhD proposal
- Combine theoretical learning with field based practice

d. Overall structure:

This course is organized around three units.

	Topic / Unit	Duration
1.	Concepts & Thinkers	6 weeks
2.	Sites, frontiers, borderlands, oceanic worlds	4 weeks
3.	Thematics	3 weeks

e. Contents

Unit 1. Concepts and Thinkers: [6 weeks]

The global frame has now become ubiquitous in both academic and popular literature. Several discourses address the global (or globalisation, globality, and globalism), each viewed through disciplinary and ideological lenses. These discourses utilize frameworks shaped by varied ideologies and concepts. This course aims to help scholars critically navigate the plethora of perspectives on understanding the global and create their own global framework. For instance, one perspective examines how capitalism evolved into a global system, encompassing debates like the 'Transition Debate,' 'World Systems Theory' (Wallerstein), the creation of the Atlantic World, 'Ecological Imperialism,' the global turn in cultural studies (global food, global cinema), and 19th-20th century geopolitics. Each debate is contested, influenced by proponents' ideological positions. The course orients students toward a critical understanding of the Eurocentric nature of knowledge production and appreciating decolonization as an intellectual movement originating in the Global South. Students will explore the global history of the Enlightenment project and the intellectual frameworks challenging it. The course also locates Global Studies within the Oriental underpinnings of colonialism and critically traces the post-colonial shift to the Area study approach of North Atlantic Universities. Students will be introduced to various thinkers from the Global South who conceptualized and articulated decolonization's relevance juxtaposed within the global-national dialectic. These frameworks would enable students in constructing and deconstructing the global and global definitions, e.g. network, circulation, mercantilism, biopolitics, imperialism, post colonialism, centrism, globalization, divergence, inequality among others.

Essential Readings

Bose, S. (2024), *Asia after Europe: Imagining A Continent in the long Twentieth Century*, The Belknap Press of Harvard University Press, Cambridge, Massachusetts & London, England.

Stoler, A.L. (2016), *Duress: Imperial Durabilities in our Times*, Duke University Press Durham and London.

Wood, E. M. (2002), *The Origin of Capitalism: A Longer View*, Verso Books.

Piketty, T. (2014), *Capital in the Twenty-First Century*, The Belknap Press of Harvard University Press, Cambridge, Massachusetts & London, England.

Said, E. (1978), *Orientalism*. Pantheon Books, New York.

Khaldun, I. (1958), *The Muqaddimah*, Bollingen Series XLIII, Princeton University Press.

Wallerstein, I. (2011 reprint), *Selected excerpts in The Modern World-System I, II & III*, University of California Press.

Braudel, Fernand (1949), *The Mediterranean in the Ancient World (UK) / Memory and the Mediterranean (US; both 2001, translated by Siân Reynolds)*

Janet Abu-Lughod (1989) *Before European Hegemony: The World System, A.D. 1250-1350*. Oxford University Press, New York.

Chakrabarty, D. (2000) *Provincializing Europe: Postcolonial Thought and Historical Difference*, Princeton University Press.

Fanon, F. (1961), *The Wretched of the Earth*, 1963 translation by Constance Farrington: New York: Grove Weidenfeld.

Freidman and Freidman (2008), *Historical Transformations: The anthropology of global systems*

Frank and Gills (1996), *The World System: Five hundred years or five thousand?*

Manjapra, K. (2014), *Age of Entanglement: German and Indian Intellectuals across Empire*, Harvard University Press, Cambridge, Massachusetts & London, England.

Perelman, M. (2000), *The Invention of Capitalism: Classical Political Economy and the Secret History of Primitive Accumulation*, Duke University Press.

Foster, J.B. Clark, B. and York, R. (2010), *The Ecological Rift: Capitalisms War on the Earth*, NYU Press.

Moore, Jason (2015), *Capitalism in the Web of Life: Ecology and the Accumulation of Capital*.

Federici, S (2004), *Caliban and the Witch: Women, The Body and Primitive Accumulation*, Autonomedia, Brooklyn, New York.

Suggested Readings

Acemoglu, D. Johnson, S. and Robinson, J.A. (2001), "The Colonial Origins of Comparative Development: An Empirical Investigation." *American Economic Review* 91 (5): 1369–1401.

Satia, P. (2018). *Empire of Guns: The Violent Making of the Industrial Revolution*, Penguin Press, New York.

Cabral, A (2017 reprint), *Resistance and Decolonization* (translated by D. Wood), London, Rowman & Littlefield International, Cambridge University Press.

Bresser-Pereira, L.C. and Oreiro, J.L. (2023). A brief history of development theory: From Schumpeter and Prebisch to New Developmentalism. *Brazilian Journal of Political Economy*. 44, 1 (Dec. 2023), 5-28.

Mahmood, S. (2005) *The Politics of Piety*. Princeton: Princeton University Press

Sen, A., Dutta, D. and Roy, N. Edited (2017), *Excerpts from Patriots, Poets and Prisoners: Selections from Ramananda Chatterjee's The Modern Review, 1907-1947*, Harper Collins India.

Chudal, A. A. (2016), *A Freethinking Cultural Nationalist: A Life History of Rahul Sankrityayan* Oxford University Press, New Delhi.

Unit 2. Sites, frontiers, borderlands, oceanic worlds: [4 weeks]

This section situates the varied meanings of ‘the global’ through a shift of spatial focus of the centres of globality (like identifying regions, oceans, rivers – e.g. South East Asia, Central Asia/the Himalayan region, Africa and Latin America, Indian Ocean, the river Nile, the river Hooghly etc.). It maps the idea of frontiers, borderlands and oceanic worlds in constructing the global. It also explores the inlands as opposed to the frontiers taking the State as a site – rivers, canals, dams, railways, harbours, ports etc. These developments are structurally entangled with the global north – racism, new kinds of exclusion, precarity, labour regimes. The unit also examines the complexities of global order and great power competition through geopolitics and geo-economics. The unit analyses power, sovereignty, and inequality in a multipolar world. The unit also examines these sites in literature, art and culture as the site of political and social contestation, identity formation and means of debating issues of global concern. The students will be introduced to issues like migration, diasporas, war and conflict, environmental crisis. The rise of digital media has also given birth to newer forms of political-economic and cultural identities in a global context. This unit, thus, provides the background for the next module on thematic exploring how the co-production of the global forms and movements give voice to issues like extraction, justice, human rights, climate change, identity and conflict.

Essential Readings

- Hofmeyr, I. (2012), ‘The Complicating Sea: The Indian Ocean as Method’ *Comparative Studies of South Asia, Africa and the Middle East* 32 (3): 584–590.
- Alexander James Kent, ed. Mapping Empires: Colonial Cartographies of Land and Sea, Springer Nature, 2019 DOI: 10.1007/978-3-030-23447-8
- Dan Smyer Yu & Jean Michaud, eds. (2017), Trans-Himalayan borderlands: livelihoods, territorialities, modernities. Asian borderlands. Amsterdam: Amsterdam University Press.
- Hofmeyr, I. (2007), “The Black Atlantic Meets the Indian Ocean: Forging New Paradigms of Transnationalism for the Global South— Literary and Cultural Perspectives,” *Social Dynamics* 33 (2007): 3– 32.
- Ivermee, R. (2020), Hooghly: The Global History of a River, Harper Collins, India.
- Mitchell, T. (2002), Rule of Experts: Egypt, Techno-Politics, Modernity, University of California Press.
- Kerr, I. (2012), Engines of Change: The Railroads That Made India, Orient Black Swan.
- Leila Tarazi Fawaz and C. A. Bayly (eds) Modernity and Culture: From the Mediterranean to the Indian Ocean (New York: Columbia University Press, 2002)
- Engseng Ho, The Graves of Tarim: Genealogy and Mobility across the Indian Ocean (Berkeley: University of California Press, 2006)
- Gunnel Cederlöf, Willem van Schendel (eds), Flows and Frictions in Trans-Himalayan Spaces: Histories of Networking and Border Crossing, Amsterdam University Press 2022
- Mark Monmonier, How to Lie with Maps, U Chicago Press 1991
- Kent, A. (2016). Political Cartography: From Bertin to Brexit. *The Cartographic Journal*, 53(3), 199–201. <https://doi.org/10.1080/00087041.2016.1219059>
- Appadurai, A. (1996). Modernity at Large: Cultural Dimensions of Globalisation. Minneapolis: University of Minnesota, 1996.

Castells, M. (2000). *The Rise of the Network Society, The Information Age: Economy, Society and Culture* Vol. I.

Suggested Reading

Ngugi Wa Thiong'o. (1986). *Decolonising the Mind: The Politics of Language in African Literature*.

Rushdie, Salman. *Imaginary Homelands*, 1991.

Markus P. M. Vink, 'Indian Ocean Studies and the 'New Thalassology,' *Journal of Global History* 2 (2007): 41– 62.

Mukherjee Rila. Indian Ocean and the Mediterranean: one world, two seas, multiple routes? In: *Topoi. Orient-Occident. Supplément 15*, 2017. Méditerranée et Océan Indien. Deux mondes en miroir.

Tina Harris, Trading places: New economic geographies across Himalayan borderlands, *Political Geography*, Volume 35, 2013, Pages 60-68,

Manuel, T. (2021), *Opium Inc.: How a Global Drug Trade funded the British Empire*, Harper Collins Publishers, India.

Saikia, A. (2019), *The Unquiet River: A Biography of the Brahmaputra*, Oxford University Press.

Ghosh, A. (2005), *The Hungry Tide*, HarperCollins, India.

Levi, S. (1999). India, Russia and the Eighteenth-Century Transformation of the Central Asian Caravan Trade. *Journal of the Economic and Social History of the Orient*, 42(4), 519-548.

Keith D. Lilley, *Surveying Empires: Archaeologies of Colonial Cartography and the Great Trigonometrical Survey of India*

Unit 3. Thematics: [3 weeks]

The course concludes with perspectives grounded in social scientific inquiry to address key thematics in global studies, emphasizing the global South's issues. Contemporary concerns in the global south (as well as the global north) today are around questions of inequalities, transnational migrations, diasporas, climate crisis, global nature/environment, identity politics, new geo-political blocs. Thematics of a global nature thus are fluid and undergoes rapid changes, thus for example, ranging from STS literature (and possibly physical geography), examining how Earth Sciences provide methods to imagine global nature. From the 1970s onward, environmental concerns (e.g., ozone depletion, climate change, deforestation) have enriched our understanding. Contemporary scholarship in political-economic approaches offer a critique of these viewpoints as well as other critiques emerging from ecologists (Haraway), anthropologists (Tsing; Petryna), political ecologists (Moore), and geographers (Hulme). Finally, the most recent literature / concept on global nature has been provided by philosophers like Morton (Hyper-Objects) who provide a picture of hyper-reality such as climate change, styrofoam, and overall the global. Beck's notion of risk society as cosmopolitan society critiques dominant discourses on global nature and international resolutions of global issues. It provides insights into addressing and resolving transboundary and global environmental issues in global politics, identifying theoretical underpinnings of international cooperation and governance, and analysing states and non-state actors' roles in global politics. Students gain a kaleidoscopic perspective on global flows of labour and commodities, new and continuing forms of inequalities, environmental politics, examining institutions, policy frameworks, mechanisms, power dynamics, and related forms of global governance. Topics include (un)sustainable development, environmental justice, global commons, ecological security, environmental movements, biodiversity, and climate justice. Key environmental health issues

(pollution, climate change, resource extraction and depletion) and their impacts on human health are examined, alongside case studies of global disasters, disaster management strategies, and policy/governance roles in mitigating risks. The relationship between land use changes, capitalist accumulation and ecosystem health/human well-being are also undergoing drastic changes. A focus on geo-politics also brings regional and Global South perspectives within a thematic frame of global studies, evaluating their historical non-alignment, nuclear diplomacy, economic strategies, and role in multilateral institutions.

Essential Readings

- Mitchell, T. (2012), *Carbon Democracy: Political Power in the Age of Oil*, Verso.
- David Naguib Pellow, (2007) *Resisting Global Toxics: Transnational Movements for Environmental Justice*, MIT
- Richard Falk (1997) Resisting 'globalisation-from-above' through 'globalisation-from-below', *New Political Economy*, 2:1, 17-24, DOI: 10.1080/13563469708406281
- Ha-Joon Chang (2008), *Bad Samaritans: The Guilty Secrets of Rich Nations and the Threat to Global Prosperity*, London : Random House Business
- Arif Dirlik, 'Global South: Predicament and Promise' *The Global South*, Volume 1, Numbers 1 & 2, 2007, pp. 12-23
- L. Chancel, T. Piketty, PSE, (2015), *Carbon and Inequality: from Kyoto to Paris*.
- Mohanty, C. T. (1984), *Under Western Eyes: Feminist Scholarship and Colonial Discourses*.
- Chakrabarty, D. (2021), *The Climate of History in a Planetary Age*, University of Chicago Press.
- Polanyi, K. (1944). *The Great Transformation*. New York: Reinhart.
- Schumpeter, J. (1942). *Capitalism, Socialism and Democracy*. New York : Harper and Brothers.
- Escobar, A. (2001) *Encountering Development: The Making and Unmaking of the Third World*, Princeton University Press, Princeton.
- Anna Tsing (2015), *The Mushroom at the end of the World*, Princeton University Press.
- Donna Haraway, (2016,) *Staying with the Trouble*, Duke University Press
- Lovelock, J., & Margulis, L. (2007). *The Gaia hypothesis*. New York.
- Timothy Morton (2013), *Hyperobjects: Philosophy and Ecology after the end of the World*, University of Minnesota Press.
- Jeremy Prestholdt (2008), *Domesticating the world : African consumerism and the genealogies of globalization*, University of California Press.
- Jatin Dua (2019), *Captured at Sea: Piracy and protection in the Indian Ocean*, University of California Press.

Suggested readings

- Said, Edward. *Culture and Imperialism*. 1993.
- Arrighi, Giovanni (1994), *The Long Twentieth Century: Money, Power, and the Origins of Our Times*
- Fredric Jameson. *Postmodernism, or, the Cultural Logic of Late Capitalism*. 1991.
- Chatterjee, P. (1993) *The Nation and Its Fragments: Colonial and Postcolonial Histories*, Oxford University Press, New Delhi
- Stuart Hall. *Cultural Identity and Diaspora*. 1990.
- Benedict Anderson. *Imagined Communities*. 1983.
- Jenkins, Henry. *Fans, Bloggers, and Gamers: Exploring Participatory Culture*, 2006.

Tony Mitchell (ed.) *Global Noise: Rap and Hip-Hop Outside the USA*. 2001.

2. Pedagogy:

a. Instructional design

Students are expected to read and prepare before class and think about the theoretical underpinnings of their own research interests after each module is discussed.

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

None

c. Expertise in AUD faculty or outside

The AUD faculty has the expertise to teach the course.

d. **Linkages with external agencies** (e.g., with research institutions and field-based organizations; any others)

The course may invite scholars beyond the programme, both at AUD and outside, for guest seminars and discussions.

9. Assessment structure (modes and frequency of assessments)

The course will have two types of assessment situations.

- 1) Mid Semester Exam (50%)
- 2) End Semester Exam (50%)

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the ----- in its meeting held on has been approved in the present form.

Signature of the Dean of the School

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	PhD in Global Studies
Course title	Research Methods in Global Studies
Course code	
Credits	4
Course type	Compulsory/core
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	PhD
Course coordinator and team	GS Programme Team

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

The course is intended for newly enrolled PhD students in Global Studies. The programme is new not only at AUD but also in the Indian higher education scenario. A few related courses, at a less advanced level, exist in the BA and MA Global Studies programme. These include, 'Research Methods', 'Research Methods I' and 'Research Methods II'.

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 Global Studies PhD students will enrol in the course.

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

5. Proposed date of launch: Monsoon 2025

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

The course builds the foundation in the field of methods for students who would join the programme from different disciplinary backgrounds. It is part of AUD's emphasis on strengthening doctoral studies in the university as well as its vision of building expertise through strengthening the training in multidisciplinary research methods in global studies.

7. Course Details:

a. Summary

The course starts with the question 'How does one research the global from the standpoint of the local'? The conceptual and methodological paradigm informing the field of global studies will be multidisciplinary and will draw on methods existing in social sciences. It will introduce students to exploring a combination of methods that theorize issues relating to global that cut across different disciplinary domains. Research methods for comprehending the 'global' have to take into certain factors like understanding that these are phenomena which are largely invisibilised and hence would require different methods and a different set of ethics. The course will offer a comprehensive understanding of the complex issues involved in studying the 'global'. The diverse research methods which would be utilized to undertake empirical research for global studies will be discussed in this course. The course will also deal at length with the requisite quantitative research techniques available for measuring global phenomena. Often, such processes are often not captured by quantitative research and hence there will be a comprehensive coverage of qualitative, ethnographic, archival and historical research techniques which can be used or modified from its existing forms to comprehend the 'global'. More importantly, the course will teach students to deal with intersectionalities. What particular research ethics and sensitivities should be taken into account while researching the 'global'? This course will expose students to these various aspects and prepare them to undertake field or survey based research. Students must understand social science research and its stages, from planning to writing findings. The course has two parts: quantitative and qualitative methods. The introductory part of the course covers qualitative methods and epistemologies, focusing on techniques for research and analysis. The rest of the course deals with statistical concepts and visual data analysis, combining classical theories with exploratory data analysis. Students will use a sample survey, conduct interviews, develop case studies, and engage with quantitative and qualitative methods as part of their evaluation.

b. Objectives

- To develop an understanding of methods in global studies through a multi and an interdisciplinary lens

- To provoke a debate on methodology to be employed for research in Global Studies
- To understand global concerns in the light of historical developments.
- To encourage critical thinking and creative ways to articulate research on the idea of the global/globality/globalisation etc.

c. Expected Learning Outcome:

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

- Assimilate different approaches and methods used for research in global studies.
- Formulate a methodology which suits their PhD proposal
- Combine theoretical learning with field based practice

d. Overall structure:

This course is organized around six units.

	Topic / Unit	Duration
1.	Reimagining Research for Global Studies	2 weeks
2.	Qualitative Methods	3 weeks
3.	Quantitative Methods	3 weeks
4.	Mixed Methods	1 week
5.	Intersectionalities	2 weeks
6.	Academic Writing	2 weeks

e. Contents

UNIT 1: Reimagining Research for Global Studies [2 weeks]

This section seeks to familiarize students with discussions about the nature of social research and research paradigms. It encourages them to reflect on the ontological, epistemological, and methodological aspects of social investigation. Additionally, the section examines the ethical considerations inherent in social research, emphasizing the impact of the researcher's identity on the research process. It addresses the concept of the researcher's position of power and explores the implications of this dynamic. The challenge lies in understanding how to study global phenomena and processes that are often overlooked. Existing research methods in social sciences have certain

shortcomings. For example, the emphasis on “fieldwork” in social sciences may prove to be a significant barrier to conducting research in various spaces. These issues will be examined to help students understand the challenges of using traditional disciplinary methods to study global phenomena. The course introduces students to fundamental research techniques, their relevance, objective and subjective foundations, and various related paradigms and theories. The focus will be on evolving methodologies to understand global dimensions at different sites and the discussions surrounding the use of different methodologies.

Essential Readings:

- Kuhn, T., *The Structure of Scientific Revolution*, Chicago University Press, 2012.
 Popper, K., *Logic of Scientific Discovery*, Routledge, 2002.
 Weber, M., *The Methodology of Social Sciences*, The Free Press, 1949.
 Edward Said, *Orientalism*. Pantheon, New York, 1978.
 Babble, E R., *The Practice of Social Research*, Cengage Learning, 2013.
 Stuart Clark (eds.), *The Annales School: Critical Assessment*, 4 vols., New York, Routledge, 1999.
 De Haan, A., “Ways of seeing”, *Economic and Political Weekly*, 2005.
 Fonow, M. (eds.), *Beyond Methodology: Feminist Scholarship as Lived Research*.
 Srivastava, V. K. (ed.), *Methodology and Field Work*, New Delhi: OUP, 2004.

UNIT 2: Qualitative methods [3 weeks]

This section covers qualitative research methods, surveys, interviewing, focus groups, case studies, participant observation, ethnography, critical discourse analysis, oral histories, archival work, and content analysis. The focus will be on interpreting qualitative data. Lectures will explore various methods of analysing and presenting qualitative data effectively. Additionally, the unit will introduce qualitative data analysis tools (software) for identifying key patterns and themes in field notes. This section is divided into the following topics. The first set of lectures introduce the nature, design, and process of social research with qualitative methods. The next section covers ethics and positionality in research. The final section explores qualitative methods like surveys, interviews, focus groups, case studies, participant observation, ethnography, discourse analysis, oral histories, and archival work.

Essential Readings:

- Gerald Berreman (2004) “Ethnography: Method and Product in V. K. Srivastava(ed.), *Methodology and Fieldwork*, New Delhi: OUP pp 157-190.
 Schwartz, J.M., Cook, T. (2002) Archives, records, and power: The making of modern memory. *Archival Science* 2, 1–19 (2002).
 Zeitlyn, D. (2012) ‘Anthropology in and of the Archives: Possible Futures and Contingent Pasts. Archives as Anthropological Surrogates’, *Annual Review of Anthropology*, Vol. 41:461-480.
 Stoler, A. L. (2008) *Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense*, Princeton: Princeton University Press.
 Franzosi, Roberto (1987). “The press as a source of socio-historical data: issues in the methodology of data collection from newspapers” in *Historical Methods* 20(1): 5-16.
 Gayatri Chakravarty Spivak (1988), “Can the Subaltern Speak?” in Cary Nelson and Lawrence Grossberg (eds) *Marxism and the Interpretation of Culture*, Urbana: University of Illinois Press: 271 – 313.

- Buraway, M. (2009) *The Extended Case Method*, University of California Press, Berkley.
- John Gerring, (2004) "What is a case study and what is it good for?" in *American Political Science Review*, Vol. 98, No. 2, 341-354
- Rubin, Herbert and Irene Rubin. (2005). *Qualitative Interviewing: The Art of Hearing Data*. Thousand Oaks: Sage Publications (second edition).
- Schaeffer, Nora Cate and Stanley Presser. (2003). "The Science of Asking Questions" in *Annual Review of Sociology* 29:65-88.
- V. K. Srivastava (ed.), *Methodology and Fieldwork*, New Delhi: OUP
- Cohn, C. (1987) 'Sex and Death in the Rational World of Defense Intellectuals', *Signs: Journal of Women in Culture and Society*, 12(4): 687–718.
- Hannerz, U. (2003). Being there... and there... and there! : Reflections on Multi-Site Ethnography. *Ethnography*, 4(2), 201-216
- Peggy Reeves Sanday (1979) "The Ethnographic Paradigm" *Administrative Science Quarterly*, Vol. 24, No. 4, *Qualitative Methodology* (Dec), pp. 527-538
- Robert E. Stake (2005) "Qualitative Case Studies" in Norman K. Denzin and Yvonna S. Lincoln (eds) *The Sage Handbook of Qualitative Research*, Third Edition, Sage, New Delhi
- Sumit Sarkar (1994) "Orientalism Re-visited: Saidian Frameworks in the Writing of Modern Indian History" in *Oxford Literature Review*, Vol 16(1-2), 205-224

UNIT 3: Quantitative methods [3 weeks]

Social Sciences research often lacks clear theoretical guidance for specific hypotheses. Empirical researchers must find the best explanation for their study, with hypotheses emerging after significant work. Heckman (1992) noted that new data tests old ideas and generates new ones. Exploratory data analysis uses visual techniques for empirical discovery and validating analysis assumptions. This course focuses on univariate analysis, exploring data patterns using classical and modern methods.

Introductory Discussion

Statistical methods provide tools for empirical research, including exploration and confirmation. Data description serves as explanation. Statistical Techniques will include Questionnaires & Interviews, Coding, Analysis & Interpretations, Correspondence and Audit studies.

Variability and Statistical Distribution

Data analysis involves classification and comparison. Features like centre, spread, and shape form the basis for comparison. Tools include Frequency Tables, Histograms, Mean, Median, Quartiles, Standard Deviation, Box & Whisker Plots, Probability, and Distribution Models.

Sample Survey

Surveys use variables to describe features across cases. Variables can be frequencies (categories) or measurements (quantities). Survey design should match the research objective, using samples to infer population characteristics within a probabilistic framework. Other primary data collection methods may complement surveys.

From Exploration to Confirmation

Assessing uncertainty with tests of significance and confidence intervals using survey data. Exploring Relationships through Cross Tabulation and comparing conditional levels (means or medians) forms the basis for examining statistical relationships. Techniques & Methods – Research design, Types of Sampling, Participant Observation, Questionnaires & Interviews, Focus Group Interviews, Case Studies & Life Histories.

Essential Readings:

Sen, A. K, *Inequality reexamined*, New York and Oxford: Russell Sage Foundation; Clarendon Press. Chapter 1 "Inequality of what?" 1992.

Wooldridge, J M., *Introductory Econometrics: Modern Approach*, South-western Cengage Learning, 2009.

Banerjee, K, *Social Development Index in Social Development Report*, Oxford University Press, 2010.

Fields, G. S, *Distribution and development: a new look at the developing world*, New York, London: Russell Sage Foundation; MIT Press. Chapter 2 "The Meaning and Measurement of Income Inequality", 2001.

Jayaraj,D. and S.Subramanian, 'Poverty and Discrimination: Measurement, and Evidence from Rural India', in Barbara Harriss-White and S.Subramanian (eds.): *Illfare in India: Essays on India's Social Sector in Honour of S.Guham*. Sage Publications, New Delhi, 1999.

Hamilton, L. C.: *Regression With Graphics: A Second Course in Applied Statistics*, Brooks/Cole, California. [Introductory chapters], 1991.

Mukherjee, C. et.al.: *Econometrics And Data Analysis For Developing Countries*, Routledge, 1997.

Chambers, J.M. et.al.: *Graphical Methods for Data Analysis*, Duxbury, USA, 1983.

Lorenz M.O., *Methods of measuring the concentration of wealth*, *Publications of the American Statistical Association* 9(70):209-219, 1905.

Silber, J, *Factor components, population subgroups and the computation of the Gini Index of Inequality*, *Review of Economics and Statistics* 71, 107–115, 1989.

Unit 4: Mixed Methods and Scope for Complementarity [1 week]

A range of strategies can be employed in a complementary manner. This section will address the distinctions between these strategies and examine the potential for utilizing multiple methods for data collection and analysis. The lectures will provide detailed accounts of field experiences from students who have collected data using both quantitative and qualitative methodologies.

Essential Readings:

Berg, B. L. (2001) *Qualitative Research Methods for the Social Sciences*, Sage Publications.

Bryman, A. (2008) *Social Research Methods*. Third edition. Oxford: OUP.

Bulmer, Martin and Donald P. Warwick. (1993) *Social Research in Developing Countries: Surveys and Censuses in the Third World*. London: Routledge.

Creswell, J., (2009) *Research Design: Qualitative, Quantitative and Mixed Methods Research*, Sage Publications.

Silverman, D. (2005) *Doing Qualitative Research*, Sage, London.

Ghosh, A. (1993) *In An Antique Land*. New York: Alfred Knopf.

King, G., R. Keohane, & S. Verba. (1994) *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Princeton: Princeton University Press.

Norman K. Denzin and Yvonna S. Lincoln (eds) (2005) *The Sage Handbook of Qualitative Research*, Third Edition, Sage, New Delhi.

Srivastava, V. K. (ed.), (2004) *Methodology and Field Work*, OUP, New Delhi.

Chambers, Robert (1994) Participatory Rural Appraisal (PRA): Challenges, Potentials and Paradigm, *World Development*, Vol. 22, No. 10, pp. 1437-1454

Unit 5: Intersectionalities [2 weeks]

Intersectionality often manifests as outcomes or consequences. This unit provides students with the analytical tools to examine causality, consequences, and outcomes. The state implements policies aimed at mitigating such debilitating overlaps of identities. The impact and consequences of these policies will be analyzed, and methods of policy analysis will be introduced and discussed in this unit. Although various data collection methods have their specificities, they do not exist in isolation. Many techniques intersect and complement each other during empirical research. This unit will focus on these overlaps and intersections.

Essential Readings:

Anand, S., and Sen, A. K. 2003. "Concepts of human development and poverty: a multidimensional perspective" in *Readings in human development: concepts, measures and policies for a development paradigm*, eds. S. Fukuda-Parr and A. K. Shiva Kumar, New Delhi: Oxford University Press, pp. 204-220.

Fernandez, L. 1997. *Producing Workers: The Politics of Gender, Class and Culture in the Calcutta Jute Mills*. Philadelphia: University of Pennsylvania Press.

Kimberle Crenshaw. 1991. "Mapping the Margins: Intersectionality, Identity Politics and Violence against Women of Color." *Stanford Law review* 43 (6) : 1241-1299

Kimberle Crenshaw.1989. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics" *University of Chicago Legal Forum* 1989: 139-167

Leslie McCall. 2005. "The Complexity of Intersectionality." Vol 30, No 3 *Signs: Journal of Women in Culture and Society*

Lutz, H. (eds.), 2012. *Framing Intersectionality: Debates on a multifaceted concept in gender studies*, Ashgate, 2012.

Menon, N. 2015. "Is Feminism About 'Women'?" Vol 50, Issue No 17, *Economic and Political Weekly*

Winker, G. and Degeli, N. 2016. "Intersectionality as multilevel analysis: dealing with Social Inequality", *European Journal of Women Studies*, 18 (1), pp. 51-66.

Unit 6: Academic Writings [2 weeks]

The last module will be an academic writing workshop of 1-2 days which will equip students to write their research proposals, plan their research designs and provide them with helpful tips to write academic papers.

Essential Readings:

Gerald Graff, Cathy Birkenstein (2016) 'They Say / I Say': The Moves That Matter in Academic Writing, Edition, 3 ; Publisher, W.W. Norton.

(2002). What do they mean? Questions in academic writing. Text & Talk, 22(4), 529-557.
<https://doi.org/10.1515/text.2002.021>

8. Pedagogy:

a. Instructional design

Students are expected to read and prepare before class and think about the application of methods to their own research after each module is discussed. The course builds on the theoretical underpinnings of global studies taught in the first semester.

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

None

c. Expertise in AUD faculty or outside

The AUD faculty has the expertise to teach the course.

d. **Linkages with external agencies** (e.g., with research institutions and field-based organizations; any others)

The course may invite scholars beyond the programme, both at AUD and outside, for guest seminars and workshops.

9. Assessment structure (modes and frequency of assessments)

The course will have three types of assessment situations.

- i. Monthly Assessment (3X20% = 60%): Assessments based on different methods covered.
- ii. End Semester Exam/Research Project (40%): End Sem/Term paper based on fieldwork/desk based research of students' interest

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 14th.....meeting held on.....27th May 2025.....and has been approved in the present form.

Signature of the Dean of the School

Annexure-66

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

School/Centre proposing the course	School of Legal and Socio-Political Studies
Programme(s)	BA Law and Politics
Course title	Internship Programme
Course code	
Total Credits	6
Course type (core/compulsory/ elective/any other – please specify)	
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	2025
Course coordinator and team	

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

The internship component is designed to complement the academic coursework of the BA Law and Politics programme by providing students with practical exposure to legal, political, and social institutions. It builds upon foundational courses such as political theory, constitutional law, and legal methods, allowing students to apply classroom learnings in real-world settings.

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)

Prior Knowledge not required

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

As per cohort size

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

Semester long

5. How does the course link with the vision of AUD?

The University constantly strives to create innovative syllabi that develop interdisciplinary approaches, and this course is designed keeping that vision in mind. The internship programme builds on AUD's commitment to socially engaged scholarship by integrating theory with practice. It draws upon insights from law, political science, sociology, and governance to enable students to critically engage with institutional structures and societal issues.

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

The internship programme is an integral component of the BA in Law and Politics, designed to deepen the academic and practical engagement of students with the core themes of the programme. It reinforces the interdisciplinary training students receive in the classroom by allowing them to experience the functioning of legal, political, and social institutions firsthand. It thus serves as a bridge between academic inquiry and institutional practice, aligning seamlessly with the programme's objective of producing critically informed and socially engaged graduates.

7. Course Details:

a. Summary:

This course offers students a structured opportunity to interact with the intersection of legal systems, political frameworks, and societal realities. By immersing students in institutions and organisations actively working on legal, political, and social issues, the internship enhances their understanding of how policies and institutional practices shape social and economic hierarchies.

b. Objectives:

- i. To engage with the practical dimensions of legal and political institutions through on ground internships that extend classroom learning into real-world contexts.
- ii. To critically observe and analyse the operations of law, governance, and public institutions in addressing or perpetuating social hierarchies and inequalities.
- iii. To develop reflective and professional skills through hands on research and interactions with a wide range of stakeholders.

c. Expected learning outcomes:

On successful completion of the internship, students will be able to demonstrate:

- i. A grounded understanding of how legal, political, and social institutions function in practice, beyond their textual and theoretical representations.
- ii. An ability to critically reflect on the relationship between institutional processes and issues of justice, inequality, and governance.

- iii. A working knowledge of core professional skills including field based research, documentation, ethical engagement, and collaborative work in diverse organisational settings.

d. Overall structure

Rules for the internship programme

Internship is an important component of the programme of B.A in Law and Politics launched and administered by SLPS. The present document lays down rules related to the internship programme of SLPS.

The objectives of the student internship are as follows:

- to equip students with a deeper understanding of legal, political and social issues;
- to sharpen students' skills related to research and field work;
- to provide an exposure to the work environment in the students' chosen field;
- to facilitate alliance building and networking with relevant actors and stakeholders, including public institutions and civil society organisations; and
- to enable students to practically implement and apply the classroom learnings to ground level contexts.

1.1 Duration and Credits

1.1.1 Internship is compulsory for all students during the summer break after the second semester, and carries 6 credits.

1.1.2 Internships require the physical presence of students in the offices where they are interning.

1.2.3 All students are required to do an internship for a minimum mandatory period of five weeks during the summer break/vacations. Failure to fulfil the required minimum period will invite a penalty.

1.2.4 Students may either choose to arrange for internships through their own contacts or to secure an internship through the Internship Cell.

1.2 Potential Organisations for Internship

1.2.1 The internship shall be carried out in any NGO/policy and research institution/academic institution/business/media house/political party, or any other organisation that broadly engages with legal/political/social issues.

1.2.2 Students may also choose to intern with any organisation that satisfies the broad guidelines laid down in this document, subject to approval by the faculty in charge.

1.3 Accommodation, Emergency Contact Details, and Authorization Letter

1.3.1 Students are advised to choose internships in cities/areas where they will have a place to stay so that their accommodation is taken care of. SLPS is not responsible for arranging or providing assistance for accommodation at the city of internship.

1.3.2 Students must keep the Internship Cell and their parents/guardians informed about where they are interning along with details of the address, contact details of the office, and their own contact numbers in case of an emergency.

1.3.3 Students are mandated to maintain daily records of the work carried out by them during the period of internship as well as samples of the work undertaken.

2. Evaluation

2.1 The students shall be evaluated by the SLPS faculty in charge or other examiners appointed for the purpose.

2.2 A minimum of two examiners shall evaluate all students after their internship.

2.3 The evaluation shall be based on the written report of internship submitted to the Internship Cell as well as an oral presentation on the completed internship.

2.4 The minimum length for the report is 3000 words and the maximum 4000 words.

2.5 The printed report shall be submitted to the Internship Cell not later than one week from the date of commencement of the next semester.

2.6 The report shall be accompanied by an Internship Certificate issued by the concerned place of internship, as well as a confidential report of the work undertaken by the student intern from the place of internship, in a sealed envelope, addressed to the Internship Cell Coordinator. The supervisor's confidential report may be considered in the evaluation of the internship.

2.7 After submission of the report, an oral presentation will be scheduled.

2.8 Students should ensure that they are present at the allotted time, date and venue for the internship presentation. No second chance will be given. Those absent will be marked zero.

2.9 Each student shall be given 10-15 minutes to complete their presentations, followed by Q & A from the examiners.

2.10 **Contents of the report:** The contents of the report and the presentation shall address four aspects:

- a) Description of the work undertaken during the internship, including the daily records;
- b) Information received, perspectives unlearned and learned, and skills acquired
- c) Aspects that could have been done to make the internship experience more enriching.
- d) Linkages between your learnings at the internship and the courses taught in class.

Information about the organization / institution where the student interned should not exceed one minute of the oral presentation and 500 words in the written report.

2.11 Evaluation Scheme: The detailed scheme of evaluation of report is as follows:

Report	Presentation
Contents 40%	Content 20%
Presentation 10%	Presentation / Articulation 10%
Annexures of work done 10%	Time management 5%
	Response to questions 5%
Total 60%	Total 40%

3. Conduct Prior To And During Internship

3.1 The student interns are mandated to follow the directions and guidelines given by the concerned organisation, and to conduct themselves in a manner that reflects positively on the university and the School.

3.2 Further, the student interns are expected to abide by principles of professional ethics such as honesty, punctuality, and confidentiality.

3.3 Stipend: No stipend or financial assistance shall be provided by SLPS, AUD in relation to the internships. However, if there are financial or personal difficulties that a student is facing then they should approach the faculties in charge, so that SLPS can explore the possibility of institutional support. Some organisations where the students are placed for internships may provide a stipend, though they are not bound to do so.

3.4 The faculties-in-charge shall work in coordination with the Programme Coordinator and Dean, SLPS with regard to major issues and major decisions to be taken.

3.5 **Responsibilities of faculties-in-charge:** The responsibilities of the faculties-in-charge who act as Coordinator(s) of the Cell include the following:

- a) Issue two feedback forms, one to be filled by the student about the organisation, and second to be filled by the organisation about the student at the completion of the internship.

- b) Maintain confidentiality of the data contained in both these feedback forms. This shall be accessed only by the faculties-in-charge and student members of the Internship Cell. The feedback about the organisation shall be kept in consideration while approaching them for future placements. The feedback about the student maybe communicated confidentially by the concerned faculties-in-charge.
- c) Promptly respond to, address and assist the concerned student(s) in any emergency situation faced by any student intern in an appropriate manner;
- d) Promptly respond to and deal with any incidents of sexual harassment reported by the student interns and address the same sensitively, with confidentiality and strictly in accordance with the University's policies;
- e) Ensure maintenance of the following documentation in relation to each student:
 - authorisation letter for the internship;
 - Internship certificate from the concerned NGO upon completion of the internship; and Confidential report (to be received in a sealed envelope) from the NGO to the Coordinator regarding the performance of the student during the internship, in a format to be determined by the Coordinator.
- f) facilitate and conduct a de-briefing session once the students return to campus after their internships in order to document the knowledge/perspectives /skills gained by the student, hardship faced if any along with possible mitigation strategies to address the same in future and,
- g) Perform such other tasks and discharge such other responsibilities as may be necessary for the smooth implementation of the internship programme.

4. Amendments To Rules

These internship rules formulated by SLPS are subject to change from time to time as may be required, through appropriate and prescribed procedures with prior notice to students.

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