

Dr. B.R. Ambedkar University Delhi

Minutes of the 40th meeting of Academic Council

Held on 24.11.2025 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./40thAC/2025 Dated: 12 .12.2025

The 40th Meeting of the Academic Council was held on 24.11.2025 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 (SOL), Dr.B.R.AUD
4. Professor Kartik Dave, Dean, School of Management (SOM), Dr.B.R.AUD
5. Professor Rukmini Sen, Dean, School of Heritage Research and Management & Director, Centre for Publishing, Dr.B.R.AUD
6. Professor Nakkeeran Nanjappan, Dean, School of Public Policy & Governance, Dr.B.R.AUD
7. Professor Amit Kumar Mishra, Dean, School of Global Affairs, Dr.B.R.AUD
8. Professor Babu P. Remesh, School of Development Studies (SDS), Dr.B.R.AUD
9. Professor Juhi Shukla, Dean, School of Culture & Creative Expressions (SCCE), Dr.B.R.AUD
10. Professor Arun Kumar, Dean, School of Education Studies (SES), Dr.B.R.AUD
11. Professor Sonu Madan, School of Undergraduate Studies (SUS),Dr.B.R.AUD
12. Professor Suresh Babu, School of Human Ecology (SHE), Dr.B.R.AUD
13. Dr. Santosh Kumar Singh, Dean, School of Liberal Studies (SLS), Dr.B.R.AUD
14. Dr. Oinam Hemlata Devi, Dean School of Human Ecology (SHE), Dr.B.R.AUD
15. Dr.Urfat Anjem Mir, Dean, School of Undergraduate Studies (SUS), Dr.B.R.AUD
16. Dr. Renu Ghosh, Dean (Offg.), School of Vocational Studies (SVS), Dr.B.R.AUD
17. Dr. Rekha, Associate Professor, School of Management (SOM), Dr.B.R.AUD
18. Dr. Rekha Gulia, Assistant Professor, School of Vocational Studies (SVS), Dr.B.R.AUD
19. Dr. Rachna Chaudhary, Dean (Offg.), School of Human Studies (SHS), Dr.B.R.AUD
20. Col. Omkar Singh, Registrar and Secretary, Academic Council, Dr.B.R. Ambedkar University Delhi

Special Invitee

21. Dr. Jyotirmoy Bhattacharya, Dean, Assessment, Evaluation and Student Progression (AES), Dr.B.R.AUD (Special Invitee)
22. Shri Rajeev Talwar, CMA, Controller of Finance, Dr.B.R.AUD (Special Invitee)

Opening Remarks of the Vice Chancellor

At the outset, the Vice Chancellor extended a warm welcome to all members of the Academic Council and apprised them of the following significant milestones and developments achieved by Dr. B.R. Ambedkar University Delhi during the period 01 August 2025 to 12 November 2025.

I. Admissions and Enrolment Growth

- Undergraduate and Postgraduate admissions for the Academic Session 2025-26 are nearing completion.
- The University's total student strength has reached 5,526 – a remarkable increase from 2,926 in 2018-19, reflecting sustained growth in enrolment.
- A new MA in Political Science programme has been launched in the Academic Year 2025-26.
- Ph.D. admissions are being conducted on the basis of UGC-NET scores followed by interviews; the process is in its final stages for this Academic Session.
- From 2025-26, the University will begin accepting applications for affiliation of research scholars under the ICSSR Senior Fellowship.

II. Major Programmes and Events

- Swami Vivekananda Bhawan at Karampura Campus, a four-storeyed semi-permanent academic building with 18 classrooms, two state-of-the-art seminar halls, and six multipurpose spaces, was inaugurated on 20 September 2025 by Hon'ble Chief Minister of Delhi, Smt. Rekha Gupta, in the gracious presence of Hon'ble Education Minister Shri Ashish Sood, MP Sushree Bansuri Swaraj, and MLA Shri Harish Khurana.
- Hon'ble Education Minister, GNCTD, held a consultative meeting with the University's senior leadership on 18 August 2025 to discuss progress and the roadmap for Viksit Dilli@2047.
- The Undergraduate Common Orientation Programme was held on 26 August 2025, graced by Prof. Yogesh Singh, Vice Chancellor, University of Delhi, as Chief Guest.
- Ch. Charan Singh Centre for Agribusiness & Rural Entrepreneurship (C3Agre) organised a National Rural Conclave on "The Rising Rural: Mapping the Trajectories towards Viksit Bharat" on 6–7 November 2025 at India Habitat Centre.
- The University participated in Meri Dilli Utsav 2025 (11–13 October) at Dilli Haat, Pitampura, and was conferred the Award for Excellence in Providing Quality Education and Academic Leadership.

III. Shodhotsav 2025 (4–26 September 2025)

- Inaugurated on 4 September 2025 with a keynote address by Dr. Sachchidanand Joshi, Member Secretary, IGNCA.
- Under the Ambedkar University Research Publication Incentive Scheme (AURPIS), 31 faculty members were felicitated for 56 quality research publications and awarded a total of Rs. 3,50,750.
- The festival featured a National Young Researchers Conference, National Faculty Conference, a Roundtable on the Role of Social Sciences & Humanities in Viksit Bharat, industry-connect events, and guest lectures across campuses.
- Valedictory address delivered by Prof. Ranjana Jha, Vice Chancellor, IGDTUW, on 26 September 2025.

IV. Research Grants and International Collaboration

- Prof. Rukmini Sen (SLS) and Dr. Gunjan Sharma (SES) secured an ICSSR research grant of Rs.18 lakhs (out of maximum Rs.20 lakhs) under the Punyashloka Devi Ahilyabai Holkar Special Call for Women-Led Research for the project "An Empirical Study on Women in Middle-Tier Leadership in Indian Higher Education Institutions: Futuristic Directions for Viksit Bharat@2047".
- A high-level delegation from Chung-Ang University, Seoul, led by Vice President Prof. Lee Chan Kyu, visited the Kashmere Gate Campus in early October 2025 to explore collaborations in AI, Traditional Knowledge Systems, and Global South–South partnerships.

V. Enhancement in Research Impact

- The University's H-Index has risen impressively to 27 (from less than 1 in 2019), reflecting the robust research ecosystem developed over the past six years.

VI. Faculty Development Initiatives

Between July and November 2025, the University organised several capacity-building programmes, including workshops on National Credit Framework, MOOC design, Mentor–Mentee relationships, Learning Outcome-Based Curriculum Framework, Stata for data analysis, Samarth LMS, and a week-long FDP on "AI, Digital Governance and Techno-Politics" (3–8 November 2025) attended by 57 participants.

VII. Academia–Industry and Alumni Engagement

- Students secured internships with Maruti Suzuki, Indian Oil, Taj Group, and leading NGOs.
- BBA students Chahak Agrawal and Rahul Jha won the Third Prize (□1.50 lakh) at Industrial Ideathon 2025, receiving the award from the Hon'ble Chief Minister and Minister of Industries.

- Successful completion of the first cycle of VC Internship Scheme (20 interns); second cycle launched.
- Alumni Meets organised by School of Management (29 August) and School of Liberal Studies (15 November 2025).
- BBA students visited NHAI headquarters and the newly inaugurated Urban Extension Road on 15 October 2025.

VIII. Holistic Student Support

- Mentor–Mentee Scheme launched on 2 September 2025 (5–6 students per faculty mentor).
- World Suicide Prevention Day observed on 10 September 2025 with awareness events.
- First phase of NCC enrolment completed; NSS Orientation held on 10 November 2025.
- Anti-Ragging Week (12–18 August) and inauguration of Juice Corner at Kashmere Gate Campus.

IX. Citizenship and Nation-Building Activities

- 79th Independence Day celebrations, Har Ghar Tiranga campaign, Tiranga Yatra with Olympian Amit Kumar Dahiya, Tiranga Rangoli competitions.
- Month-long Swachhata Abhiyan (August 2025) under "Dilli Ko Kude Se Azaadi".
- Hindi Mahotsav (15–19 September), tributes on Gandhi–Shastri Jayanti (2 October), National Unity Day (31 October), and collective singing of Vande Mataram on its 150th anniversary (7 November 2025).

The Academic Council placed on record its deep appreciation to the University leadership for these outstanding achievements in academic, research, infrastructural, and co-curricular domains.

Agenda 40.1: Confirmation of the the Minutes of the 39th Meeting of the Academic Council held on 01.08.2025.

It was submitted to the Academic Council that the Minutes of the 39th Meeting held on 01.08.2025 were circulated among all the members on 28.08.2025 and no comments were received on the minutes.

Decision: The Academic Council confirmed the minutes of the 39th meeting Academic Council held on 01.08.2025.

Agenda 40.2 To consider the Action Taken Report (ATR) on the Minutes of the 39th Meeting of the Academic Council held on 01st August, 2025

The Action Taken Report on the decisions taken by the Academic Council in its 36th meeting, 38th Meeting, and 39th meeting held on 22.10.2024, 09.06.2025 and 01.08.2025 respectively were placed before the Academic Council for consideration.

Decision: The Academic Council deliberated on the action taken by the University on the decisions passed by it in its 36th meeting, 38th Meeting and 39th Meeting held on 22.10.2024, 09.06.2025 and 01.08.2025 respectively. After due deliberations, the Academic Council noted the Action Taken Report and recommended to complete the actions on the following resolutions and submit the full action taken report in its forthcoming meeting.

Resl No.	Decision	Earlier Action Taken	Recommendation made by the Acadedmic Council
39.6	To consider the recommendations made by the Board of Studies regarding the courses of the BA (H) Mathematics Programme under FYUP SUS **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".**	In response to the recommendations made by the Academic Council, the Mathematics Programme Committee suggested that the course contents of the course name 'Mathematics for Computer Science' are totally different from the course contents for the course name 'Computational Mathematics'. The School has requested to permit it to keep the name of course as it is. In the meantime, the Programme Faculty will design another course with the title 'Computational Mathematics' for the Undergraduate programme. The Programme Committee has replaced 'Lab work using Mathematica' to Lab work using various softwares' under the DSE course 'Partial Differential Equation.'	The Academic Council recommended to seek reasons from the School of Undergraduate Studies for non compliance of the decision taken by it in its 39th meeting held on 01.08.2025. The Academic Council recommended to ask the School of Undergraduate Studies to conclude the action at the earliest.
39.11	To consider the fee structure for the D.LITT/D.SC Programme in Dr. B.R. Ambedkar University Delhi. **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**	As informed the Academic Affairs Division has initiated the matter in consultation with Student Services. It is submitted that the fee structure for the D.LITT/D.SC Programme will be before the Finance Committee in its next meeting.	The Academic Council recommended to seek reasons from the Academic Affairs Division for non compliance of the decision taken by it in its 39th meeting held on 01.08.2025.

Resl No.	Decision	Earlier Action Taken	Recommendation made by the Acadedmic Council
	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.		The Academic Council recommended to ask the Academic Affairs Division to conlude the action at the earliest.
39.28	To consider the recommendations made by the Board of Studies regarding approval of Ph.D. programme in Global Studies **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.**	As informed by the School, the proposal for Ph.D. in Global Studies will be placed in next meeting of SCR.	The Academic Council recommended to seek reasons from the School of Global Studies for non compliance of the decision taken by it in its 39th meeting held on 01.08.2025. The Academic Council recommended to ask the School of Global Studies to conlude the action at the earliest.

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Agenda 40.3: To consider the recommendations made by the Board of Studies, School of Undergraduate Studies regarding the courses of the BA (H) Economics Programme under Four Year Undergraduate Programme (FYUP).

It was submitted to the Academic Council that the Board of Studies of the School of Undergraduate Studies in its 21st meeting held on 23.7.2025 had deliberated and recommended the following 7th semester and 8th semester courses of the BA (H) Economics Programme dunder FYUP School of Undergraduate Studies:

DSC Courses

1. **International Trade – Core**

   This course focuses on the theories and policies of international trade. It examines the reasons for trade, the gains from trade, and the impact of trade policies on economies. It also analyzes how international trade affects income distribution and economic development.

2. **Research Methods in Economics – Core**

   This course introduces students to the principles and practices of conducting research and the ethical dimensions of research in economics. It covers the formulation of research problem, data collection and analysis techniques required for research. By combining theoretical frameworks with empirical tools, the course enables students to critically engage with economic issues, interpret data meaningfully, and produce academically sound research. It serves as a foundation for independent research and advanced study in economics and related disciplines.

DSE Courses

3. **Economics of Regulations – Elective**

   This course explores the economic foundations, institutional frameworks, and policy applications of regulation, with a particular focus on India. Using *Economics of Regulation and Antitrust* (5th Edition) by Viscusi, Harrington, and Sappington as the core text, students will examine why and how governments regulate markets—through price controls, incentive schemes, environmental standards, and competition enforcement. The course analyzes key theories of market failure, regulatory design, and institutional governance, integrating real-world Indian case studies from sectors such as telecommunications, electricity, finance, and digital platforms. By the end of the course, students will be able to critically evaluate regulatory interventions and understand the complex trade-offs between efficiency, equity, and accountability in the regulatory state.

4. **Theory of Industrial Organisation – Elective**

   A significant portion of economic activity occurs through markets, which play a crucial role in the allocation of goods and influence production decisions. This course focuses on the functioning of imperfectly competitive markets and how firms respond to market conditions. It examines how these decisions impact both private interests and broader social outcomes, placing such analysis at the core of Industrial Organization.

5. **Financial Economics – Elective**

   This course introduces students to the economics of financial markets. It focuses on three questions: how do financial markets enable individuals to achieve intertemporal exchanges, how do we know if this job is done well, and what are the implications for public policy of our answers to these two questions. The ability of individuals to achieve the desired intertemporal allocations of resources determines their response to changes in the economic environment in general and those pertaining to various government policies in particular. In this sense, the efficiency of financial markets affects the resource allocation in the economy and hence its ability to produce goods and services. The financial crisis of August 2008 and the subsequent recession is the case in point. The completion of this course will also serve as the first foray into a relatively new area of research called Macro Finance, which is a broad area at the intersection of financial economics and macroeconomics.

6. **Open Economy Macroeconomics – Elective**

   This course focuses on the macroeconomics of open economies. It examines how consumption-savings and portfolio allocation decisions by agents in multiple countries simultaneously determine the macroeconomic dynamics in all countries. From the outset it takes the intertemporal, microeconomics-based approach that is found in contemporary academic research and emphasises a principles approach to expectations and stock-flow relationships.

The recommendations made by the Board of Studies, in its 21st meeting held on 23.7.2025 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.

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Agenda 40.4: To consider the recommendations made by the Board of Studies, School of Undergraduate Studies regarding the courses of the BA (H) English Programme under FYUP

It was submitted to the Academic Council that the Board of Studies of the School of Undergraduate Studies in its 21st meeting held on 23.7.2025 had deliberated and recommended the following 7th semester and 8th semester courses of the BA (H) English Programme under FYUP School of Undergraduate Studies:

DSC Courses

1.Theories of Marginalities – Core

With the gradual shift within literary theory from the text to the subject and meaning to representation, there has also been a shift of focus from the Euro-American to the 'Third World'/ 'Orient'/ erstwhile colonial subjects. With the marginalized people voicing their lived realities with increasing emphasis, the orientation of literary theory has taken a meaningful turn. This course recognizes this significant shift and seeks to help students in comprehending the dynamics of oppression, negligence and even erasure in the world they inhabit. It therefore traces the trajectory of literary theory from the 'first world' to the 'third world' vis-à-vis the divisive categories of gender and sexuality, ecology, caste, ethnicity, race and disability. The course will include a study of theories related to sexuality, queer politics, mental illness, subalternity, disability, indigeneity, caste and ecological concerns.

2. Introduction to Research Methods – Core

This course attempts to introduce undergraduate students to the nuances as well as the idea and variety of research methods and methodology. An engaged understanding of writing a sound research proposal will also be attempted in this course. An in-depth understanding of the relationship between theory, data and methods will also be attempted to achieve. A proper understanding of identifying research problem/ questions, hypothesis and research design will be the focus of this course. An understanding of commonalities and differences between qualitative and quantitative research methods will also be part of this course. Students will be encouraged to investigate different research methods after they are introduced to two to three select methods through class interactions. The selection of the research methods for class interactions will be based on the cohort as well as research interests of the students enrolled in this course. The course will also introduce students to various ethical issues concerning research practices, along with highlighting the need as well as resourcefulness of the referencing styles, particularly MLA, in research.

DSE Courses

3. Reading Crime Fiction – Elective

This course explores crime fiction as a dynamic literary genre and cultural form that engages with questions of justice, power, and narrative pleasure. It traces the

development of crime fiction from the 19th century to late 20th century, focusing on its evolving forms, narrative structures, and ideological concerns. Beginning with the early detective stories of Poe and Doyle, the course examines key subgenres such as Golden Age whodunits, hardboiled and noir fiction, police procedurals, legal thrillers, and postmodern/metafictional narratives. Rather than anchoring the course in national traditions, it foregrounds the genre's formal characteristics such as suspense, narrative voice, and reader positioning and the ways in which these have transformed over time. Students will explore how crime fiction mediates cultural anxieties around justice, morality, gender, class, and institutional authority. The course emphasises close literary reading alongside engagement with critical theory and scholarship, encouraging students to make intertextual and historical connections across works. In addition to literary analysis, students will develop skills in collaborative inquiry through presentations and group work, and in critical writing through guided essays and project-based assessments. By the end of the course, students will be able to identify subgeneric features, analyse texts through theoretical frameworks, and articulate informed and original arguments about the aesthetic and political dimensions of crime fiction.

4. Understanding Cinema – Elective

This course is especially designed to introduce students to the discipline of Film Studies. The course will revolve around basic questions regarding: What is cinema and how is cinema different from other art forms. The course will analyse selected clips and will undertake detailed discussions regarding the use of specific techniques by the directors. It will introduce students to some of the significant pioneers in the field of cinema, movements in cinema, a few cinematic forms as well as to the specificities of cinema as a language. Modules on various movements in cinema will be included and key cinematic concepts regarding the film form and film language will be introduced to the students. Film shots will be screened throughout and will be discussed in detail to answer the basic questions related to film as a language. Discussions will revolve around the role of editing in cinema, the different ways in which a frame can be composed, the ways in which light can be used, the role of the camera, and the ways in which sound can be used in cinema. Besides screening several film clips, a number of articles related to cinema will be analysed in detail. The course will also focus on how ideology gets constructed in cinema. As the course is an introductory course, the focus will be on the pioneers in the field of cinema. For this reason the course will mainly focus on films produced in the early half of the twentieth century.

5. Introduction to Cultural Studies – Elective

Cultural Studies, loosely defined as 'the study of the material processes through which culture is constructed' involves looking at variety of cultural processes and products and coming to terms with the inherent politics of cultural production and dissemination. The course will be engaging with contemporary cultural productions from a theoretical vantage point to understand how culture can be read, produced and studied. The course will comprise of reading materials which will direct students to some of the seminal essays in Cultural Studies. The course will further look at the ways to analyse cultural artefacts within and outside the contexts in which they are produced. Also, the course will offer more

recent critiques of cultural studies as it was originally envisioned and take note of newer claimants and additions to cultural critique through modules on popular culture, cyberspace, culture in a globalized world.

The recommendations made by the Board of Studies, in its 21st meeting held on 23.07.2025 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 on the recommendations made by the Board of Studies, School of Undergraduate Studies regarding DSC and DSE Courses of the BA (H) English Programme in light of 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.

After due deliberations, the Academic Council noted that the said courses of the BA(H) Programme have not been placed before the Academic Council in its earlier meetings and are being placed for seeking ex-post approval. The Academic Council recommended the School of Undergraduate Studies to place the recommendations of its Board of Studies before it for approving the courses, before their transaction.

ii) The Academic Council deliberated on the courses of the BA(H) English Programme and resolved to approve the following courses of the BA (H) English Programme under FYUP:-

1. **Introduction to Research Methods – Core**
2. **Reading Crime Fiction – Elective**
3. **Understanding Cinema – Elective**

The Academic Council further resolved to review and reconsider the following two courses of the programme and place the same before it in its forthcoming meeting:-

1. **Theories of Marginalities – Core**
2. **Introduction to Cultural Studies – Elective**

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Agenda 40.5: To consider the recommendations made by the Board of Studies, School of Undergraduate Studies regarding the courses of the BA (H) History Programme under FYUP

It was submitted to the Academic Council that the Board of Studies of the School of Undergraduate Studies in its 21st meeting held on 23.7.2025 had deliberated and recommended the following 7th semester and 8th semester courses of the BA (H) History Programme under FYUP School of Undergraduate Studies:

DSE Courses

1. **Protest, Resistance, and Movements in Colonial India – Elective**
   This is a course on the political and social movements in colonial India. It attempts to explore thematically the many struggles of Indian peoples against exploitation, oppression and for social change in colonial India at different levels: along the axes of caste, class, community, gender and nation. These struggles expressed various concerns and the code of entitlements, framed modalities of conducting their campaigns and shaped the public sphere. The varied approaches adopted by the Indian people will be analysed through examples and assessed critically. Many of the lessons learned during these struggles laid the foundations of India we live in and hence require a very close study.

DSC Courses

2. **Theories and Methods in the Study of History – Core**
   This is a course for advanced BA students of history that seeks to familiarise them with the contours of theoretical debates in history and also introduce some key methodological questions. The course will equip students to frame questions to pursue historical research.

3. **Reading and Academic Writing in Historical Study – Core**
   The course is designed in Workshop model with the purpose to help students develop aptitude for research. Conducting research in social sciences demand that an individual is adept at using various methods of collecting sources, collating and interpreting them. For any research, foregrounding the conceptual framework is very important. Apart from having read materials on specific historical themes, a historical enquiry becomes meaningful and relevant only when it is located in a larger relational context. The intent of the course is to help students understand the significance of having an interdisciplinary approach in historical research by introducing them to various aspects of doing research, especially on how to read and engage with sources, how to contextualise, develop ideas for conceptual framework, making meaning of texts, how to express them in a coherent manner in writing/presentation, how to structure their thoughts, how to write, etc. Additionally, how to transcript and interpret data gathered using various methodological techniques will be taught. In that the course will be more activity based and students will be required to read,

write/rewrite, interpret, annotate, relate, review materials and present in the class as part of the coursework exercise. Thus, this course is focused on a range of foundational and advanced level understanding of topics to help students reflect upon their own knowledge base.

The recommendations made by the Board of Studies, in its 21st meeting held on 23.07.2025 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 DSC and DSE Courses of the BA (H) History Programme in light of 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

After due deliberations, the Academic Council resolved to approve the following courses of the BA(H) History Programme under FYUP:-

1) Reading and Academic Writing in Historical Study – Core

The Academic Council further resolved to review and reconsider the following two courses of the programme and place the same before it in its forthcoming meeting:-

2) Protest, Resistance, and Movements in Colonial India – Elective

3) Theories and Methods in the Study of History – Core

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Agenda 40.6: To consider the recommendations made by the Board of Studies, School of Undergraduate Studies regarding change in nomenclature of BA Mathematics programme.

It was submitted to the Academic Council that the Board of Studies of the School of Undergraduate Studies in its 21st meeting held on 23.7.2025 had deliberated and recommended regarding change in nomenclature of BA Mathematics programme. It was discussed that the contents of the BA Degree Programme offered by the University are at par with the B.Sc Mathematics Curriculum provided by the other Universities and Institutes, but the nomenclature of the degree programme prevents the students from taking admission even though they make all the other cut-offs.
During the deliberations, it was suggested that the programme name may be changed from B.A.(Hons.) with a Major in Mathematics to B.Sc.(Hons.) with a Major in Mathematics. The recommendations of the consultative committee meeting regarding the same are attached as (**Annexure-15).**

After due deliberations, the Board of Studies resolved that the following nomenclature may be followed for the mathematics programmes at the UG level under FYUP as per the levels prescribed by NHEQF and prescribed credit requirement for exit at various levels.

- Level 5: Undergraduate Certificate in Mathematics
- Level 6: Undergraduate Diploma in Mathematics
- Level 7: BSc in Mathematics
- Level 8: BSc (Honours) in Mathematics or BSc Mathematics with Research.

The recommendations made by the Board of Studies regarding change in nomenclature of the BA (Mathematics) Programme are placed before the Academic Council for deliberation and consideration.

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 recommendations made by the Board of Studies, School of Undergraduate Studies regarding change in nomenclature of BA Mathematics programme in light 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.

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Agenda 40.7: To consider the recommendations made by the Board of Studies, Undergraduate Studies regarding the courses of the BA (H) Mathematics Programme under FYUP.

It was submitted to the Academic Council that the Board of Studies of the School of Undergraduate Studies in its 21st meeting held on 23.7.2025 had deliberated and recommended the following 7th semester courses of the BA (H) Mathematics Programme under FYUP:-

DSC Courses

1. Advanced Analysis II – Core
Complex Analysis explores the rich and interconnected world of complex differentiable functions, revealing elegant theorems and powerful tools with broad applications while topology investigates the underlying structure and connectivity of spaces, providing a framework for understanding qualitative properties that remain unchanged under continuous deformations.

2. Research Methodology – Core
This course introduces students to the GAP system, SAGE to understand mathematical concepts and prepares them to use these computer algebra systems for research in mathematics. Further this course enables students to learn LATEX typesetting so that they can create high quality output of papers/reports/ presentations as research professionals. This course also gives students an overview of mathematical research and web resources and research ethics.

DSE Courses

3. Advanced Differential Equations – Elective
The present course on Advanced Differential Equations has been designed to introduce various techniques to solve first and higher order linear differential equations, system of equations, autonomous systems and stability analysis of autonomous systems. The course has an added attraction of the lab component, where using Mathematica, one can plot the graphs of the curves represented by the solutions of the differential equations and can also analyze phase portraits of autonomous systems.

4. Advanced Linear Algebra – Elective
This is an advanced course on Algebra. It contains the higher order of linear algebra and basic part of functional analysis particularly, linear operators and their properties.

5. Introduction to Cryptography – Elective

This is a basic course in Cryptography. This course is built as an introductory course and gives the students the basic understanding of symmetric and asymmetric cryptosystems. It provides the concepts of encryption and decryption algorithms of RSA cryptosystem,

Diffie-Hellman Key Exchange Algorithm, and the ElGamal Public Key Cryptosystems. It also includes the implementation and security issues in public key cryptosystems and concept of the discrete logarithm problem (DLP).

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 recommendations made by the Board of Studies, School of Undergraduate Studies regarding the courses of the BA (H) Mathematics Programme under FYUP 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.

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Agenda 40.8: To consider the recommendations made by the Board of Studies, School of Undergraduate Studies regarding the courses of the BA (H) Political Science Programme under FYUP.

It was submitted to the Academic Council that the Board of Studies of the School of Undergraduate Studies in its 21st meeting held on 23.7.2025 had deliberated and recommended the following 7th semester courses of the BA (H) Political Science Programme under FYUP:-

DSC Courses

1. **Introduction to Global International Relations: Non-Western Perspective – Core**
   This course provides an in-depth exploration of the non-Western perspective of International Relations and its application in political science. It aims to critically engage with the mainstream discipline of International Relations and understand how various non-Western traditions, histories, and intellectual contributions reframe the study and practice of global politics.

2. **Research Methods for Political Science – Core**
   This course helps students understand how to study and research political topics in a clear and organized way. It introduces basic ideas and methods used in Political Science, showing how to ask good questions, gather useful information, and make sense of it. Students will learn about two main types of research: qualitative (focused on ideas and experiences) and quantitative (based on numbers and statistics). The course also explains how to collect data, analyze results, and follow ethical rules in research. Most importantly, it shows how political research connects to real-life issues and helps improve public decision-making and governance.

DSE Courses

3. **Citizenship in Transition: Origins, Development, and Contemporary Global Context – Elective**
   This course aims to introduce students to the multiple trajectories of the debates concerning citizenship. It delves into the relationship between the individual and the collective, the meaning of membership, and the distribution of benefits and burdens associated with that membership. The course explores how the normative dimensions of citizenship have evolved over time, especially in the context of globalization.

4. **Peace and Conflict Studies – Elective**
   Key issues and debates related to the theories in Peace and Conflict Studies such as conflict management, conflict resolution, conflict transformation. The student's thinking about peace has changed across the different generations of theorizing, with reference to the main debates in International Relations theory.

5. **Democracy, Governance and Development: The Indian Experience – Elective**
   The course aims to understand the Indian road to development and its complex relationship with democracy. On the one hand, it is a historical journey into the evolution of 'Indian Development Model'; on the other hand, it is an exploratory venture into the economics and politics of development in India today. It briefly discusses the transformations occurring in the development process under the influence of globalization which are creating new power dynamics as well as of the response to these transformations in the form of protest movements.

Proposal

a. To discuss and consider the recommendations made by the Board of Studies regarding 7th semester courses under the DSC category **(Annexures- 21-22)**.
b. To discuss and consider the recommednations made by the Board of Studies regarding 7th semester courses under the DSE category **(Annexures- 23-25).**

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 the courses of the BA (H) Political Science Programme under FYUP 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.

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Agenda 40.9: To consider the recommendations made by the Board of Studies, School of Undergraduate Studies regarding the courses of the BA (H) Psychology Programme under FYUP.

It was submitted to the Academic Council that the Board of Studies of the School of Undergraduate Studies in its 21st meeting held on 23.7.2025 had deliberated and recommended the following 7th semester courses of the BA (H) Psychology Programme under FYUP:-

DSC Courses

1. **Community Mental Health – Core**
   This course explores the principles and practices of mental health promotion and intervention within a community context. Students will gain an understanding of common mental health issues, available resources, and strategies for supporting mental well-being at the community level.

2. **Advanced Research Methods in Psychology – Core**
   Advanced Research Methods in Psychology course aims to equip students with comprehensive skills of both qualitative and quantitative research methodologies. The course will help students to understand the utility and key differences of major qualitative and quantitative techniques of data analysis. The course will also acquaint students with the possibilities of mixed methods of psychological research. This course is designed to develop a better understanding of advanced research methods in psychological research. These methods will give a deep knowledge of various research paradigms in research. It will include some very relevant theoretical issues also to have a good insight into the research methods and the outcomes.

DSE Courses

3. **Psychological Perspective in Education – Elective**

   This course draws upon the theoretical work of, Erikson, Kohlberg, Vygotsky, and Carol Gilligan. This course will familiarise students in engaging with few educational policies and also enable a glimpse of lesson planning through microteaching.

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 on the recommendations made by the Board of Studies, School of Undergraduate Studies regarding courses of the BA (H)

Psychology Programmes in light of 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

After due deliberations, the Academic Council resolved to approve the following courses of the BA(H) History Programme under FYUP:-

i) Community Mental Health – Core

ii)Psychological Perspective in Education – Elective

The Academic Council further resolved to review and reconsider the following course of the programme and place the same before it in its forthcoming meeting:-

i)Advanced Research Methods in Psychology – Core

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Agenda 40.10: To consider the recommendations made by the Board of Studies, School of Undergraduate Studies regarding the courses of the BA (H) Sociology Programme under FYUP.

It was submitted to the Academic Council that the Board of Studies of the School of Undergraduate Studies in its 21st meeting held on 23.7.2025 had deliberated and recommended the following 7th semester courses of the BA (H) Sociology Programme under FYUP:-

DSC Courses

1. Culture, Identity and Society – Core

This course is designed to introduce students to the concepts of culture and identity within societies. What shapes notions in societies about "culture"? How are individual and collective identities shaped by culture and what do we understand about their interactions in societies? What are the assumptions embedded in these categories of culture and identities about people, communities, and histories? This course engages with sociological and anthropological perspectives to these notions and aims to enable students to question and de-stabilise fixed notions about culture and identity that take shape and get complicated through categories of age, race, ethnicity, gender, class, caste, religion, nationality, diaspora, and globalisation. Since youth are often the key sites where anxieties of cultures and identities play out in societies, this course will engage with youth cultures and identities to unpack how global movements offer new meanings to notions of belonging and difference. The course will also engage with readings on new cultures of ageing and intergenerational relationships with representations of culture, history through memory, knowledge of food and medicine. Finally, this course provides students with an understanding of citizenship and how in the context of culture and identity, citizenship plays out.

2. Methods and Techniques in Sociology – Core

Sociology as a discipline emerged with a commitment to engage with society empirically to create scientific and informed knowledge on societies and human behaviour. However, sociology's quest for science and intent to produce empirically valid knowledge has been challenged and debated since the inception of the discipline. This enduring involvement has shaped both sociology as a science, as well as the perception of what it means to do scientific study on societies and human beings. This course intends to introduce the students to the nuances of doing empirical research in sociology.

DSE Courses

3. Economy and Society – Elective

This course introduces students to the diverse and multidimensional relationships between the economy and society. The thrust of the course is to emphasize how social values, such as moral codes, cultural norms, and beliefs, influence economic behaviour, at the same time, help the students understand how economic and social behaviour are enmeshed with each other. The course will equip students with theoretical approaches, methods, and debates that have illuminated the understanding of economic phenomena,

including those concerning production, distribution, market behaviour, consumption patterns, and exchange in societies. A sociological perspective on the economy builds on the assumption that the economy often cannot be isolated from the socio-historical, cultural, and ideological factors that constitute it, but must be seen as firmly integrated and interconnected. Sometimes these interconnections are clear, but in other cases, it is the task of the sociologist to highlight the nature of the interconnections.

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 courses of the BA (H) Sociology Programme under FYUP 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.

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Agenda 40.11: To consider the recommendations made by the Board of Studies, School of Undergraduate Studies regarding the courses of the BA (H) Social Science and Humanties (SSH) Programme under FYUP.

It was submitted to the Academic Council that the Board of Studies of the School of Undergraduate Studies in its 21st meeting held on 23.7.2025 had deliberated and recommended the following courses of the BA (H) SSH Programme under FYUP:-

a. Yoga Skills and Physical Fitness – VBE (Annexure-32)

A course on Yoga Skills and Physical Fitness is intended to develop a holistic attitude towards physical and mental aspects of life. Together with importance in physical fitness, need for proper diet, nutrition and other physical life skills in order to improve the overall quality of life as a student.

b. Print, Culture and Reading – GE (Annexure-33)

This course basic premise builds on the idea that before the evolution of printing different sources of material were used to transfer the knowledge. Further, it also investigates how culture plays an important part in the development of these sources and it has changed its forms i.e. from papyrus, codex, clay tablets, digital books and finally e-reader due to changes in the technology. Moreover, it also explores the notions of printing culture came into prominence and availability of reading materials to common mass in huge number. This course divulges on the issues which are pertaining to the print-culture such as copyright issues, roles of authors, relevance of censorship, how libraries were destroyed and plundered.

The recommendations made by the Board of Studies, in its 20th meeting held on 15.01.2025 regarding the consideration of BA(H) SSH 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 BA (H) Social Science and Humanties (SSH) Programme under FYUP 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.

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Agenda 40.12: To consider the recommendations made by the Board of Studies, School of Undergraduate Studies regarding placement of courses (previously approved) under GE and AEO categories offered by the School of Culture, Creative Expressions (SCCE) in specific semesters.

Introduction and Background

It was submitted to the Academic Council that the Board of Studies of the School of Undergraduate Studies in its 21st meeting held on 23.07.2025 had deliberated and considered the placement of the following courses (previously approved) under GE and AEO categories offered by the School of Culture, Creative Expressions (SCCE) in specific semesters.

1. Film, History and Society – GE

Cinema in its myriad forms as filmic text, institution, practice, industry and popular culture has permeated the un/conscious of society since its inception. Taking cinema's deep relationship with the popular-social as its starting point, this course hopes to be able to use cinema strategically as a medium to open up questions that often form the basis of much social, cultural, and political thought and analysis. In doing so, it works with the assumption that the cinematic medium allows for the refraction of socio-politico-cultural thought through on-screen representation and reflection upon the same.

2. Basics of Performance Making – GE

The idea of this course is to introduce undergraduate students to the basic concepts of performance making in the contemporary milieu. The students will be made to go through a semester long process at the end of which they will come up with one or more short performance pieces. The process will emphasize the hybrid quality of theatre where various elements like objects, sound, text, actor's body come together in a designated space and time.

3. Introduction to Dance Movement Analysis – GE

The course will attempt to enhance the cohort in understanding the basic aspects and principles of dance – making; history of its various forms, occasions and events of such performances as expected within a cultural milieu, using three frameworks - Dance and Communication, Dance and Music, Dance and Space - in relation to dance.

4. Critical Perspectives on Creative Exploration – GE

This course is meant to be an advanced level orientation and engagement with the creative practices namely visual art, literary art, performance art and cinematic art to third year undergraduate students (sixth semester) in the context of the historical evolution of cultural practices. While the course is restrained in terms of the philosophical depths to which questions about culture and creative expressions can reach, it will not just offer provocative insights into such explorations through carefully chosen exhibits, reading material and lecture, but also introduce and prepare students to understand the

disciplinary underpinnings of the creative explorations. The primary aim is not only to help students re-imagine the role of creative expressions as foundational to human civilization rather than as supplementary to other areas of material progress, but also to provide advanced training in the academic pursuits of creative explorations.

5. Introduction to Culture and Creative Expressions – AEO

This course is meant to introduce the creative practices to first year undergraduate students in the context of the historical evolution of cultural practices. While the course is restrained in terms of the philosophical depths to which questions about culture and creative expressions can reach, it will offer some provocative insights into such explorations through carefully chosen exhibits, reading material and lectures.

The Board resolved that the previously approved SSCE courses Film, History and Society as semester-4 GE course **(Annexure-34)**, Basics of Performance Making **(Annexue-35)** as semester-5 GE course, Introduction to Dance Movement Analysis **(Annexure-36)** as 6th semester GE course, Critical Perspectives on Creative Exploration **(Annexure-37)** as 8th semester GE course and Introduction to Culture and Creative Expressions as semester-1 AEO Course **(Annexure-38)** in prescribed format are recommended for approval.

The recommendations made by the Board of Studies, in its 20th meeting held on 15.01.2025 regarding the consideration of placement of courses (previously approved) under GE and AEO categories offered by the School of Culture, Creative Expressions (SCCE) in specific semesters 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 placement of courses (previously approved) under GE and AEO categories offered by the School of Culture, Creative Expressions (SCCE) in specific semesters in light of 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.

After due deliberations, the Academic Council resolved to approve the following courses of the placement of courses (previously approved) under GE and AEO categories offered by the School of Culture, Creative Expressions (SCCE):-

i) Film, History and Society – GE

ii) Critical Perspectives on Creative Exploration – GE

iii) Introduction to Culture and Creative Expressions – AEO

The Academic Council further resolved to review and and reconsider the following course of the programme and place the same before it in its forthcoming meeting:-

i) Basics of Performance Making – GE

ii) Introduction to Dance Movement Analysis-GE

Agenda 40.13: To consider the recommendations made by the Board of Studies, School of Undergraduate Studies in recommending the list of MOOC courses proposed by different BA programmes under DSE, VBE, GE and SE categories in the School of Undergraduate Studies.

It was submitted to the Academic Council that the Board of Studies of the School of Undergraduate Studies in its 21st meeting held on 23.07.2025 had deliberated and considered a list of UGC approved MOOC courses **(Annexure-39)** proposed by different BA programmes under DSE, VBE, GE and SE categories and the same has been approved by the Board as part of the programme structure of corresponding programmes.

The recommendations made by the Board of Studies, in its 20th meeting held on 15.01.2025 regarding the recommendation of the list of MOOC courses proposed by different BA programmes under DSE, VBE, GE and SE categories in the School of Undergraduate Studies.

Decision: The Academic Council deliberated and resolved to approve the recommendations made by the Board of Studies, School of Undergraduate Studies regarding the list of MOOC courses proposed by different BA programmes under DSE, VBE, GE and SE categories in the School of Undergraduate Studies 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.

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Agenda 40.14: To consider the recommendations made by the Board of Studies, School of Undergraduate Studies regarding the courses of the BA (H) Psychology Programme under FYUP.

It was submitted to the Academic Council that the Board of Studies of the School of Undergraduate Studies in its 21st meeting held on 23.07.2025 had deliberated and considered the following the courses of the BA (H) Psychology Programme under FYUP.

Due to an unusual situation, the BA (H) Psychology programme has had to withdraw a previously offered 7th semester course. The course was offered through the SWAYAM platform. A large number of students however, could not register for the course. Hence to facilitate them to do a minimum number of DSE courses required to get the BA Honours degree it became necessary to offer an additional course by the programme. Approval from the Board of Studies members was sought through email. The Board has approved and recommended the course.

Understanding Love from Psychosocial Perspectives – DSE (Annexure-40)

The course takes theoretical inroads drawing from psychoanalysis, cultural studies, anthropology and geography to consider the question of the nature of love, what facilitates love, connection and what erodes love, relating and belonging. This is about love between human-individuals, between humans who are socially, culturally and politically located, between communities, and between human and more than human entities such as animals, and nature. **(Annexure-40)**

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

Decision: The Academic Council deliberated and resolved to approve the recommendations made by the Board of Studies, School of Undergraduate Studies regarding the list of MOOC courses proposed by different BA programmes under DSE, VBE, GE and SE categories in the School of Undergraduate Studies 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.

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Agenda 40.15: To consider the credit restructuring, course revision and course introduction in the ITEPs (Preparatory and Secondary Stage) of the School of Education Studies (SES) in compliance with the new NCTE Notification.

It was submitted to the Academic Council that the School of Education Studies (SES) launched two Integrated Teacher Education Programmes (BABEd Preparatory Stage and BABEd Secondary Stage) in Monsoon 2023. Both the programmes were recognized by the National Council for Teacher Education (NCTE). The programme structure document, credit framework and courses were prepared according to the NCTE 'Curriculum Framework' document 2023 and the course outlines provided by the NCTE. These were duly approved by the Academic Council of Dr. B. R. AUD.

NCTE issued a fresh corrigendum in July 2025 (NCTE- Acad1/2022/Academic Section HQ dated 25 July 2025) which has mandated an increase in the credits for the major discipline from 48 to 64 credits. The corrigendum states that: "The ITEP provides student-teachers opportunities to pursue rigorous specialization through a Chosen Major (64 Credits) in a discipline associated with one of the curricular areas in the school education curriculum..." (**Annexure-41**).

It is mandatory for all institutions to comply with this. In view of this, the credits of the ITEP programmes needed to be restructured. This has implications on credits of Major/Minor, Content cum Pedagogy, and Internship courses.

Proposal

Based on several meetings within the internal faculty and with external experts, it was decided that to ensure compliance with NCTE's new notification, the credits of the major discipline will be increased from 48 to 64, and 8 credits each for minor and research work will be allocated **(Annexure-42-44)**. This will lead to an increase in the total ITEP credits from 160 to 176 credits. In light of the above, the following revised programme credit structure was presented to the courses have been presented to and approved by the BOS:

Existing Structure	**Proposed change**
Total number of credits: 160	Total number of credits: 176
Sem-I : 20 credits Sem-II: 20 credits Sem-III: 20 credits Sem-IV: 20 credits Sem-V: 20 credits Sem-VI: 20 credits Sem-VII: 20 credits Sem-VIII: 20 credits	Sem-I : 20 credits Sem-II: 20 credits Sem-III: 20 credits Sem-IV: 20 credits Sem-V: **26 credits** (one minor (4 credits)+ Introduction to Research (2 credits) is added) Sem-VI: **26 credits** (one major (4 credits)+ Research Project-I (2 credits) is added) Sem-VII: **24 credits** (Research Project-II (4 credits) is added) Sem-VIII: 20 credits

Major: 48 credits Minor: 16 credits	Major: 64 Minor: 08 credits Research in Major (liberal discipline and pedagogy): 08 credits
CCPC courses: (Secondary) Basics of Pedagogy: 4 credits (sem-III) CCPC of two discipline 2 credits each (sem-IV, V, VI)	CCPC courses: (Secondary) Basics of Pedagogy: 4 credits (sem-III) CCPC of major 4 credits each (sem-IV, V, VI): CCPC Social Science/Language-I/Langauge-II

Based on the above credit structure the following courses have been added/revised:

1. Research Method I - Introduction to Research
2. Research Method II - Review of related literature and proposal writing
3. Research Method III - Dissertation and Research Paper
4. Content Cum Pedagogy Course (Social Science-I)
5. Content Cum Pedagogy Course (Social Science-II)
6. Content Cum Pedagogy Course (Social Science-III)
7. Content Cum Pedagogy Course (Language 1-I)
8. Content Cum Pedagogy Course (Language 1-II)
9. Content Cum Pedagogy Course (Language 1-III)
10. Content Cum Pedagogy Course (Language 2-I)
11. Content Cum Pedagogy Course (Language 2-II)
12. Content Cum Pedagogy Course (Language 2-III)

The above proposal has been discussed and recommended by the BoS meeting held on 21 August 2025.

Objective:

The objectives of the proposal are:

- To ensure compliance with the NCTE regulations
- To ensure parity with other institutions (such as Delhi University) in terms of total programme credits
- To ensure that the students have sufficient knowledge base and qualifications to be employed as teachers in schools.

Earlier Proposal (If Any): No

Highlighting the changes with justification:

Changes:

- Total programme credits to be enhanced from 160 to 176.

- Major discipline credits to be enhanced from 48 to 64.
- 8 credits of research courses in major discipline and dissertation will be introduced.
- 8 credits will be allocated to minor discipline.

Justification:

The above changes will ensure compliance with the NCTE notification to enhance the credits of major discipline to 64. It will also ensure that the students are able to gain the essential knowledge base and qualifications for employment in schools.

The proposal was placed before the Academic Council for considering the recommendations made by the Board of Studies, School of Education Studies regarding credit restructuring of the ITEP Programme in the School of Education Studies (SES) 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.

The recommendations made by the Board of Studies, in its 20th meeting held on 15.01.2025 regarding credit restructuring, course revision and course introduction in the ITEPs (Preparatory and Secondary Stage) of the School of Education Studies (SES) in compliance with the new NCTE Notification were also placed before the Academic Council.

Decision: The Academic Council deliberated and resolved to approve the recommendations made by the Board of Studies, School of Undergraduate Studies regarding credit restructuring, course revision and course introduction in the ITEPs (Preparatory and Secondary Stage) of the School of Education Studies (SES) in compliance with the new NCTE Notification 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 recommended to use the word 'Research Methodology-I' (Vth Semester),'Research Methodology-II' (VIth Semester) and 'Research Methodology-III' (VIIth Semester) in place of course namely 'Research Method I- Introduction to Research'(Vth Semester), Research Method II - Review of related literature and proposal writing and Research Method (VIth Semester) III - Dissertation and Research Paper (VIIth Semester) respectively.

Further, the Academic Council further recommended to remove the old readings and references such as of Romila Thapar and other similar authors.

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Agenda 40.16: To deliberate and consider the Undergraduate Curriculum and Credit Framework in light of the UGC Notification 2022.

It was submitted to the Academic Council that the Academic Reforms Committee in its 10th meeting held on 18th June, 2025 deliberated on the Undergraduate Curriculum and Credit Framework in light of the UGC Notification, 2022. The Committee has drafted the proposed AUD Undergraduate Curriculum Framework **(Annexure-45)** in light of the National Education Policy (NEP) 2020, the draft National Higher Education Qualification Framework (NHEQF) 2022, and the Credit and Curriculum Framework for Undergraduate Programmes.

The Academic Council deliberated on the framework for the UG Programmes based on UGC Curriculum and Credit Framework for Undergraduate Programmes in respect of the following categories of courses:

SL	Broad Category of Course	Minimum credit requirement for 3-year UG	Minimum credit requirement for 4-year UG
1	Major (Core)	60	80
2	Minor Stream	24	32
3	Ability Enhancement Courses (AEC)	08	08
4	Multidisciplinary (MD)	08	08
5	Skill Enhancement Courses (SEC)	08	08
6	Environment Course (EIC)	04	04
7	Community Engagement Services (CES)*	02*	02*
8	Universal Human Values (UHV)*	02*	02*
9	Value Added Courses (VAC)	08	08
10	Dissertation / Research Project	-	12
11	Internship	04-06	06 (2+2+2 or 4+2)
	Total	**120 (excluding internship CES and UHV courses)**	**160 (excluding internship, CES and UHV courses)**

*School may include additional credits by way of UHV, CES courses, as well as creditize, co-curricular, and extracurricular activities as facilitated by the NCrF.

As per the Credit and Curriculum Framework for Undergraduate Programmes UGC the minimum credit requirement for three-year undergraduate programme is 120 and four-year undergraduate programme is 160 credits. However, the minimum credits adopted by Dr. B.R. Ambedkar University Delhi are 120 credits Internship and 164 credits +internship for three- and four-year undergraduate programme respectively.

Other important components of the structure are:

Community Engagement and Service (CES): -

- The curricular component of 'Community Engagement and Service' seeks to expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems. This can be part of the courses offered by the programmes.
- A one-credit hour of Seminar or Internship or Studio activities or Field practice/projects, or community engagement and service means two-hour engagement per week. Accordingly, in a semester of 15 weeks' duration, one credit in these courses is equivalent to 30 hours of engagement.
- Community engagement may also be included as a component of taught courses.
- A 2-credit course on Community Engagement and Services may be offered by respective Schools. The choice and format of Community Engagement Course may be worked out based on the nature of their programs and requirements.

Universal Human Value (UHV) course: -

- Universal Human Values (UHV): The Schools may also prescribe courses from the list of AICTE approved Minor Degree in Universal Human Values or the course outline by MULYA PRAVAH 2.0 Inculcation of Human Values and Professional Ethics in Higher (UGC 2023, Pg. 27-28) after approval of the Board of Studies and Academic Council.

Environment: Issues and Challenges (EIC): -

- Since EIC is a mandatory course its 4 credit requirement shall be fulfilled over and above the mandatory requirement of the programme as prescribed under various categories of courses in the UGC regulations.

Value-Added Courses (VAC): -

- Courses under Value Added may be of 4-credits or as appropriate; The requirement of VAC courses may be fulfilled by the students by completing one Bharatiya Knowledge System course and one any other course of 4 credits from the existing courses approved under Value based education (VBE) basket and now to be considered under Value Added Courses (VAC).

Multidisciplinary (MD) and Skill Enhancement Courses (SEC): -

- The programmes may offer two courses of 4 credits each.

Final year Research project / Dissertation: -

- Research project / Dissertation shall be 12 credits for students who secure 75% marks or equivalent grade point and above in the first six semesters. However, students not eligible or not opting for research degree may complete equivalent courses of 12 credits in the fourth year.

Duration of the Programme:-

The duration of the UG programme is 4 years or 8 semesters. Students who desire to undergo a 3-year UG Programme will be allowed to exit after completion of the 3rd year. If

a student wants to leave after the completion of the first or second year, the student will be given a UG Certificate or UG Diploma, respectively, provided they secure the prescribed number of credits (as given in table 4). Students who exit with a UG certificate or UG diploma are permitted to re-enter within three years and complete the degree programme. Students may be permitted to take a break from the study during the period of study but the total duration for completing the programme shall not exceed 7 years.

The proposed changes will be applicable to the cohort of students admitted in the academic session 2025-2026 i.e., Monsoon semester 2025.

The recommendations made by the Academic Reforms Committee regarding the proposed changes in the Undergraduate Curriculum and Credit Framework in light of the UGC Notification 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 on the Undergraduate Curriculum and Credit Framework in light of the UGC Notification 2022, 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 noted that the framework for the UG Programmes based on UGC Curriculum and Credit Framework for Undergraduate Programmes is based on the various categories of courses.

After due deliberations, the Academic Council resolved to recommend the following minimum credit requirements for the 3-year and 4-year Undergraduate Programmes. The details of the Credit and Curriculum framework of FYUGP as mentioned in the Annexure-45A shall form part of the approved resolution.

	Broad Category of Course	**Minimum credit requirement for 3-year UG**	**Minimum credit requirement for 4-year UG**
1	**Major (Core)**	**60**	**80**
2	**Minor Stream**	**24**	**32**
3	**Ability Enhancement Courses (AEC)**	**08**	**08**
4	**Multidisciplinary (MD)**	**08**	**08**
5	**Skill Enhancement Courses (SEC)**	**08**	**08**
6	**Environment Course (EIC)**	**04**	**04**
7	**Community Engagement Services (CES)***	**02**	**02**
8	**Universal Human Values (UHV)#**	**02**	**02**

9	**Value Added Courses (VAC)**	**08**	**08**
10	**Research Project / Dissertation**	**-**	**12**
11	**Internship****	**If exit up to 2 years - 2 credits** **If exit after 3rd or 4th year - 4 credits to be completed by 3rd Year only.**	**04**
	Total	**128**	**168**

*** 2 credits of CES will be offered by the Outreach and Extension Division and to be completed by the 3rd year.**

The Schools shall offer courses from the list of AICTE approved Minor Degree in Universal Human Values or the course outline by MULYA PRAVAH 2.0 Inculcation of Human Values and Professional Ethics in Higher Education (UGC 2023, Pg 27-28) after approval of the Board of Studies and Academic Council OR an equivalent course designed by the faculty and duly approved by the Statutory Bodies.

***** 2 credits of internship required for exit up to 2 years, and 4 credits of internship if exit after 3rd or 4th year, but the requirement of Internship to be completed by 3rd year.***

As per the Credit and Curriculum Framework for Undergraduate Programmes notified by the UGC, the minimum credit requirement for three-year undergraduate programme is 120 and four-year undergraduate programme is 160 credits. However, the minimum credits adopted by Dr.B.R.Ambedkar University Delhi will be 128 credits including internship and 168 credits including internship for three- and four-year undergraduate programme respectively.

ii)The Board further resolved to recommend the following components of the structure:-

a. Major and Minor Courses:

All discipline-specific courses (major or minor) may be 4 credits or as appropriate. An additional one to two credits may be allotted for tutorials or practicals. Discipline Specific Core (DSC) shall include both core disciplinary courses and erstwhile disciplinary electives.

Minor shall include courses from other programmes (core as well as elective in case

of Degree Programmes with Single Major) or Courses completed from emerging areas of knowledge / sub-fields / sub-specializations within the discipline, for instance, a student doing major in Economics may do minor in Econometrics or Applied Game Theory, a student doing major in Sociology may do a minor in urban sociology, sociology of religion, gender studies, medical sociology, a student doing a major in English may do a minor in cultural studies, or literary theory, a student doing major in Geography may do a minor in Disaster management and a student doing major in psychology may do a minor in ethnography or clinical psychology.

Alternatively, in the case of multidisciplinary or interdisciplinary programmes, the student may complete a minor in a single discipline. For example, a BA in Global Studies with a minor in Political Science.

The student may complete the requirement of a minor from within the school or outside the school.

b. Other Courses:

i. All courses under the Ability Enhancement (language), Multi-disciplinary, and Skill Enhancement categories shall be of 4-credits.

ii. Ability Enhancement courses (AEC) courses will include existing approved foundational and advanced English and Hindi language courses. In the case of those students who may be required to do a basic language proficiency course like English Proficiency Course and a mandatory language course like the English for Academic Purposes (EAP) course based on proficiency test, the 4-credit English Proficiency Course shall be considered as fulfilling the requirement of skill enhancement (SEC). Therefore, such students will be required to complete only one additional skill enhancement category course, worth 4 credits, to meet the requirements.

For Multidisciplinary (MD) and Skill Enhancement Courses (SEC) – The programmes may offer two courses of 4 credits each.

Skill Enhancement Courses (SEC) may include the existing passed courses (IT Networking Fundamentals, Introduction to Cybersecurity, Logic and Reasoning, etc.), and the Programme Committees may design more courses in this basket.

Environment: Issues and Challenges (EIC) (04 credits): Since EIC is a mandatory course, its 4 credit requirements shall be fulfilled over and above the mandatory requirement of the programme as prescribed under various categories of courses in the UGC regulations.

iii. **Universal Human Values (UHV) (02 credits): The Schools shall offer courses from the list of AICTE approved Minor Degree in Universal Human Values or the course outline by MULYA PRAVAH 2.0 Inculcation of Human Values and Professional Ethics in Higher Education (UGC 2023, Pg 27-28) after approval of the Board of Studies and Academic Council OR an equivalent course designed by the faculty and duly approved by the Statutory Bodies.**

Community Engagement and Service (CES): A 2-credit course on Community Engagement and Services shall be offered by the Outreach and Extension Division. The mode of transaction/format of the Community Engagement and Service Course shall be worked out by the Director, Outreach and Extension Division. The Programme Coordinator / Course Coordinator from each programme shall coordinate with the Outreach and Extension Division.

Value-Added Courses (VAC) (08 credits): Courses under Value Added may be of 4-credits or as appropriate; The requirement of VAC courses may be fulfilled by the students by completing one *Bharatiya Knowledge System* (BKS) course and one any other course of 4 credits offered under the VAC category. The existing courses approved under Value-based education (VBE) basket may be considered under Value Added Courses (VAC).

c. **Internship: The requirement of an internship may be fulfilled during summer or winter break. Summer Internship shall be of 2 credits for exit up to 2 years and 4 credits for exit after 3rd or 4th year, but the requirement of internship will have to be completed by the 3rd year. The internship may be with local industries, businesses, artists, craftspeople, and other relevant entities, as well as research internships with faculty and researchers at the university or other academic / research institutions. This allows students to actively engage with the practical aspects of their learning and, as a byproduct, further improve their employability.**

d. **Final year Research project / Dissertation shall be 12 credits for students who**

secure 75% marks or equivalent grade point and above in the first six semesters. However, students not eligible or not opting for a research degree may complete equivalent courses of 12 credits in the fourth year.

e. The Programme committees may also identify MOOC courses for inclusion under various baskets after seeking the approval of the statutory bodies, i.e. Board of Studies and Academic Council.

The revised curriculum is placed at Annexure-45A

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Agenda 40.17: To consider the modalities for implementation of the Multi Entry and Multi Exit Scheme in UG Programs.

It was submitted that the University in line with the vision of the National Education Policy 2020 and the Undergraduate Curriculum Framework (UGCF) had constituted a committee to work out the modalities of the Multi Entry and Multi Exit Scheme in UG Programs. The Committee met on 01.09.2025 and 11.09.2025 and worked out the following modalities

Modalities for implementation of the Multiple Entry and Multiple Exit Scheme (ME-ME) in the Undergraduate Programmes

Modalities for implementation of the Multiple Entry and Multiple Exit Scheme (ME-ME) in the Undergraduate Programmes of the University for compliance by the students desirous to avail the facilities extended under this scheme in line with the National Education Policy 2020 (NEP 2020), read with the Undergraduate Curriculum Framework (UGCF)-2022.

A.Definitions:

1. Academic Credit - An academic credit is a unit by which the coursework is measured. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work /field work per week, or three hours of experiential learning per week (as per the National Credits Framework). The total National Learning Hours for one year of education/ learning shall be 1200 hours per year.
2. Levels of study and corresponding qualification: Qualification Type and Credit Requirement are as mentioned below (as per National Credit Framework) Levels.

Levels	Qualification title
Level 4.5	Undergraduate Certificate (in the field of learning/ discipline) for those who exit after the first year (two semesters) of the undergraduate Programme (Programme duration : first year or two semesters of the undergraduate Programme)
Level 5	Undergraduate diploma (in the field of learning/discipline) for those who exit after the two years (four semesters) of the undergraduate programme. (Programme duration: first two years or four semesters of the undergraduate programme)
Level 5.5	Bachelor's Degree (Programme duration: Three years or six semesters).
Level 6	Bachelor's Degree (Hons./ Research) (Programmme duration: Four years or eight semesters)
Level 6	Post-graduate Diploma for those who exit after the successful completion of the first year or two semesters of the two year Master's degree programme. (Programme duration: One year or two semesters)
Level 6.5	Master's Degree (Programme duration: Two years or four semesters after obtaining Bachelor's Degree)
Level 6.5	Master's Degree (Programme duration : One year or two semesters after obtaining a four years Bachelor's Degree (Honours. / Research)

Note: The levels of study and qualifications stated above are as per the National Credit Framework of UGC

This shall be applicable from the day the University adopts a one-year post-graduate programme.

3. Re-entry: Re-entry refers to the process of entry into the next level of study by a student already enrolled in a programme of study of the University or its colleges, who exited after completion of the preceding level of study.

B. Multiple Exit

The Multiple Entry and Exit Scheme is required to be implemented as part of NEP 2020. Accordingly, UGCF, 2022 provides multiple exists. At the end of every even semester, in line with the guidelines provided by UGC in this regard.

(i) After successful completion of Semester II (Earned 40 credits + 6 credit internship + 4 credit VBE course = **50 mandatory credits**), a student can exit with an Undergraduate Certificate (in the field of Study/Discipline).

ii) After successful completion of Semester IV (Earned 80 + 6 credit internship + 4 credit VBE course = **90 mandatory credits**), a student can exit with an Undergraduate Diploma (in the field of Study/Discipline).

(iii) After successful completion of Semester VI (Earned 120 + 6 credit internship + 4 credit VBE course = **130 mandatory credits**), a student can exit with a degree, depending upon the programme he/she choose to study.

(iv) After successful completion of Semester VIII (Earned 162 + 6 credit internship + 4 credit VBE course = **172 mandatory credits**), a student can exit with honours/ honours with research, depending upon the programme and choice of the student.

Table 1: Total credits to be earned at the end of the respective semester

Semester	**Credits to be earned**	**Total credits**	**Transcript for Exit Award under FYUP Curriculum Framework**
Semester II	40 credits + 6 credit internship + 4 credit VBE course	50	Undergraduate Certificate in Economics
Semester IV	80 + 6 credit internship + 4 credit VBE course	90	Undergraduate Diploma in Economics
Semester VI	120 + 6 credit internship + 4 credit VBE course	130	Bachelor of Arts Degree
Semester VIII	162 + 6 credit internship + 4 credit VBE course	172	Bachelor of Arts (with Honours) in Economics / Bachelor of Arts (Honours with Research) in Economics

Note: The **Credit requirements** for implementation of the Multiple Entry and Multiple Exit Scheme (ME-ME) from 2025 batch onwards shall be in compliance with the the Credit and Curriculum framework of FYUGP of Undergraduate Programmes revised in 2025 vide AC Resolution No. 40.16.

Students should apply in the prescribed format well in advance for exit before the start of the next academic session.

Note: If a student discontinues the programme in between an academic session rather than at the end of such academic year, he/ she shall be awarded the relevant qualification, as stated in Table 1.

C. Re-entry allowed in the same School and the same Programme

a) Students are allowed re-entry into the same programme of study in which he/she has been enrolled, after exiting in between the Four Year Undergraduate Programme for which the University may frame regulations from time to time.

b) The student shall be allowed to re-enter the Degree Programme within three years and complete the requirements of the degree programme within the stipulated period of seven years.

Note:

a) In case of any differences or dispute in the interpretation or implementation of these guidelines, the decision of the Honourable Vice Chancellor, Dr. B.R. Ambedkar University Delhi, shall be final and binding.

b) A detailed guideline for lateral entry of students from other Universities shall be issued separately.

The modalities were placed at (Annexure-46).

The recommendations made by the Committee constituted to work out the implementation of the Multi Entry and Multi Exit Scheme in UG Programs as per NEP 2020 and UGCF 2022 were placed before the Academic Council for Consideration in light of Section 24(1), (vi), (xvi) and (xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated and resolved to approve the modalities for implementation of the Multi Entry and Multi Exit Scheme in UG Programs 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.

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Agenda 40.18: To consider the proposal for establishing the Centre for Transformative Pedagogies in Higher Education (CTPHE) in Dr.B.R.Ambedkar University Delhi.

A presentation on the establishment of the Centre for Transformative Pedagogies in Higher Education (CTPHE) was given by the Dean(Planning) during the meeting of the Academic Council.

It was submitted to the Academic Council meeting that the National Education Policy (NEP) 2020 emphasises the transformation of teaching-learning processes in higher education through innovation, interdisciplinarity and inclusive pedagogy. In alignment with these goals and AUD's founding vision of excellence and inclusion in higher education, it is proposed to establish a dedicated Centre for Transformative Pedagogies in Higher Education (CTPHE). The proposed Centre aims to strengthen institutional capacity in curriculum, pedagogy and assessment by fostering experimentation, research and reflective practice across Schools. It will consolidate AUD's ongoing work on curriculum design, faculty development and teaching-learning innovation into a coherent institutional framework.

2. It will serve the following objectives:
   - To create an institutional space for pedagogic innovation and research in higher education.
   - To design and document domain-specific pedagogies (studio-based, case-based, practice-based, inquiry-based, and place-based models) relevant to different disciplines at AUD.
   - To build faculty capacity through sustained programmes and teaching–learning labs.
   - To advance inclusive and context-sensitive teaching practices that address diversity and accessibility.
   - To generate scholarship and policy contributions in the area of higher-education pedagogy.

3. It will conduct the following activities:
   - Faculty development for pedagogic experimentation.
   - Establishment of Teaching–learning labs as creative, collaborative spaces for short-term pedagogic experiments and resource development.
   - Activities in research, capacity building, and policy dialogue with national and international partners.

4. A detailed Concept Note outlining the vision, objectives, thrust areas, structure and expected outcomes of the proposed Centre was placed before the Academic Council (**Annexure-47)**.

The proposal to establish the Centre for Transformative Pedagogies in Higher Education (CTPHE) at Dr. B. R. Ambedkar University Delhi is placed before the Academic Council for consideration.

Decision: The Academic Council deliberated and gave its in-principle approval for the establishment of the Centre for Transformative Pedagogies in Higher Education (CTPHE) in Dr.B.R.Ambedkar University Delhi.

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Agenda 40.19: To consider the recommendations made by the Board of Studies, School of Law, Legal and Political Studies (SLPS) regarding fourth-year programme structure for BA Law and Politics for future batches.

It was submitted to the Academic Council that the Board of Studies, School of Law, Legal and Political Studies in its meeting held on 30.07.2025 had deliberated on the fourth-year programme structure for BA Law and Politics for future batches.

The Board of Studies noted the structure and design of the existing three-year B.A. Programme and the proposed four-year framework. After due deliberations, it was suggested to broaden the MIPT Course and to incorporate the same into the course transaction, particularly in the introductory module, implementation of the classification of DSC courses and consider designing elective courses in the future to address some of the proposed themes. Further, it was suggested to develop more electives for the seventh and eighth semesters.

The Board of Studies noted the following fourth-year structure for the BA Law and Politics for the future batches:-

B.A. Fourth Year Structure:

Semester 7	DSC13 Public Institutions and Law in India (4 credits)	DSC14 Introduction to Critical Legal Theory: 'Life-Death' in Law (4 credits)	DSC15 Research Methodology in Legal Studies (4 credits)	DSE9 Writing as Thinking: Advanced Socio-Legal Analysis (4 credits)	GE 7 South Asia and the Indian Ocean: Culture, Society and Political Economy (4 credits)
Semester 8 (Hons)	DSC16 Law, Technology and Regulation (4 credits)	DSC17 Feminism, Law and Justice: Contemporary Debates (4 credits)	DSE10 Global Governance: Histories and Futures (4 credits)	GE 8 Philosophy, Literature, and Law (4 credits)	GE9 Open Elective (4 credits)
Semester 8 (Hons				Thesis	Thesis

with research)				(8 credits)	

The Board noted the programme structure follows a two-track model, which manifests itself in the eighth semester-

i) Hons with research degree: available only to students with a minimum GPA of 8 and mandates a thesis worth eight credits
ii) Hons degree: available to all students, regardless of the GPA, mandates two GE courses in lieu of a thesis.

After detailed deliberations, the Board of Studies approved the programme structure and gave its recommendations to have a course on Law and Subjectivity. The BoS further recommended to discuss the matter regarding need for a Law and Subjectivity course in its next meeting.

After detailed deliberations, the Board of Studies gave its recommendations which were placed at (**Annexure-48**).The recommendations made by the Board of Studies were placed before the Academic Council for consideration.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, School of Law, Legal and Political Studies(SLPS) and resolved that the fourth-year programme structure for BA Law and Politics be reviewed by the Board of Studies, School of Law, Legal and Political Studies(SLPS) and be placed before it in its next meeting.

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Agenda 40.20: To consider the recommendations made by the Board of Studies, SLPS regarding the Course Outline 'An introduction to International Law and its practice in India' in the BA Law and Politics for future batches.

It was submitted to the Academic Council that the Board of Studies, School of Law, Legal and Political Studies in its meeting held on 30.07.2025 had deliberated on the Course Outline '**An introduction to International Law and its practice in India' (Annexure-49)** in the BA Law and Politics for future batches.

The course 'An introduction to International Law and its practice in India' is a 4 credit course that introduced students to the making, operation, and practice of international law, with a sustained focus on India. It traces how rules emerge, change, and are upheld by a range of actors-states, international organisations, no-government organisations, peoples and individuals and offers a clear frame work for understanding the origins, evolution, and contemporary challenges of international law in the Indian context.

The Modules of the Course are as under:-

Module 1: Development of International Law
Module 2: Peace, Security and Globalization
Module 3: Rights and Duties of International Actors.
Module 4: International Law in India-Institutions, Courts and Doctrine.

After detailed deliberations, the Board of Studies gave its recommendations which were placed at **(Annexure-48)**.The recommendations made by the Board of Studies were placed before the Academic Council for consideration.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, School of Law, Legal and Political Studies(SLPS). After due deliberations the Academic Council resolved that Board of Studies, SLPS review the Course Outline 'An introduction to International Law and its practice in India' in the BA Law and Politics for future batches and place before the Academic Council in its forthcoming meeting. The Academic Council further recommended to add the latest references/reading in the module of the courses. Further, the classical cases may be retained.

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Agenda 40.21: To consider the recommendations made by the Board of Studies, SLPS regarding integration of MA Criminology with MA Law Politics and Society.

It was submitted to the Academic Council that the Board of Studies, School of Law, Legal and Political Studies in its meeting held on 30.07.2025 had deliberated on the integration of MA Criminology with MA Law Politics and Society.

The Board of Studies noted the urgent need to revise the existing structure. The integration of the MA Criminology and MA Law, Politics and Society (LPS) programmes was a necessary and strategic decision driven by multiple overlapping concerns. First, both programmes share core thematic concerns, particularly the need for a comprehensive understanding of the criminal justice system from historical and sociological perspectives. This overlap naturally lends itself to an interdisciplinary approach that is essential for effectively addressing complex issues of crime, law, and justice. Additionally, the integration facilitates rationalisation and maximisation of institutional efficiency, particularly in terms of workload distribution and time-tabling—an important consideration in the current context of no permanent faculty for the Criminology programme. The integration also aims to reduce the programme's heavy reliance on guest faculty, which has become unsustainable given the absence of dedicated permanent faculty. Overall, the merger strengthens academic coherence and administrative sustainability while maintaining the intellectual integrity of both fields.

The revised structure for the Criminology programme was discussed wherein the MA Criminology will be integrated with MA Law Politics and Society. The key changes proposed in the MA Criminology programme are as follows:

- Courses: 7 Core and 7 Electives (on the lines of MALPS; all courses for 5 credits)
- Dissertation to remain at 8 credits
- Internship credits reduced from 3 to 2 credits; mandatory credit-based field visits removed
- Total credits: 80

The integrated programme structure for MALPS and MA Criminology (along with the credit requirement) is as follows:

	Type of course	**M.A. LPS Title of Subject**	**Credits**
Semester 1 (4 Core courses- 16 Credits)			
1.	Core	Jurisprudence	4
2.	Core	Legal History and Crimes in India: Colonial Legacies and Contemporary Challenges	4
3.	Core	Legal Methods	4
4.	Core	Indian Constitutionalism: Law, Politics and History	4
Semester 2 (2 Core and 2 Electives, 16 Credits)			
5.	Core	Sociology of Law and Crime	4

6.	Core	Law, State and Politics	4
7.	Elective 1	Discipline specific/ General electives	4
8.	Elective 2	Discipline specific/ General electives	4
Semester 3 (1 Core, 1 Internship (mandatory) and 3 Electives, 18 Credits)			
9.	Core	Research Methods	4
10.	Elective 3	Discipline Specific	4
11.	Elective 4	Discipline specific	4
12.	Elective 5	Discipline specific/ General electives	4
13.	Core	Internship (during summer break)	2
Semester 4 (2 Electives and 1 Dissertation, 14 Credits)			
14.	Elective 6	Discipline specific/ General electives	4
15.	Elective 7	Discipline specific/ General electives	4
16.	Core	Dissertation	6
Total Credits			64

	Type of course	**M.A. CRIMINOLOGY Title of Subject**	**Credits**
Semester 1 (4 Core course- 20 Credits)			
1.	Core	General Principles of Criminal Law	5
2.	Core	Legal History and Crimes in India: Colonial Legacies and Contemporary Challenges	5
3.	Core	Introduction to Criminology	5
4.	Core	Penology and Corrections	5
Semester 2 (2 Core and 2 Electives, 20 Credits)			
5.	Core	Forensic Imaginations	5
6.	Core	Sociology of Law and Crime	5
7.	Elective 1	Discipline specific/ General electives	5
8.	Elective 2	Discipline specific/ General electives	5
Semester 3 (1 Core, 1 Internship (mandatory) and 3 Electives, 22 Credits)			
9.	Core	Research Methods	5
10.	Elective 3	Discipline Specific	5
11.	Elective 4	Discipline specific	5
12.	Elective 5	Discipline specific/ General electives	5
13.	Core	Internship (during summer break)	2
Semester 4 (2 Electives and 1 Dissertation, 18 Credits)			
15.	Elective 6	Discipline specific/ General electives	5
16.	Elective 7	Discipline specific/ General electives	5
17.	Core	Dissertation	8
Total Credits			80

The Board of Studies noted the following common courses for LPS/ Criminology integration which were presented and placed before for it for approval.

Legal History and Crimes in India: Colonial Legacies and Contemporary Challenges (Sem 1, Common Core for MALPS and MA Criminology)

International Law and Crimes (Sem 3, Common elective for MALPS and Criminology)

After detailed deliberations, the Board of Studies gave its recommendations which were placed at (**Annexure-48**).The recommendations made by the Board of Studies were placed before the Academic Council for consideration.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, School of Law, Legal and Political Studies (SLPS) resolved to recommend the following courses for Semester 1, Semester 2 and Semester 3.

Semester 1: Legal History and Crimes in India: Colonial Legacies and Contemporary Challenges-Core

Semester 2: Sociology of Law and Crime-Core

Semester 3: Research Methods-Core

The Academic Council further resolved that the Board of Studies, School of Law, Legal and Political Studies review and reconsider other courses of the programme and place the same before the Academic Council in its forthcoming meeting. The Academic Council further recommended to changes the credit of all the MA Programmes from minimum 64 credits to 80 credits from next year in light of provisions laid down in the NEP 2020.

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Agenda 40.22: To consider the recommendations made by the Board of Studies, SLPS regarding approval of the course outline 'Legal History and Crimes in India Colonial: Legacies and Contemporary Challenges' for Ist Semester of MA Criminology Programme.

It was submitted to the Academic Council that the Board of Studies, School of Law, Legal and Political Studies in its meeting held on 30.07.2025 had deliberated on the Course Outline **'Legal History and Crimes in India Colonial: Legacies and Contemporary Challenges' (Annexure-50)** Ist Semester of MA Criminology Programme.

The course is a 5 credit course which aims to provide an alternative narrative of modern Indian history by locating the development and influence of law and questions concerning crime in colonial India. The course is designed to introduce students to the other side of law, which legal formalism often overlooks.

This interdisciplinary course examines the evolution of legal systems and criminal justice in India from pre-colonial times to the present. During the course, students will explore how colonial legal interventions, indigenous legal traditions, and post-independence reforms shaped contemporary understandings of crime, punishment, and justice. In terms of pedagogy, the course integrates critical criminological perspectives to analyse power dynamics, social inequality, and resistance within India's legal framework, emerging and modifying the contemporary mediated by the colonial experience. The legitimacy of colonial rule was continually reframed by the dialectic of experimenting with law in the colonies and drafting law for the colonies.

The tendency to ignore multidimensional aspects of law necessitates the urge to take a fresh look at the establishment of institutions, origins of legal reasoning, and tactics of managing population(s), etc, in India.

The course will explore how law in India established and influenced issues of sovereignty, modernity, class, caste, gender and religion. It will provide a historical foundation for students interested in substantive topics mentioned above as well as those who are interested in exploring possibilities of legal reform in India. The course will engage with the history of legal regime in India by utilising texts from the discipline of history and infusing them with insights from Critical Legal Studies, particularly critical criminology perspectives.

The Modules of the Course are as under:-

Module 1: What is 'colonial' about colonial law?
Module 2: Race, Crime and Colonial subjectivity
Module 3: The Colonial Legacy and the Criminal Justice System in India

After detailed deliberations, the Board of Studies gave its recommendations which were placed at (**Annexure-48**).The recommendations made by the Board of Studies were placed before the Academic Council for consideration.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, School of Law, Legal and Political Studies(SLPS) and resolved

that the Board of Studies, SLPS review the Course Outline 'Legal History and Crimes in India Colonial: Legacies and Contemporary Challenges' in the MA Criminology Programme for future batches and place the same before the Academic Council in its forthcoming meeting. The Academic Council further recommended to add the latest references/readings in the module of the courses including retention of the classical cases.

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Agenda 40.23: To consider the recommendations made by the Board of Studies, SLPS regarding Course Outline 'International Law and Crimes' in the MA Law Politics and Society Programme.

It was submitted to the Academic Council that the Board of Studies, School of Law, Legal and Political Studies in its meeting held on 30.07.2025 had deliberated on the Course Outline **''International Law and Crimes' (Annexure-51)** in the MA Law Politics and Society Programme.

The Course is a 4 credit course which is designed to introduce students to the development of modern public international law and the substantive law of international crimes. The course is geared towards fostering a critical perspective. It will introduce students to diversity in critical legal thought to deconstruct the colonial, political, and economic logics that have shaped the discipline.

The course has been divided in following modules:-

Module 1: Foundations of Public International Law
Module 2: History of International Law
Module 3: Institutions
Module 4: The Substantive Law of International Crimes
Module 5: Contemporary Issues

After detailed deliberations, the Board of Studies gave its recommendations which were placed at (**Annexure-48**). The recommendations made by the Board of Studies were placed before the Academic Council for consideration.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, School of Law, Legal and Political Studies(SLPS) and resolved that the Board of Studies, SLPS review the Course Outline 'International Law and Crimes' in the Law Politics and Society Programme for future batches and place the same before the Academic Council its forthcoming meeting. The Academic Council further recommended to add the latest references/reading in the module of the courses. Further, the classical cases may be retained.

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Agenda 40.24: To consider the recommendations made by the Board of Studies, SLPS regarding proposed change in the programme structure and rationalization of the Credit Structure of the PhD Programme in Law and Legal Studies.

It was submitted to the Academic Council that the Board of Studies, School of Law, Legal and Political Studies in its meeting held on 30.07.2025 had deliberated on the change in the programme structure and rationalization of the Credit Structure of the Ph.D. Programme in Law and Legal Studies.

The Board of Studies noted that the proposal is related to the reassignment of credits in the second semester of the course. At present, the students are required to do a core course on Indian Constitutionalism in the second semester and the course is not an absolute requirement, especially for those scholars who join after an LLM degree. The four credits of this course may be utilized better if it is replaced by a Seminar Course, in order to better accommodate the specific requirements of students based on their individual research topics. The change proposed does not alter the credit structure.

The Board of Studies noted the following rationalization of the credit structure of the Ph.D. Programme in Law and Legal Studies.

Total Course Work Credits: 18

	Core	**Elective**	**Elective**
Semester 1	Interdisciplinary Methods in Legal Studies (4 Credits)		One Elective (4 credits)
Semester 2	Research Publication and Ethics (2 Credits)	Seminar course Seminar Course in Socio-Legal Research (4 Credits)	One Elective (4 credits)

After due deliberations, the Board of Studies approved proposed structure and the course outline were approved. The recommendations of the Board of Studies were placed at (Annexure-48). The recommendations made by the Board of Studies were placed before the Academic Council for consideration**.**

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, School of Law, Legal and Political Studies (SLPS) and resolved that the Board of Studies, SLPS review the proposed change in the programme structure and rationalization of the Credit Structure of the PhD Programme in Law and Legal Studies and place the same before the Academic Council in its forthcoming meeting.

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Agenda 40.25: To consider the recommendations made by the Board of Studies, SLPS regarding proposal for a seminar course in Socio-Legal Research for PhD Programme in Law and Legal Studies.

It was submitted to the Academic Council that the Board of Studies, School of Law, Legal and Political Studies in its meeting held on 30.07.2025 had deliberated on the proposal for a seminar course in Socio-Legal Research **(Annexure-52)** for PhD Programme in Law and Legal Studies.

The 14-week seminar course is a 4 credit elective course emphasizes slow and engaged reading, conceptual clarity, and structured academic writing. The idea is to equip students research skill-sets along with conceptual tools with which they will be able to re-visit their research questions and prepare a plan directed towards conducting original legal research. Through a combination of readings curated from socio-legal perspectives, class discussions, written assignments, presentations, and peer feedback, students will refine their research questions, reflect on their archive as well as methodology, prepare an annotated bibliography and a critical literature review, all of which will culminate in their respective research proposals which they will present at the end of the course.

Module 1: Framing Research Questions and Objectives
Module 2: Preparing Annotated Bibliography
Module 3: Conducting Literature Review
Module 4: Directed Reading and Discussion
Module 5: Presentation of Research and Feedback

After detailed deliberations, the Board of Studies gave its recommendations which were placed at (**Annexure-48**).The recommendations made by the Board of Studies were placed before the Academic Council for consideration**.**

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, School of Law, Legal and Political Studies (SLPS) and resolved that Board of Studies, SLPS review the seminar course in Socio-Legal Research for Ph.D. Programme in Law and Legal Studies and place the same before the Academic Council in its forthcoming meeting.

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Agenda 40.26: To consider the recommendations made by the Board of Studies, SLPS regarding introduction of 'Postgraduate Diploma in Criminology' in the MA Criminology.

It was submitted to the Academic Council that the Board of Studies, School of Law, Legal and Political Studies in its meeting held on 30.07.2025 had deliberated on the proposal regarding introduction of **'Postgraduate Diploma in Criminology'.**

The Board of Studies noted the proposal for an early exit option for students enrolled in the MA programme in 'Criminology' in the form of a Postgraduate diploma at the end of the first year (after successful completion of semesters I and II). It will be called a 'Postgraduate Diploma in Criminology.'

Such an early exit option in the form of a PG diploma already exists in SLPS for MA programme in 'Law and Politics' which aligns with the New Education Policy's vision of multiple exit options for students. In line with the PG diploma for 'Law and Politics' and as per the suggestions of 17th Academic Council, the Diploma exit is proposed to be extended to a student for up to 2 years i.e., a student will be required to complete the diploma requirements in maximum unto 2 years.

The Board of Studies noted the following programme structure of 'Postgraduate Diploma in Criminology'.

	Type of course	**Title of Subject**	**Credits**
Semester 1 (4 Core course- 20 Credits)			
1.	Core	General Principles of Criminal Law	5
2.	Core	Legal History and Crimes in India: Colonial Legacies and Contemporary Challenges	5
3.	Core	Introduction to Criminology	5
4.	Core	Penology and Corrections	5
Semester 2 (2 Core and 2 Electives, 20 Credits)			
5.	Core	Forensic Imaginations	5
6.	Core	Sociology of Law and Crime	5
7.	Elective 1	Discipline specific/ General electives	5
8.	Elective 2	Discipline specific/ General electives	5
Total Credits			40

The Board of Studies noted that the students will be required to complete a **credited Internship.**

After detailed deliberations, the Board of Studies gave its approval which is placed at (**Annexure-53**).

The recommendations made by the Board of Studies were placed before the Academic Council for consideration.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, School of Law, Legal and Political Studies(SLPS) and resolved that the Board of Studies, SLPS review the structure for the Postgraduate Diploma in Criminology and revise the credits of courses from 5 credits to 2 or 4 credits. The Academic Council further recommended to give 4 credits to all the courses of Semester-1 and 2 courses of Diploma totaling to 32 credits. It was further recommended that the Board of Studies, SLPS may consider including the field work and internship of 4 credits each, thus totalling to 32 credits+4 credits(Internship)+4 credits (Field Work)=40 credits.

The Academic Council further recommended that the Board of Studies, SLPS review the course structure matter and place the same before the Academic Council in its forthcoming meeting.

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Reporting Item

Agenda 40.27: To note the adoption of the guidelines issued by the ICSSR regarding Affiliation of ICSSR Post-Doctoral Fellowship by Dr.B.R.Ambedkar University Delhi.

It was submitted to the Academic Council that the Indian Council of Social Science Research(ICSSR), Ministry of Education has issued the guidelines regarding Affiliation of the ICSSR Post-Doctoral Fellowship. The Post-Doctoral Fellowships are awarded to young and mid-career Indian Social Science Researchers who have completed their Ph.D. and have acumen for conducting globally competitive quality research. The ICSSR promotes and supports evidence-based cutting-edge research having potential to provide solutions to the challenges to development by exploring the themes and sub-themes identified by the ICSSR.

The ICSSR has notified the broad domains for awarding the fellowship for the Finance Year 2025-26 in various areas of Social Science. The detailed guidelines issued by the ICSSR were placed at (**Annexure-54)**.

In pursuance of the guidelines issued by the ICSSR, Dr.B.R.Ambedkar University Delhi vide Notification No.AUD.52-1/AA/2025/ICSSR-Post Doc/318 dated 04.11.2025 has issued notification regarding affiliation of the research scholars for the ICSSR Post-Doctoral Fellowship awarded by the ICSSR. Affiliating a post-doctoral scholar, especially to the alumni, for an ICSSR post-doctoral fellowship enhances the University's academic prestige and research profile. It fosters scholarly collaboration, attracts funding, and strengthens alumni engagement. The fellowship also contributes to the University's intellectual capital encourages interdisciplinary research and positions the institution as a hub for advanced social science inquiry and mentorship.
As per ICCSR norms, the Post-Doctoral Fellowship is a full-time research engagement and the duration of fellowship shall be for two years and non-extension will be considered. The value of the fellowship is Rs.31,000/- per month and contingency grant of Rs.25,000/- per annum and will be in line with the directives of the Ministry of Education from time to time.
The University, as an affiliating institution, will facilitate the scholar's research activities, monitor progress through periodic reports, and ensure compliance with ICSSR's terms and conditions. All funds will be disbursed through the University (Affiliating Institution) which will also be responsible for submitting audited statements and utilization certificates as prescribed.
The proposal regarding adoption of the guidelines issued by the ICSSR regarding Affiliation of ICSSR Post-Doctoral Fellowship by Dr.B.R.Ambedkar University Delhi has been approved by the Competent Authority.

Decision: The Academic Council noted the adoption of the guidelines issued by the ICSSR regarding Affiliation of ICSSR Post-Doctoral Fellowship by Dr.B.R.Ambedkar University Delhi. The Academic Council further recommended to devise a mechanism for obtaining a bond from the candidates/scholars to protect the

interest of the University, in case a scholar leaves/discontinues his fellowship after one year or in between.

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Agenda 40.28: Matters arising out of the Standing Committee Research (SCR) as emanating from its 67th meeting held on 31.05.2024

The Minutes of the 67th meeting of the Standing Committee Research (SCR) held on 31.05.2024 is at (**Annexure-55)**.

School of Business Public Policy and Social Entrepreneurship (SBPPSE)

Agenda 40.28.1: To note the recommendations made by the SCR regarding six-monthly progress reports of all the PhD Batches of SBPPSE for the period from June 2023 to December 2023.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had considered the recommendations made by the the Research Standing Committee (RSC) of SBPPSE regarding the progress report of all the PhD Scholars (Batches 2018, 2019, 2020, 2021) of School of Business Public Policy and Social Entrepreneurship (SBPPSE) for the period from June 2023 to December, 2023:

Batch of 2018

S.no	Name of the Scholar	Enrolment no.	Date of Registration	Supervisor (RAC Members)	RAC Assessment
1	Diwakar Singh	S185F0001	08.08.2018	Dr RichaAwasthy (Dr Rajen K Gupta, Dr Nidhi Kaicker)	Satisfactory
2	Neha Malhotra	S185F0002	06.08.2018	Prof Kartik Dave (Dr PriyashaKaul, Dr KritikaMathur)	Satisfactory
3	Shilpy Malhotra	S185F0006	09.08.2018	DrKanwal Anil (Dr Babu P. Remesh, Dr Valentina Kancharia,)	Satisfactory
4	Varun Sharma	S185F0007	09.08.2018	Dr Kanwal Anil (Dr Saibal Paul, Dr. Anshu Gupta)	Report not submitted
5	RichaKathuria	S185F0007	06.08.2018	Dr RichaAwasthy (Dr Tanuja Sharma, Dr Nidhi Kaicker)	Report not submitted

Batch of 2019

S. No.	Name of Student	Enrolment no.	Date of Registration	Supervisor (RAC members)	RAC Assessment
1	Jaspreet Kaur	S195F0002	09.08.2019	Prof Anu Singh Lather (Prof Kartik Dave, Prof Vijita Agarwal)	Satisfactory
2	Ruchika Bal	S195F0003	09.08.2019	Dr. KanwalAnil (Prof.Babu. P.	Satisfactory

				Remesh, Dr. Valentina Kancharla)	
3	Sarita Singh	S195F0004	09.08.2019	Dr. KritikaMathur (Dr. Nidhi Kaicker, Dr Parag Waknis)	Satisfactory
4	Sheetal Tanwar	S195F0005	09.08.2019	Prof. Kartik Dave Co-supervisor: Prof G.N Patel (Dr. Anshu Gupta).	Satisfactory
5	Shelly Agarwal	S195F0006	09.08.2019	Dr. Nidhi Kaicker (Dr. KritikaMathur, Dr. Jyotirmoy Bhattacharya)	Satisfactory

Batch of 2020

S. No.	Name of Student	Enrolment no.	Date of Registration	Supervisor (RAC members)	RAC Assessment
1	Anshita Bhojwani	S205F0001	28.11.2021	Dr. Anshu Gupta (Prof. K. Mathiyazhagan, Dr. Nidhi Kaicker)	Satisfactory
2	Bharti Sharma	S205F0002	28.11.2021	Prof.Kartik Dave (Dr. Urfat Mir, Dr. Nidhi Kaicker, Dr. Sheetal Jain)	Satisfactory
3	Durga Devi	S205F0003	30.11.2021	Dr. Kanwal Anil, (Prof NakkeeranNanjappan, Dr. K. Valentina, Dr Saibal Paul)	Satisfactory
4	LavishaVerma	S205F0004	29.11.2021	Prof.Kartik Dave (Dr. SnigdhaVishnoi, Dr. Nidhi Kaicker, Dr. Sheetal Jain)	Satisfactory
5	Neeru Dhama	S205F0005	28.11.2021	Dr. Kanwal Anil (Prof NakkeeranNanjappan, Dr. K. Valentina, Dr. Saibal Paul)	Satisfactory
6	Sanjana	S205F0006	26.11.2021	Dr. RichaAwasthy Co-supervisor: Dr. Anshu Gupta (Dr. Shuchi Sinha)	Satisfactory
7	Santulan	S205F000	08.12.2021	Dr. Kritika Mathur (Dr.	Satisfactory

	Chaubey	7		Nidhi Kaicker, Dr. Rukmini Sen, Dr. Dinesh Taneja)	
8	Shalki Bansal	S205F0008	28.11.2021	Dr. Nidhi Kaicker (Dr. Kritika Mathur, Dr. Parag Waknis)	Satisfactory

Batch 2021

S. No.	Name of Student	Enrolment no.	Date of Registration	RAC Assessment
1	Amanpreet Kaur	S215F0001	14/09/2022	Satisfactory
2	Pooja Meena	S215F0002	14/09/2022	Satisfactory
3	Sonia	S215F0004	14/09/2022	Satisfactory

The SCR took note of the progress reports of all the PhD Batches of SBPPSE for the period from June 2023 to December 2023 except two scholars namely Mr. Varun Sharma (Enrollment Number: S185F0007) and Richa Kathuria (Enrollment Number: S185F0007), for whom the six-monthly progress reports were not received. These cases have been reported in point no 1.2 and 1.3.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.2: To note the recommendations made by the SCR regarding the non-submission of Progress Report of Mr. Varun Sharma (Enrl No. S185F0007)

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had considered the recommendation of the RSC of SBPPSE regarding non-submission of Progress Report of Mr. Varun Sharma (Enrl No. S185F0007)

Mr. Varun Sharma was admitted to the PhD Programme in 2018, and successfully defended his synopsis in 2020. However, the office has not received his progress reports in the last year, and the student has not paid the fees also. The student has also made a representation, that his fee portal be reopened, and has submitted medical certificates explaining his absence from the University.

As per advice received in the last School RSC (held on 28th Feb 2024), the Programme coordinator requested the supervisor to convene an RAC meeting to provide status on the progress of the candidate and provide a recommendation on the candidate's case. The candidate's RAC met on 5th April 2024 and submitted the work status and recommendations on the candidate's medical case and non-payment of fees issue.

It was decided that the candidate's case shall be examined for reconsideration AFTER the candidate returns back to India, and is physically present in the University. An email has been sent by the Programme Coordinator to the candidate stating the same.

> ***As per Clause 14 (Point vi) of PhD regulations notified on 22 September 2017***
> *- Absence from research work by students, beyond permissible leave, due to illness or other circumstances must be reported by the Supervisor(s) to the RAC and the RSC. Neglect of research work or acts of indiscipline such as plagiarism and misrepresentation of data must be recorded and reported to the RSC. In all such cases the RSC should recommend action to the SCR and the decision taken by the SCR in the matter shall be final.*

The SCR took note of the case and requested the respective school to inform the scholar again through email and to place the same in the next SCR for consideration after the scholar returns back to the country***.***

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

*****

Agenda 40.28.3: To note the recommendations made by the SCR regarding the discontinuation from the PhD Programme Richa Kathuria (Enrol No.: S185F0005)

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding discontinuation of the Scholar namely Ms.Richa Kathuria(Enrol No.: S185F0005) from the PhD Programme.

Ms.Richa Kathuria vide her application had requested for de-registration in December, 2022 which was deliberated and noted by the SCR in its 62nd meeting. The recommendations made by the SCR were noted by the Academic Council in its 32nd meeting. It is submitted that the Scholar has now requested to discontinue from the programme citing personal reasons. The matter was taken up by the School RAC and RSC of the School. The matter along with the recommendations of the RSC was placed before the SCR in its 67th meeting, wherein, the SCR has consideration and accepted the request of the de-enrolment of Ms.Richa Kathuria (***Enroll No.: S185F0005).***

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.4: To note the recommendations made by the SCR regarding the Synopsis Presentation of Ms. Sanjana Singh (Enroll no.: S205F0006)

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding the Synopsis Presentation of Ms. Sanjana Singh (Enroll no.: S205F0006)

Ms Sanjana Singh (Enrol. No. S195F0006) working under the joint supervision of Dr. Richa Awasthy and Dr Anshu Gupta presented her synopsis successfully on 2nd February 2024 in front of the school faculty, scholars, RSC members, and an external expert on the topic "**Investing the role of algorithmic management and regulatory approaches on job quality and dignity: In the realm of digital gig work"**. The revised synopsis, incorporating changes suggested by the external expert, was placed before the SCR. The SCR took note of the Synopsis defence presentation of Ms Sanjana Singh (Enrol no.: S205F0006)

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.5: To note the recommendations made by the SCR regarding the synopsis Presentation of Ms. Neeru Dhama (Enrol No. S205F0005)

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding the synopsis Presentation of Ms. Neeru Dhama (Enrol No. S205F0005).

Ms Neeru Dhama (Enrol No.: S205F0005) had resigtered on 24th November 2021 under the supervision of Dr Kanwal Anil and she had successfully presented her synopsis on 15th December 2023 in front of the school faculty, scholars, RSC members, and an external expert on the topic "Responsible and sustainable tourism (Respo-Sustainable Tourism) in India: A case study analysis". The revised synopsis, incorporating changes suggested by the external expert, and the attendees was placed before the SCR. The SCR took note of the Synopsis defence presentation of Ms Neeru Dhama (Enrol No.: S205F0005)

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.6: To note the recommendations made by the SCR regarding the Pre-Submission Presentation and submission of Thesis of Diwakar Singh (Enrol No.: S185F0001)

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding the Pre-Submission Presentation and submission of Thesis of Diwakar Singh (Enrol No.: S185F0001).

Mr Diwakar Singh (Enrol No.: S185F0001) working under the supervision of Dr Richa Awasthy successfully gave the pre-submission presentation on **8th December 2023** in front of the school faculty, scholars, and RSC members on the topic "Understanding Organizational Culture of Social Enterprises Using Case Study Approach". The SCR took note of the pre-submission Presentation and submission of Thesis of Mr Diwakar Singh (Enrol No.: S185F0001) on the topic "Understanding Organizational Culture of Social Enterprises Using Case Study Approach".

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.7: To note the recommendations made by the SCR regarding the Pre-Submission Presentation of Shilpy Malhotra (Enrol No.: S185F0006)

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding the Pre-Submission Presentation of Shilpy Malhotra (Enrol No.: S185F0006).

Ms Shilpy Malhotra (Enrol No.: S185F0006) was under the supervision of Dr Kanwal Anil and successfully gave the pre-submission presentation on **27th March 2024** in front of the school faculty, scholars, and RSC members on the topic "Social Enterprise Ecosystem: The Indian Landscape-A Delhi NCR Based Study".

Ms. Shilpy Malhotra did not submit the thesis and was advised to submit it within 3 months of her pre-submission presentation. The matter was placed before the SCR for information.

The SCR took note of the pre-submission Presentation of Ms. Shilpy Malhotra (Enrol No.: S185F0006)

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

*****

Agenda 40.28.8: To note the recommendations made by the SCR regarding the New RAC Members from outside the eligible supervisors.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding reconstitution of new RAC Members from outside the eligible supervisors.
As per the University PhD Regulations dated 2 June 2021 (file number: AUD/26-2(2)/Gov./2021), Clause 11.2 – Rules of RAC composition – "All RAC members should be eligible for PhD supervision". In the case of SBPPSE Research Scholars, there are some scholars whose RAC comprises faculty members who are currently not notified in the Eligible Supervisors list of Dr.B.R. Ambedkar University Delhi. Hence, it was decided that the RACs of such candidates may be reconstituted. The new RAC composition (wherever change was required) is as follows:

S.no	Name of the Scholar	Enrolment no.	Date of Registration	Existing RAC	New RAC
1	Neha Malhotra	S185F0002	06.08.2018	Prof Kartik Dave, **Dr Priyasha Kaul,** Dr Kritika Mathur	Prof Kartik Dave, **Dr Urfat Anjem Mir,** Dr Kritika Mathur
2	Shilpy Malhotra	S185F0006	09.08.2018	Dr Kanwal Anil, Dr Babu P. Remesh, **Dr Valentina Kancharla**	Dr Kanwal Anil, Dr Babu P. Remesh, **Dr Richa Awasthy**
3	Ruchika Bal	S195F0003	09.08.2019	Dr. Kanwal Anil, Prof.Babu. P. Remesh, **Dr. Valentina Kancharla**	Dr. Kanwal Anil, Prof.Babu. P. Remesh, **Dr. Richa Awasthy**
4	Durga Devi	S205F0003	30.11.2021	Dr. Kanwal Anil, Prof Nakkeeran Nanjappan, **Dr. K. Valentina**, **Dr Saibal Paul**	Dr. Kanwal Anil, Prof Nakkeeran Nanjappan, **Dr. Nidhi Kaicker**
5	Neeru Dhama	S205F0005	28.11.2021	Dr. Kanwal Anil, Prof Nakkeeran Nanjappan, **Dr. K. Valentina**, **Dr. Saibal Paul**	Dr. Kanwal Anil, Prof Nakkeeran Nanjappan, **Dr. Nidhi Kaicker**

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

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

Agenda 40.28.9: To note the recommendations made by the SCR regarding the constitution of RAC for students admitted in 2021.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding the constitution of RAC for the students admitted in 2021.

Sl. No.	Name of Student	Enrolment no.	Date of Registration	Name of the Supervisor	RAC Members
1	Amanpreet Kaur	S215F0001	14/09/2022	Dr Kanwal Anil	Dr. Kanwal Anil, Dr RichaAwasthy, Dr Saibal Paul
2	Pooja Meena	S215F0002	14/09/2022	Prof Kartik Dave	Prof. Kartik Dave, Dr KritikaMathur, Dr SnigdhaVishnoi (SLS)
3	Sonia	S215F0004	14/09/2022	Prof Kartik Dave	Prof. Kartik Dave, Dr Nidhi Kaicker, Prof Rukmini Sen (SLS)

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

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

*****

Agenda 40.28.10: To note the recommendations made by the SCR regarding the maternity leave of Ms. Lavisha Verma(S205F0004).

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding the maternity leave of Ms. Lavisha Verma(S205F0004).

Ms. Lavisha Verma (S205F0004) had applied for maternity leave with effect from 19th April 2024. *As per PhD regulations notified on 22 September 2017, Clause 12(v), Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of up to of 2 years for Ph.D. In addition, women candidates may be allowed to avail of MaternityLeave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. forup to 240 days.* The matter was reported to the RSC and was further placed before the SCR.

The SCR resolved to recommend the maternity leave of Ms. Lavisha Verma(S205F0004) effect from 19th April 2024, as applicable under AUD 2017 regulations clause 12 (V) "*Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days*."

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

*****

Agenda 40.28.11: To note the recommendations made by the SCR regarding the supervisor allocation and RAC composition of Foreign Student: Zahra Mohammadi

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding the supervisor allocation and RAC composition of Foreign Student Ms. Zahra Mohammadi.

It is stated that Ms.Zahra Mohammadi from Afghanistan was enrolled in the Ph.D Programme in the SBPPSE during the Academic Year 2022-23.This was done through the admission process of the Indian Council for Cultural Relations via the International Affairs Division of the University. The matter was placed before the SCR in its 62nd meeting wherein, the Committee resolved that in the interest of the student, admitted in the admission cycle 2022-23 under Indian Council Cultural relation fellowship Scheme, seeking permission to allow the student to do course work immediately from the time of her joining, and the same is ongoing. *As per PhD regulation 2021 notified on 3 March 2021, Clause 9 – Allocation of Research Supervisor and Clause 11 – Research Advisory Committee*

Following are the supervisor(s) and RAC members for the candidate
Supervisor: Dr Nidhi Kaicker
Co-Supervisor: Dr Parag Waknis
RAC Members: Dr Nidhi Kaicker, Dr Parag Waknis, Dr KritikaMathur

The SCR took note of the supervisor allocation and RAC composition of Foreign Student Zahra Mohammadi.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

*****

Agenda 40.28.12: To note the recommendations made by the SCR regarding the admissions of new students to the PhD in Management Programme:

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding the admissions of new students to the PhD in Management Programme.

It is stated that the nterviews for new admissions to the PhD in Management Programme were held on 3rd and 4th April 2024. Based on the merit list and the waiting list released by the PhD cell, the following nine (09) students had taken admission to the PhD in Management programme. The orientation for the same was held on 8 May 2024, and the classes for the coursework begun from 9 May 2024.

Name of the Applicant	**Enrolment Number**
AkritiKrishnatray	S235F0001
AnkurKulshrestha	S235F0002
Divya Singh	S235F0003
Kamod Kumar Gupta	S235F0004
Kashish Gupta	S235F0005
Kavya	S235F0006
Monika	S235F0007
Monika	S235F0008
Rashi Birla	S235F0009

The SCR took note of the above cases.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

*****

Agenda 40.28.13: To note the recommendations made by the SCR regarding the extension of one year for PhD candidate Mr Diwakar Singh (S185F0001) from 13th Aug 2023.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding the extension of one year for PhD candidate Mr Diwakar Singh (S185F0001) from 13th Aug 2023.

It is stated that Mr Diwakar Singh (S185F0001) was enrolled in the Ph.D.Programme on 13th August 2018 in the School of Business, Public Policy and Social Entrepreneurship. He completed five years on 12th Aug 2023. However, he was not able to complete his/her course work and/or research requirements within the normal registration period due to covid and accordingly applied for the extension of one year. The matter was considered by the RAC of the Scholar, RSC of the School, SCR and the recommendations were further approved by the Competent Authority as per the UGC Regulations 2016 and AUD PhD Regulation 2017.

It is submitted that the pre-Ph.D presentation of the Scholar was conducted on 08 Dec 2023 and the thesis was submitted on 19 Feb 2024.

The SCR took note of the above case.
The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

*****

Agenda 40.28.14: To note the recommendations made by the SCR in considering the requests made by two Ph.D. Scholars for granting two years' relaxation (or extra time) under women category in accordance with Section 12, clause (v) of PhD regulation 2017, which states that, "Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D."

It was submitted to the Academic Council that the SCR in its 67th meeting held on 31.05.2024 noted the request made by the following Scholars requesting therein to grant two years' relaxation (or extra time) under women category by the following PhD scholar in accordance with Section 12, clause (v) of PhD regulation 2017, which states that, "*Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D*." The SCR noted that the recommendations made by the RSC in respect of both the Scholars have been approved by the Competent Authority in light of the Clause 12(v) of the Ph.D.Regulations, 2017.

Sl. No	Enrolment No	Name	Registration Date	Date of RSC	Extension details/period of extension sought	Attachments
1	S185F0002	Neha Malhotra	10 Aug 2018 Completed 5 years from date of registration: on 09 Aug 2023	28 Feb 2024	09th August 2023 – 09th August 2025	PhD Scholar application, RSC meeting minutes dated 28 Feb 2024 and approval by the VC
2	S185F0006	Shilpy Malhotra	10 Aug 2018 Completed 5 years from date of registrationon 09 Aug 2023	28 Feb 2024	09th August 2023 – 09th August 2025	PhD Scholar application, RSC meeting minutes dated 28 Feb 2024 and approval by the VC

The SCR took note of the two-year relaxation granted to the aforesaid Ph.D Scholars in light of the Clause (v) of Section 12 of UGC Ph.D Regulations, 2017..

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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School of Culture, Creative and Expressions

Agenda 40.28.15: To note the recommendations made by the Standing Committee Research regarding admissions of the scholars in the SCCE PhD programmes.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the admission of the following Ph.D.Scholars in the School of Culture, Creative and Expressions.

Sr. No	Name of Student	Programme	Date of Enrolment
1	Ridima Sharma	PhD Film Studies	09.05.2024
2	V Aarti	PhD Literary Art Creative Writing	10.05.2024
3	Pranoy Saha	PhD Performance Studies	10.05.2024
4	Sarover Zaidi	PhD Visual Art	13.05.2024

The SCR took note of the above cases.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.16: To note the recommendations made by the Standing Committee Research regarding re-constitution of the SCCE RSC.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding the following re-constitution of the SCCE Research Standing Committee (RSC) in light of the end of its earlier term. The Board of Studies noted that the term of the previous Research Standing Committee is

Since the term of the previous RSC is over, the SCCE RSC is being reconstituted, as follows:

1. Dean, SCCE (chairperson)
2. PhD programme coordinator Film Studies; Convenor, RSC: Dr Vebhuti Duggal
3. PhD programme coordinator Literary Art Creative Writing: Dr Anita Cherian
4. PhD programme coordinator Performance Studies: Dr Anita Cherian
5. PhD programme coordinator Visual Art: Dr Santhosh Sadanandan
6. VC Nominee (to be reported as approval is received)
7. Special invitee: Dr Rajan Krishnan
8. Special invitee: Dr Benil Biswas

The SCR took note of the re-constitution of RSC of SCCE.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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School of Devlopment Studies

Agenda 40.28.17: To consider the recommendations made by the Standing Committee Research in noting the six-monthly progress reports (for the Period of July 2023 to December 2023) of the following PhD Development Studies Scholars:

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding the six-monthly progress reports (for the Period of July 2023 to December 2023) of the following PhD Scholars of Development Studies.

S. N.	Name of Students / Enrolment No.	Date of Registration	Batch	Supervisor (RAC Members)	Date of RAC Meeting	RAC Assessment on the Student's Progress
1	Aakanksha Gautam S185ADS01	02.08.2018	2018-19	Dr. Moggallan Bharti, Assistant Professor, School of Development Studies (Supervisor) Dr. Nandini Nayak, Assistant Professor, School of Development Studies (RAC Member) Dr. Teena Anil, Assistant Professor, School of Global Affairs (RAC Member)	13.03.2024	Satisfactory
2	Anjali Mittal S205ADS01	28.11.2021.	2020-21	Prof. Babu P. Remesh, Professor, School of Development Studies (Supervisor) Dr. Rohit Negi, Associate Professor, School of Global Affairs (Co-Supervisor)	21.03.2024	Satisfactory

				Dr. Nandini Nayak, Assistant Professor, School of Development Studies (RAC Member) Dr. Rachna Mehra, Assistant Professor, School of Global Affairs (RAC Member)		
3.	Anu Rani S185ADS02	02.08.2018	2018-19	Dr. Nandini Nayak, Assistant Professor, School of Development Studies (Supervisor) Prof. DeepitaChakravarty, Professor, School of Development Studies (RAC Member) Prof. Babu P. Remesh. Professor, School of Development Studies (RAC Member), Prof. SumangalaDamodaran, Professor (Honorary), Institute for Human Development (RAC Member)	10.12.2023	Satisfactory
4.	Arfa Anis S195ADS01	02.08.2019	2019-20	Dr. Moggallan Bharti, Assistant Professor, School of Development Studies (Supervisor)	11.03.2024	Satisfactory

				Dr. Ivy Dhar Assistant Professor, School of Development Studies (RAC Member), and Dr. Adnan Farooqui, Associate Professor, Department of Political Science (RAC Member)		
5.	Arjun Mukherjee S205ADS02	17.11.2021.	2020-21	Prof. DeepitaChakravarty, Professor, School of Development Studies (Supervisor) Dr. Partha Saha, Associate Professor, School of Global Affairs (RAC Member) Dr. Anirban Sengupta, Assistant Professor, School of Development Studies (RAC Member)	28.02.2024	Satisfactory
6.	Behshta Amin S225ADS01	02.01.2023	2022-23	Dr. Ivy Dhar, Assistant Professor, School of Development Studies (Supervisor) Prof. Babu P. Remesh, Professor, School of Development Studies (RAC Member)	16.04.2024	Satisfactory

				Dr. Shubhra Nagalia, Assistant Professor, School of Human (RAC Member)		
7.	Bhuvaneshwari Subramanian S185ADS03	03.08.2018	2018-19	Dr. Anirban Sengupta, Assistant Professor, School of Development Studies (Supervisor) Dr. Manish Jain, Associate Professor, School of Education Studies (RAC Member) Dr. Nandini Nayak, Assistant Professor, School of Development Studies (RAC Member)	26.02.2024	Satisfactory
8.	Elizabeth Alexander S195ADS02	02.08.2019	2019-20	Prof. DeepitaChakravarty, Professor, School of Development Studies (Supervisor) Prof. (Retd.) Mary E. John, Professor (Retd.), Centre for Women's Development Studies (RAC Member) Dr. Nandini Nayak, Assistant Professor, School	01.01.2024	Satisfactory

				of Development Studies (RAC Member)		
9.	GarimaKumari S205ADS05	02.12.2021	2020-21	Prof. Deepita Chakravarty, Professor, School of Development Studies (Supervisor) Prof. Babu P. Remesh, Professor, School of Development Studies (RAC Member) Dr. Snigdha Vishnoi, Assistant Professor, School of Liberal Studies (RAC Member)	12.03.2024	Satisfactory
10.	HadsonSitembo S215ADS01	10.06.2022.	2021-22	Prof. Deepita Chakravarty, Professor, School of Development Studies (Supervisor) Dr. Partha Saha, Associate Professor, School of Global Affairs (RAC member) Dr. Nandini Nayak, Assistant Professor, School of Development Studies (RAC Member)	08.03.2024	Satisfactory
11.	Jasodhara Borthakur S175ADS01	17.08.2017	2017-18	Dr. Ivy Dhar (Supervisor) Prof. Deepita Chakravarty, Professor, School	20.03.2024	Satisfactory

				of Development Studies (RAC Member) Dr. Nandini Nayak, Assistant Professor, School of Development Studies (RAC Member)		
12.	KalyanVemala S215ADS04	14.09.2022	2021-22	Prof. Babu P. Remesh, Professor, School of Development Studies (Supervisor) Dr. Anirban Sengupta, Assistant Professor, School of Development (RAC Member) Dr. Budhaditya Das, Assistant Professor, School of Human Ecology (RAC Member)	21.03.2024	Satisfactory
13.	Megha Rani S205ADS06	17.11.2021.	2020-21	Dr. Moggallan Bharti, Assistant Professor, School of Development Studies (Supervisor) Dr. Anirban Sengupta, Assistant Professor, School of Development Studies (RAC Member) Dr. Snigdha Vishnoi, Assistant	06.03.2024	Satisfactory

				Professor, School of Liberal Studies (RAC member)		
14.	Rahul Kumar Yaduka S185ADS05*	01.08.2018	2018-19	Dr. Ivy Dhar (Supervisor) Dr. Moggallan Bharti (RAC Member) Dr. Abhay Kumar, Assistant Professor, Central Institute of Educational Technology, National Council of Educational Research and Training (RAC Member)	11.03.2024	Satisfactory
15.	S Sruti S205ADS08	16.11.2021.	2020-21	Dr. Moggallan Bharti, Assistant Professor, School of Development Studies (Supervisor) Prof. Deepita Chakravarty, Professor, School of Development Studies (RAC Member) Dr. Chirashree Dasgupta, Associate Professor, Centre for the Study of Law and Governance, Jawaharlal Nehru University (RAC Member)	14.03.2024	Satisfactory
16.	Tigist Getahun Geleta	17.11.2021.	2020-21	Prof. Babu P. Remesh,	21.03.2024	Satisfactory

	S205ADS10			Professor, School of Development Studies (Supervisor) Dr. Anirban Sengupta, Assistant Professor, School of Development Studies (RAC Member) Dr. Rachna Mehra, Assistant Professor, School of Global Affairs (RAC Member)		
17	Vini Prerna S205ADS09	17.11.2021.	2020-21	Prof. Deepita Chakravarty, Professor, School of Development Studies (Supervisor) Dr. Partha Saha, Associate Professor, School of Global Affairs (RAC Member) Dr. Nandini Nayak, Assistant Professor, School of Development Studies (RAC Member)	28.02.2024	Satisfactory

The SCR took note of the six-monthly progress reports of the Ph.D Scholars from Batches (2018, 2019, 2020 and 2021) listed above for the period from July, 2023 to December, 2023.The SCR took note that Dr. Moggallan Bharati is not in the list of eligible PhD supervisor notified vide notification dated 29th Dec 2023. The SCR further directed the Research School Committee(RSC) to reassign the role of supervisor to an eligible supervisor and reconstitute the RAC for some of the students {Please refer to S.No 1, 4, 13,14 (RAC reconstituted as per point 3.11) and 15}.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

Agenda 40.28.18: To note the recommendations made by the Standing Committee Research regarding synopsis defence by the following PhD Development Studies student Ms Megha Rani (S205ADS06) of 2020-21 batch (admitted in 2021):

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding defence of the Ph.D synopsis by the following PhD Development Studies student Ms Megha Rani (S205ADS06) of 2020-21 batch (admitted in 2021):

S.No.	Name &Enrollment No.	Date of Registration	Date of Synopsis Defence	Final Title of Synopsis	Supervisor and RAC Members
1.	Megha Rani S205ADS06	17.11.2021	03.05.2024	Gender and Caste: Exploring the Experiences of Other Backward Class Students in Higher Education	Dr. Moggallan Bharti, Assistant Professor, School of Development Studies (Supervisor) Dr. Anirban Sengupta, Assistant Professor, School of Development Studies (RAC Member) Dr. Snigdha Vishnoi, Assistant Professor, School of Liberal Studies (RAC member)

The SCR noted that the Research Advisory Committee(RAC) of Megha Rani is as per the minutes of the 62nd SCR meetings. It must be noted that at that point of time, it has complied with AUD regulations. Kindly also refer to the 61st SCR minutes, which recommended the re-constitution of Megha Rani's RAC, which SDS has complied with and revised the list of RAC members; and Dr. Moggallan Bharti as Supervisor and one of the RAC members of Megha Rani, thereby approved in the 62nd SCR meeting.

Dr Moggallan Bharti was assigned as Megha Rani's supervisor in late 2022. According to the UGC notification 2016, clause 6. Dr Bharti was eligible to supervise PhD students at that point. SCR had taken note that Dr. Moggallan Bharti is eligible for PhD Supervision in the 60th SCR meeting. Megha Rani's RAC formation was reported to the SCR on 03/03/2023 during its 61st meeting and later approved in the 62nd meeting of SCR (31/03/23). The new notification for eligibility for supervision came on 29/12/23 after almost a year of Megha Rani's RAC formation. In this context the school RSC discussed the matter and suggested that Megha Rani would continue to be supervised by Dr Bharti as Megha was already in her 5th semester and working in an area of Dr Bharti's specialization. Dr Bharti has two publications in reputed journals. As he needed one more publication according to the December, 2023 guideline, he was asked by the RSC to publish one more paper as soon as possible.

The SCR took note that Dr. Moggallan Bharti is not in the list of eligible PhD supervisor vide notification dated 29th Dec 2023. Please refer to observation and direction of SCR for point 3.1 above.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.19: To note the recommendations made by the Standing Committee Research regarding relaxation in the registration period for the women candidates of PhD Development Studies students Arfa Anis (Enrollment No: S195ADS01) and Elizabeth Alexander (Enrolments No: S195ADS0) of 2019-20 batch:

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding grant of relaxation in the registration period for the women candidates of PhD Development Studies students Arfa Anis (Enrollment No: S195ADS01) and Elizabeth Alexander (Enrolments No: S195ADS0) of 2019-20 batch under Clause 12-v of AUD Ph.D Regulations, 2017 which states as under:-

"Women candidates and Persons with Disability (more than 40% disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M. Phil/ Ph.D. for up to 240 days".

S.N.	Name &Enrollment No.	Date of Registration	Date of Completion of 5 years	RAC	Remark
1.	Arfa Anis S195ADS01	02.08.2019	01.08.2024	Dr. Moggallan Bharti, Assistant Professor, School of Development Studies (Supervisor) Dr. Ivy Dhar Assistant Professor, School of Development Studies (RAC Member), and Dr. Adnan Farooqui, Associate Professor, Department of Political Science (RAC Member)	The student's progress has been found satisfactory
2.	Elizabeth Alexander S195ADS02	02.08.2019	01.08.2024	Prof. Deepita Chakravarty, Professor, School of Development Studies (Supervisor) Prof. (Retd.) Mary E. John, Professor (Retd.), Centre for Women's Development Studies (RAC Member) Dr. NandiniNayak,	

				Assistant Professor, School of Development Studies (RAC Member)	

The SCR resolved to recommend relaxation in the registration period for the aforesaid Scholars in light of Clause 12(v) of AUD Ph.D Regulations, 2017.

The SCR also took note that Dr. Moggallan Bharti is not in the list of eligible PhD supervisor notified vide notification dated 29th Dec 2023.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.20: To note the recommendations made by the Standing Committee Research on the request received from Ph.D. Scholar Ms. Jasodhara Borthakur (Enrollment No: S175ADS01) of 2017-18 Batch for granting first six-month extension.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding the application for first six-month extension period for PhD Development Studies student Ms. Jasodhara Borthakur (Enrollment No: S175ADS01) of 2017-18 batch

Ms.Jasodhara Borthakur (Roll no. S175ADS01), Ph.D Scholar in Development Studies had completed five years on 16.08.2022 and the SCR in its 65th meeting had recommended 2 yearsrelaxations in the registration period applicable to women candidate.

The Scholar had further applied for an extension of six months stating time required for final completion of field inputs/analysis, and revision of chapters. Based on the status of the thesis progress submitted by the student, the RAC members agreed with the recommendation for extension which were further placed before the RSC. The RSC considered and noted the first six-month extension for the following candidate as endorsed and recommended by her RAC according to *AUD PhD 2021 regulations, clause 7.3 that states: "The RSC shall deliberate upon the scholar's application for extension, as forwarded by the Supervisor and RAC, and may recommend the same to the SCR" and PhD regulations-2017, clause 12.4, which state that "the final approval for extension can only be given by the SCR on the recommendation of the RSC of the school."*

Name of Students / Enrolment No.	**Date of Registration**	**Date of Completion of 2 years of relaxation in the registration period, over and above 5 years**	**RAC**	**Remark**	**Reference**
Jasodhara Borthakur S175ADS01	17.08.2017	16.08.2024	Dr. Ivy Dhar (Supervisor) Prof. DeepitaChakravarty, Professor, School of Development	Jasodhara has submitted a draft of her main chapters to her	Scholar's Application, submitted on 09.05.2024 & School's

			Studies (RAC Member) Dr. Nandini Nayak, Assistant Professor, School of Development Studies (RAC Member)	supervisor. The student has requested for an extension for the completion of field inputs/ analysis which was undertaken in KarbiAnglong , Assam. Some delay in the field work due to accessibility issues is noted. Applied for the first six-month extension of registration period (17.08.2024 to 16.02.2025). The RAC meeting was held on 10th May 2024.The application is supported by a recommendation from the Supervisor and RAC members.	RAC report

The SCR resolved to recommend first six-month extension to the Ph.D.Scholar as per Clause 12(iv) of AUD 2017 Regulation which states that “The normal registration period for a Ph.D. programme shall be five years from the date of enrolment of the student in the programme. No PhD thesis can be submitted before the completion of three years. In case the candidate is not able to complete his/her coursework and/or research requirements within the normal registration period, she/he may apply to the RSC for an extension of six months from the date of completion of five years of enrolment in the programme. The SCR shall not grant more than two such extensions under any circumstances.” As per clause 12 (vii), a normal registration period is “Five year from the date of enrolment (for women and PwD candidates’ normal registration period is seven years) in the programme.”

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.21: To consider the recommendations made by the Standing Committee Research regarding reconstitution of the Research Advisory Committee(RAC) in respect of PhD Development Studies Scholar Ms. Jasodhara Borthakur (Enrollment No: S175ADS01) of 2017-18 Batch.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding re-constitution of the Research Advisory Committee (RAC) for PhD Development Studies Scholar Ms. Jasodhara Borthakur (Enrollment No: S175ADS01) of 2017-18 Batch in compliance of Clause 11(iii) which states that *"…….not more than one (01 member) can be external to the School or the University……."*

The following reconstituted structure of the RAC was placed before the SCR. -

Name of Students/ Enrolment No.	Date of Registration	Batch	Supervisor and RAC Members	Remark
Jasodhara Borthakur S175ADS01	17.08.2017	2017-18	Dr. Ivy Dhar (Supervisor) Prof. Deepita Chakravarty, Professor, School of Development Studies (RAC Member) Dr. Nandini Nayak, Assistant Professor, School of Development Studies (RAC Member) **Dr RachnaChaudhary, Associate Professor, (School of Human Studies)**	The RAC of JasodharaBorthakur was constituted in the 38th Meeting of SCR, held on 6 March 2018. The constituted RAC did not have a member from outside the programme faculty. The RSC is proposing re-constituting of her RAC in compliance with the PhD regulations 2021. Dr. Rachna Chaudhary will be the RAC member from outside the programme faculty and has agreed to this arrangement.

The SCR took note of the re-constitution of RAC of the scholar Ms.Jasodhara Borthakur S175ADS01in light of Clause 11(iii) of the AUD Regulations, 2017.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.22: To note the recommendations made by the Standing Committee Research regarding reconstitution of Research Advisory Committee in respect of PhD Development Studies Scholar Ms.Anu Rani (Enrollment No: S185ADS02) of 2018-19 Batch:

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding the Reconstitution of RAC for PhD Development Studies in respect of Scholar Ms. Anu Rani (Enrollment No: S185ADS02) of 2018-19 in compliance of Clause 11(iii) which states that *"……..not more than one (01 member) can be external to the School or the University……."*

The following reconstituted structure of the RAC was placed before the SCR. -

Name of Students / Enrolment No.	**Date of Registration**	**Batch**	**Supervisor and RAC Members**	**Remarks**
Anu Rani S185ADS02	02.08.2018	2018-19	Dr. Nandini Nayak, Assistant Professor, School of Development Studies (Supervisor) Prof. Deepita Chakravarty, Professor, School of Development Studies (RAC Member) Prof. Babu P. Remesh. Professor, School of Development Studies (RAC Member), **Dr Rachna Chaudhary, Associate Professor, (School of Human Studies)**	The RAC of Anu Rani was constituted in the 47th Meeting of SCR, held on 29th November 2019. The RSC is proposing re-constituting of her RAC in compliance with the PhD regulations 2021, which state that at least one (01) member shall be from outside the PhD programme faculty. Dr. Rachna Chaudhury will be the RAC member from outside the programme faculty in place of Prof. Sumangala Damodaran (her resignation from AUD is reported). Dr. Chaudhury has agreed to this arrangement.

The SCR took note of the re-constitution of RAC of the scholar, Ms. Anu Rani S185ADS02 The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

Agenda 40.28.23: To note the recommendations made by the Standing Committee Research regarding allotment of PhD Co-supervisor and re-constitution of Research Advisory Committee in respect of PhD Development Studies Scholar Mr.Hadson Sitembo (Enrollment No: S215ADS01) of 2021-22 batch (Admitted in 2022): -

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding the allotment of PhD Co-supervisor and Re-constitution of RAC for the PhD Development Studies Scholar Hadson Sitembo (Enrollment No: S215ADS01) of 2021-22 Batch (Admitted in 2022).

The proposal was submitted by the Supervisor to the Research Standing Committee mentioning the requirement of Co-Supervisor having expertise in Public Policy for the providing research guidance to the Scholar. The RSC discussed and resolved to recommend the allotment of PhD Co-Supervisor and re-constitution of the RAC of Ph.D.Scholar Hadson Sitembo (Enrolment No: S215ADS01) in light of **Clause 9.3 of PhD Regulations 2021** which states that, "*A co-supervisor can be appointed for a PhD scholar from another school or from outside the university 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"*

The following reconstituted structure of the RAC was placed before the SCR. -

Name of Students / Enrolment No.	**Date of Registration**	**Batch**	**Supervisor and RAC Members**	**Remark**
Hadson Sitembo S215ADS01	10.06.2022.	2021-22	Prof. DeepitaChakravarty, Professor, School of Development Studies (Supervisor) Dr. ParthaSaha, Associate Professor, School of Global Affairs (Co-Supervisor) Dr. Nandini Nayak, Assistant Professor, School of Development Studies (RAC Member)	The RAC of Hadson Sitembo was constituted in the 66th SCR meeting. The RSC is proposing allotment of Co-Supervisor and re-constituting of his RAC in compliance with the PhD regulations 2021, clause 9.3.

The SCR took note of the allotment of PhD Co-supervisor and Re-constitution of RAC of Ph.D. Scholar Hadson Sitembo (S215ADS01) as per Clause 9.3 of PhD Regulations 2021 which states that, "*A co-supervisor can be appointed for a PhD scholar from another school or from outside the university with approval by the Academic Council based on the recommendation of the SCR, the School's RSC and the scholar's RAC with the approval of competent authority*"

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.24: To note the recommendations made by the SCR regarding admissions in PhD in Development Studies Programme in 2023-24 (Admitted in 2024):

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding admissionof the following Scholars in the PhD Development Studies for the Academic Session 2023-24 (Admitted in 2024).

S. No.	Name of Candidate	Date of Registration	Courses (Monsoon Semester 2024)
1	Kriti Bhagat	03.05.2024	Development Perspectives, Contexts and Historical Trends (SDS3DS101, 4 Credit) Supervised Independent Study Course (SDS3DS107, 4 Credit)
2	Mohit Pandey	03.05.2024	
3	Rahul Kumar	03.05.2024	
4	Roshan Kumar Singh	03.05.2024	
5	Shivanshu	03.05.2024	
6	ShubhojeetDey	03.05.2024	
7	Srijani Roy	10.05.2024	

The SCR took note of the above.
The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.25: To note the recommendations made by the SCR regarding grant of maternity leave to PhD Development Studies Scholar Ms.Anu Rani (Enrollment No: S185ADS02) of 2018-19 batch:

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR in regard to the request received from Ms.Anju Rani(Enrollment No: S185ADS02), Ph.D. Scholar in Development Studies of Batch 2018-19 for sanctioning Maternity Leave from 1 January 2024 to 30 June 2024.

The SCR in its 67th meeting had deliberated on the request of Ms.Anju Rani and resolved to recommend the Maternity Leave in light of Clause 12(v) of the AUD Ph.D. Regulations, which states as under:-

"*Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil./ Ph.D. for up to 240 days.*"

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.26: To note the recommendations made by the SCR regarding award of PhD degree to Dr. Sweta Suman (Roll Number: S135ADS06) in the 12th Annual Convocation.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding the PhD degree awarded to Dr. Sweta Suman (Roll Number: S135ADS06) in the 12th Annual Convocation. It was noted that Dr. SwetaSuman (Roll Number: S135ADS06), a graduate of School of Development Studies, had been awarded PhD degree in Development Studies in the 12th Annual Convocation held on 20 December 2023 after successful completion of all requirements for the award of PhD degree.

The SCR took note of the above.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.27: To note the recommendations made by the SCR regarding reconstitution of RAC for PhD Development Studies Scholar Mr.Rahul Kumar Yaduka (Enrollment No: S185ADS05) of 2018-19 Batch:

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding the reconstitution of RAC for PhD Development Studies Scholar Rahul Kumar Yaduka (Enrollment No: S185ADS05) of 2018-19 batch in light of Clause 11(iii) of AUD Ph.D Regulations 2017 which states as under"-

"……..*The RAC must have at least 3 members, of which not more than one can be external to the School or the University*……"

The reconstituted RAC of the Ph.D.Scholar Rahul Kumar Yaduka is as under:-

Enrolment No.	Name of Students / Enrolment No.	Date of Registration	Batch	Supervisor and RAC Members	Remark
S185ADS05	Rahul Kumar Yaduka	01.08.2018.	2018-19	Dr. Ivy Dhar, Assistant Professor, School of Development Studies (Supervisor) **Prof. Deepita Chakravarty, Professor, School of Development Studies (RAC Member)** Dr. Abhay Kumar, Assistant Professor, National Council of Educational Research and Training (RAC member, External)	Prof. Deepita Chakravarty will be the RAC member from the programme faculty in place of **Dr. Moggallan Bharti.**

The SCR took note of the re-constitution of RAC of the Rahul Kumar Yaduka (Roll No: S185ADS05)

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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School of Education Studies

Agenda 40.28.28: To note the recommendations made by the SCR regarding the six-monthly progress reports in respect of Semester IX Ph.D Scholars in Education Scholars 2019-20, for the period from July-December 2023.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding the six-monthly progress reports of 9th Semester and 10th Semester Scholars of Ph.D. Education Studies of Batch 2019-20 and July-December 2023. The progress of all of the PhD scholars was found satisfactory. A summary of the progress of all the scholars is presented in the table below: -

Sl.	Student name	Enrolment no.	Date of Registration	Supervisor	Date of RAC	RAC Assessment	Remark
1	Aditi Sehrawat	S195H0001	19 August 2019	Dr. Manish Jain	19 January 2024	Satisfactory	RAC Report
2	Alprata Ahuja	S195H0002	20 August 2019	Dr. Manasi Thapliyal Navani Co-supervisor: Professor Haneet Gandhi (University of Delhi)	2 February 2024	Satisfactory	RAC Report.
3	Disha Sharma	S195H0003	19 August 2019	Dr. Sunita Singh Co-supervisor: Dr. Anandini Dar	29 January 2024	Satisfactory	RAC Report
4	Harsha Rana	S193H0004	20 August 2019	Dr. Gunjan Sharma	23 January 2024 (already reported in SCR on 2 February 2024)	Satisfactory	RAC Report

5	Mincy Ruby Mathew	S195H0005	19 August 2019	Dr. Sunita Singh	De-registration from April 15, 2023	N.A.	NA.
6	Preeti	S195H0006	19 August 2019	Dr. Manish Jain	12 January 2024	Satisfactory	RAC Report
7	Radhika Mittal	S195H0007	19 August 2019	Dr. Gunjan Sharma	17 January 2024	Satisfactory	RAC Report
8	Ruchi Sharma	S195H0008	28 August 2019	Dr. Sunita Singh	24 January 2024	Satisfactory	RAC Report
9	Shanky Chaudhary	S195H0009	21 August 2019	Dr. Monimalika Day	De-registration from September 25, 2022	N.A.	N.A.
10	Shilpa Bajaj	S195H0010	19 August 2019	Dr. Shivani Nag	De-registration from January 01, 2023	N.A.	Application reporting continuation of deregistration

The SCR took note of the six-monthly progress reports of the above mentioned 9th Semester and 10th Semester Scholars of Ph.D. Education Studies of Batch 2019-20 and July-December 2023.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.29: To note the recommendations made by the SCR regarding six-monthly progress reports of Semester V Scholars of PhD in Education Studies 2020-21 (Admitted in 2021) from July-December 2023.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding the six-monthly progress reports of Vth Semster and VIth Semester PhD Scholars of Education Studies of the Batch 2020-21 (Admitted in 2021) and July-December 2023. The progress of all the PhD scholars was found satisfactory. A summary of the progress of all the scholars is presented in the table below: -

Sl.	Student name	Enrolment no.	Date of Registration	Supervisor	Date of RAC	RAC Assessment	Remark
1	Aabha Rawat	S205H0001	16 November 2021	Dr. Sunita Singh	23 January 2024	Satisfactory	RAC Report
2	Karan	S205H0002	16 November 2021	Dr. Gunjan Sharma	18 January 2024	Satisfactory	RAC Report
3	Kunica	S205H0003	22 November 2021	Dr. Monimalika Day	7 December 2023	Satisfactory	RAC Report
4	Mansa	S205H0004	16 November 2021	Dr. Manasi Thapliyal Navani	18 January 2024	Satisfactory	RAC Report
5	P. Parandama Reddy	S205H0005	17 November 2021	Dr. Manish Jain	13 January 2024	Satisfactory	RAC Report: Deregistration application under consideration
6	Priyanka	S205H0	16 November	Dr. Gunjan	19 January	Satisfac	RAC

		006	2021	Sharma	2024	tory	Report
7	Ridhima Garg	S205H0007	19 November 2021	Dr. Manish Jain	18 January 2024	Satisfactory	RAC Report
8	ThemhorchanShadang	S205H0009	17 November 2021	Dr. Shivani Nag	22 January 2024	Satisfactory	RAC Report

The SCR took note of the six-monthly progress reports of Vth Semster and VIth Semester PhD Scholars of Education Studies of the Batch 2020-21 (Admitted in 2021) and July-December 2023.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.30: To note the recommendations made by the SCR regarding six-monthly progress reports of Semester III Scholars of PhD in Education scholars 2021-22 (Admitted in 2022) from July-December 2023

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding the six-monthly progress reports of IIIrd Semester PhD Scholars in Education Studies of Batch 2021-22 (Admitted in 2022) and July-December 2023. The progress of the PhD scholars was found satisfactory. A summary of the progress of all the scholars is presented in the table below: -

Sl.	Student name	Enrolment no.	Date of Registration	Supervisor	Date of RAC	RAC Assessment	Remark
1	Abhishek Srivastava	S215H0001	15 September 2022	Dr. Manish Jain	20 January 2024	Satisfactory	RAC Report
2	Ebanna Edison	S215H0002	16 September 2022	Dr. Sunita Singh	29 January 2024	Satisfactory	RAC Report
3	Ekta Mishra	S215H0003	29 September 2022	Dr. Manasi Thapliyal Navani	16 January 2024	Satisfactory	RAC Report
4	Isha Joshi	S215H0004	27 September 2022	Dr. Manasi Thapliyal Navani	17 January 2024	Satisfactory	RAC Report
5	Kuldeep Singh	S215H0005	16 September 2022	Dr. Nivedita Sarkar	22 January 2024	Satisfactory	RAC Report
6	Sneha Bharti	S215H0006	17 September 2022	Dr. Shivani Nag	22 January 2024	Satisfactory	RAC Report

The SCR took note of the six-monthly progress reports of IIIrd Semester PhD Scholars in Education Studies of Batch 2021-22 (Admitted in 2022) and July-December 2023.
The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.31: To note the recommendations made by the SCR regarding successful synopsis defense by Ms. Priyanka [S205H0006] Semester V PhD (Education) Scholar of Batch 2020 (admitted in 2021)

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding the successful synopsis defense of Ms. Priyanka [S205H0006] Vth Semester Semester Scholar of Ph.D in Education Studies Batch 2020 (Admitted in 2021)

The research proposals/synopsis of the scholar of 2020-21 cohort was assessed by the RAC and found to be satisfactory.

Student name	**Enrolment no.**	**Date of Registration**	**Supervisor**	**Date of RAC &Synopsis Approval**	**Proposal Title as Approved**
Priyanka	S205H0006	16 November 2021	Dr. Gunjan Sharma	19 January 2024	Teacher Professional Development in Delhi Government Schools: Policies, Practices and Experiences

The SCR took note of the Synopsis defence presentation of Ms. Priyanka [S205H0006].

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.32: To note the recommendations made by the SCR regarding status of the pending coursework courses of the two scholars of 2021 cohort (Admitted in 2022)

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding the status of the pending coursework courses of two scholars of 2021 cohort (Admitted in 2022)

The SCR noted that two Scholars of 2021 cohort had not cleared some components of the coursework in the first attempt [AES semester closing date: 19 September 2023]. In view of the PhD Regulations 2021; clause 10.3., the RSC had resolved to recommend 12 months (until 18th September, 2024) to complete the pending courses. The progress of the two students in the pending coursework is reported below:

Sl.	Student Name	Enrolment No	Date of Registration	Perspectives in Education (SES 301101)	Research Methodology I – Nature of Inquiry in Social Science Research [SES 301103, 2 Credits, Core]	Politics and Education in India [SES 301202, 2 Credits, Elective]	Mapping Education Studies [SES 301102, 2 Credit, Core]	Research Methods II [SES 301104, 2 Credit, Core]	Guided Reading [SES 301105, 2 Credit, Core Course]	Qualitative Case Study course Elective [SES 301203/SES301206; 2 Credits]	Notes
1	Ekta Mishra	S215H00003	29 September 2022	Pass	Not passed	Not passed	Not passed	Not passed	Passed (in January 2024)	Pass	Not passed in 04 courses (8 credit

											s)
2	Sneha Bharti	S215H00006	17 September 2022	Pass	Pass	Pass	Pass (in January 2024)	Pass (in January 2024)	Pass	Pass	Passed in all courses. Coursework completed in January 2024.

The SCR noted the recommendations made by the RSC of the School regarding status of the pending coursework courses of two Ph.D Scholars of 2020 cohort (Admitted in 2021). In light of Clause 10.3 of nthe AUD Ph.D.Regulations, 2021, the RSC had recommednations that a student who is unable to pass the coursework courses in the first attempt, be provided two chances for re-test/repetition within 12 months for each course. After two chances if the student does not pass, the RAC should discuss the course of action as per the provisions of the AUD PhD Regulations 2021.

The SCR took note of the pending coursework of the students tabled above.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.33: To note the recommendations made by the SCR regarding reconstitution of the RACs of Ms. Shanky Choudhary [S195H0009] and Ms. Shilpa Bajaj [S195H0010].

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding the reconstitution of the RACs of Ms. Shanky Choudhary [S195H0009] and Ms. Shilpa Bajaj [S195H0010].

a) Ms. Shanky Choudhary [S195H0009], a Ph.D.Scholar in the Education Studies of 2019 cohort working in the area of inclusive education under the supervision of Dr.Monimalika Day and her approved RAC constitution included Dr. Gunjan Sharma (internal member) and Professor Anita Ghai (external member from SHS). Professor Anita Ghai retired from the University. Thus, there was a need for change in the RAC constitution of Ms. Shanky Choudhary. Her supervisor had suggested that Professor Anita Ghai's change in affiliation be noted and she be allowed to continue to be on the RAC given her expertise in inclusive education. In addition to Professor Ghai, it was suggested that Dr. Krishna Ram, Assistant Professor, SUS, be included as an external member.

b) Ms. Shilpa Bajaj [S195H0010], a PhD Scholar in the Education Studies of 2019 cohort working under the supervision of Dr. Shivani Nag and her approved RAC constitution included Dr. Anandini Dar (internal member) and Dr. Mamatha Karollil (external member). Dr. Anandini Dar was relieved from the University w.e.f. 1 June 2023. Thus, there was a need for change in the RAC constitution of Ms. Shilpa Bajaj. Her supervisor had suggested that Dr. Sunita Singh, Associate Professor SES, be included as an internal RAC member, in place of Dr. Anandini Dar. Dr. Sunita Singh had agreed to this arrangement.

With these changes, the following RAC were composed:-

Name of the scholar	**RAC Constitution**	**Old RAC Constitution**	**New RAC Constitution**
Ms. Shanky Choudhary [S195H0009]	Supervisor	Dr. Monimalika Day, Associate Professor, SES, AUD	Dr. Monimalika Day, Associate Professor, SES, AUD
	Co-Supervisor	None	None
	Internal RAC member	Dr. Gunjan Sharma, Assistant Professor, SES, AUD	Dr. Gunjan Sharma, Associate Professor, SES, AUD

	External RAC member (outside SES)	**Professor Anita Ghai,** **SHS, AUD**	1. **Professor Anita Ghai (formerly with AUD)** 2. **Dr. Krishna Ram, Assistant Professor, SUS, AUD**
Ms. Shilpa Bajaj [S195H0010]	Supervisor	Dr. Shivani Nag, Assistant Professor, SES, AUD	Dr. Shivani Nag, Assistant Professor, SES, AUD
	Co-Supervisor	None	None
	Internal RAC member	**Dr. Anandini Dar** **(formerly with AUD)**	**Dr. Sunita Singh, Associate Professor, SES, AUD**
	External RAC member (outside SES)	Dr. Mamatha Karollil Assistant Professor, SHS, AUD	Dr. Mamatha Karollil Assistant Professor, SHS, AUD

As per Clause 11(iii) of AUD Ph.D Regulations, 2017 Regulation, "The RAC must have at least 3 members, of which not more than one can be external to the School or the University". In accordance with the same, the matter pertaining to the reconstitution of the RAC of the Scholars was placed before the Research Standing Committee, wherein the Committee resolved to recommend the change in the RAC constitution of Ms. Shanky Choudhary [S195H0009] and Ms. Shilpa Bajaj [S195H0010] for the consideration of SCR.

The SCR in its 67th meeting held on 31.5.2024 took note of the reconstitution of the RACs of both the Scholars namely Ms. Shanky Choudhary [S195H0009] and Ms. Shilpa Bajaj [S195H0010].

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.34: To note the recommendations made by the SCR regarding change in the credit load of PhD programme for the Scholars in view of the UGC PhD Regulations 2022.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding the change in the PhD programme total credit load for students in view of the UGC PhD Regulations 2022.

In view of the UGC PhD Regulations 2022, the total credit structure of the PhD in Education programme approved by BOS (minutes are available) was discussed:-

i) The coursework credit requirement as per UGC PhD Regulations 2016 to 2018 have been stated as "*the credit assigned to the M.Phil or PhD course work shall be a minimum of 08 credits and a maximum of 16 credits*" (clause 7.1, p.7).

ii) As per the UGC Regulations 2022, these requirements are stated as: "*The credit requirement for the Ph.D. coursework is a minimum of 12 credits, including a 'Research and Publication Ethics' course as notified by UGC in 2019 and a research methodology course*." (Clause 9(1), p. 11)

iii) The approved Ph.D. in Education programme credit structure had 16 credits with the Core Courses (12 Credits) and Electives (4 Credits). After the introduction of the Compulsory Research & Publication Ethics Course (2 credits) as per UGC guidelines from the cohorts admitted from 2020, the total coursework credits have increased to 18 credits. This is considerably above the minimum UGC requirements and increases the credit load on the students from what was originally planned. To address this, it was proposed that the Core Course titled 'Guided Reading' (SES201105, Semester II, 2 credits) be shifted to the elective course basket such that the student can choose Guided Reading as an elective in any one semester. This will reduce the total credit load on the students to 16 credits.

Existing Structure:

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

	Research (2 credits) **Guided Reading Course (2 credits)**	AUD (2 credits)	
I or II	Research & Publication Ethics (2 credits)		2 credits
(Total credits in Semesters I & II)			**18 credits**

Proposed New Structure:

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

The matter was placed before the RSC of the School, wherein, the Committee resolved to recommend the change in the overall credits of the PhD in Education programme coursework from 18 credits to 16 credits by shifting the Guided Reading course to the elective basket. It was recommended that the revised programme structure and course outline for the Guided Reading course be discussed at the SES Board of Studies meeting. The RSC further recommended to place the matter before the SCR.

The SCR took note of the above case.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

Agenda 40.28.35: To consider the recommendations made by the SCR regarding submission of the No Objection Certificate by Ms. Alprata Ahuja [S195H0002] from the employer.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding the receipt of No Objection Certificate for Ms. Alprata Ahuja [S195H0002] from the employer.

Ms. Alprata Ahuja (S195H0002), a PhD Scholar in Education programme (2019 cohort) was selected as Assistant Professor (Permanent) at the Shyama Prasad Mukherjee College, University of Delhi in December 2023. A No Objection Certificate was issued by the scholar's employer permitting her to continue with the PhD programme. *The recommendation was based on the Clause 14(vii) of the* ***AUD Ph.D Regulations, 2017 Regulation clause 14(vii) which states that****, "Any registered research scholar in regular employment outside the University shall be required to provide a certificate/letter from the employer permitting him/her to pursue research. Recipients of fellowships, whether from the University or externally, are not permitted to take up full time employment outside the University. Any violations of the norms shall be reported to the SCR."*

The RSC noted the receipt of NOC for Ms. Alprata Ahuja [S195H0002] from the employer and recommended the same for the consideration of SCR.

The SCR took note of the above case.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.36: To note the recommendations made by the SCR in granting extra time or relaxation to the Ph.D. Scholars in Education Studies of cohort 2024.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding the grant of extra time or relaxation for PhD in Education scholars of cohort 2024.

The following SES PhD Scholar of 2019 cohort who were to complete five years from the date of registration in August 2019, had requested to grant relaxation (extra-time) available for women scholars under Clause 12(v) (p.7) of the AUD Ph.D. Regulations, 2017. The grant of relaxation was recommended by the RACs of the scholars. The details are as follows:

Sl No.	Name of the Scholar	Enrolment No.	Supervisor	Date of Registration	RAC Meeting Date	Relaxation under 12 (v), AUD regulation 2017	Remark
1	Aditi Sehrawat	S195H0001	Dr. Manish Jain	19 August 2019	22 April 2024	2 years	RAC Minutes
2	Alprata Ahuja	S195H0002	Dr. Manasi Thapliyal Navani (Co-supervisor: Professor Haneet Gandhi)	20 August 2019	11 May 2024	2 years	RAC Minutes
3	Disha Sharma	S195H0003	Dr. Sunita Singh (Co-supervisor: Dr. Anandini Dar)	19 August 2019	14 May 2024	2 years	RAC Minutes
4	Preeti	S195H0006	Dr. Manish Jain	19 August 2019	22 April 2024	2 years	RAC Minutes
5	Radhika	S195H0007	Dr. Gunjan	19 August	29 April	2	RAC

	Mittal		Sharma	2019	2024	years	Minutes

The RSC of the School examined the matter in light of Clause 12(v) of the AUD Ph.D. Regulations, 2017 which states that “Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D.” The RSC further examined the matter in Section (4.4) of UGC (Minimum Standards and Procedures for Award of M. Phil/ PhD Degree) Regulations 2016 (p.8) which states that “The women candidates and Persons with Disability (more than 40% disability) may be allowed a relaxation of one year for M. Phil and two years for Ph.D. in the maximum duration.”

On the basis of Clause 12(v) of AUD Ph.D Regulations, 2017, and Clause 4 (4.4) of the UGC (Minimum Standards and Procedures for Award of M. Phil/ PhD Degree) Regulations 2016, the RSC recommended the grant of relaxation of two years to the five doctoral scholars of PhD in Education cohort 2019 to the SCR for consideration.

The SCR resolved to recommend two-year relaxation of above scholars as per Clause 12(v) of AUD Ph.D Regulations, 2017.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.37: To note the recommendations made by the SCR regarding continuation of de-registration/leave of the four scholars of 2019 cohort.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding the continuation of deregistration/leave of four scholars of 2019 cohort.

The following PhD in Education scholar of 2019 cohort continued to be de-registered:-

Sl.	Student name	Enrolment no.	Date of Registration	Supervisor	Remark/ Date of RAC
1	Mincy Ruby Mathew	S195H0005	19 August 2019	Dr. Sunita Singh	De-registration from 15 April 2023 (Note-The PhD Scolar has successfully completed the course work in the first attempt and synopsis had been approved as per point 12 (vi) of AUD RSR 2017)
2	Shanky Chaudhary	S195H0009	21 August 2019	Dr. Monimalika Day	De-registration from 25 September 2022 (Note-The PhD Scolar has successfully completed the course work in the first attempt and synopsis had been approved as per point 12 (vi) of AUD RSR 2017)
3	Shilpa Bajaj	S195H0010	19 August 2019	Dr. Shivani Nag	De-registration from 1 January 2023 (Note-The PhD Scolar has successfully completed the course work in the first attempt and synopsis had been approved as per point 12 (vi) of AUD RSR 2017)
4	Harsha Rana	S195H0004	20 August 2019	Dr. Gunjan Sharma	On Child Care Leave of 240 days from 1 February 2024

The RSC noted that the period of de-registration (AUD PhD Regulation 2017, clause 12(vi) of AUD Ph.D Regulations, 2017) and Child Care Leave (Clause 12(v) of AUD PhD Regulation 2017) of the scholars is within the stipulated time of the PhD regulations

applicable for the scholars. The RSC recommended the reporting of the continuation of the deregistration/child care leave of four PhD in Education scholars to the SCR.

The SCR resolved to recommend continuation of the de-registration of all four scholars as per Clause 12(vi) of the the AUD PhD Regulation 2017 which states that the de-registered candidate cannot re-register sooner than one year after the date of deregistration and may re-register no later than four years after the date of de-registration. The total active registration period of a doctoral scholar will not exceed six years (including the two possible extensions of six months each)".

The SCR further took note of the continuation of Child Care Leave of Ms. Harsha Rana started from 1st February 2024 in light of Clause 12(v)of AUD Ph.D Regulations 2017 which states that "Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days"

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.38: To note the recommendations made by the SCR in noting the successful synopsis defense by Ms. Isha Joshi [S215H0004] (admitted in 2022).

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding the successful synopsis defense of Ms. Isha Joshi [S215H0004] (admitted in 2022).

The research proposals/synopsis of the following scholar of 2021-22 cohort was assessed by the RAC and found to be satisfactory.

Student Name	**Enrolment No. & Date of Registration**	**Supervisor**	**Date of RAC**	**Title of the Synopsis**	**Remark**
Isha Joshi	S215H0004 Date of Registration 28.09.2022	Dr. Manasi Thapliyal Navani	13 May 2024	Cultivating an educational ideal: An ethnographic case study of a primary school in Delhi	RAC Minutes & Synopsis

The SCR took note of the Synopsis defence presentation of Ms. Isha Joshi [S215H0004] (admitted in 2022).

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.39: To note the recommendations made by the SCR regarding change of affiliation of one RAC member for Ms. Aabha Rawat (S205H0001), 2020 cohort (Admitted in 2021).

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR regarding the change of affiliation of one Research Advisory Committee (RAC) member for Ms. Aabha Rawat (S205H0001), 2020 cohort (Admitted in 2021).

It is stated that Professor Amol Padwad was an external RAC member for Ms Aabha Rawat. At the time of the approval of his name as an RAC member, Professor Padwad was a faculty member at Dr. B. R. Ambedkar University Delhi. In 2024, Professor Padwad resigned from the University and is currently not affiliated with any institution. It was discussed that given the expertise of Professor Padwad in the area of language and literacy and for continuity in the advice given to the scholar, the RAC of the scholar may continued after noting the change in the affiliation of Professor Padwad.

The SCR noted that the RAC constitution was in consonance with **Clause 11.2 of AUD Ph.D. Regulations, 2021** which states that *"The RAC must have at least (03) members. The thesis supervisor is the convenor of the RAC and the co-supervisor (if any). At least two (02) members shall be within the PhD programme faculty. At least (01) member shall be from outside the PhD programme faculty. At most two (02) members may be from outside the PhD programme faculty. All RAC members should be eligible for PhD supervision".*

Particulars	**RAC (approved by SCR on November 30, 2022)**	**Proposed RAC**
Scholar: Ms Aabha Rawat (S205H0001)		
Supervisor	Dr. Sunita Singh, SES	Dr. Sunita Singh, SES
RAC member 2 (from SES)	Dr. Shivani Nag, SES	Dr. Shivani Nag, SES
RAC member 3 (from outside SES programme faculty)	**Professor Amol Padwad, Centre for English Language Education, School of Letters, Dr. B. R. AUD**	**Professor Amol Padwad (Formerly with Dr. B. R. AUD)**

The SCR took note of the change of affiliation of one RAC member for Ms. Aabha Rawat (S205H0001*)*.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

Agenda 40.28.40: To note the recommendations made by the SCR in noting the admission of PhD Scholars in Education programme 2023-24

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the recommendations made by the SCR in noting the admission of PhD in Education programme 2023-28.

The admissions to the PhD Scholars in Education programme 2023-24 were completed and the following 09 nine scholars were offered admission to the programme.

Form Number	Name	Enrolment Number
AUDJL230001563	Ragini Lalit	S235H0001
AUDJL230002879	Bhumika	S235H0002
AUDJL230002916	Vagish K Jha	S235H0003
AUDJL230003038	Isha Sharma	S235H0004
AUDJL230001612	Mansi	S235H0005
AUDJL230001053	Mayanka Kashyap	S235H0006
AUDJL230001855	Bhawna Singh	S235H0007
AUDJL230001880	Garima Saini	S235H0008
AUDJL230002749	Manvi	S235H0009

The orientation of the coursework was conducted on 7 May 2024 and classes were commenced from 8 May 2024.

The SCR took note of the admission of students in the PhD in Education programme 2023-24.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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School of Global Affairs

Agenda 40.28.41: To note the recommendations made by the SCR regarding reconstitution of the RSC of School of Global Affairs.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the reconstitution of the RSC of School of Global Affairs.

The reconstituted RSC is as follows:

- Prof. N. Nakkeeran (Chair)
- Dr. Rinju Rasaily (External member)
- Dr. Nishant Kumar (External member)
- Dr. Samik Chowdhury (PC PH-PhD)
- Dr. Tanya Chaudhary (PC US-PhD)
- Dr. Pavan Kumar (Member, GS)
- Dr. M.M. Anees (Convenor)

The SCR took note of the Reconstitution of the RSC of School of Global Affairs.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.42: To note the recommendations made by the SCR regarding six monthly (October 2023 – March 2024) RAC progress reports of the PhD scholars of SGA (Batch – 2021): -

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the reconstitution of the RSC of School of Global Affairs. The SCR noted that the Scholars of the batch 2021-22 made presentations of their progress before their RACs and the satisfactory progress reports of the Scholars were submitted to the RSC of SGA (as per the list below) which approved the progress reports (for the period of October 2023 – March 2024) of the following Research Scholars of the PhD in Urban Studies and PhD in Public Health.

S. No	Name	Roll No.	Programme	Batch	Date of Registration	Supervisor and RAC	RAC Assessment
1	Shalaka	S215 MUS 03	Urban Studies	2021	14/9/2022	Pritpal Randhawa (S), Rachna Mehra, Venugopal Madipatti	The scholar's progress was deemed satisfactory
2	Sonali Rai	S215 MUS 04	Urban Studies	2021	14/9/2022	Rachna Mehra (S), Pritpal Randhawa, Babu P Remesh	The scholar's progress was deemed satisfactory
3	Rashmi Bala	S215 MUS 01	Urban Studies	2021	14/9/2022	Pritpal Randhawa (S), Rohit Negi, Bidhan Dash	The scholar's progress was deemed satisfactory
4	Ruchi	S215 MUS 02	Urban Studies	2021	14/9/2022	Rohit Negi (S), Buddhaditya Das, Rachna Mehra	The scholar's progress was deemed satisfactory
5	Amit Kumar	S215 MPH 01	Public Health	2021	14/09/2022	N. Nakkeeran (S), Pritpal S. Randhawa, Samik Chowdhury	The scholar's progress was deemed satisfactory

6	Vijay Singh Bhandari	S215 MPH 03	Public Health	2021	15/09/2022	Samik Chowdhury (S), N. Nakkeeran, Partha Saha	The scholar's progress was deemed satisfactory

The SCR took note of the Six-monthly progress reports of student's batch of 2021 tabled above for the period (July 2023 to December 2023).

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.43: To note the recommendations made by the SCR in noting the admission of the new batch of PhD Scholars of SGA (Batch 2022 and 2023).

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the admission of the new batch of PhD Scholars of SGA (Batch 2022 and 2023). A total of seven PhD scholars were offered admission to the SGA (Urban Studies – 05 and Public Health – 02) and were in the process of the completion of registration at that time. The names of the PhD scholars are given below:

S.No.	Name	Form no.	Date of Admission
1.	Aameen	AUDJL230002299	03/05/2024
2.	Parivartan Pandia	AUDJL230002291	03/05/2024
3.	Ritu Pramanik	AUDJL230001499	03/05/2024
4.	Anil Sethumadhavan	AUDJL230001030	10/05/2024
5.	Ram Ahirwar	AUDJL230002344	10/05/2024
6.	Pritam Kumar Singh	AUDJL230001358	03/05/2024
7.	Asma Sheikh	AUDJL230002923	03/05/2024

**S.No. 1-5 – PhD scholars of Urban Studies and S.No. 6-7 - PhD scholars of Public Health*

The orientation of the PhD coursework was conducted on 10 May 2024 and classes commenced on 13 May 2024.

The SCR took note of the admission of scholars into the PhD Programme of SGA (Batch 2022 and 2023).

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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School of Heritage Research and Management

Agenda 40.28.44: To note the recommendations made by the SCR regarding registration of the first batch of the 2023-24 PhD Programme in Heritage Studies at SHRM.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the registration of the first batch of the Scholars (2023-24) in the PhD Programme in Heritage Studies at SHRM.

PhD in Heritage Studies 2023-24 cohort (Admitted in 2024)				
Sl.	**Student name**	**Enrolment no.**	**Date of Registration**	**Status of Fellowship**
1	Rohan Kumar Nirwan	S235PHS01	3 May 2024	JRF
2	Sumit Kumar	S235PHS03	3 May 2024	Non-JRF
3	Sakshi Khera	S235PHS02	9 May 2024	JRF

The SCR took note of the admission of students into PhD Programme in Heritage Studies (Batch of 2023-24) at SHRM.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.45: To note the recommendations made by the SCR regarding commencement of the 1st Semester Course work by the Ph.D. Scholars with effect from 8 May 2024 onwards.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 noted the commencement of the 1st Semester and Course work of the following course work of the following courses from 8 May 2024 onwards.

S No	Name of Course	Course Coordinator	Course Team	Semester
1	Introduction to Heritage Studies: Theory and Method	Dr Anand Burdhan	Dr Anand Burdhan and Dr Shalini Awasthi	Semester -1
2	Indian Heritage Structure: Forms and Materials:	Dr Sima Yadav	Dr Sima Yadav	Semester- 1
3	Research Methodology and Academic Writings	Dr Sima Yadav	Prof. Rukmini Sen and Dr Sima Yadav	Semester- 1

The SCR took note of the beginning of 1st Semester and Course work of the above courses for the students who have taken in 2023 cycle at SHRM.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.46: To note the recommendations made by the SCR regarding first Six-month extension of the PhD candidate (Amit Kumar Srivastawa (S195BED01) with effect from 28th July 2024.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 noted the first six-month extension of the PhD candidate (Amit Kumar Srivastwa (S195BED01) with effect from 28th July 2024.

Mr Amit Kumar Srivastwa (S195BED01) registered for the Ph.D. programme on is 29th July 2024. He had completed five years in the PhD Programme in Human Ecology on 28th July 2024 and had successfully completed the Ph.D coursework in 2021 and defended his synopsis in April 2021. The Scholar had requested to grant him six-month extension for completing his Ph.D work. The request was placed before the RAC wherein, the Committee in light of the progress made by the research scholar and Clause 12(v) of the AUD Ph.D. Regulations, 2017 recommended RSC to grant a six-month extension to the women Scholar with effect from 28th July, 2024 to enable her to complete her PhD.The RSC deliberated on the recommendations and recommended to place before the Standing Committee Research (SCR).

The SCR resolved to recommend the first six-month extension to Mr Amit Kumar Srivastawa (S195BED01) in light of Clause 12(iv) to complete his research work.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.47: To note the recommendations made by the SCR in considering the request received from Ph.D. Scholar Ms.Anisha Yadav(S185BED01) regarding relaxation for the PhD women candidate with effect from 5th August 2024.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 noted the relaxation for the PhD women candidate Ms.Anisha Yadav S185BED01with effect from 5th August 2024.

Ms Anisha Yadav (S185BED01) was registered on 6th August 2018 and she completed her five years on 5th August 2023. She availed her first one-year women relaxation from 6th August 2023 to 5th August 2024 (as per 64th SCR minutes). The Scholar had requested relaxation for a period of six months with effect from 5th August, 2024.

The request of the Scholar was placed before the RAC for deliberations. The Committee, in view of the progress made by the research scholar and Clause 12(v) of the AUD Ph.D Regulations, 2017 recommended RSC to grant one year relaxation to the women Scholar from 6th August 2024 to 5th February 2025, as per Clause 12(v) of the AUD Regulations 2017, to enable her to complete her PhD. The recommendations of the RSC were placed before the SCR.

The SCR resolved to recommend the second one-year relaxation to Ms Anisha Yadav (S185BED01) from 6th Aug 2024 to 5th Aug 2025 as per RSR 2017 clause 12 (V) which states that "Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days".

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.48: To note the recommendations made by the SCR regarding successful presentation of pre-submission seminar of Ms. Sonam Mahalwal (S165BED02).

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 noted the successful presentation of pre-submission seminar of Ms. Sonam Mahalwal (S165BED02).

S. No.	PhD Scholar	Enrol. No	Date of Enrolment	Date of Pre-submission seminar	Thesis Title
1	Sonam Mahalwal	S165BED02	1st September 2016 (Registered as per the RSR 2017)	15th May 2024	Forest Dependence and Adivasi Livelihoods: A case study of the commodity chain of Boswellia serrata in Central India

The SCR noted that Ms Sonam Mahalwal (S165BED02) was registered under AUD PhD Regulation 2017 and defended her synopsis on 09th Sep 2024. The PhD Scholar had availed duly approved maternity leave form 01 Aug 2020 to 28 Mar 2021 and Covid Relaxation upto December 2022. The Scholar had further availed 1st year of relaxation from 01 Jan 2023 to 31 Dec 2023 and 2nd year of relaxation from 01 Jan 2024 to 31 Dec 2024. Her pre-submission presenation was held on 15th May 2024.

The SCR took note of the pre- submission seminar.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.49: To note the recommendations made by the SCR regarding successful defence of synopsis by Ph.D Scholar, Mr Suraj Pratap Singh Bhati (S205BED01).

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 noted the successful defence of synopsis by Ph.D Scholar, Mr Suraj Pratap Singh Bhati (S205BED01).

S. No.	PhD Scholar	Enrol. No	Date of Enrolment	Date of Synopsis defence	Thesis Title
1	Suraj Pratap Singh Bhati	S205BED01	16th November 2021	i. 2nd May 2024	Renewable energy Development, Just Transition and Land Conflicts in the Drylands of Western India

The SCR took note of the Synopsis defence presentation of Mr Suraj Pratap Singh Bhati (S205BED01).

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.50: To note the recommendations made by the SCR regarding the admission of PhD Scholars in the School of Human Ecology

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 noted the admission of the new batch of the following PhD Scholars in the School of Human Ecology.

S. No.	Name	AUD form number	Date of fee payment/enrolment
1	Juno Negi	AUDJL230001192	9th May 2024
2	Rajoli Ghosh	AUDJL230002222	10th May 2024
3	Vishal	AUDJL230001960	9th May 2024
4	Umang Verma	AUDJL230001972	9th May 2024

The SCR took note of the admission of PhD scholars (Batch of 2023) in the School of Human Ecology.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.51: To note the recommendations made by the SCR regarding RAC meetings and the six-monthly progress reports in respect of the Ph.D. Scholars in the School of Human Ecology.

SCR of the following scholars have been organized and satisfactory six-monthly progress reports received from the RAC Conveners.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 noted the meetings of the RAC held in respect of the following Scholars of the School of Human Ecology to monitor the progress of six-monthly reports.

S. No.	Scholar (Enrol. No.)	Date of Enrolment	Date of RAC presentation	Time Frame	Previous extension/ Relaxation (Dates)	Progress as per RAC	RAC Reports
1	Pradeep Kumar Jha S215BED03	14th September 2022	11th May 2024	July to December 2023	None	Satisfactory	
2	Merlyn Maria Antony S215BED01	14th September 2022	25th April 2024	July to December 2023	None	Satisfactory	
3	Shiwani S215BED04	14th September 2022	10th May 2024	July to December 2023	None	Satisfactory	
4	Nikita Samarnath S215BED02	14th September 2022	20th February 2024	July to December 2023	None	Satisfactory	
5	Suraj Pratap Singh Bhati S205BED0	16th November 2021	20th February 2024	July to December 2023	None	Satisfactory	

	1						
6	Amit Kumar Srivastwa S195BED01	29th July 2019	13th February 2024	July to December 2023	None	Satisfactory	
7	Anisha Yadav S185BED01	6th August 2018	18th January 2024	July to December 2023	1st year relaxation to women candidate from 6th August 2023 to 5th August 2024	Satisfactory	
8	Sonam Mahalwal S165BED02	1st September 2016	13th February 2024	July to December 2023	2nd year relaxation to women candidate from 1st January 2024 to 31st December 2024	Satisfactory	

The SCR took note of the meetings of the RAC held in respect of the following Scholars of the School of Human Ecology to monitor the progress of six-monthly reports. (July 2023 to December 2023).

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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School of Human Studies

Agenda 40.28.52: To note the recommendations made by the SCR regarding reconstitution of the RSC of School of Human Studies.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the constitution of the following Research Standing Committee (RSC) as per the AUD Ph.D. Regulations, 2021.

1. Dr. Rachna Chaudhary (Chairperson, RSC of SHS)
2. Dr. Vatsala Saxena (Programme Coordinator, PhD Psychology & Disability Studies)
3. Dr. Shifa Haq (Programme Coordinator, MPhil Psychoanalytic Psychotherapy)
4. Dr. Shubhra Nagalia (Prog. Coordinator, MPhil & PhD WGS and Convenor RSC, SHS
5. Prof. Krishna Menon (Prof.WGS, SHS)
6. Prof. Honey Oberoi Vahali (Prof. Psychology, SHS)
7. Prof. Lawrence Liang (External Member)
8. Prof. Babu P. Remesh (External Member) on Sabbatical Leave

The SCR took note of the reconstitution of the RSC of SHS.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.53: To note the recommendations made by the SCR regarding successful conduct of viva-voce in respect of Ms.Tanushri Barman, MPhil WGS Scholar:

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 noted the successful conduct of viva-voce in respect of the following M.Phil WGC Scholar:-

Sl. no	Enrolment No	Name	Registration Date	Date of Submission	Date of Viva Voce
1	S184CWG10	Tanushri Barman	30/7/2018	28.12.2023	02/04/2024

The SCR took note of the successful conduct of viva-voce in respect of Ms. Tanushri Barman, MPhil WGS Scholar.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.54: To note the recommendations made by the SCR regarding submission of final thesis by the Ph.D.Scholars of WGS Programme.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 noted the submission of final thesis by the following scholars of Ph.D WGS Programme.

Sl. no	Enrolment No	Name	Registration Date	Date of Pre-submission	Date of Submission
1.	S185CWG02	Alpaxee Kashyap	01/08/2018	20/02/2024	07/05/2024
2.	S185CWG03	Chaitanya Khandelwal	30/07/2018	13/03/24	29/04/2024
3	S195CWG02	Isha Yadav	26/07/2019	07/03/24	02/04/2024
4	S195CWG07	Srishti Srivastava	07/26/2019	13/03/24	15/04/2024

The SCR took note of the submission of thesis by Ph.D.Scholars of WGS Programme**.**

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.55: To note the recommendations made by the SCR regarding pre-submission presentation by Mr Shrin(S195CWG05), PhD Scholar in the WGS Programme.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 noted the pre-submission presentation by Mr Shrin (S195CWG05), a Scholar of PhD WGS Programme.

Sl. No	Enrolment No	Name	Registration Date	Date of RAC Meeting	Comments	Attachments
1	S195CWG05	Shirin	29/07/2019	13/05/24	Satisfactory Endorsed pre-submission presentation	RAC report

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.56: To note the recommendations made by the SCR on the request made by Ms.Sanjana, Ph.D. Scholar of WGS Programme regarding grant of the maternity leave/childcare leave.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated on the request of Ms.Sanjana regarding grant of maternity leave/child care leave.

Sl. No	Enrolment No	Name	Registration Date	Date of RAC	Period of Maternity Leave	Attachments
1	S175CWG03	Sanjana	07/12/2016	14/05/2024	Maternity leave from 13th March 2024 to 8th November 2024 (240 days)	Application for maternity/ child care leave endorsed by the supervisor and RAC members. Birth Certificate enclosed with RAC form.

The SCR deliberated and resolved to recommended grant of maternity leave to Ms. Sanjana (Enrol. No. S175CWG03) under Clause 12(v) of the AUD Ph.D. Regulations, 2017 which states as under:-

"Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.57: To note the recommendations made by the SCR regarding reconstitution of the Research Advisory Committee (RAC) in respect Ph.D. WGC Scholars.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 noted the reconstitution of RAC for the following students as per the requirement of 2017in light of Clause 12(vi) of the AUD Ph.D. Regulations, 2017 which says, "for each Ph.D. scholar, a Research Advisory Committee shall be constituted by the RSC before the end of the course work. The RAC must have at least 3 members, of which not more than one can be external to the School or the University. The candidate's Supervisor and co-Supervisor (internal as well as external) must be part of the RAC. The Supervisor of the scholar shall be the Convener of the RAC."

The RSC constituted the RAC in respect of the following Scholars in consonance with Clause 12(v) of the AUD Ph.D. Regulations, 2017 and considering the fact that the member of RAC namely Prof.Rachana Johri in respect of Ph.D Scholar at Sl No.1had resigned from Dr.B R Ambedkar University Delhi and member of RAC namely Prof.Mary John has retired from the CWDS and the collaboration with CWDS is in no longer in force. Hence, Prof. Mary John was included as an external member.

Sl No	Enrol number and Date of Registration	Name of the scholar	Supervisor & Co-supervisor	Old RAC	New RAC
1	S185CWG10 (DOR 01/7/2018)	Vandana Chaudhary Palta	Dr. Rachna Chaudhary	Dr. Rachna Chaudhary (Supervisor); Prof. Rachana Johri; Dr Anandini Dar	Dr. Rachna Chaudhary (Supervisor); Dr. Shubhra Nagalia (Internal); Dr Anandini Dar (external)
2	S175CWG03 07/12/2016	Sanjana	Dr. Shubhra Nagalia	Dr. Shubhra Nagalia (Supervisor); Dr. Rachna Chaudhary (internal); Prof. Mary John; Dr. Smita Patil	Dr. Shubhra Nagalia (Supervisor); Dr. Rachna Chaudhary (Internal); Dr. Smita Patil (external)

The SCR took note of reconstitution of the RAC for the students tabled above
The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

Agenda 40.28.58: To note the recommendations made by the SCR on the request made by the Ph.D Scholars of WGS Programme regarding grant of two years' relaxation (or extra time) under women category.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated on the request made by the Ph.D scholar regarding grant of two years' relaxation (or extra time) under women category in light of Clause 12(v) of the AUD Ph.D Regulations. 2017 which states as under:-

"Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D."

Sl. No	Enrolment No	Name	Registration Date	Date of RAC	Extension details/period of extension sought	Attachments
1	S185CWG08	Shefali Kishore	27/07/2018 Completed 5 years from date of Registration: on 25/03/2024 (inc. maternity leave)	01/02/2024	Shefali availed Maternity Leave from 10th May 2023 to 31st December 2023 Relaxation has been sought from 26/3/2024 to 25/3/2026	Application, RAC report and draft of work done
2	S195CWG03	Manisha Pal	29/07/2019 Completed 5 years from date of registration on 28/07/2024	14/05/2024	29th July 2024 to 28th July 2026	Application, RAC report and draft of work done

After detailed deliberations, the SCR resolved to recommend two-years relaxation for scholars tabled above in light of Clause 12(v) of the AUD Ph.D. Regulations, 2017

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.59: To note the recommendations made by the SCR regarding six-monthly progress report in respect of Ph.D. Scholars for the period from July to December 2023

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the six-monthly progress report of the following Ph.D. Scholars for the period from July to December 2023 in light of Clause 12(ii) of the AUD Ph.D. Regulations 2017 which states that "…*A research scholar shall appear before the Research Advisory Committee* ***at least once*** *in six months to make a presentation of the progress of his/her work for evaluation and further guidance. The six-monthly progress reports shall be submitted by the Convener of the Research Advisory Committee to the SCR through RSC of the School, with a copy to the research scholar. Such occasions may also provide opportunities for formal assessment of the student's progress in satisfying 'thesis pre-submission' requirements (e.g., language proficiency, acquisition of other skills/investigative techniques prescribed by the RSC on the recommendations of the RAC). In case the progress of the candidate is deemed unsatisfactory, the Research Advisory Committee shall record the reasons for the same and suggest corrective measures. If the candidate fails to implement these corrective measures, the Research Advisory Committee may recommend cancellation of the candidate's registration to the SCR through the RSC of the School, with specific reasons in a detailed report.*

Sl. No	Enrolment No	Name	Registration Date	Date of RAC Meeting	Comments	Attachments
1	S185CWG07	Riya Singh	27/8/2018	24/01/2024	Unsatisfactory	RAC report
2	S195CWG03	Manisha Pal	29/07/2019	01/02/2024	Satisfactory	RAC report

The SCR deliberated on the report made by the RAC in respect of the Scholar naely Ms.Riya Singh and found her six-monthly unsatisfactory. Further, the Committee noted that due to some personal difficulties, ongoing divorce proceedings, she was unable to submit anywork.
The SCR further found the six-monthly report of Ph.D Scholar Ms. Manisha Pal's RAC satisfactory.

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

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.60: To note the recommendations made by the SCR regarding de-enrolment of Ph.D. Scholar namely Mr. Sandeep Kumar from the Ph.D WGS Programme.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated on the recommendations made by the RSC of the School in respect of one of the Ph.D Scholars namely Mr. Sandeep Kumar who had registered in the Ph.D., WGS Programme on on 26.07.2019 and completed his 05 years on 25/07/2024. The RSC had recommended the de-enrolment of the Scholar due to non fulfilment of essential Ph.D requirements such as contact with the supervisor, sharing work in progress and failed to appear in before RAC in previous 2 years. On the basis of the above, the SCR resolved to recommended de-enrolment of Mr.Sandeep Kumar (S195CWG04)

Sl. No	Enrolment No	Name	Registration Date	Period for which RAC was not Conducted	Comments
1	S195CWG04	Sandeep Kumar	26/07/2019	1. July to Dec 2022; 2. January to June 2023 & 3. July to December 2023 (one and a half years)	No RAC conducted and no response from the student.

The SCR resolved to recommend de-enrolment of Mr Sandeep Kumar (S195CWG04).
The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.61: To note the recommendations made by the SCR regarding successful completion of the PhD admissions cycle for the Academic Sessions 2022-2023 and 2023-2024.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 noted the successful completion of the PhD admissions cycle for the sessions 2022-2023 and 2023-2024. It was noted that following two scholars have been admitted in the Ph.D. WGS programme.

Name	**Enrollment No.**
Anju	S235CWG01
Lakshmi Ashok K	S235CWG02

The SCR took note of the admission of PhD scholars in PhD WGS programme (Batch of 2023) in the SHS.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.62: To note the recommendations made by the Standing Committee Research in its 66th meeting regarding non completion of Ph.D. requirements by some Ph.D Scholars of WGS Programme in the School of Human Studies.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 noted the recommendations made by the Committee in its 66th meeting, wherein, some Ph.D Scholars of WGS Programme (Sutanuka Bhattacharya, Dona Biswas, Sanjana) were asked provide the reasons for non-completion of the PhD requirements.

The SCR noted that all the students have taken extensions as per the provisions of AUD Ph.D Regulations 2017 and they were required to submit the final thesis within the deadline. It was noted that the PhD requirements such as synopsis approval, 6 monthly RACs, contact with supervisor were met. Further, the scholars had done the detailed work their research progress was also shared. The details of the Ph.D Scholars are as under:-

Sl. No	Enrolment No	Name	Registrat-ion Date	Extension details
1	S155CWG01	Sutanuka Bhattacharya Opted for 2017 regulations	19/01/2015	1. De-registered: 08/1/2018 to 04/8/2020. 2. Five years of normal Registration period completed on 15.08.2022 (incl de-regn period). 3. UGC extension from 16.08.2022 to to 31.12.2022 as per the UGC Public Notice F.No.1-10/2021(CPP-III) dated 17.05.2022 (60th SCR; Item 7.2); Extension application endorsed by the RAC and 60th SCR. 4. 1st Jan to 30th June 2023 (6 months Relaxation (Extra Time) under women clause 12(v) of RSR 2017 5. For Remaining 1 and half years 1st July 2023 to 31st December 2024. (65th SCR). Relaxation under Women clause 12(v) of RSR 2017, application endorsed by the RAC and submitted to the SCR Note: The school office had already submitted the relevant documents wrt

				extension/relaxation and de-registration requests on time.
2	S165CWG06	Dona Biswas Opted for 2017 regulations	13/01/2016	1. From 13.01.2021 to 31.12.21 & 01.01.22 to 30.06.22. Extension application endorsed by the RAC and 57th SCR (UGC Pandemic provision till 30th June 2022 (57 SCR). 2. UGC pandemic extension from 1st July 2022 till 31st Dec 2022. Extension application endorsed by the RAC and 60th SCR 3. 1st extra time/relaxation under women clause 12(v) of RSR 2017, candidate granted from 1st Jan 2023 to 30th June 2023 (61st SCR); 4. For remaining extra time/ relaxation under women category from 1st July 2023 till 31st December 2024 (remaining one and half years), relaxation under Women clause 12(v) of RSR 2017, application endorsed by the RAC and submitted to the SCR. Note: The school office had already submitted the relevant documents wrt extension/relaxation and de-registration requests at that time.
3	S175CWG03	Sanjana Opted for 2017 regulations	07/12/2016	1. 7th Dec 2021 to 31st Dec 2021 followed by 01st Jan to 30th Jun 2022 and further 01st Jul to till 31st Dec 2022 covid extension (57 SCR) as per the UGC Public Notice F.No.1-10/2021(CPP-III), (60th SCR Item 7.2), Extension application endorsed by the RAC and 57th& 60th SCR

				2. 1st extra time/relaxation under women clause 12(v) of RSR 2017 granted from 1st Jan 2023 to 30th June 2023 (61st SCR) 3. Remaining extra time/ relaxation under women clause 12(v) of RSR 2017 from 1st July 2023 till 31st Dec. 2024, for remaining one and half years (65th SCR). Extension application endorsed by the RAC and submitted to the SCR. Note: The school office had already submitted the relevant documents wrt extension/relaxation and de-registration requests at that time.

The SCR took note of the above cases.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.63:To note the recommendations made by the Standing Committee Research in its 66th meeting regarding non completion of Ph.D. requirements by some Ph.D Scholars of WGS Programme in the School of Human Studies.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 noted the recommendations made by the Committee in its 66th meeting(Item No.8.14), wherein, some Ph.D Scholars of 2012 batch (Ms. Anshumita Pandey, Ms. Bharti Mohan, and Ms.Thokchom Bibinaz Devi) were asked to apprise in the next meeting about the reasons for non-completion of the PhD requirements.

The SCR in its 67th meeting noted that the scholars had registered in September 2012 and considering five years of registration, four years of de-registration, two six monthly extensions, and 2 years of women's relaxation, they have in total 12 years to submit their thesis, which was to be completed on 1st September 2024 The table below shows their time line: -

Sl. No.	Scholar Name	Registration Date	Name of Supervisor	Extension details
1.	Ms. Anshumita Pandey (S125CPS01)	1-09-2012 to 24-8-2017 (as per 2017 regulations that the student opted for) Annexure 1	Prof. Honey Oberoi Vahali	1. De-Registration 25-08-2017-TO 24-08-2021 2. Re-registration: 25-08-2021 (SCR56) 3. COVID extension: 25/08/ 2021 to 31/12/2022 (SCR59) (RAC recommended on 18/07/2022) 4. Women's relaxation: From 01-01-2023 to 31-08-2024 (SCR 61)
2.	Bharti Mohan (S125CPS03)	1-9-2012 to 24-8-2017 (as per 2017 regulations that the student opted for) Annexure 1	Prof. Honey Oberoi Vahali	1. De-Registration 25-08-2017-TO 24-08-2021 2. Re-registration: 25-08-2021 (SCR56) 3. COVID extension: 25/08/ 2021 to 31/12/2022 (SCR59) (RAC recommended on 18/07/2022) 4. Women's relaxation: From 01-01-

				2023 to 31-08-2024, (SCR 61)
3.	Ms. Thokchom Bibinaz Devi (S125CPS11)	1-09-2012 to 24-8-2017 (as per 2017 regulations that the student opted for) Annexure 1	Prof. Honey Oberoi Vahali	1. De-Registration 25-08-2017-TO 24-08-2021 2. Re-registration: 25-08-2021 (SCR56) 3. COVID extension: 25/08/ 2021 to 31/12/2022 (SCR59) (RAC recommended on 18/07/2022) 4. Women's relaxation: From 01/9/2022- upto maximum admissible period – upto 31-08-2024 (as resolved by SCR 60). The actual women extension is from 01-01-2023 to 31-08-2024 with reference to COVID extension upto 31-12-2022.

All information regarding timeline has been mentioned in the table. All the three scholars had adopted 2017 regulations, on the basis of which they were given women's relaxation in previous SCRs.

The SCR took note of the above cases.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.64: To note the recommendations made by the SCR regarding pre-submission presentation and thesis submission by Ms. Hsing Wen Chang (PhD Psychology, 2017 Scholar).

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the pre-submission presentation and thesis submission in respect of Ms. Hsing Wen Chang (PhD Psychology, 2017 scholar).

S No.	Name	Enrollment No.	Date of Registration	Extension/relaxation period (approved in SCR 60)	Date of Pre-submission presentation	Date of thesis submission
1.	Hsing Wen Chang	S175CPS02	22/08/2017	From 23-8-2022 till 22-8-2024	24-Jan -2024	16-2-2024

The SCR took note of the pre-submission presentation of Ms Hsing Wen Chang (S175CPS02).

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.65: To note the recommendations made by the SCR on the request made by Ms.Nikita Jain, Ph.D.Psychology Scholar regarding de-registration from the programme.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated on the request submitted by Ms. Nikita Jain, PhD Psychology Scholar of Batch 2017 batch regarding de-registration from the programme.

The SCR noted that Clause 16(vi) of the AUD Ph.D. Regulations, 2017 which states *that a Ph.D. scholar can request the RSC for temporary de-registration subject to approval by the RAC, RSC and SCR. Temporary de-registration on account of ill health can only be sought by a Ph. D. scholar after completion of the course work and successful defence of a thesis synopsis.*

The SCR further noted that Ms. Nikita Jain has an M.Phil. degree due to which she was exempted from doing the coursework.Further, she had successfully defended her synopsis.

Name	Enrolment no.	Date of registration	Extension/ Relaxation Details	Temporeary De-registration	Date of RAC	Attachments
Ms. Nikita Jain	S175CPS04	23/08/2017	From 23/8/2022 to 22/8/2024 (Women relaxation)	De-registration Requested w.e.f 23/08/2024	25-1-2024	RAC report Copy of Work done and medical reports

After deliberating on the matter, the SCR resolved to recommend de-registraton of Ms Nikita Jain (PhD Psychology) as per Clause 16(vi) the AUD PhD Regulations 2017 clause 16(vi) which states that the de-registered candidate cannot re-register sooner than one year after the date of de registration and may re-register no later than four years after the date of de-registration."
The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.66: To note the recommendations made by the SCR regarding absence of Ms. Jenny Hoipineng (S125CPS05), Ph.D.Psychology Scholar of 2012 Batch in the RAC meetings along with non-payment of fees by her.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 deliberated on the matter pertaining to the absence of the Ms. Jenny Hoipineng (S125CPS05), a Ph.D.Psychology Scholar of 2012 Batch during the RAC Meeting and non payment of fees by her since her re-registration in August, 2021.

The SCR noted that the supervisor of the scholar had informed the Committee about her ill health and other domestic issues. The supervisor further informed about the inability shown by the scholar to continue with her Ph.D.degree as she was undergoing chemotherapy.

As per Clause 12(viii) of **AUD Ph.D.Regulation 2017,** *in case the progress of the research scholar is unsatisfactory, or if the candidate fails to implement the corrective measures suggested by the RAC, the RAC may recommend cancellation of the registration of the scholar to the SCR through RSC of the School with specific reasons in a detailed report. The RSC would consequently recommend to the SCR closure/cancellation of the candidate's enrolment before end of the normal registration period. The RSC is required to report in writing to the candidate the particular reasons for which cancellation of enrolment is being recommended or, in the case of a warning letter, would be recommended. Absence of response to such a report within a reasonable span of time or an unsatisfactory response by the candidate would itself constitute ground for cancellation of his/her enrolment.*

Sl. No	Enrolment No	Name	Registration Date	Comments
1	S125CPS05	Jenny Hoipineng	01/09/2012	Life crises. Grappling with relapse of cancer and dislocation due to violence in Manipur

The SCR deliberated on the matter and resolved to grant some time to the Scholar till September, 2024 in light of Clause 12(ii) of the AUD Ph.D Regulations, 2017 which states that ***"****In case the progress of the candidate is deemed unsatisfactory, the Research Advisory Committee shall record the reasons for the same and suggest corrective measures. If the candidate fails to implement these corrective measures, the Research Advisory Committee may recommend cancellation of the candidate's registration to the SCR through the RSC of the School, with specific reasons in a detailed report."*

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.67: To note the recommendations made by the SCR regarding admission of two Ph.D Scholars in the Ph.D. Psychology Programme in the School of Human Studies:

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 noted the completion of the PhD Admissions 2023 and admission of the following two Ph.D. Scholars in the Ph.D. Psychology Programme.

Name	**Enrollment No**
JAYATI KALRA	S235CPS01
ZOYEMA ANSARI	S235CPS02

The SCR took note of the admission of PhD scholars in PhD Psychology in SHS.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.68: To note the recommendations made by the SCR regarding successful Ph.D. synopsis presentation by the Ph.D. Scholar namely Ms.Jahnabi Mitra (S205CPS04) within three years of registration.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 noted the successful Ph.D synopsis presentation by the Ph.D. Scholar namely Ms. Jahnabi Mitra (S205CPS04) of Batch 2020 within three years of registration. She registered on 30.11.2021 and successfully completed her PhD synopsis titled *Experiencing Othering in the context of Linguistic Minoritization: A Study Based on the Bengali Community in Assam* presentation on 15th March 2024.

Name / Enrolment number	**Date of registration**	**Date of synopsis approval (date of RAC)**	**Date of Synopsis presentation**	**Supervisor & RAC members**	**Title Of Thesis**
Jahnabi Mitra (S205CPS04)	30/11/2021	29-1-2024	15-3-2024	Dr. Shifa Haq (supervisor) Dr. Shivani Nag Dr. Bindu.K.C.	*Experiencing Othering in the context of Linguistic Minoritization: A Study Based on the Bengali Community in Assam*

The SCR took note of the Synopsis defence presentation of Ms. Jahnabi Mitra (S205CPS04).
The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.69: To note the recommendations made by the SCR regarding pre-submission presentation by Ms. Urvashi Agarwal (S175CPS07) PhD Psychology Scholar of Batch 2017.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 noted the pre-submission presentation by Ms. Urvashi Agarwal (S175CPS07), a PhD Psychology Scholar of Batch 2017 on 2nd May 2024 in light of AUD Ph.D. Regulations, 2017. The title of her thesis was: 'Fathers and Daughters: Women and Femininity'

As per Clause 14(xi) of the AUD Ph.D. Regulations, 2017, Doctoral scholars shall be required to make a pre-submission presentation of their thesis before submission. The scholar shall be required to submit the thesis within three months of the pre-submission presentation.

Name	**Enrolment no.**	**Date of registration**	**Women's relaxation**	**Date of pre-submission**	**Supervisor/co-supervisor**	**RAC members**
Urvashi Agarwal	(S175CPS07	23/08/2017	23-8-2022 to 22-8-2024	2-5-2024	Dr. Shifa Haq (supervisor) Prof. Rachna Johri (co-supervisor)	Dr. Shifa Haq, Prof. Rachna Johri, Prof. Honey Oberoi Vahali, Nupur Dhingra Paiva (External)

The SCR took note of the pre-submission presentation by Ms. Urvashi Agarwal (S175CPS07), a PhD Psychology Scholar of Batch 2017.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.70: To note the recommendations made by the SCR on the request submitted by the Ph.D.Psychology Scholars of Batch 2017 regarding grant of 6 months extension.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 noted the request submitted by the two Ph.D. Pyschology Scholars of Batch 2017 for six-month extension.

As per Clause 12(v) of the AUD Ph.D. Regulatiuons, 2017, *the normal registration period for a Ph.D. programme shall be five years from the date of enrolment of the student in the programme. No PhD thesis can be submitted before the completion of three years. In case the candidate is not able to complete his/her coursework and/or research requirements within the normal registration period, she/he may apply to the RSC for an* ***extension of six months*** *from the date of completion of five years of enrolment in the programme. The SCR shall not grant more than two such extensions under any circumstances.*

Name	Enrollment number	Date of registration	Duration of women's relaxation	Period of extension (6 monthly)
Priya Tiwari	S175CPS05	23-8-2017	23-8-2022 to 22-8-2024	23-8-2024 to 22-2-2025
Ritika Arora	S175CPS06	22-8-2-17	22-8-2022 to 21-8-2024	22-8-2024 to 21-2-2025

The SCR deliberated and resolved to recommend six-month extension as per Clause 12(iv) of the AUD Ph.D. Regulations, 2017.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.71: To note the recommendations made by the SCR regarding six-monthly progress report of the Ph.D.Psychology Scholars of the Batch 2012, 2017, 2020 and 2021 from July, 2023 to December, 2023.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 noted the conduct of the meetings of the RAC for the Ph.D.Psychology Scholars of Batch 2012, 2017, 2020 and 2021 from July, 2023 to December, 2023 for monitoring their six-monthly progress report.

As per Clause 12(ii) of the AUD Ph.D Regulations, 2017 states that… *A research scholar shall appear before the Research Advisory Committee* ***at least once*** *in six months to make a presentation of the progress of his/her work for evaluation and further guidance. The six-monthly progress reports shall be submitted by the Convener of the Research Advisory Committee to the SCR through RSC of the School, with a copy to the research scholar. Such occasions may also provide opportunities for formal assessment of the student's progress in satisfying 'thesis pre-submission' requirements (e.g., language proficiency, acquisition of other skills/investigative techniques prescribed by the RSC on the recommendations of the RAC). In case the progress of the candidate is deemed unsatisfactory, the Research Advisory Committee shall record the reasons for the same and suggest corrective measures. Ifthe candidate fails to implement these corrective measures, the ResearchAdvisory Committee may recommend cancellation of the candidate'sregistration to the SCR through the RSC of the School, with specific reasons in a detailed report.*

Sl. No	Enrolment No	Name	Registration Date	Date of RAC	Comments	Attachments
1	S205CPS01	Anandeshwari Singh	30/11/2021	6-2-2024	Satisfactory	RAC report
2	S205CPS03	Anupriya Sircar	30/11/2021	5-2-2024	Satisfactory	RAC report
3	S205CPS04	Jahnabi Mitra	30/11/2021	29-1-2024	Satisfactory	RAC report
4	S205CPS05	Sarita Punia	30/11/2021	7-2-2024	Satisfactory	RAC report
5	S175CPS04	Nikita Jain	23/08/2017	25-1-2024	Recommended for de-registration	RAC report Application for de-registration Portion of chapter writing, Medical reports enclosed
6	S175CPS05	Priya Tiwari	23/08/2017	1-2-2024	Satisfactory	RAC report

					and recommended for 6 months extension	Application for extension, Draft of chapters
7	S175CPS06	Ritika Arora	22/08/2017	24-1-2024	Satisfactory and recommended for 6 months extension	RAC report Application for extension Draft of chapters
8	S175CPS07	Urvashi Aggarwal	23/08/2017	29-1-2024	Satisfactory and recommended for pre-submission presentation	RAC report
9	S125CPS03	Bharti Mohan	01/09/2012	13-2-2024	Satisfactory	RAC report
10	S125CPS11	Thokchom Bibinaz Devi	01/09/2012	5-2-2024	Satisfactory	RAC report
11	S215CPS01	Simran Bodh	15-9- 2022	13-2-2024	Satisfactory	RAC report
12	S215CPS02	Srishti Kathak	14-9-2022	6-2-2024	Satisfactory	RAC report
13	S215CPS03	Vinod.R	14-9-2022	13-12-2024	Satisfactory	RAC report

The SCR noted that the RAC form of Ms. Anshumita Pandey for the period stated above was submitted in the last SCR.

The SCR took note of the Six-monthly progress reports of students as tabled above for the period (July 2023 to December 2023).

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.72: To note the recommendations made by the SCR regarding reconstitution of the Research Advisory Committees for the Ph.D. Scholar.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 noted the reconstitution of the Research Advisory Committee for the following Ph.D. Scholar in light of Clause 11(iii) of the AUD Ph.D. Regulations, 2017 which states that **"***For each Ph.D. scholar, a Research Advisory Committee shall be constituted by the RSC before the end of the course work. The RAC must have at least 3 members, of which not more than one can be external to the School or the University. The candidate's supervisor and co-Supervisor (internal as well as external) must be part of the RAC. The Supervisor of the scholar shall be the Convener of the RAC."*

The SCR noted that the RAC has been reconstituted in light of the fact that the RAC member Prof.Anita Ghai had superannuated in Oct 2023 and Prof Rachana Johri resigned from the University in February 2023, therefore they became external members. Hence, Prof.Anita Ghai became the external member in the RAC.

Sl No	**Enrolment number and Date of Registration**	**Name of the scholar**	**Supervisor/ Co-supervisor**	**Old RAC**	**New RAC**
1	S125CPS03 (DOR 01-09-20212)	Bharti Mohan	Prof Honey Oberoi Vahali (Supervisor)	Prof Honey Oberoi Vahali (Supervisor) Prof. Rachana Johri (External); Prof Anita Ghai (Internal)	Prof Honey Oberoi Vahali (Supervisor) Dr Vatsala Saxena (Internal) Prof Anita Ghai (External)

The SCR took note of the reconstitution of the RAC for Ms. Bharti Mohan (S125CPS03).

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.73: To note the recommendations made by the SCR in considering the recommendation made the sub-committee constituted by the SCR in its 66th meeting regarding Ph.D. Disbility Studies Programme.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 noted the clarification sought in regard to the constitutution of a programme team for the Ph.D Disability Studies Programme (interdisciplinary) considering the retirement of Prof.Anita Ghai and non availability of any dedicated faculty.

The SCR noted the Committee in its 66th meeting had resolved to authorise the Chair SCR to constitute a sub committee with the following term of reference.

1. To suggest composition of RAC especially with reference to programmes where the strength of programme faculty is insufficient to meet the requirement of clause 11.2 of RSR2021.
2. To suggest composition of RAC in case there is no programme faculty available in any PhD programme situation arising due to superannuation/ resignation of the faculty. The committee mayco-opt any member duringthe process.

Subsequently, a committee comprising of Prof Rukmini Sen, Dr. Jyotirmoy Bhattacharya, Dr Rachna Chaudhary, Dr Sunita Singh, and Dr Anita Cherian was constituted and the Committee made the following recommendations:-

1. An exception may be considered in RAC composition as per clause 11.2 of RSR 2021 under two circumstances:
   a) strength of the programme is insufficient to meet the requirements of the above-mentioned clause and
   b) due to superannuation/ resignation of faculty, unavailability of programme faculty in a PhD programme. The exception to 11.2 of RSR 2021 may be read as:

- The RAC must have at least three (3) members
- The thesis supervisor is the convenor of the RAC and the co-supervisor (if any) must be a member of the RAC.
- At least one (1) member maybe from outside of the Programme either from School and/or from the University (whose area of specialization is connected to the Phd programme in consideration).
- At least one (1) member from outside of the University who have domain expertise in the area.
- All RAC members should be eligible for PhD supervision.

All functions of the RAC will remain the same, in the exception clause.

The committee further deliberated:

1. The term 'programme *faculty' in the RSR 2021 may be defined*/ specified.

2. All approved PhD programmes need to have sufficient faculty for the smooth functioning of the PhD, without constraints to the PhD scholars.".

The SCR considered and took note of the above recommendations submitted by the RAC and Committee.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.74: To note the recommendations made by the SCR regarding constitution of RAC for the Ph.D. Scholars in the Disability Studies.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 noted the constitution of the RAC for the following scholars of the Ph.D.Disability Studies in accordance with the recommendations made by the sub-committee

S No.	Name of the scholar	Enrollment Number	Date of registration	Supervisor & Co-supervisor	RAC
1.	Damini Rana	S205CDS03	29/11/2021.	Prof. Honey Oberoi Vahali (supervisor) Prof. Anita Ghai (Co-supervisor)	Prof. Honey Oberoi Vahali, Prof. Krishna Menon Prof. Anita Ghai, Prof. Rukmini Sen.
2.	Shrabanti Sen	S205CDS04	16/11/2021	Dr. Vatsala Saxena (supervisor) Prof. Anita Ghai (Co-supervisor)	Dr. Vatsala Saxena, Dr. Monimalka Day Dr. Bindu. K.C Prof. Anita Ghai
3.	Adarsh Chhetry	S205CDS01	26 -11 -21	Dr. Anoop Koileri (supervisor) Prof. Anita Ghai (Co-supervisor)	Dr. Anoop Koileri, Dr. Rohit Negi Prof. Anita Ghai. Dr. Mamatha Karollil

The SCR noted that these scholars had completed 6th semester in June, 2024 and not a single RAC was constituted for the Scholars. The SCR noted that an explanation has been submitted by the School in regard to the delay caused in constitution of the RAC for the Scholars.

The SCR took note of the RAC constitution of the PhD Disability Studies students, tabled above.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.75: To note the recommendations made by the SCR regarding extension given to Ph.D Scholars of Disability Studies for the synopsis presentation.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 noted that that the Research Advisory Committee for the Ph.D.Scholars of Disability Studies had been constituted in light of the deliberations of the sub-committee meetings and its ratification by the SCR. As the RAC was constituted, the SCR recommended to grant extension of one semester to the Ph.D. Scholars for synopsis presentation as the same can only be done once the RAC members convene and recommend the synopsis from their end.

The SCR noted that the Ph.D.Scholars had been registered in 2021 and were regulated as per AUD Ph.D. Regulations, 2021. As per Clause 12.3 of the AUD Ph.D. Regulations, 2021, women and persons with disability shall be allowed to defend their synopsis within 4 years of registration period, with a possible extension of 6 months on recommendation of the RSC to the SCR.

Sno.	Name of the scholar	Enrollment Number	Date of registration
1.	Damini Rana	S205CDS03	29/11/2021
2.	Shrabanti Sen	S205CDS04	16/11/2021
3.	Adarsh Chhetry	S205CDS01	26/11/2021

The SCR noted the extension given to Ph.D Scholars of Disability Studies for the synopsis presentation.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.76: To note the recommendations made by the SCR regarding reconstitution of the Research Advisory Committee in respect of M.Phil. Scholar Ms. Aanchal Bhatnagar in the School of Human Studies.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024, noted the reconstitution of the RAC for the MPhil scholar Aanchal Bhatnagar, who was under the supervision of Prof. Anita Ghai. The SCR noted that the Academic Council, in its 32nd meeting, had granted special permission to submit her thesis on a compassionate basis, as approved by the 64th SCR meeting held on June 9, 2023. Aanchal Bhatnagar's thesis submission was delayed due to her inability to make the submission following her grandmother's demise.

The SCR noted the information provided by the programme coordinator, MPhil Psychoanalytic Psychotherapy, regarding the retirement of Prof. Anita Ghai from the University w.e.f. 30.10.2023. Against this background, the permission from SCR is needed to allow Prof. Anita Ghai to continue as a co-supervisor and a member of the RAC for the scholar Aanchal Bhatnagar.

The reconstitution of the RAC committee of the following student is in accordance with the MPhill Research Regulation 2017, clause 10 (iii), which states that, "*The RAC must have at least three members, of which not more than one can be external to the School or the University. The supervisor, co-supervisor (internal as well as external) must be part of the RAC".* The details of the reconstitution of RAC are given below:

Sl No	Student name & Enrolment no	Date of Registration	Supervisor & Co-supervisor	Old RAC	New RAC
1	Aanchal Bhatnagar (S174CPS01)	09/08/2017	Dr. Shifa Haq (supervisor) Prof. Anita Ghai (co-supervisor)	Prof Anita Ghai (Internal), Dr. Ashis Roy (External) 2. Dr. Neetu Sarin (External)	Dr. Shifa Haq (Supervisor) Prof Honey Oberoi (Internal) Prof Anita Ghai (External/ co-supervisor) Dr. Neetu Sarin (External)

The SCR took note of the re-constitution of the RAC of Ms Aanchal Bhatnagar and School needs to provide a status report of the student.
The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

Agenda 40.28.77: To note the recommendations made by the SCR in respect of viva voce held for MPhil Students of 2017 and 2019 Batches.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 noted the viva voce held for MPhil students of the Batches 2017 and 2019.

S.No	Name of Student	Date of Registration	Thesis Submission	Date of Viva Voce
1	Hatnei Hoi Haokip S194CPS03	29.07.2019	28.07.2023	07.03.2024
2	Shirine Marian Tigga S194CPS13	29.07.2019	28.07.2023	20.03.2024
3	Hafsah Masroor S194CPS02	30.07.2019	20.07.2023	14.03.2024
4	Varsha Jain S194CPS14	29.07.2019	20.07.2023	12.04.2024
5	Priya Khandelwal S194CPS09	29.07.2019	28.07.2023	10.05.2024
6	Mohit Raj S194CPS05	29.07.2019	26.07.2023	13.05.2024
7	Parul Muwal S194CPS07	29.07.2019	26.07.2023	13.05.2024
8	Rajesh Kumar S194CPS11	29.07.2019	28.07.2023	08.05.2024
9	Samriddhi S194CPS12	29.07.2019	20.07.2023	13.05.2024
10	Prerna Rathi S194CPS07	30.07.2019	21.07.2023	15.04.2024
11	Khushboo S194CPS04	30.07.2019	29.07.2023	08.05.2024
12	Aanchal Bhatnagar S174CPS01	09.08.2017	13.03.2024	28.04.2024

The SCR took note of the above cases.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.78: To note the recommendations made by the SCR regarding admissions of the sixteen (16) PhD Scholars in the School of Law Governance and Citizenship (SLGC) during the first round of admissions.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 noted the admission of 16 PhD Students in the SLGC during the first round of admissions. The SCR noted that these students have not yet been assigned an enrolment number

S. no	Name of the Scholar
1	Nicole Noyal Thomas
2	Utsav Chaudhary
3	Ritika Chaturvedi
4	Saumya Yadav
5	Saransh Yadav
6	Jenny S
7	Harish Kumar Gautam
8	Manvi
9	Sakshi
10	P Kham Sian Muan Zou
11	Robin Singh
12	Sanskriti Prakash
13	Shweta
14	Sanket Ranjan
15	Anuj Dhama
16	Sumit Sherawat

The SCR took note of first round admissions as tabled above.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

*****

Agenda 40.28.79: To note the recommendations made by the SCR in respect of the proposal received from the Department of Political Science, University of Delhi regarding nomination of Prof. Lawrence Liang and Dr. Anushka Singh as co-supervisors for 2 scholar namely Paroma Ray(4th year) and Ikshula Arora(5th year) respectively.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 noted that Prof. Lawrence Liang has been invited by the Department of Political Science, Delhi University for co-supervision of Ms. Paroma Ray, Doctoral student, enrolled currently at the **Department of Political Science, University of Delhi.** The topic of her doctoral thesis is "***Change and Continuity in Political Agency: Community Level Participation in the Age of Cyber Politics***".

Dr. Anushka Singh has been invited by the Department of Political Science, Delhi University for co-supervision of Ms. Ikshula Arora, doctoral student, enrolled currently at the **Department of Political Science, University of Delhi**. The topic of her doctoral thesis is "***The State and Emergency Regimes: A Comparative Perspective".***

The SCR noted that the RSC of the School has deliberated on this matter and made the following recommendations:-

- UGC Regulations, 2022, Section 6, Clause-2, on PhD specifically recommends that co-supervision be encouraged for interdisciplinary doctoral studies. The students' research areas fall squarely within the disciplinary specialization of the respective faculty members,
- There is an MOU between Delhi University and Dr. B. R. Ambedkar University Delhi, and this would be an occasion to strengthen the MoU.
- The students are in the advanced stages of their respective PhDs and therefore the school's doctoral seats would not be compromised.
- Based on the above reasoning the RSC recommends co-supervision.
- The invitations are shared.

The SCR took note of the above.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.80: To note the recommendation made by the SCR in considering the recommendations of the RSC of the School of Law Governance and Citizenship(SLGC) in approving the new course for MA Law, Politics and Society (LPS) and MA in Criminology, with suitable assessment structure, for students enrolled in the SLGC PhD Programme.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 noted that the MA LPS and MA Criminology Courses as suitable for PhD Course Teaching. The RSC, SLGC has unanimously passed the following courses as PhD Courses. All the Courses are already passed by the BOS of MA Law, Politics and Society and MA Criminology and suitable assessment for PhD Candidates' evaluation has been built into all the courses respectively. Additionally, the BOS for MA- LPS also reconfirmed and passed these courses as PhD Courses on June 3, June 2024. New Codes have been assigned to all the Courses. The Courses are:

S. No.	Courses	Code
1	Law and the Politics of Indigeneity	SLG3LS312
2	Law and Modernity	SLG3LS313
3	Feminist Jurisprudence	SLG3LS314
4	General Principles of Criminal Law	SLG3LS315
5	Emotions, Criminal Culpability and Punishment	SLG3LS316
6	Psychoanalytic Jurisprudence	SLG3LS317

The SCR took note of the above.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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School of Letters

Agenda 40.28.81: To note the recommendations made by the SCR regarding six-monthly progress reports in respect of the PhD CLTS (Comparative Literature and Translation Studies) Scholars of various batches (July to December 2023).

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated and noted the six-monthly progress reports for the following PhD CLTS Scholars of various batches (July to December 2023): -

S. No.	Name of PhD Scholar	Enrolment No.	Date of registration	Date of RAC meeting	Discussions/Comments and Suggestions from RAC	RAC members present (supervisor first)
1	Ms. Nilza Angmo	S175LCL02	10.08.2017	28.02.2024	The scholar's progress was deemed satisfactory	Anita Cherian (S), Radha Chakravarty (Co-S), Shad Naved, Honey Oberoi Vahali (SHS)
2	Ms Jemsy Claries Alex	S195LCL02	20.08.2019	28.02.2024	The scholar's progress was deemed satisfactory	Anita Cherian (S), Radha Chakravarty (Co-S), Shad Naved
3	Ms Pali Sarkar	S195LCL04	21.08.2019	07.02.2024	The scholar's progress was deemed satisfactory	Akhil Katyal (S), Radha Chakravrty (Co-S), Shad Naved
4	Mr Mohammed Irfan	S195LCL03	28.08.2019	12.03.2024	The scholar's progress was deemed satisfactory	Shad Naved (S), Radha Chakravarty, Bindu KC
5	Mr Abhimanyu Singh	S195LCL01	28.08.2019	08.02.2024	The scholar's progress was deemed satisfactory	Shad Naved (S), Radha Chakravarty, Santhosh S (SCCE)

6	Ms Nirupama V.	S205LCL02	16.11.2021	22.01.2024	The scholar's progress was deemed satisfactory	Shad Naved (S), Bindu KC, Rajan Krishnan
7	Mr Fazil	S205LCL01	17.11.2021	05.04.2024	The scholar's progress was deemed satisfactory	Shad Naved (S), Shifa Haq, Venugopal Maddipati

*The SCR took note of the six-monthly progress reports of students tabled above (*July to December 2023).

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.82: To note the recommendations made by the SCR regarding synopsis defence and approval of the thesis title in respect of the Ph.D CLTS Scholars of various batches.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated and noted the PhD Synopsis defense and recommended the approval of thesis title for the following PhD CLTS Scholars of various batches: -

S. No.	Name of PhD Scholar	Enrolment No.	Date of registration	Date of Synopsis Defence	PhD Title as recommended by RAC	RAC members present (supervisor first)
1	Ms Nirupama V.	S205LCL02	16.11.2021 (batch of 2020-21)	22.01.2024	A World in Flux: The Anthropocene in Select Tamil Novels	Dr. Shad Naved (S), Dr. Monal Dewle, Dr. Bindu KC
2	Mr Abhimanyu Singh	S195LCL01	28.08.2019	11.03.2024* (*The scholar was granted a chance to defend synopsis by Competent Authority, after the normal deadline of 5 semesters.)	Ambedkar as a Comparative Thinker: Text, Thought and Readings	Dr. Shad Naved (S), Prof. Radha Chakravarty, Dr. Santhosh S. (SCCE)

The SCR took note of the Synopsis defence presentation of students tabled above.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.83: To note the recommendations made by the SCR regarding successful submission of thesis by the PhD CLTS Scholar.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the successful submission of thesis by the following PhD CLTS Scholar: -

S. No.	Name of PhD Scholar	Enrolment No.	Date of registration	Date of thesis submission
1.	Mr Aniruddha Nagaraj	S185LCL02	21.08.2018	21.02.2024

The SCR took note of the submission of the thesis of Mr Aniruddha Nagaraj (Enrol No. S185LCL02).

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

*****

Agenda 40.28.84: To note the recommendations made by the SCR on the request made by the Ph.D.Scholar regarding grant of two-year relaxation in registration period of the women scholars whose normal registration period was completing in August 2024.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated and recommended the 2-year relaxation in registration period of the following women candidates whose normal registration period is getting over in August 2024: -

S. No.	Name of PhD Scholar	Enrolment No.	Date of registration	Extension period dates
1	Ms Pali Sarkar	S195LCL04	21.08.2019	21.08.2024 to 20.08.2026
2	Ms Jemsy Claries Alex	S195LCL02	20.08.2019	20.08.2024 to 28.08.2026

As per AUD 2017 PhD regulations, section 12, clause (v): *Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D.*

The SCR took note of the Two-years relaxation of students tabled above as applicable to women Ph.D. candidates subject to the condition that the total period of registration in the programme shall not exceed the limit prescribed in RSR 2017 clause 12 (IV) & (V).

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

*****

Agenda 40.28.85: To note the recommendations made by the SCR on the request made by the Ph.D. Scholar regarding grant of 6-month extensions in the normal registration period.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated and recommended the first 6-month extension of normal registration period for the following PhD CLTS Scholar, as per the AUD PhD regulations 2017, clause 12 (iv): -

S. No.	Name of PhD Scholar	Enrolment No.	Date of registration	Extension period dates
1.	Mr Mohammed Irfan	S195LCL03	28.08.2019	28.08.2024 to 28.02.2025

The SCR resolved to recommend first six-month extension as per AUD 2017 regulation clause 12(iv).

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

*****

Agenda 40.28.86: To note the recommendations made by the SCR on the request made by the women scholars regarding grant of two year relaxation in the registration period whose normal registration period completes in August 2024.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated and recommended the **2-year relaxation in the registration period for the following women scholars whose normal registration period is getting over in August 2024**: -

As per AUD 2017 PhD regulations, section 12, clause (v): *Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D.*

S. No.	Name of PhD Scholar	Enrolment No.	Date of registration	Extension sought
1	Ms Gurpreet	S195LEN03	29-07-2019	29-07-2024 to 28-07-2026
2	Ms Jenisha Singh	S195LEN04	21-08-2019	21-08-2024 to 20-08-2026
3	Ms Shreeya Malhotra	S195LEN06	19-08-2019	19-08-2024 to 18-08-2026
4	Ms Zakra Saiwa	S195LEN09	20-08-2019	20-08-2024 to 19-08-2026

The SCR took note of the Two-years relaxation of students tabled above as applies to women Ph.D. candidates subject to the condition that the total period of registration in the programme shall not exceed the limit prescribed in RSR 2017 clause 12 (IV) & (V).

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

*****

Agenda 40.28.87: To note the recommendations made by the SCR in granting first six -month extension to the Ph.D Scholars.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated and recommended the first 6-month extension of the following Scholars as per the Clause 12(iv) of the AUD PhD Regulations 2017:-

S. No.	Name	Enrolment No	Date of registration	Extension sought
1	Mr Adarsh Narayan Parbat	S195LEN01	26-08-2019	26-08-2024 to 25-02-2025
2	Mr Rahul Chauhan	S195LEN05	19-08-2019	19-08-2024 to 18-02-2025
3	Mr Aishwarya Kumar	S195LEN02	21-08-2019	21-08-2024 to 20-02-2025

The SCR resolved to recommend first six-month extension as per AUD 2017 regulation clause 12(iv).

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

*****

Agenda 40.28.88: To note the recommendations made by the SCR regarding PhD synopsis and approval of title in respect of PhD English Scholar.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated and noted the PhD Synopsis, and recommended the approval of title for the following PhD English scholar: -

S. No.	Name of PhD Scholar	Enrolment No.	Date of registration	Date of Synopsis Defence	PhD Title as recommended by RAC	RAC members present (supervisor first)
1.	Ms Anna Dasgupta Supervisor (Anita Cherian)	S205LEN02	24-11-2021	13-05-2024	The Object of Comics: A Study of Materiality, Form, and Meaning in Select ContemporaryComics	Vikram Singh Thakur Sanju Thomas Anita Cherian

The SCR took note of the Synopsis defence and approval of title *presentation of student tabled above.*

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

*****

Agenda 40.28.89: To note the recommendations made by the SCR on the request made by Ms. Neha Rana (S175LEN06) PhD English Scholar regarding grant of maternity leave.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated and recommended the **maternity leave of Ms Neha Rana (S175LEN06), PhD English Scholar, after considering her application.**

Ms Neha Rana, enrolment no S175LEN06, registered on 28-08-2017, is currently under the 2-year relaxation of the normal registration period for women scholars (From 08-06-2022 to 07.06.2024). She has now applied for maternity leave from 27th May 2024 for a period of 240 days.

The SCR resolved to recommend Maternity leave of Ms Neha Rana (S175LENO6) as per the AUD PhD regulation 2017 clause 12(V) *"Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days".*

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

*****

Agenda 40.28.90: To note the recommendations made by the SCR regarding constitution of the RAC in respect of the PhD scholar Ms. Ayushi Sharma (S215LEN01).

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated and recommended the constitution of the RAC of the following PhD scholar: -

S. No.	Name of PhD Scholar	Enrolment No.	Date of registration	Proposed RAC members
1.	Ms Ayushi Sharma	S215LEN01	2022	Dr Diamond Oberoi Vahali (Supervisor) Dr Usha Mudiganti (Internal member) Dr Honey Oberoi Vahali (External member)

The SCR took note of the re-constitution of the RAC for Ms. Ayushi Sharma (S215LEN01).

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

*****

Agenda 40.28.91: To note the recommendations made by the SCR regarding admission of the Scholars in the PhD English Programme for the Academic year 2023-24:

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the admission of the following candidates to PhD English programme for the academic year 2023-24: -

S. No.	Form No.	Name of the candidate	Admission criteria
1	AUDJL230001906	Ms. Jagriti Gupta	Entrance examination + Interview
2	AUDJL230000315	Ms. Anindita Mondal	Entrance examination + Interview
3	AUDJL230001100	Mr. Laxya Tokas	Entrance examination + Interview
4	AUDJL230001258	Mr. Himanshu Singh	Entrance examination + Interview

The SCR took note of the admission of PhD English scholars for the Academic Year 2023-28.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

*****

Agenda 40.28.92: To note the recommendations made by the SCR regarding submission of thesis by the PhD Scholars.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the thesis submission of the following PhD scholars: -

S. No.	Name of PhD Scholar	Enrolment No.	Date of registration	Date of thesis submission
1	Ms Hatchingtham Haokip	S175LEN02	14-08-2017	01-02-2024
2	Ms Veeksha Vagmita	S175LEN02	23-08-2017	01-03-2024

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

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

*****

Agenda 40.28.93: To note the recommendations made by the SCR regarding six-monthly "Satisfactory" progress report in respect of the PhD English Scholars of various Batches from January 24-June 28.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated and noted the six-monthly "Satisfactory" progress report for the following PhD English Scholars of various batches for the period from January 2024 to June 2024: -

S. No.	Name of PhD Scholar	Enrolment No.	Date of registration	Date of RAC meeting	Discussions/Comments and Suggestions from RAC	RAC members present (supervisor first)
1	Ms Aadarsh Narayan Parbat	S195LEN01	21.08.2019	24-01-2024	The scholar's progress was deemed satisfactory.	Diamond Oberoi Usha Mudiganti, Neetu Sarin
2	Ms Rahul Chauhan	S195LEN05	28.08.2019	03-05-2024	The scholar's progress was deemed satisfactory.	Amit Singh Diamond Oberoi, Manish Jain
3	Ms Archa Bhatnagar	S185LEN01	30.07.2018	12-03-2024	The scholar's progress was deemed satisfactory.	Usha Mudiganti, Diamond Oberoi Vahali, Honey Oberoi Vahali
4	Ms Sangeeta Jawla	S185LEN08	30.07.2018	21-03-2024	The scholar's progress was deemed satisfactory.	Diamond Oberoi Vahali, Sanju Thomas,

						Lovitoli Jimo
5	Ms Neha Rana	S175LEN06	28.08.2017	30-04-2024	The scholar's progress was deemed satisfactory.	Diamond Oberoi Vahali, Dr. Shifa Haq, Dr. Usha Mudiganti, Prof. Bodh Prakash
6	Ms Dimpy Lochav	S185LEN03	30-08-2018	05-02-24	The scholar's progress was deemed satisfactory.	Sanju Thomas, Bhoomika Meiling, Anita Cherian
7	Ms Zakra Saiwa	S195LEN09	20-08-2019	14-05-24	The scholar's progress was deemed satisfactory.	Sanju Thomas, Bhoomika Meiling, Bindu KC
8	Ms Jenisha Singh	S195LEN04	21-08-2019	15-05-24	The scholar's progress was deemed satisfactory.	Sanju Thomas, Usha Mudiganti, Moggallan Bharti
9	Ms Gurpreet Kaur Saini	S195LEN03	28.08.2019	16-05-24	The scholar's progress was deemed	Usha Mudiganti, Diamond Oberoi

					satisfactory.	Vahali, Rachana Johri
10	Mr. Aishwarya Kumar	S195LEN02	21-08-2019	02-05-2024	J. M. Coetzee and the Ethics of Reading/Writing Fiction	Dr. Bhoomika Meiling, Dr. Amit Singh, Dr. Rohit Negi
11	Ms. Ruchita Machal	S185LEN07	30-07-2018	14-05-2024	Return to Myth: A Study of Select Indian Science Fiction	Dr. Sanju Thomas, Dr. Shad Naved, Dr. Vikram Singh Thakur
12	Ms. Shreya	S195LEN06	19-07-2019	14-05-2024	Literary Responses to Techno-Dystopia and Digital Apocalypse: A Study of select science fiction	Dr. Vikram Singh Thakur Dr. Sanju Thomas, Dr. Shad Naved,

*The SCR took note of the six-monthly progress reports of students tabled above (*January 2024 to June 2024).

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.94: To note the recommendations made by the SCR regarding pre-submission presentation of the PhD English Scholar Ms. J Imlikala Ao.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated and noted the pre-submission presentation of the following PhD English scholar: -

S. No.	Name of PhD Scholar	Enrolment No.	Date of registration	Thesis Title	Date of Pre-submission presentation
1.	Ms. J Imlikala Ao	S175LEN04	14-08-2017	Negotiating Ao Naga Identity: A Study of The Legend of Pentochepchep	20-05-2024

The SCR took note of the Pre-submission presentation of Ms. J Imlikala Ao (S175LEN04)

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

*****

Agenda 40.28.95: To note the recommendations made by the SCR regarding new admission to the Ph.D. English Language Education (ELE) Programme during the academic year 2023-28.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the admission of the following candidates to Ph.D. English Language Education (ELE) programme during the academic year 2023-24: -

Sr. No	Form No.	Name of the candidate	Admission criteria
1	AUDJL230001106	Ms. Konsom Suzane	Entrance examination + Interview
2	AUDJL230002088	Ms. Muskan Malhotra	Entrance examination + Interview
3	AUDJL230002750	Mr. Neeraj Alaria	Entrance examination + Interview
4	AUDJL230001992	Ms. Preety Angral	JRF + Interview
5	AUDJL230002813	Ms. Seema Gupta	Entrance examination + Interview
6	AUDJL230002880	Ms. Sneha Raturi	Entrance examination + Interview
7	AUDJL230001968	Ms. Srishti Sangwan	Entrance examination + Interview
8	AUDJL230001878	Mr. Sulbha	Entrance examination + Interview
9	AUDJL230001061	Mr. Mohan Chandra Joshi	Entrance examination + interview

The SCR took note of the admission of PhD English Language Education (ELE) programme *scholars for the Academic Year 2023-24*

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

*****

Agenda 40.28.96: To note the recommendations made by the SCR regarding joining of PhD English Scholar after completion of maternity leave.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated and noted the joining of the following PhD English scholar after completion of maternity leave: -

S. No.	Name of PhD Scholar	Enrolment No.	Date of registration	Applied for maternity leave	Date of Joining after completion of maternity leave (240 days)
1	Archa Bhatnagar	S185EN01	30-07-2018	15-07-2023	12-03-2024

The SCR took note of above case.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

*****

Agenda 40.28.97: To note the recommendations made by the SCR on the request submitted by the Ph.D. Scholar Ms.Bharti Jain(S195DHI01) for the grant of two-year relaxation whose 5-year term is getting over in August 2024:

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated and recommended the 2-year relaxation to the PhD Scholar Ms. Bharti Jain (S195DHI01) whose 5-year registration period is getting over in August 2024: -

S.No.	Name of PhD Scholar	Enrolment No.	Date of registration
1.	Ms Bharti Jain	S195DHI01	13-08-2019

The SCR took note of the Two-years relaxation of students tabled above as applies to women Ph.D. candidates subject to the condition that the total period of registration in the programme shall not exceed the limit prescribed in RSR 2017 clause 12 (V).

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

*****

Agenda 40.28.98: To note the recommendations made by the SCR on the request submitted by the Ph.D. Scholars regarding six months extension.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated and recommended the 6 months' extension for the following Candidates: -

S. No.	Name of PhD Scholar	Enrolment No.	Date of registration	Extension Sought
1.	Mr Raman Kumar	S195DHI05	13-08-2019	13-08-2024 to 12-02-2025
2.	Mr Praveen Verma	S195DHI04	13-08-2019	13-08-2024 to 12-02-2025

The SCR took note of the six months' extension of the candidates tabled above.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.99: To note the recommendations made by the SCR regarding pre-submission presentation given by the following PhD Hindi scholar.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated and noted the pre-submission presentation given by the following PhD Hindi scholar: -

S. No.	Name of PhD Scholar	Enrolment No.	Date of registration	Thesis Title	Date of Pre-submission presentation
1.	Mr. Biplaw Kumar	S195DHI02	13-08-2019	Mohan Rakesh ke Sahitya mein madhyamverg	10-05-2024

The SCR took note of the Pre-submission presentation of Mr. Biplaw Kumar (S195DHI02)

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.100: To note the recommendations made by the SCR regarding approval of the synopsis and thesis title in respect of PhD Hindi scholars.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated and noted the approval of the synopsis and thesis title in repect of PhD Hindi scholars.

S. No.	Name of PhD Scholar	Enrolment No.	Date of registration	Ttitle of thesis	Date of Synopsis approval
1.	KM Aakansha Bajpeyi	S215DHI02	14-09-2022	Prarambhik Hindi Upanyason aur Stree (vishesh sandarbh 1870 se 1917 tak)	15-05-2024
2.	Monia	S215DHI03	14-09-2022	Ramnika Gupta ke sahitya mein stree vimarsh	17-05-2024
3.	Asif Khan	S215DHI01	14-09-2022	Ikkisvi sadi ka prawasi Hindi Upanyas: Samedna aur Shilp	28-05-2024
4.	Prateik Kumar Yadav	S215DHI04	15-09-2022	Bhartiya gyan prampara ke sandarbh mein yog evam abhinay ka antah sambandh (vishesh sandarbh-Hindi rangmanch	28-05-2024

The SCR took note of the Synopsis defence presentation of students tabled above.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.101: To note the recommendations made by the SCR regarding six-monthly "Satisfactory" progress report in respect of the PhD Hindi Scholars of various batches (January 24-June 24).

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated and noted the six-monthly "Satisfactory" progress report for the following PhD Hindi Scholars of various batches (January 24-June 24): -

S. No.	Name of PhD Scholar	Enrolment No.	Date of registration	Date of RAC meeting	Discussions/ Comments and Suggestions from RAC	RAC members present (supervisor first)
1.	Raman	S195DHI04	13-08-2019	15-05-2024	The scholar's progress was deemed satisfactory.	Prof. Satyaketu Sankrit (Supervisor) Prof. Goplaji Pradhan (Internal member) Prof.Navin Chandra Lohni (External member)
2.	Bharti Jain	S195DHI01	13-08-2019	13-5-2024	The scholar's progress was deemed satisfactory.	Prof. Gopalji Pradhan (Supervisor) Dr. Geeta Pandey (Internal Member) Prof. Ashutosh Kumar (External Member)
3	Anupam Bhatt	S205DHI02	16-11-2021	14-5-2024	The scholar's progress was deemed satisfactory.	Prof Satyaketu Sankrit (Supervisor) Dr. Geeta

						Pandey (Internal Member) Prof. Jitendra Srivastava (Extrenal member)
4	Bharti	S205DHI03	16-11-2021	14-5-2024	The scholar's progress was deemed satisfactory.	Prof Satyaketu Sankrit (Supervisor) Dr. Mahendra Prajapati (Internal Member) Prof. Puneet Bisaria (External Member)
5	Akanksha	S205DHI01	16-11-2021	16-5-2024	The scholar's progress was deemed satisfactory.	Prof Satyaketu Sankrit (Supervisor) Dr. Geeta Pandey (Internal Member) Prof. Kumud Sharma, IGNOU (External Member)
6	Parul	S205DHI04	16-11-2021	16-5-2024	The scholar's progress was deemed satisfactory.	Prof Satyaketu Sankrit (Supervisor) Dr. Mahendra Prajapati (Internal Member) Prof. Rupa Singh (External member)

7	Km Akanksha Bajpeyi	S215DHI02	14-09-2022	15-5-2024	The scholar's progress was deemed satisfactory.	Dr. Geeta Pandey (Supervisor), Dr., Mahendra Prajapati (Internal Member) Prof. Lal Chand Ram (NCERT)
8	Praveen Verma		13-08-2019	17-5-2024	The scholar's progress was deemed satisfactory.	Prof. Gopalji Pradhan (Supervisor) Dr. Geeta Pandey (Internal Member) Prof Alpana Mishra (External member)
9	Monia	S215DHI04	15-09-2022	17-5-2024	The scholar's progress was deemed satisfactory.	Dr. Ambika Ram (Supervisor) Dr. Mahendera Prajapati (Internal member) Dr. Rita Sinha (External Member)
10	Sonia	S205DHI05	17-11-2021	24-05-2024	The scholar's progress was deemed satisfactory.	Prof. Satyaketu Sankrit (Supervisor) Dr. Mahendera Prajapati (Internal Member) Prof. Yojna

						Rawat (External Member)
11	Asif khan	S215DHI01	14-09-2022	28-05-2024	The scholar's progress was deemed satisfactory.	Dr. Mahendra Prajapati (Supervisor), Dr. Geeta Pandey (Internal Member), Prof. Nand Kishore Pandey (External member)
12	Prateek Kumar Yadav	S215DHI04	15-09-2022	28-05-2024	The scholar's progress was deemed satisfactory.	Dr. Mahendra Prajapati (Supervisor), Dr. Ambika Ram (Internal Member), Prof. Amrendra Tripathi (External Member)

The SCR took note of the six-monthly progress reports of students tabled above (January 2024-June 2024)

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.102: To note the recommendations made by the SCR regarding new admissions in the Ph.D. Hindi programme during the academic year 2023-28.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the admission of the following candidates to Ph.D. Hindi programme during the academic year 2023-24: -

S. No.	Form No.	Name of the candidate	Admission criteria
1	AUDJL230000716	Satish Kumar Patel	Interview (JRF candidate)
2	AUDJL230000789	Minakshi	Entrance examination + Interview
3	AUDJL230001482	Babita	Entrance examination + Interview
4	AUDJL230000363	Priyanka	Entrance examination + Interview

The SCR took note of the admission of PhD Hindi programme scholars for the Academic Year 2023-28.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.103: To note the recommendations made by the SCR on the request made by the Ph.D. Hindi Scholar Ms.Minakshi regarding grant of maternity leave.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated and recommended the maternity leave of the following PhD Hindi Scholar: -

Ms Minakshi, Form No: AUDJL230000789, registered on 02-05-2024 has applied for maternity leave from 21 May, 2024 for a period of 240 days.

The SCR resolved to recommend Maternity leave of Ms Neha Rana (S175LENO6) as per the AUD PhD regulation 2017 clause 12(V) *"Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days"*

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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School of Liberal Studies

Agenda 40.28.104: To note the recommendations made by the SCR regarding re-constitution of the Research School Committee (RSC), School of Liberal Studies.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated and recommended the re-constitution of the Research School Committee (RSC), SLS: -

S. No.	Previous RSC Members	Current RSC Members
1.	Dr. Santosh Kumar Singh (Chair)	Dr. Santosh Kumar Singh (Chair)
2.	Dr. Priyasha Kaul (Deputy Dean)	Dr. Priyasha Kaul (Deputy Dean)
3.	Dr. Robin Singhal (Convenor)	Dr. Robin Singhal (Convenor)
4.	Dr. Oinam Hemlata (Exernal Member)	Dr. Aakriti Grover (Exernal Member)
5.	Prof. Dhirendra Datt Dangwal	Prof. Dhirendra Datt Dangwal
6.	Dr. Ramneek Khassa	Dr. Ramneek Khassa
7.	Dr. Rinju Rasaily	Dr. Rinju Rasaily

The SCR took note of the current RSC of SLS.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.105: To note the recommendations made by the SCR in considering the five cases of the Ph.D. Scholars in light of the recommendations made by the RSC of the School of Liberal Studies.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated and given its recommendations for the following five cases according to the recommendation made by the RSC, SLS: -

1. **Mr. Ravinder Ram** (S195DEC06, Date of Registration: 01.08.2019) has informed about his appointment as an Assistant Professor of Economics in Department of Economics, Satyawati College, Delhi University on permanent basis from 5th Feb, 2024. He has submitted the NOC (dated 19th Feb, 2024) from his employer to pursue PhD from Dr. B. R. Ambedkar University Delhi. He has requested to be allowed to continue to his enrolment in PhD Economics programme as a regular student. This matter was discussed and the RSC decided to put it forward to Chair, SCR for necessary action. ***He has successfully completed the PhD synopsis formalities as on 28.07.2022.***
   The Chair SCR will form a committee to review cases. The committee's recommendations will be presented at the next SCR meeting.

2. **Ms. Neha** (S205DEC02, Date of Registration: 21.11.2021) has informed about her appointment as an Assistant Professor of Economics in Department of Economics, Vivekananda College, University of Delhi on permanent basis from 8th March, 2024. She has submitted the NOC (dated 09th May, 2024) from her employer to pursue PhD from Dr. B. R. Ambedkar University Delhi. She has requested to be allowed to continue to her enrolment in PhD Economics programme as a regular student. This matter was discussed and the RSC decided to put it forward to Chair, SCR for necessary action. ***She is yet to defend her synopsis as she is currently enrolled in the 5th semester of PhD Economics Programme. As discussed with the Convenor SCR, kindly include this agenda item for 67th SCR meeting as per schedule.***

   The Chair SCR will form a committee to review cases. The committee's recommendations will be presented at the next SCR meeting.

3. As per 64th SCR Minutes (as per item no. 10.1) **Ms. Anna Sinha** was recommended a relaxation by one semester i.e. *from August 2023 to January 2024* under section 12 Clause (V) of AUD 2017 PhD Regulations which states that "Women candidates and Persons with Disability (more than 40% disability) may be allowed relaxation (or extra time) of 2 years for Ph.D". However, the 64th SCR minutes (as per item no. 10.2) also *resolved to recommend "continuation of Ms. Anna Sinha in the PhD Programme till the validity of the extraordinary leave granted to her under rule 15 of the All-India Services (Leave) rules 1955 by the Assistant Director, Sardar Vallabh Bhai National Academy Hyderabad, Government of India"*. It is to be noted that her extraordinary leave period was till December 2023. In view of this, she submitted an application on 30th November 2023 wherein she requested for a relaxation by one more semester as a woman candidate in accordance to 2017 PhD regulation, Section 12, clause (v). This

was discussed in the 37th RSC meeting and subsequently submitted to the 66th SCR meeting (as item no. 11.2) for which the decision is still awaited. This was discussed in the 40th RSC and decided to again request the Chair, SCR for necessary action in this regard. In addition, the RSC Chair advised the student and her supervisor to complete the formalities related to the RAC for the concerning period from August 2023 to January 2024 on an urgent basis.

She has successfully completed the PhD synopsis formalities as on 28.08.2021. Further, it is reported that this agenda item was included in the 66th SCR meeting wherein SCR resolved to issue necessary directions in consultation with URDC. The decision is still awaited. Hence, this is the continuing agenda from the previous SCR meeting and accordingly be included for 67th SCR meeting as per schedule.

The Chair SCR will form a committee to review cases. The committee's recommendations will be presented at the next SCR meeting.

4. **Ms. Priya Jindal** (S205DSC03, Date of Registration: 16.11.2021) has informed the SLS Office through her application dated 11.01.2024 that her study leave period was to end on 28th January, 2024 and had sought permission to resume her job as Assistant Professor at Vivekananda Institute of Professional Studies, GGSIPU. Along with her application, she also submitted the NOC (dated 9th January, 2024) from her employer to pursue PhD (Full Time) from Dr. B. R. Ambedkar University Delhi. This matter was discussed in the 38th RSC and was put for consideration of the 66th SCR meeting as item number 11.4 for which decision is still awaited. This was discussed in the 40th RSC meeting which decided to again request the Chair, SCR for necessary action. ***It is reported that this agenda item was included in the 66th SCR meeting wherein SCR resolved to issue necessary directions in consultation with URDC. The decision is still awaited. Hence, this is the continuing agenda from the previous SCR meeting and accordingly be included for 67th SCR meeting as per schedule.***

   The Chair SCR will form a committee to review cases. The committee's recommendations will be presented at the next SCR meeting.

5. **Ms. Mansi Mehta** (S185DEC04, Date of registration: 01.08.2018) has completed her 11th Semester in PhD Economics programme. This is informed that she was granted relaxation under ***clause 12 (V) of AUD 2017 regulations (as per the item number 10.1 of the 64th SCR minutes) from August 2023*** to January 2024. She has submitted an application seeking a relaxation of one more semester under the same clause requesting her enrolment in the 12th Semester availing the relaxation under the above clause. Further, it is informed that the RAC has also recommended relaxation for one more semester in her case. This was discussed in the 40th RSC meeting which decided to request the Chair, SCR for necessary action.

The SCR noted the two-year relaxation for women Ph.D. candidates, provided that the total registration period in the program does not exceed the limit prescribed in RSR 2017 clause 12 (V).

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.106: To note the recommendations made by the SCR regarding coursework of Ms Sonam Kumari (S215DEC03, Date of Registration:28.09.2022)

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the complete details relating to the coursework of Ms .Sonam Kumari (S215DEC03, Date of Registration: 28.09.2022):

It is reported that as per the recommendation of the 66th SCR meeting (under item no.11.1), Ms. Sonam Kumari (Enrolment No. S215DEC03, Date of Registration: 28.09.2022) was enrolled in the Monsoon Semester 2023 for the following elective courses in the PhD Economics 2nd semester:

S. No.	Course Title	Course Codes	Grades Awarded
1.	Guided Reading	SLS3EC201	B Minus
2.	Guided Study	SLS3EC202	C Plus

In addition, she has been enrolled in the Winter Semester 2024, along with the new batch of PhD Economics students, for the following courses of the 1st semester: -

S. No	Title	Code	Credits
1	Research Methods-I: Methods and Approaches in Economics	SLS3EC101	2
2	Econometrics Track 1	SLS3EC111	2
3	Econometrics Track 2	SLS3EC112	2
4	Mathematical Methods Track 1	SLS3EC131	2
5	Research and Publication Ethics	UNI300101	2

As per the item no 11.1 in the 66th SCR meeting, the SCR had stated that *"the complete details relating to the student's coursework may be reported to the SCR in its next meeting".* Hence, in compliance of the directions from the 66th SCR meeting, the coursework details of Ms. Sonam Kumari is a reporting item submitted by the 40th RSC meeting to the 67th SCR meeting.

The SCR noted the above course details.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.107: To note the recommendations made by the SCR regarding six-monthly progress reports of the PhD Economics scholars for the period from July 2023 – December 2023.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated and noted the six-monthly progress reports of the following PhD Economics scholars for the period July 2023 – December 2023: -

S. No	Name of Students / Enrolment No	Date of Registration	Supervisor (RAC Members)	Period for the month of	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
1	Ravi Kumar Gupta (S205DEC04)	21.11.2021	Dr. Jyotirmoy Bhattacharya (Supervisor) Dr. Robin Singhal Dr. Ishan Anand	Aug. 2023 to Dec.2023	28.01.2024	The scholar's progress was deemed satisfactory.
3	Priya Jindal (S205DEC03)	16.11.2021	Dr. Jyotirmoy Bhattacharya (Supervisor) Dr. Dipa Sinha Dr. Anamitra Roy Chowdhury	Aug. 23 to Dec.2023	28.01.2024	The scholar's progress was deemed satisfactory
4	Baishakhi Mondal (S205DEC04)	14.09.2022	Dr. Jyotirmoy Bhattacharya (Supervisor) Dr. Dipa Sinha Dr. Deepita Chakravarty	Aug. 23 to Dec.2023	28.01.2024	The scholar's progress was deemed satisfactory
5	Mansi Mehta (S185DEC04)	01.08.2018	Dr. Dipa Sinha (Supervisor) Dr. Deepita Chakravarty Dr. Krishna Ram	Aug. 23 to Dec.2023	28.01.2024	The scholar's progress was deemed satisfactory
6	Minni (S195DEC04)	02.08.2019	Dr. Parag Waknis (Supervisor) Dr. Jyotrimoy Bhattacharya Dr. Krishna	Aug. 23 to Jan.2024	28.01.2024	The scholar's progress was deemed satisfactory

			Ram Dr. Catalina Granda-Carvajal			
7	Akanksha Yadav (S195DEC02)	01.08.2019	Dr. Parag Waknis (Supervisor) Dr. Arindam Bannerjee (Co-Supervisor) Dr. Dipa Sinha Dr. Indranil Mukhopadhyay	Aug. 23 to Jan.2024	28.01.2024	The scholar's progress was deemed satisfactory
8	Jamyang Nurboo (S205DEC01)	20.11.2021	Dr. Parag Waknis (Supervisor) Dr. Jyotrimoy Bhattacharya Dr. Kritika Mathur	Aug. 23 to Jan.2024	28.01.2024	The scholar's progress was deemed satisfactory
9	Bhoomika Mann (S195DEC03)	02.08.2019	Dr. Parag Waknis (Supervisor) Dr. Dipa Sinha Dr. Krishna Ram Dr. Sona Mitra	Aug. 23 to Jan.2024	28.01.2024	The scholar's progress was deemed satisfactory
10.	Neha (S205DEC02)	21.11.2021	Dr. Krishna Ram (Suoervisor) Dr. Dipa Sinha Prof. Babu P. Ramesh	Aug. 23 to Dec.2023	28.01.2024	The scholar's progress was deemed satisfactory
11.	Ravinder Ram (S195DEC06)	01.08.2019	Dr. Krishna Ram (Suoervisor) Dr. Parag Waknis Dr. Amit Thorat (JNU)	Aug. 23 to Dec.2023	28.01.2024	The scholar's progress was deemed satisfactory
2	Shashank Mendiratta (S205DEC05)	21.11.2021	Dr. Jyotirmoy Bhattacharya (Supervisor) Dr. Nidhi	Aug. 23 to Dec.2023	28.01.2024	Unsatisfactory

			Kaicker Dr. Parag Waknis			

The SCR took note of the sixmonthly progress reports of students tabled above July 2023 – December 2023).

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.108: To note the recommendations made by the SCR regarding enrollment of the following PhD scholars in the School of Liberal Studies for the Batch 2023-24:

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the the new enrollment of the following PhD scholars at the School of Liberal Studies for the batch 2023-24: -

S. No.	AUD Form No.	Name of the Students
1	AUDJL230002047	Manuj Joshi
2	AUDJL230003167	Sana Ali
3	AUDJL230001047	Praveen Kaur
4	AUDJL230002848	Rayman Kharyal

The SCR took note of the new enrolment of the PhD Scholars tabled above.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

Agenda 40.28.109: To note the recommendations made by the SCR in respect of recommendations made by the RSC, SLS.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated and recommended the the cases recommendation made by the RSC, SLS: -

1. **Mr. Navratan (S215DHS03, Date of Registration: 14.09.2022)** has informed about his appointment as a tea cher at Govt. Boys Senior Secondary School, New Delhi-110086 and also submitted the NOC (dated 16th December, 2023) from his employer to pursue PhD from Dr. B. R. Ambedkar University Delhi. He has requested to be allowed to continue with his enrolment in PhD History programme. This matter was discussed in the 38th RSC and was put for consideration of the 66th SCR meeting as item number 11.9 for which decision is still awaited. This was discussed in the 40th RSC meeting which decided to again request the Chair, SCR for necessary action.

2. **Mr. Osama Mustaqueem (S215DHS05, Date of Registration: 15.09.2022)** has informed through his application dated on 08.03.2024 that he has joined as Probation Officer (Jail Services), Home Department, Bihar Public Service Commission on 28.04.2024. He has informed that he has already requested his employer for issuing NOC and seeking permission to continue in the PhD History programme.

The Chair SCR will form a committee to review cases. The committee's recommendations will be presented at the next SCR meeting.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.109: To note the recommendations made by the SCR regarding re-constitution of the RAC in respect of Ph.D Scholar Sri Harsha Sai Matta (S215DHS08)

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated and recommended the re-constitution of RAC of the scholar Sri Harsha Sai Matta (S215DHS08): -

SNo	Name of Student (Enrollment Number)	Date of Registration	RAC Members
1.	Sri Harsha Sai Matta (S215DHS08)	14.09.2022	Dr. Yogesh Snehi (Supervisor) Dr. Shailaja Menon Dr. Anita Elizabeth Cherian (SCCE)

The SCR recommended that re-constitution of RAC of the above Ph.D. student.
The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

Agenda 40.28.111: To note the recommendations made by the SCR regarding successful synopsis defence in respect of the Ph.D Scholars in the School of Liberal Studies.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated noted the successful synopsis defence for the following Research Scholars: -

S. No.	Name of the Student/ Enrollment No.	Date of Registration	Title of PhD Synopsis	RAC Members/Supervisor	Date of Synopsis approved
1	Arun Prakash Raj N/ S205DHSC02	17.11.2021	The Demand for Dravida Nadu: Envisioning and Labouring for a Utopia (1938-1963)	Dr. Shailaja Menon (Supervisor) Dr. Yogesh Snehi Dr. Dickens Leonard	06.03.2024
2	Devanand Kamat/ S205DHS03	28.11.2021	Print Culture in Mithila: The Making of Idea of Mithila (1905-1955)	Dr. Yogesh Snehi (Supervisor) Dr. Diamond Oberoi Vahali Prof. Dhirendra Datt Dangwal	28.04.2024
3	Snigdha Bhaswati/ S205DHS06	28.11.2021	Ek- Sharan- Naam- Dharma in the 20th Century Brahamputra Valley: A Study of the Srimanta Sankaradeva Sangha in Assam	Dr. Dharitri Narzary Chakravartty (Supervisor) Dr. Yogesh Snehi Dr. Bhuwan Kumar Jha	12.01.2024

The SCR took note of the Synopsis defence presentation of students tabled above.
The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

*****

Agenda 40.28.112: To note the recommendations made by the SCR regarding successful PhD Pre-submission presentations by the the PhD History Scholars.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated and noted the successful PhD Pre-submission presentations of the following of the PhD History scholars: -

S. No	Name of the Student/ Enrollment No.	Date of Registration	Title of PhD Dissertation	Supervisor and RAC Members	Date of Pre-submission presentation
1	Tanya Burman/ S195DHS02	13.08.2019	Begum Hazrat Mahal Power, Politics and Representation in the Revolt of 1857	Dr. Shailaja Menon (Supervisor) Dr. Lata Singh Dr. Dharitri Nazary Chakravartty	14.03.2024
2	Surabhi Pandey/ S185DHS02	14.08.2018	Journey to Krishna's Abode: Conceptualising Pilgrimage as a Living Tradition (18th -19th Century)	Dr. Yogesh Snehi (Supervisor) Dr. Gopal ji Pradhan Dr. Shaliaja Mennon	28.01.2024

The SCR took note of the PhD Pre-submission presentations of students tabled above.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.113: To note the recommendations made by the SCR regarding successful submission of PhD thesis in respect of Ph.D. Scholars.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated and noted the successful submission of PhD thesis for the following scholars: -

S.No.	Name of the Student/ Enrollment No.	Date of Registration	Title of PhD Dissertation	RAC Members/Supervisor	Date of Submission
1	Surabhi Pandey/ S185DHS02	14.08.2018	Journey to Krishna's Abode: Conceptualising Pilgrimage as a Living Tradition (18th -19th Century)	Dr. Yogesh Snehi (Supervisor) Dr. Gopal ji Pradhan Dr. Shaliaja Mennon	23.04.2024

The SCR took note of the above case.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.114: To note the recommendations made by the SCR regarding six-monthly progress reports of the PhD History scholars for the period from July 2023 – December 2023.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated and noted the six-monthly progress reports of the following PhD History scholars for the period July 2023 – December 2023: -

S. No	Name of Students / Enrolment No	Date of Registration	Supervisor (RAC Members)	Period for the month of	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
1	Arun Prakash Raj N (S205DHS02)	17.11.2021	Dr. Shailaja Menon (Supervisor) Dr. Yogesh Snehi Dr. Dickens Leonard	July. 2023 to Dec.2023	21.12.2023	The scholar's progress was deemed satisfactory.
2	Arun Prakash Raj N (S205DHS02)	17.11.2021	Dr. Shailaja Menon (Supervisor) Dr. Yogesh Snehi Dr. Dickens Leonard	Aug. 23 to Feb. 2024	06.03.2024	-Do-
3	Adarsh Kumar Aryan (S205DHS01)	17.11.2021	Dr. Dharitri Nazary Chakravartty (Supervisor) Dr. Yogesh Snehi Dr. Ajeet Kumar	July 2023. to Dec.2023	31.01.2024	-Do-
4	Devanand Kamat (S205DHS03)	28.11.2021	Dr. Yogesh Snehi (Supervisor) Dr. Diamond Oberoi Vahali Prof. Dhirendra Datt Dangwal	Dec. 23 to May 2024	09.04.2024	-Do-
5	Lalit Kumar (S215DHS0	14.09.2022	Prof. Dhirendra Datt	Sept. 23 to	28.02.2024	-Do-

	2)		Dangwal (Supervisor) Dr. Mayank Kumar Dr. Dhiraj Kumar Nite	Feb. 2024		
6	Amartyajyoti Basu (S215DHS01)	14.09.2022	Dr. Dhiraj Kumar Nite (Supervisor) Prof. Dhirendra Datt Dangwal Dr. Rinju Rasaily	Oct. 23 to March 2024	28.04.2024	-Do-
7	Shuchi Agrawal (S215DHS07)	20.09.2022	Dr. Dhiraj Kumar Nite (Supervisor) Prof. Dhirendra Datt Dangwal Dr. Kanwal Anil	Sept. 23 to March 2024	06.03.2024	-Do-
8	Sri Harsha Sai Matta (S215DHS08)	14.09.2022	Dr. Yogesh Snehi (Supervisor) Dr. Shailaja Menon Dr. Rajan Krishnan	Oct. 23 to March 2024	29.03.2024	-Do-
9	Navratan (S215DHS03)	14.09.2022	Prof. Dhirendra Datt Dangwal (Supervisor) Dr. Yogesh Snehi Dr. Manish Jain (SES)	Sept. 23 to Feb. 2024	01.04.2024	-Do-
10	Vishnupal Panwar (S215DHS09)	14.09.2022	Prof. Dhirendra Datt Dangwal (Supervisor) Prof. R. P. Bahuguna Dr. Yogesh	Sept. 23 to Feb. 2024	09.04.2024	-Do-

			Snehi			

*The SCR took note of the six-monthly progress reports of students tabled above (*July 2023 to December 2023).

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.115: To note the recommendations made by the SCR regarding enrollment of new PhD scholars at the School of Liberal Studies for the batch 2023-24:

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the new enrollment of the following PhD scholars at the School of Liberal Studies for the batch 2023-24: -

S. No.	AUD Form No.	Name of the Students
1	AUDJL230001449	Akhila Vincent
2	AUDJL230000691	Meenal Dharia
3	AUDJL230001448	Utkarsh Yadav
4	AUDJL230001516	Keveri Choudhury
5	AUDJL230001959	Ansh Bhasin
6	AUDJL230001694	Punita
7	AUDJL230002257	Deepak Gupta
8	AUDJL230002079	Abhishek Kumar Singh
9	AUDJL230002937	Harshita Priyadarshi
10	AUDJL230001127	Srishti Agrahari
11	AUDJL230003087	Swati Sinha
12	AUDJL230001536	Adarsh

The SCR took note of the new enrolment of the PhD Scholars tabled above.
The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.116: To note the recommendations made by the SCR regarding re-constitution of the RACs for Ph.D. Scholars in the School of Liberal Studies.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated and recommdened the reconstitution of RAC in respect of the following Scholars.-

S. No	Name of Student (Enrollment Number)	Date of Registration	RAC Members
1.	Nisha/ (S195DMA02)	07.08.2019	Dr. Kranti Kumar, SLS AUD (Supervisor) Dr. Pranay Goswami (Internal member) Dr. Mradul Veer Singh (Internal member) Dr. Chandrashekhar Nishad, Assistant Professor, Aryabhatta College, University of Delhi (External member)
2.	Bhawna/ (S195DMA02)	20.11.2021	Dr. Kranti Kumar (Supervisor), Dr. Pranay Goswami (Co-Supervisor), Dr. Mradul Veer Singh (Internal member) Dr. Jitendra Kumar, Central University of Haryana (External member)
3.	Ashish (S205DMA01)	28.11.2021	Dr. Pranay Goswami (Supervisor) Dr. Mradul Veer Singh (Internal member) Dr. Kranti Kumar (Internal member) Dr. Arvind (External Expert)
4.	Kuldeep (S205DMA03)	28.11.2021	Dr. Pranay Goswami (Supervisor) Dr. Mradul Veer Singh (Internal member) Dr. Kranti (Internal member) Kumar Dr. Arun Chaudhary (External Expert)

The SCR resolved to recommend the re-constitution of RAC of the Scholars tabled above.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

Agenda 40.28.117: To note the recommendations made by the SCR regarding six-monthly progress reports of the PhD Mathematics scholars for the period from July 2023 – December 2023.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the six-monthly progress reports of the following PhD Mathematics scholars for the period July 2023 – December 2023: -

S. No	Name of Students / Enrolment No	Date of Registration	Supervisor (RAC Members)	Period for the month of	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
1	Bhawna (S205DMA02)	20.11.2021	Dr. Pranay Goswami (Supervisor) Dr. Jitendra Kumar Dr. Kranti Kumar Dr. Ramneek Khassa	July 23 to Dec. 2023	28.01.2024	The scholar's progress was deemed satisfactory.
2	Ashish (S205DMA01)	28.11.2021	Dr. Pranay Goswami (Supervisor) Dr. Arvind Dr. Mradul Veer Singh Dr. Ramneek Khassa	July 23 to Dec. 2023	23.01.2024	The scholar's progress was deemed satisfactory
3	Sandeep Sharma (S215DMA02)	14.09.2022	Dr. Mradul Veer Singh (Supervisor) Dr. Mukund Madhav Mishra Dr. Balchand Prajapati Dr. Pranay Goswami	July 23 to Dec. 2023	15.03.2024	The scholar's progress was deemed satisfactory
4	Nisha (S195DMA02)	207.02.2019	Dr. Kranti Kumar (Supervisor) Dr.	July 23 to Dec. 2023	03.04.2024	The scholar's progress was deemed satisfactory

			Chandrashekhar Nishad Dr. Pranay Goswami Dr. Ramneek Khassa			
5	Surbhi (S215DMA03)	14.09.2022	Prof. Geetha Venkataraman (Supervisor) Prof. Amitabha Tripathi Dr. Balchand Prajapati Dr. Ramneek Khassa	July 23 to Dec. 2023	15.03.2024	The scholar's progress was deemed satisfactory
6	Prashun Kumar (S195DMA01)	07.08.2019	Prof. Geetha Venkataraman (Supervisor) Dr. A Satyanarayan Reddy Dr. Balchand Prajapati Dr. Ramneek Khassa	July 23 to Dec. 2023	12.01.2024	The scholar's progress was deemed satisfactory
7	Kuldeep (S205DMA03)	28.11.2021	Dr. Pranay Goswami (Supervisor) Dr. Arun Chaudhary Dr. Mradul Veer Singh Dr. Ramneek Khassa	July 23 to Dec. 2023	23.01.2024	The scholar's progress was deemed satisfactory

*The SCR took note of the six-monthly progress reports of students tabled above (*July to December 2023).

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

Agenda 40.28.118: To note the recommendations made by the SCR regarding enrollment of the new PhD scholars in the School of Liberal Studies for the batch 2023-24:

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the new enrollment of the following PhD scholars at the School of Liberal Studies for the batch 2023-24:

S. No.	AUD Form No.	Name of the Students
1	AUDJL230001364	Vikas Sharma
2	AUDJL230002443	Sanjeev Kumar Shukla
3	AUDJL230000472	Omen Jamatia
4	AUDJL230001590	Monika
5	AUDJL230001183	Siddhant Tiwari
6	AUDJL230002132	Devendra Kumar Meena

The SCR took note of the new enrolment of the PhD Scholars tabled above.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.119: To note the recommendations made by the SCR on the request made by Ph.D Scholar Mr. Prabudh Singh (Registration Number: S175DSC07 and Date of Registration: 09.08.2017) in the SLS for granting six-month extension to be on an emergency basis.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated that Mr. Prabudh Singh faced some unanticipated delay in submitting his thesis, and his five-year registration period was due to end on the 19-10-2023. The RAC recommended an extension as per clause 12 (IV) of the AUD Regulations 2017 to facilitate thesis submission. The RSC of SLS resolved to forward the recommendation for a six-month extension to the SCR.

Since the SCR meeting was not held during that time, the request for an extension was initiated on the note sheet) through the school office. Subsequently, after the endorsement by the Chair RSC and Chair SCR, the approval was granted by the Hon'ble VC for an extension as per clause 12 (IV) of the AUD Regulations 2017.

The SCR took note of the above case.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.120: To note the recommendations made by the SCR on the made by Ph.D Scholar Mr. Manas Raturi (Registration Number: S185DSC02 and Date of Registration: 13.08.2018) in the SLS regarding grant of second six-month extension to be on an emergency basis.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated that Mr. Manas Raturi faced some unanticipated delay in submitting his thesis, as his first six-month extension period was due to end soon. The RAC recommended a second six-month extension as per clause 12 (IV) of the AUD Regulations 2017 to facilitate thesis submission. The RSC of SLS resolved to forward the recommendation for a second six-month extension to the SCR.

Since the SCR meeting was not held during that time, the request for an extension was initiated on the note sheet through the school office. Subsequently, after the endorsement by the Chair RSC and Chair SCR, the approval was granted by the Hon'ble VC for an extension as per clause 12 (IV) of the AUD Regulations 2017.

The SCR took note of the above case.
The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.121: To note the case of Ms. Priyadarshini (S185DSC03) for applying Clause 12 (V*)* of AUD PhD Regulations 2017 for two years relaxation.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated that the period of registration of Ms. Priyadarshini (S185DSC03) got over in August 2023 and as a woman candidate she can avail the two-year relaxation rule. The synopsis has been approved on 26/2/21. She has submitted two chapters and the RAC has recommended the above.

The SCR took note of the Two-years relaxation of Ms. Priyadarshini (S185DSC03) as applies to women Ph.D. candidates subject to the condition that the total period of registration in the programme shall not exceed the limit prescribed in RSR 2017 clause 12 (V).

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.112: To note the recommendations made by the SCR regarding re-constitution of RAC in respect of the Ph.D. Scholars in the SLS.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had deliberated and recommended the re-constitution of RAC of the following scholars:

SNo	Name of Student (Enrollment Number)	Date of Registration	RAC Members
1.	Aditya Lakshmi R (S205DSC05)	28.11.2021	Dr. Preeti Sampat (SLS) (Supervisor) Dr. Santosh Singh (SLS) (Internal) Dr. Bindu K.C, SHS (External) Dr. Bidhan Chandra Dash
2.	Dhiraj Singha (S195DSC02)	28.11.2021	Dr. Bidhan Chandra Dash (Supervisor) Prof. Padmanabh Samarendra (External Member) Dr. Urfat Anjem Mir
2.	Priya Darshani (S155DSC02)	14.05.2018	Prof. Rukmini Sen (Supervisor) Dr. Rachna Chowdhury (SHS) Dr. Urfat Anjem Mir

The SCR resolved to recommended that re-constitution of RAC of the students tabled above.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.123: To note the recommendations made by the constitution of the RAC Constitution in respect of the PhD Sociology Scholars of 2021-22 Batch in the School of Liberal Studies.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the RAC Constitution for the following scholars of the PhD Sociology 2021-22 batch: -

S. No.	Name of Student/ Enrollment No.	Date of Registration	Supervisor	RAC Members
1	Jahnvi Dwivedi/ S215DSC03	15.09.2022	Dr. Bidhan Chandra Dash	Prof. Rukmini Sen Dr. Bindu KC
2	Jitender Kumar/ S215DSC04	14.09.2022	Dr. Snigdha Vishnoi	Prof. Rukmini Sen Dr. Rachna Chaudhary (SHS)
3	Niki Rai/ S215DSC06	14.09.2022	Dr. Rinju Rasaily	Dr. Bidhan Chandra Dash Dr. Mamatha Karollil (SHS)
4	Shivani Choudhary/ S215DSC07	28.09.2022	Prof. Rukmini Sen	Dr. Snigdha Vishnoi Dr. Manasi Thapliyal (SES)
5	Vipan Kumar/ S215DSC08	15.09.2022	Dr. Snigdha Vishnoi	Dr. Santosh K. Singh Dr. Rachna Mehra (SGA)
6	Zaira Rahim/ S215DSC09	14.09.2022	Prof. Rukmini Sen	Dr. Urfat Anjem Mir Dr. Ivy Dhar (SDS)

The SCR resolved to recommended that re-constitution of RAC of the students tabled above.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.124: To note the recommendations made by the SCR regarding successful defence of the thesis by the Ph.D. Scholar Mr Prabudh Singh in the School of Liberal Studies.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the successful defence of the thesis titled **"Land, Caste and Emerging Ruralities: A Study of Dominant Caste in Western Uttar Pradesh"** by Mr. Prabhudh Singh (Registration Number: S175DSC07 and Date of Registration: 09.08.2017) during the PhD viva- voce held on 08.05.2024.

The SCR took note of the above case.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.125: To note the recommendations made by the SCR regarding successful Pre-Submission Presentation of the Ph.D Scholars in the School of Liberal Studies.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the **successful Pre-Submission Presentation of the following scholars:**

S. No	Name of the Student/ Enrollment No.	Date of Registration	Title of PhD Dissertation	Supervisor and RAC Members	Date of Pre-submission presentation
1	Manas Raturi/ S185DSC02	13.08.2018	Health, Migration and Kinship: A Sociological Study of a Leprosy Complex in Delhi	Dr. Rinju Rasaily (Supervisor) Dr. Prof. Harish Naraindas Dr. Urfat Anjem Mir	08.04.2024
2.	Dhiraj Singha/(S195DSC02)	13.08.2019	Caste Identification in the Everyday Social: An Enthnography of Paliyas-Rajbanshis in West Bengal	Dr. Bidhan Chandra Dash (Supervisor) Prof. Padmanabh Samarendra (External Member) Dr. Urfat Anjem Mir	20.03.2024

The SCR took note of the Pre-Submission Presentation of students tabled above.
The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.126: To note the recommendations made by the SCR regarding successful submission of PhD thesis by the Ph.D.Scholars in the School of Liberal Studies.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the successful submission of PhD thesis for the following scholars:

S.No.	Name of the Student/ Enrollment No.	Date of Registration	Title of PhD Dissertation	RAC Members/Supervisor	Date of Submission	Details of Extension	PhD Viva-Voce
1	Manas Raturi/ S185DSC02	13.08.2018	Health, Migration and Kinship: A Sociological Study of a Leprosy Complex in Delhi	Dr. Rinju Rasaily (Supervisor) Dr.Prof. Harish Naraindas Dr. Urfat Anjem Mir	22.04.2024	1st Extension 23.5.23 (Period Aug. 2023 to Feb. 2024) 2nd Extension 04.3.24 (Approved by HVC)	Submitted in SCR Office
2	Dhiraj Singha/ S195DSC02	13.08.2019	Caste Identification in the Everyday Social: An Enthnography of Paliyas-Rajbanshis in West Bengal	Dr. Bidhan Chandra Dash (Supervisor) Prof.PadmanabhSamarendra (External Member) Dr. Urfat Anjem Mir	15.04.2024	N/A	Submitted in SCR Office

3	Prabudh Singh/ S175DSC07	09.08.2017	Land, Caste and Emerging Ruralities: A Study of Dominant Caste in Western Uttar Pardesh	Dr. Santosh K. Singh (Supervisor) Dr. Surinder S. Jodhka Dr. Bidhan Chandra Das Dr. Parth Saha	14.02.2024	1st Extension 05.02.24 (Approved by HVC)	Conducted on 08.05.2024

The SCR took note of the above cases.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.127: To note the recommendations made by the SCR regarding successful synopsis defence by the Ph.D. Scholar in the School of Liberal Studies.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the successful synopsis defence by the following Research Scholar:

S.No.	Name of the Student/ Enrollment No.	Date of Registration	Title of PhD Synopsis	RAC Members/Supervisor	Date of Synopsis approved
1	Aditya Lakshmi R/ S205DSC05	28.11.2021	Resistance at Kattupalli port: A study of livelihoods, development and environmental justice	Dr. Preeti Sampat (Supervisor) Dr. Santosh K. Singh Dr. Rajan Kirshnan Dr. Bidhan Chandra Dash	15.03.2024

The SCR took note of the Synopsis defence presentation of Mr Aditya Lakshmi R (S205DSC05).

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.28.128: To note the recommendations made by the SCR regarding six-monthly progress reports of the following PhD Sociology scholars for the period July 2023 – December 2023.

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 had noted the six-monthly progress reports of the following PhD Sociology scholars for the period July 2023 – December 2023: -

S.No	Name of Students / Enrolment No	Date of Registration	Supervisor (RAC Members)	Period for the month of	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
1	Devika Singh Shekhawat (S195DSC01)	08.05.2019	Dr. Rinju Rasaily (Supervisor) Dr. Preeti Sampat Prof. Rana P Behal	July 23 to Dec. 2023	21.12.2023	The scholar's progress was deemed satisfactory
2.	Shahana (S195DSC03)	08.08.2019	Prof. Rukmini Sen (Supervisor) Dr. Rinju Rasaily Prof. Farhana Ibrahim	July 23- to Dec. 2023	26.12.2023	The scholar's progress was deemed satisfactory
3.	Dhiraj Singha (S195DSC02)	13.08.2019	Dr. Bidhan Chandra Dash (Supervisor) Dr. Urfat Anjem Mir Prof. Padmanabh Samarendra	Sep. 23- Mar. 2024	14.03.2024	The scholar's progress was deemed satisfactory
4.	Aditya Lakshmi R (S205DSC05)	29.11.2021	Dr. Preeti Sampat (Supervisor) Dr. Bidhan Chandra Dash Dr. Santosh K. Singh Dr. Bindu KC	Dec. 23- Feb. 2024	08.02.2024	The scholar's progress was deemed satisfactory

The SCR took note of the six-monthly progress reports of students tabled above (July 2023 to December 2023)

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

Agenda 40.28.129: To note the recommendations made by the SCR regarding new enrollment of the PhD Scholars in the School of Liberal Studies for the Batch 2023-24:

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 67th meeting held on 31.05.2024 noted the enrollment of the following PhD scholars in the School of Liberal Studies for the batch 2023-24:

S. No.	AUD Form No.	Name of the Students
1	AUDJL230002741	Rahul Jha
2	AUDJL230001182	Gunjari Bhattacharya
3	AUDJL230001911	Shahbaz Motin
4	AUDJL230001596	Antasa Vairagya
5	AUDJL230000478	Sumit Kumar
6	AUDJL230001914	Ijajul Rehman
7	AUDJL230001811	L H Chungmi
8	AUDJL230001303	Praduman Singh

The SCR took note of the new enrolment of the PhD Scholars tabled above.

The recommendations made by the SCR were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29: Matters arising out of the Standing Committee Research (SCR) as emanating from its 68th meeting held on 03.12.2024

The Minutes of the 68th meeting of the Standing Committee Research (SCR) held on 03.12.2024 are at (**Annexure-56)**.

School of Business, Public Policy and Social Entrepreneurship/ School of Management (SoM)

Agenda 40.29.1:To note the recommendations made by the Standing Committee Research (SCR) regarding progress of all the Progress of all the PhD Batches of SOM for the period of Jan 2024 to June 2024.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the progress of the following Ph.D. Batch of School of Management:-

Batch of 2018

S.no	Name of the Scholar	Enrolment no.	Date of Registration	Supervisor (RAC Members)	RAC Assessment
1	Diwakar Singh	S185F0001	08.08.2018	Dr Richa Awasthy (Dr Rajen K Gupta, Dr Nidhi Kaicker)	Satisfactory
2	Neha Malhotra	S185F0002	06.08.2018	Prof Kartik Dave (Dr Urfat Anjem Mir, Dr Kritika Mathur)	Satisfactory
3	Shilpy Malhotra	S185F0006	09.08.2018	Dr Kanwal Anil (Dr Babu P. Ramesh, Dr Richa Awasthy)	Satisfactory
4	Varun Sharma	S185F0007	09.08.2018	Dr Kanwal Anil (Dr Saibal Paul, Dr. Anshu Gupta)	**Report not received from the School**

Batch of 2019

S. No.	Name of Student	Enrolment no.	Date of Registration	Supervisor (RAC members)	RAC Assessment
1	Jaspreet Kaur	S195F0002	09.08.2019	Prof Anu Singh Lather (Prof Kartik Dave, Prof Vijita Agarwal)	Satisfactory
2	Ruchika Bal	S195F0003	09.08.2019	Dr. Kanwal Anil (Prof. Babu. P. Ramesh, Dr. Richa Awasthy)	Satisfactory
3	Sarita Singh	S195F0004	09.08.2019	Dr. Kritika Mathur (Dr. Nidhi Kaicker, Dr	Satisfactory

				Parag Waknis)	
4	Sheetal Tanwar	S195F0005	09.08.2019	Prof. Kartik Dave Co-supervisor: Prof G.N. Patel (Dr. Anshu Gupta.	Satisfactory
5	Shelly Agarwal	S195F0006	09.08.2019	Dr. Nidhi Kaicker (Dr. Kritika Mathur, Dr. Jyotirmoy Bhattacharya)	Satisfactory

Batch of 2020

S. No.	Name of Student	Enrolment no.	Date of Registration	Supervisor (RAC members)	RAC Assessment
1	Anshita Bhojwani	S205F0001	29.11.2021	Dr. Anshu Gupta (Prof. K. Mathiyazhagan, Dr. Nidhi Kaicker)	Satisfactory
2	Bharti Sharma	S205F0002	29.11.2021	Prof. Kartik Dave (Dr. Urfat Anjem Mir, Dr. Nidhi Kaicker, Dr. Sheetal Jain)	Satisfactory
3	Durga Devi	S205F0003	30.11.2021	Dr. Kanwal Anil, (Prof Nakkeeran Nanjappan, Dr. Nidhi Kaicker)	Satisfactory
4	Lavisha Verma	S205F0004	29.11.2021	Prof. Kartik Dave (Dr. Snigdha Vishnoi, Dr. Nidhi Kaicker, Dr. Sheetal Jain)	**Report Not Received**
5	Neeru Dhama	S205F0005	29.11.2021	Dr. Kanwal Anil (Prof Nakkeeran Nanjappan, Dr. Nidhi Kaicker)	Satisfactory
6	Sanjana	S205F0006	26.11.2021	Dr. Richa	Satisfactory

				Awasthy Co-supervisor: Dr. Anshu Gupta (Dr. Shuchi Sinha)	
7	Santulan Chaubey	S205F0007	08.12.2021	Dr. Kritika Mathur (Dr. Nidhi Kaicker, Dr. Rukmini Sen, Dr. Dinesh Taneja)	Satisfactory
8	Shalki Bansal	S205F0008	29.11.2021	Dr. Nidhi Kaicker (Dr. Kritika Mathur, Dr. Parag Waknis)	Satisfactory

Batch of 2021

S. No.	**Name of Student**	**Enrolment no.**	**Date of Registration**	**Supervisor (RAC members)**	**RAC Assessment**
1	Amanpreet Kaur	S215F0001	14/09/2022	Dr Kanwal Anil (Dr Richa Awasthy, Dr Saibal Paul)	Satisfactory
2	Pooja Meena	S215F0002	14/09/2022	Prof. Kartik Dave (Dr Kritika Mathur, Dr Snigdha Vishnoi)	Satisfactory
3	Sonia	S215F0004	14/09/2022	Prof Kartik Dave (Dr Nidhi Kaicker, Prof Rukmini Sen)	Satisfactory
4	Zahra Mohammadi	S225F0001	30/01/2023	Dr Nidhi Kaicker, Dr Parag Waknis (Dr Kritika Mathur)	**Report Not Received**

After due deliberations, the SCR noted the six-monthly progress reports of the students' batches (2018,2019,2020,2021) listed above for the period (Jan 2024 to Jun 2024), except for scholars Varun Sharma of the 2018 batch, Ms. Lavisha Verma (S205F0004) of the

2020 batch, and Ms. Zahra Mohammadi of the 2021 batch, whose reports have not been received.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.2: To note the recommendations made by the Standing Committee Research regarding non-submission of progress report of Varun Sharma (Enroll No. S185F0007).

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the matter pertaining to the non-submission of progress report of Varun Sharma (Enroll No. S185F0007).

The scholar was admitted to the PhD Programme in 2018 and successfully defended his synopsis in 2020. However, the SCR had not received the progress reports of the student for the last year and it was noted that the scholar had not paid the fees also. Further, the scholar had also made a representation that his fee portal be reopened and submitted medical certificates explaining his absence from the University.

It was noted that the SCR in its last meeting has decided to re-examine for reconsideration after the candidate returns to India, and is physically present in the University.

The SCR took note of the case and requested that the school examine the case as per the applicable PhD regulation and put up the case for approval to the competent authority.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.3: To note the recommendations made by the Standing Committee Research regarding Synopsis defence Presentation of Ms.Shalki Bansal (Enroll no. S205F0008)

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the matter pertaining to the presentation of Synopsis by Ms.Shalki Bansal having Enrol. No. S205F0008 and Date of Registration 24th Nov 2021. Ms.Shalki Bansal was working under the supervision of Dr. Nidhi Kaicker and she presented her synopsis successfully on 27th May 2024 in front of the school faculty, scholars, RSC members, and an external expert on the topic "Ownership Structure and Corporate Sustainability Performance: The role of family ownership and institutional investors in India".

The SCR noted the revised synopsis, incorporating changes suggested by the external expert before it. A copy of the synopsis was also submitted to the SCR.

The SCR took note of the Synopsis defence presentation of Ms.Shalki Bansal (Enroll no. S205F0008).

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.4: To note the recommendations made by the Standing Committee Research regarding Synopsis defence Presentation of Mr.Santulan Chaubey (Enroll no. S205F0007).

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the matter pertaining to the presentation of Synopsis by Mr.Santulan Chaubey (Enroll. No. S205F0007), Date of admission 08.12.2021. Mr.Santulan Chaubey was working under the supervision of Dr.Kritika Mathur and he presented his synopsis successfully on 27th May 2024 in front of the school faculty, scholars, RSC members, and an external expert on the topic "An Empirical Assessment of the Digital Delivery of Public Services in Delhi".

The SCR noted the revised synopsis, incorporating changes suggested by the external expert before it. A copy of the synopsis was also submitted to the SCR.

The SCR took note of the Synopsis defence presentation of Mr.Santulan Chaubey (Enroll no. S205F0007).

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.5: To note the recommendations made by the Standing Committee Research regarding Synopsis Presentation of Ms.Durga Devi (Enroll No. S205F0003)

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the matter pertaining to the presentation of Synopsis by Ms.Durga Devi (Enrol No.: S205F0003), Date of admission 30.11.2021. Ms.Durga Devi was working under the supervision of Dr Kanwal Anil successfully presented her synopsis on 10th June 2024 in front of the school faculty, scholars, RSC members, and an external expert on the topic "An Empirical Analysis of Urban Agri-Entrepreneurs in the Exotic Fruit and Vegetable Business in Delhi/NCR: Challenges, Opportunities, and Innovations".

The SCR noted the revised synopsis, incorporating changes suggested by the external expert and the attendees shall be submitted to the SCR.

The SCR took note of the Synopsis defence presentation of Ms.Durga Devi (Enroll No. S205F0003)

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.6: To note the recommendations made by the Standing Committee Research regarding Synopsis Presentation of Ms.Anshita Bhojwani (Enroll No.: S205F0001).

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the matter pertaining to the Synopsis Presentation by Ms Anshita Bhojwani (Enrol No.: S205F0002 Date of Admission 25 Nov 2021). Ms.Anshita Bhojwani was working under the supervision of Dr.Anshu Gupta and successfully presented her synopsis on 10th June 2024 in front of the school faculty, scholars, RSC members, and an external expert on the topic "Circular Economy: A Study of Strategies, Drivers, and Stakeholder Dynamics in the Packaging Sector".

The SCR noted the revised synopsis, incorporating changes suggested by the external expert and the attendees shall be submitted to the SCR.

The SCR took note of the Synopsis defence presentation of Ms.Anshita Bhojwani (Enroll No.: S205F0001)

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.7: To note the recommendations made by the Standing Committee Research regarding Synopsis Presentation of Ms. Bharti Sharma (Enroll No.: S205F0002)

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the matter pertaining to the Synopsis Presentation by Ms.Bharti Sharma (Enroll No.: S205F0002) Date of Admission 24 Nov 2021. Ms.Bharti was working under the supervision of Prof.Kartik Dave and successfully presented her synopsis on 18th June 2024 in front of the school faculty, scholars, RSC members, and an external expert on the topic "Ethnocentrism and Consumer Behaviour in Regional Context: An Exploratory Study".

The revised synopsis, incorporating changes suggested by the external expert and the attendees, shall be submitted to the SCR.

The SCR took note of the Synopsis defence presentation of Ms Bharti Sharma (Enroll No.: S205F0002)

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.8: To note the recommendations made by the Standing Committee Research regarding Pre-Submission Presentation and Submission of thesis by Ms. Shilpy Malhotra (Enroll No. S185F0006)

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the matter pertaining to the pre-submission presentation and submission of thesis by Ms.Shilpy Malhotra (Enroll No.: S185F0006, Date of Admission 09.08.2018). Ms.Shilpy Malhotra was working under the supervision of Dr Kanwal Anil, successfully gave the pre-submission presentation on 20th June 2024 in front of the school faculty, scholars, and RSC members on the topic "Social Enterprise Ecosystem: The Indian Landscape-A Delhi NCR Based Study"

The SCR further noted that the Scholar had submitted her thesis on 13th September 2023. The SCR took note of the Synopsis defence presentation and thesis submission of Ms.Shilpy Malhotra (Enroll No. S185F0006). It is submitted that the Scholar has been awarded degree in the 13th Annual Convocation.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.9: To note the recommendations made by the Standing Committee Research regarding Pre-Submission Presentation of Ms.Neha Malhotra (Enroll No. S185F0002).

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the matter pertaining to the pre-submission presentation by Ms.Neha Malhotra (Enrol No.: S185F0002, Date of Admission 06.08.2018). Ms.Neha Malhotra was working under the supervision of Prof.Kartik Dave and successfully gave the pre-submission presentation on 18th July 2024, and again on 18th October 2024 in front of the school faculty, scholars, and RSC members on the topic "Contemporary Luxury Consumption in the Context of Wedding Tourism: A Study of Consumers in Delhi-NCR"

The SCR noted that the scholar has submitted her thesis to SCR on 24th December, 2024. The SCR took note of the Pre-Submission presentation of Ms Neha Malhotra (Enroll No.: S185F0002). It is submitted that the Scholar has been awarded the degree in the 13th Annual Convocation.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.10: To note the recommendations made by the Standing Committee Research on the request submitted by the Ph.D. Scholars admitted in 2019 for granting relaxation.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the request made by the following Ph.D. Scholars for granting women's relaxation.

S. No.	Name of Student	Enrolment no.	Date of Registration	Women relaxation sought	Supervisor (RAC members)
1	Jaspreet Kaur	S195F0002	09.08.2019	09.08.2024 to 08.08.2026	Prof Anu Singh Lather (Prof Kartik Dave, Prof Vijita Agarwal)
2	Ruchika Bal	S195F0003	09.08.2019	09.08.2024 to 08.08.2026	Dr. Kanwal Anil (Prof. Babu. P. Ramesh, Dr. Richa Awasthy)
3	Sarita Singh	S195F0004	09.08.2019	09.08.2024 to 08.08.2026	Dr. Kritika Mathur (Dr. Nidhi Kaicker, Dr Parag Waknis)
4	Sheetal Tanwar	S195F0005	09.08.2019	09.08.2024 to 08.08.2026	Prof. Kartik Dave Co-supervisor: Prof G.N. Patel (Dr. Anshu Gupta.
5	Shelly Agarwal	S195F0006	09.08.2019	09.08.2024 to 08.08.2026	Dr. Nidhi Kaicker (Dr. Kritika Mathur, Dr. Jyotirmoy Bhattacharya)

The above mentioned Scholars have completed 5 years in the programme since the date of registration and as per the 2017 Ph.D Regulation, the normal registration period is five years from the date of enrolment (for women and PwD candidates, the normal registration period is seven years) in the programme. All the candidates have submitted their synopsis, and have been regularly submitting the progress reports as per requirements.

The SCR deliberated on the matter and resolved to recommend a two-year relaxation under the Women category for 05 scholars tabled above as per 2017 AUD PhD Regulations Section 12, clause (v), which states that, "*Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D.*

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

Agenda 40.29.11: To note the recommendations made by the Standing Committee Research on the course work of Ph.D. Scholars in Management Programme in 2024.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the course work of the following Ph.D. Scholars admitted in the Management Programme in 2024.

Name of the Applicant	Enrolment Number	Date of Registration	Status
Akriti Krishnatray	S235F0001	2 May 2024	On Maternity leave from 2 August 2024 to 13 October 2024
Ankur Kulshrestha	S235F0002	30 April 2024	First Semester of Coursework completed
Divya Singh	S235F0003	2 May 2024	On Maternity leave from 7 July 2024 to 13 October 2024
Kamod Kumar Gupta	S235F0004	30 April 2024	First Semester of Coursework completed
Kashish Gupta	S235F0005	2 May 2024	First Semester of Coursework completed
Kavya	S235F0006	30 April 2024	First Semester of Coursework completed
Monika	S235F0007	30 April 2024	First Semester of Coursework completed
Monika	S235F0008	2 May 2024	First Semester of Coursework completed
Rashi Birla	S235F0009	2 May 2024	First Semester of Coursework completed

The first semester of the coursework concluded on 12th October 2024.The SCR noted that out of the above students, 2 women candidates – namely Divya Singh, and Akriti Krishnatray, did not complete Semester 1, as they proceeded for Maternity Leaves on 7 July 2024, and 2 August 2024, respectively. It was noted the Scholar joined They joined back on 13th October 2024, and began the coursework for the 2nd semester. Further, they shall do the coursework of the first semester in the next academic session and was approved by the Research Standing Committee.

The SCR noted the coursework of seven students and resolved to recommend the maternity leave of Ms. Akriti Krishnatray (S235F0001) from 07 Jul 2024 to 13 Oct 2024 and Ms. Divya Singh (S235F0003) from 02 Aug 2024 to 13 Oct 2024, as per clause 5.4 of AUD PhD Regulation 2023, which states “Female Ph.D. Scholars may be provided Maternity Leave/Child Care Leave for up to 240 days in the entire duration of the Ph.D. programme, and this period shall be counted for the calculation of the registration period.”

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

Agenda 40.29.12: To note the recommendations made by the Standing Committee Research on the request made by the Ph.D. Scholar Ms.Neha Malhotra(S185F0002) regarding grant of extension of 15 days for submitting her thesis.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the request made by the Ph.D. Scholar Ms.Neha Malhotra(S185F0002) regarding grant of extension.

Ms Neha Malhotra had registered for the PhD Programme on 10 August 2018. The 6 years of her registration period completed on 10 August 2024, and the candidate sought an extension till 17th October 2024, which was approved by the school RSC dated 12th August, 2024.

The scholar made the pre-submission presentation on 18th July 2024, and had 3 months to submit her thesis, i.e., till 18 October 2024 from the date of pre-submission.

The SCR noted that the Scholar had requested for a 15-day extension to submit her thesis and the request was endorsed by her supervisor (Prof Kartik Dave), RAC members (Dr Urfat Anjem Mir and Dr. Kritika Mathur), as well as the school RSC. However, the RSC also recommended that the candidate must make a second pre-submission presentation as per the PhD Ordinance, and as per the relevant clause reproduced as under:-

"Doctoral scholars shall be required to make a pre-submission presentation of their thesis before submission. The scholar shall be required to submit the thesis within three months of the pre-submission presentation. If the thesis is not submitted within three months, the scholar will make another pre-submission presentation. Such presentation shall be open to all students and faculty members of the university. The purpose of such exercises is to elicit comments and feedback on the research project that may be incorporated into the thesis with the help of the Supervisor(s). In cases where Intellectual Property Rights of a student are involved, the Supervisor(s) shall sign an undertaking before public presentation or publication of research findings to maintain confidentiality until patents or other legal documents are filed."

The second pre-submission presentation was scheduled on 18 October 2024.

After detailed deliberations, the SCR resolved to recommend that the pre-submission presentation and thesis submission must comply with the applicable PhD regulations, and an extension of 15 days for thesis submission.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

Agenda 40.29.13: To note the recommendations made by the Standing Committee Research on regarding re-joining of the Ph.D. Scholar Ms.Shelly Agarwal (S195F0006) after availing Maternity Leave.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the re-joining of the Ph.D. Scholar Ms.Shelly Agarwal (S195F0006) after availing Maternity Leave from 07 Sep 2023 to 02 May 2024 (239 days) as per clause 12(v) of AUD PhD Regulation 2017.

SL	Name	Enrolment No.	Date of Reg.	Period of Maternity Leave	**Date of re-joining**
1	Shelly Agarwal	S195F0006	09.08.2019	07 Sep 2023 to 02 May 2024	03 May 2024

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.14: To note the recommendations made by the Standing Committee Research regarding late admission of Ph.D. Scholar in the Ph.D. Visual Arts Programme.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the late admission of the following Scholar in the Ph.D. Visual Arts Programme.

S. No	Name	Enrolment Number	Programme	Date of Enrolment
1.	Arun Kumar	S235GVA01	PhD Visual Art	07.06.2024

The SCR took note of late admission in respect of Mr.Arun Kumar (S235GVA01).

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.15: To note the recommendations made by the Standing Committee Research regarding progress of the Ph.D. Scholars of various Ph.D. Programmes in SCCE.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted progress of the following Ph.D. Scholars in various Ph.D. programme in SCCE.

S. No	Name	Programme	Enrolment Number	Date of Enrolment	Courses completed	Progress
1.	Ridima Sharma	PhD Film Studies	S235GFS01	09.05.2024	Academic Writing (SCC3PH302) 2 credits	The progress was satisfactory; the scholars completed the course.
2.	V Aarti	PhD in Literary Arts and Creative Writing	S235GLA01	10.05.2024		
3.	Pranoy Saha	PhD Performance Studies	S235GPS01	10.05.2024		
4.	Sarover Zaidi	PhD Visual Art	S235GVA02	13.05.2024		
5.	Arun Kumar	PhD Visual Art	S235GVA01	07.06.2024		

The SCR took note of the progress reports of the 5 scholars tabled above.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.16: To note the recommendations made by the Standing Committee Research regarding change in the total credit load of the Scholars of the all the Ph.D. Programmes at SCCE in pursuance of the UGC PhD Regulations 2022.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated and noted that initially, when the SCCE PhD programmes were approved, the required coursework was 16 credits as per the UGC PhD Regulations 2016 to 2018, which states that "*the credit assigned to the M.Phil. or PhD course work shall be a minimum of 08 credits and a maximum of 16 credits*" (clause 7.1, p.7).

The structure of the credits and courses was as follows:

Semester	**Course, course code, credits**	**Core/Elective**	**Credits**
I	Academic Writing (SCC3PH302)	Core	2
I	PhD Elective	Elective	4
I or II	Research and Publication Ethics	Core	2
II	Research Methodology (SCC3PH301)	Core	4
II	PhD Elective	Elective	4
Total Number of Credits			16

However, in view of the UGC PhD Regulations 2022, the total credit structure of the PhD programmes at SCCE was deliberated upon in light of the following relevant clause :

"*The credit requirement for the Ph.D. coursework is a minimum of 12 credits, including a 'Research and Publication Ethics' course as notified by UGC in 2019 and a research methodology course*." (clause 9(1), p. 11)

The SCR noted that given the small number of faculty available at the school, and the minimum number of credits required for coursework as per the UGC PhD Regulations 2022, the SCCE will require that the total number of credits that each PhD scholar completes will be 12 credits. The total list of credits and courses will thus be as follows:

Semester	**Course, course code, credits**	**Core/Elective**	**Credits**
I	Academic Writing (SCC3PH302)	Core	2
I or II	Research and Publication Ethics	Core	2

II	Research Methodology (SCC3PH301)	Core	4
II	PhD Elective	Elective	4
Total Number of Credits			12

The SCR deliberated on restructuring of programmes regarding the minimum level of credits in alignment with the UGC PhD regulations and took note of the 12 credits of coursework.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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School of Development Studies

Agenda 40.29.17: To note the recommendations made by the Standing Committee Research regarding the six-monthly progress reports (for the Period from January 2024 to June 2024) of the Scholars of PhD Development Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the six-monthly progress reports (for the Period from January 2024 to June 2024) of the following Scholars of PhD Development Studies:-

S.N.	Name of Students / Enrolment No.	Date of Registration	Batch	Supervisor (RAC Members)	Date of RAC Meeting	RAC Assessment on the Student's Progress	Reference
1	Aakanksha Gautam S185ADS01	02.08.2018	2018-19	Dr. Moggallan Bharati, Assistant Professor, School of Development Studies (Supervisor) Dr. Nandini Nayak, Assistant Professor, School of Development Studies (RAC Member) Dr. Teena Anil, Assistant Professor, School of Global Affairs (RAC Member)	09.08.2024	Satisfactory	RAC reports
2	Anjali Mittal S205ADS01	29.11.2021.	2020-21	Prof. Babu P. Ramesh, Professor, School of Development Studies (Supervisor) Dr. Rohit Negi, Associate Professor, School of Global Affairs (Co-Supervisor) Dr. Nandini Nayak, Assistant Professor, School	23.08.2024	Satisfactory	

				of Development Studies (RAC Member) Dr. Rachna Mehra, Assistant Professor, School of Global Affairs (RAC Member)			
3.	Arfa Anis S195ADS01	02.08.2019	2019-20	Dr. Moggallan Bharti, Assistant Professor, School of Development Studies (Supervisor) Dr. Ivy Dhar, Assistant Professor, School of Development Studies (RAC Member), and Dr. Adnan Farooqui, Associate Professor, Department of Political Science (RAC Member)	09.08.2024	Satisfactory	
4.	Arjun Mukherjee S205ADS02	17.11.2021.	2020-21	Prof. Deepita Chakravarty, Professor, School of Development Studies (Supervisor) Dr. Partha Saha, Associate Professor, School of Public Policy and Governance (RAC Member) Dr. Anirban Sengupta, Assistant Professor, School of Development Studies (RAC Member)	14.08.2024	Satisfactory	

5.	Behshta Amin S225ADS01	02.01.2023	2022-23	Dr. Ivy Dhar, Assistant Professor, School of Development Studies (Supervisor) Prof. Babu P. Ramesh, Professor, School of Development Studies (RAC Member) Dr. Shubhra Nagalia, Assistant Professor, School of Human (RAC Member)	29.08.2024	Satisfactory	
6.	Bhuvaneshwari Subramanian S185ADS03	03.08.2018	2018-19	Dr. Anirban Sengupta, Assistant Professor, School of Development Studies (Supervisor) Dr. Manish Jain, Associate Professor, School of Education Studies (RAC Member) Dr. Nandini Nayak, Assistant Professor, School of Development Studies (RAC Member)	07.08.2024	Satisfactory	
7.	Elizabeth Alexander S195ADS02	02.08.2019	2019-20	Prof. Deepita Chakravarty, Professor, School of Development Studies (Supervisor) Prof. (Retd.) Mary E. John, Professor (Retd.), Center for Women's Development	14.08.2024	Satisfactory	

				Studies (RAC Member) Dr. Nandini Nayak, Assistant Professor, School of Development Studies (RAC Member)			
8.	Garima Kumari S205ADS05	02.12.2021	2020-21	Prof. Deepita Chakravarty, Professor, School of Development Studies (Supervisor) Prof. Babu P. Ramesh, Professor, School of Development Studies (RAC Member) Dr. Snigdha Vishnoi, Assistant Professor, School of Liberal Studies (RAC Member)	29.08.2024	Satisfactory	
9.	Hadson Sitembo S215ADS01	10.06.2022.	2021-22	Prof. Deepita Chakravarty, Professor, School of Development Studies (Supervisor) Dr. Partha Saha, Associate Professor, School of Public Policy and Governance (Co-Supervisor) Dr. Nandini Nayak, Assistant Professor, School of Development Studies (RAC member)	31.07.2024	Satisfactory	
10.	Jasodhara Borthaku	17.08.2017	2017-18	Dr. Ivy Dhar (Supervisor) Prof. Deepita Chakravarty,	29.08.2024	Satisfactory	

	r S175AD S01			Professor, School of Development Studies (RAC Member) Dr. Nandini Nayak, Assistant Professor, School of Development Studies (RAC Member) Dr Rachna Chaudhary, Associate Professor, (School of Human Studies)			
11.	Megha Rani S205AD S06	17.11.2021.	2020-21	Dr. Moggallan Bharti, Assistant Professor, School of Development Studies (Supervisor) Dr. Anirban Sengupta, Assistant Professor, School of Development Studies (RAC Member) Dr. Snigdha Vishnoi, Assistant Professor, School of Liberal Studies (RAC member)	13.08.2024	Satisfactory	

12.	S Sruti, S205ADS08	16.11.2021.	2020-21	Dr. Moggallan Bharti, Assistant Professor, School of Development Studies (Supervisor) Prof. Deepita Chakravarty, Professor, School of Development Studies (RAC Member) Prof. Chirashree Dasgupta, Professor, Center for the Study of Law and Governance, Jawaharlal Nehru University (RAC Member)	23.08.2024	Satisfactory	
13.	Tigist Getahun Geleta S205ADS10	17.11.2021.	2020-21	Prof. Babu P. Ramesh, Professor, School of Development Studies (Supervisor) Dr. Anirban Sengupta, Assistant Professor, School of Development Studies (RAC Member) Dr. Rachna Mehra, Assistant Professor, School of Global Affairs (RAC Member)	23.08.2024	Satisfactory	
14.	Vini Prerna S205ADS09	17.11.2021.	2020-21	Prof. Deepita Chakravarty, Professor, School of Development Studies (Supervisor) Dr. Partha Saha, Associate	06.08.2024	Satisfactory	

				Professor, School of Public Policy and Governance (RAC Member) Dr. Nandini Nayak, Assistant Professor, School of Development Studies (RAC Member)			
15.	Kalyan Vemala S215ADS04	14.09.2022	2021-22	Prof. Babu P. Ramesh, Professor, School of Development Studies (Supervisor) Dr. Anirban Sengupta, Assistant Professor, School of Development (RAC Member) Dr. Budhaditya Das, Assistant Professor, School of Human Ecology (RAC Member)	23.08.2024	**Not Satisfactory**. The RAC reported that the student's progress is below expectations.	
16.	Rahul Kumar Yaduka S185ADS05	01.08.2018	2018-19	Dr. Ivy Dhar (Supervisor) Prof. Deepita Chakravarty (RAC Member) Dr. Abhay Kumar, Assistant Professor, Central Institute of Educational Technology, National Council of Educational Research and Training (RAC Member)	03.06.2024 (Pre-submission Presentation)	Submitted Thesis on 24th June, 2024.	Thesis submission certificate
17.	Anu Rani S185AD	02.08.2018	2018-19	Dr. Nandini Nayak, Assistant Professor, School of Development	Not held	Anu Rani was on maternity leave from	SCR recommended the maternity

	S02			Studies (Supervisor) Prof. Deepita Chakravarty, Professor, School of Development Studies (RAC Member) Prof. Babu P. Ramesh. Professor, School of Development Studies (RAC Member), Dr Rachna Chaudhary, Associate Professor, (School of Human Studies)		1st January 2024 to 30th June 2024.	leave in the 67th SCR meeting

The SCR took note of the six-monthly progress reports of the students tabled above, except Mr Kalyan Vemala (S215ADS04) at Sl. 15 whose progress has been found to be below expectations.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.18: To note the recommendations made by the Standing Committee Research regarding status of the coursework for the Monsoon Semester 2024 of the Ph.D. Scholars in SCCE.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the status of the coursework for the Monsoon Semester 2024 of the following Ph.D. Scholars in SCCE.

Sl. No.	Name and Enrolment Number	Date of registration	Details of the courses	Grade received	Remarks/Annexure
1.	Kriti Bhagat (Enroll no: S235ADS01)	06.05.2024	Development Perspectives, Contexts and Historical Trends (SDS3DS101, 4 Credit)	AB	**The student has reported her inability to cope with the coursework requirements on medical grounds.** **The RSC, SDS has recommended that she repeat the courses in the Winter Semester 2024.**
			Supervised Independent Study Course (SDS3DS107, 4 Credit).	AB	
2.	Mohit Pandey (Enroll no: S235ADS02)	07.05.2024	Development Perspectives, Contexts and Historical Trends (SDS3DS101, 4 Credit)	A	Courses completed/ Result Satisfactory
			Supervised Independent Study Course (SDS3DS107, 4 Credit).	A	

3.	Rahul Kumar (Enroll no: S235ADS03)	07.05.2024	Development Perspectives, Contexts and Historical Trends (SDS3DS101, 4 Credit)	B+	
			Supervised Independent Study Course (SDS3DS107, 4 Credit)	A	Courses completed/ Result Satisfactory
4.	Roshan Kumar Singh (Enroll no: S235ADS04)	06.05.2024	Development Perspectives, Contexts and Historical Trends (SDS3DS101, 4 Credit)	B	
			Supervised Independent Study Course (SDS3DS107, 4 Credit)	A	
5.	Shivanshu (Enroll no: S235ADS05)	06.05.2024	Development Perspectives, Contexts and Historical Trends (SDS3DS101, 4 Credit)	A	Courses completed/ Result Satisfactory
			Supervised Independent Study Course (SDS3DS107, 4 Credit)	A+	

6.	Shubhojeet Dey (Enroll no: S235ADS06)	06.05.2024	Development Perspectives, Contexts and Historical Trends (SDS3DS101, 4 Credit)	A	
			Supervised Independent Study Course (SDS3DS107, 4 Credit)	A+	
7.	Sonia (Enroll no: S235ADS07)	06.06.2024	Development Perspectives, Contexts and Historical Trends (SDS3DS101, 4 Credit)	B	
			Supervised Independent Study Course (SDS3DS107, 4 Credit)	A	
8.	Behshta Amin (Enroll no: S225ADS01)-	02.01.2023	Development Perspectives, Contexts and Historical Trends (SDS3DS101, 4 Credit)	B	Course completed The student has previously completed 10 credit course work and it was reported in the 65th SCR.

The SCR took note of the status of coursework completion for the Monsoon Semester 2024 of the students as tabled above, except for Sl. 01 (Ms.Kriti Bhagat (Enroll no: S235ADS01). The SCR resolved to recommend the repetition of the coursework in case of Ms. Kriti Bhagat (Enroll no: S235ADS01).

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

Agenda 40.29.19: To note the recommendations made by the Standing Committee Research regarding synopsis defence presentation of the Ph.D. Scholar Mr.Hadson Sitembo (S215ADS01) of the 2021-22 batch (admitted in 2022) in the School of Development Studies:

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the synopsis defence presentation of the Ph.D. Scholar namely Mr.Hadson Sitembo on 31.07.2024. The SCR noted that the Scholar had submitted her thesis on 13th September 2024.

S.N.	Name & Enrolment No.	Date of Registration	Date of Synopsis Defence	Final Title of Synopsis	Supervisor and RAC Members
1.	Hadson Sitembo S215ADS01	10.06.2022.	31.07.2024	Agricultural Resource Depletion, Occupational Diversification, and Livelihood Opportunities Post Economic Liberalisation: A case study from Zambia.	Prof. Deepita Chakravarty, Professor, School of Development Studies (Supervisor), Dr. Partha Saha, Associate Professor, School of Public Policy and Governance (Co-Supervisor), Dr. Nandini Nayak, Assistant Professor, School of Development Studies (RAC Member)

The SCR took note of the Synopsis defence presentation of Mr.Hadson Sitembo (S215ADS01).

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

Agenda 40.29.20: To note the recommendations made by the Standing Committee Research regarding synopsis defence presentation of the Ph.D. Scholar Ms.Behshta Amin (S225ADS01) of the 2022-23 batch (admitted in 2023) in the School of Development Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the synopsis defence presentation of the Ph.D. Scholar namely Ms.Behshta Amin (S225ADS01**)** on 11.09.2024.

S.N.	Name & Enrolment No.	Date of Registration	Date of Synopsis Defence	Final Title of Synopsis	Supervisor and RAC Members
1.	Behshta Amin S225ADS01	02.01.2023	11.09.2024	Peace Discourses and the Afghan Media: Assessing Narratives on the US-Taliban Peace Deal, 2020	Dr. Ivy Dhar, Assistant Professor, School of Development Studies (Supervisor) Prof. Babu P. Ramesh, Professor, School of Development Studies (RAC Member) Dr. Shubhra Nagalia, Assistant Professor, School of Human Studies (RAC Member)

The SCR took note of the Synopsis defence presentation of Ms.Behshta Amin (S225ADS01).

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

Agenda 40.29.21: To note the recommendations made by the Standing Committee Research regarding joining of PhD Development Studies Scholar Ms.Anu Rani (S185ADS02) after completion of maternity leave.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the joining of PhD Development Studies student Ms.Anu Rani (S185ADS02) after completion of maternity leave.

S. No.	Name of PhD Scholar	Enrolment No.	Date of registration	Maternity Leave Period	Date of joining after completion of maternity leave
1	Anu Rani	S185ADS02	02.08.2018	01.01.2024 to 30.06.2024 (As per 67th SCR meeting minutes)	01.07.2024

The SCR took note of the joining of PhD Development Studies student Ms Anu Rani (S185ADS02) after completion of maternity leave (From 01.01.2024 to 30.06.2024), date of joining 01.07.2024.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.22: To note the recommendations made by the Standing Committee Research regarding consideration of the No Objection Certificate received from the employers of Ph.D. Scholars Ms.S. Sruti (S205ADS08) and Ms.Kalyan Vemala (S215ADS04) respectively.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the No Objection Certificate received from the employers of Ph.D. Scholars Ms.S.Sruti (S205ADS08) and Ms.Kalyan Vemala (S215ADS04) respectively. The SCR noted that the RSC has noted the receipt of NOC for Ms.S.Sruti (S205ADS08) and Mr.Kalyan Vemala (S215ADS04) from the employer and recommended the matter for the consideration of the SCR.

The SCR noted that the PhD in Development Studies (2020-21) Scholar Ms.S Sruti (Enroll no: S205ADS08) was selected as Assistant Professor (permanent) at the Shyam Lal College (Eve.), University of Delhi, from 29.02.2024. A No Objection Certificate has been issued by the scholar's employer permitting her to continue the PhD programme. She has completed her PhD coursework, and her synopsis was passed in the 66th SCR minutes. She was a recipient of AUDMRF, which she has reported to have forfeited from the date of her joining.

The SCR further noted that Mr.Kalyan Vemala (Enroll no: S215ADS04) of the PhD in Development Studies (2021-22) was selected as Assistant Professor (permanent) at the Indraprastha College for Women, University of Delhi. A No Objection Certificate has been issued dated 04.06.2024 by the scholar's employer permitting him to continue the PhD programme. Mr. Vemala has completed his PhD coursework. He is yet to complete his synopsis defense. He was a recipient of AUDMRF, which he has reported to have forfeited from the date of his joining.

The SCR noted that as per Clause 14(vii) of AUD Ph.D. Regulations, 2017 *"Any registered research scholar in regular employment outside the University shall be required to provide a certificate/letter from the employer permitting him/her to pursue research. Recipients of fellowships, whether from the University or externally, are not permitted to take up full-time employment outside the University. Any violations of the norms shall be reported to the SCR."*

The SCR deliberated and noted the receipt of the No Objection Certificate for Ms. S. Sruti (S205ADS08) and Mr. Kalyan Vemala (S215ADS04) from their employers in light of Clause 14(vii) of AUD Ph.D. Regulations, 2017.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.23: To note the recommendations made by the Standing Committee Research regarding consideration of the request received from PhD Development Studies Scholar Ms.Behshta Amin (S225ADS01) of the 2022-23 batch to pursue the course requirement online.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the request received from PhD Development Studies Scholar Ms.Behshta Amin (S225ADS01) of the 2022-23 batch to pursue the course requirement online.

The SCR noted that PhD Development Studies Scholar Ms.Behshta Amin (Enrol. No. S225ADS01) is an international student from Afghanistan, admitted on 02.01.2023. The SCR, in its 61st meeting held on 3 February 2023, recommended that she pursue her PhD coursework. It was an exceptional circumstance as she was the only student admitted (recommended by the IAD division of AUD) in the SDS PhD Programme of the 2022-23 batch. The RSC has reported in the 65th SCR meeting that Ms. Amin completed 10 credits of coursework, including a Research Methods course, and the remaining courses of 6 credits she may complete when the 2023-24 batch is admitted. In the said meeting, the SCR recommended that her RAC be constituted.

As of date, she has been able to complete the remaining 4 credits with the 2023-24 batch and on the recommendation of her RAC has also successfully defended her synopsis on 11.09.2024, which is within 2-year period of her PhD registration. Ms. Amin has completed 14 credits of coursework. These matters are reported in the agenda items listed above.

The remaining 2 credit of the *Research and Publication Ethics* course has not been offered in 2023 and 2024 (to date) after Ms. Amin was admitted to the programme. The Scholar has applied and informed about her visit to Afghanistan due to personal and cultural reasons.

The SCR noted that the RSC considered and noted the application by PhD Development Studies Scholar Ms.Behshta Amin (S225ADS01) of 2022-23 batch to pursue remaining 2 credit course requirement online as admissible by UGC Regulations-2022 in light of Clause 9.1 of the and AUD PhD Regulations 2023, which states that "The Credit requirement for the Ph.D. coursework is a minimum of 12 credits, including a "Research and Publication Ethics" course as notified by UGC vide D.O. No. F.1-1/2018(Journal/CARE) in 2019 and a research methodology course. The Research Advisory Committee can also recommend UGC recognized online courses as part of the credit requirements for the Ph.D. programme."

The SCR took note and considered the application of Ms.Behshta Amin (S225ADS01), an International Student from Afghanistan, of the 2022-23 batch to pursue the course requirement online.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

Agenda 40.29.24: To note the recommendations made by the Standing Committee Research regarding pre-submission presentation and submission of thesis of PhD Development Studies Scholar Mr.Rahul Kumar Yaduka (S185ADS05) of the 2018-19 Batch in the School of Development Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the pre-submission presentation and submission of thesis of PhD Development Studies Scholar Mr.Rahul Kumar Yaduka (S185ADS05) of the 2018-19 Batch in the School of Development Studies. Mr.Rahul Kumar Yaduka was working under the supervision of Dr.Ivy Dhar and successfully gave the pre-submission presentation on **03.06.2024** in the presence of the faculty, scholars, and RAC members. His thesis topic was "Politics and Policies for Environmental Issues: Understanding River Floods in the Context of Kosi". He submitted his PhD thesis on **29.06.2024.**

The SCR took note of the Pre-Submission Presentation and submission of the thesis of PhD Scholar Mr. Rahul Kumar Yaduka (S185ADS05).

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.25: To note the recommendations made by the Standing Committee Research regarding pre-submission presentation of Ph.D. Scholar Ms.Jasodhara Borthakur (S175ADS01) of the 2017-18 Batch in the School of Development Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 regarding pre-Submission presentation of Ms.Jasodhara Borthakur (S175ADS01) of the 2017-18 Batch in the School of Development Studies. Ms.Jasodhara Borthakur (Enrol No.: 175ADS01), working under the supervision of Dr Ivy Dhar, successfully gave the pre-submission presentation on 29.08.2024 in the presence of the faculty, scholars, and RAC members. Her thesis topic is "Indigenous Narratives on Land, Autonomy and Development with Karbi Anglong as a Case Study". Jasodhara Borthakur submitted her thesis on 29.11.2024.

The SCR took note of the Pre-Submission Presentation of PhD Scholar Ms. Jasodhara Borthakur (S175ADS01).

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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School of Education Studies

Agenda 40.29.26: To note the recommendations made by the Standing Committee Research regarding six-monthly progress reports of Semester IX PhD Scholars(2019-2020 cohort) for the period (January 2024 to June 2024) in the School of Education Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the six-monthly progress reports of the following Semester X PhD Scholars(2019-2020 cohort) for the period (January 2024 to June 2024) in the School of Education Studies.

The SCR noted that the progress reports of the Ph.D. Scholars in Education cohort for progression from Semester IX to Semester X have been considered by the RAC and Research Standing Committee (RSC). The summary in respect of the progress of all the Scholars has been summarized as under:

Sl.	Student name	Enrolment no.	Date of Registration	Supervisor	Date of RAC	RAC Assessment	
1	Aditi Sehrawat	S195H[illegible]1	19 August 2019	Dr. Manish Jain	3 July 2024	Satisfactory	
2	Alprata Ahuja	S195H0002	20 August 2019	Dr. Manasi Thapliyal Navani Co-supervisor: Professor Haneet Gandhi (University of Delhi)	23 July 2024	Satisfactory	
3	Disha Sharma	S195H0003	19 August 2019	Dr. Sunita Singh Co-supervisor: Dr. Anandini Dar	1 August 2024	Satisfactory	
4	Harsha Rana	S143H0004	20 August 2019	Dr. Gunjan Sharma	On child care leave from 1 February 2024	**NA**	
5	Preeti	S195H0006	19 August 2019	Dr. Manish Jain	13 June 2024	Satisfactory	

6	Radhika Mittal	S195H0007	19 August 2019	Dr. Gunjan Sharma	22 July 2024	Satisfactory	
7	Ruchi Sharma	S195H0008	28 August 2019	Dr. Sunita Singh	29 May 2024	Satisfactory (recommendation for PhD pre-submission)	

In light of the recommendations made by the RAC and SCR, the SCR took note of the six-monthly progress reports of Semester X in respect of the students listed above for the period (January 2024 to June 2024) except at serial No. 4 (Ms Harsha Rana).

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.27: To note the recommendations made by the Standing Committee Research regarding six-monthly progress reports of Semester VI PhD Scholars (2020-2021 cohort) admitted in 2021 from Jan 2024 to Jun 2024.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the six-monthly progress reports of Semester VI PhD Scholars (2020-2021 cohort) admitted in 2021 from Jan 2024 to Jun 2024.

The SCR noted that the progress reports of the Ph.D. Scholars for progression from Semester VI to Semester VII have been considered by the RAC and Research Standing Committee (RSC). The summary in respect of the progress of all the Scholars has been summarized as under:

Sl.	Student name	Enrolment no.	Date of Registration	Supervisor	Date of RAC	RAC Assessment	
1	Aabha Rawat	S205H0001	16 November 2021	Dr. Sunita Singh	30 July 2024	Satisfactory	
2	Karan	S205H0002	16 November 2021	Dr. Gunjan Sharma	20 June 2024	Satisfactory	
3	Kunica	S205H0003	22 November 2021	Dr. Monimalika Day	20 June 2024	Satisfactory	
4	Mansa	S205H0004	16 November 2021	Dr. Manasi Thapliyal Navani	20 July 2024	Satisfactory	
5	P. Parandama Reddy	S205H0005	17 November 2021	Dr. Manish Jain	18 June 2024	Satisfactory	
6	Priyanka	S205H0006	16 November 2021	Dr. Gunjan Sharma	14 June 2024	Satisfactory	
7	Ridhima Garg	S205H0007	19 November 2021	Dr. Manish Jain	18 June 2024	Satisfactory	
8	Themhorchan Shadang	S205H0009	17 November 2021	Dr. Shivani Nag	30 July 2024	Satisfactory	

Based on the RAC reports and the recommendations made by the RSC, the SCR took note of the six-monthly progress reports of Semester VI in respect of the students listed above for the period (January 2024 to June 2024).

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.28: To note the recommendations made by the Standing Committee Research regarding six-monthly progress reports of Semester IV PhD Scholars (2021-2022 cohort admitted in 2022) from Jan 2024 to Jun 2024.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the six-monthly progress reports of Semester IV PhD Scholars (2021-2022 cohort admitted in 2022) from Jan 2024 to Jun 2024.

The SCR noted that the progress reports of the Ph.D. Scholars for progression from Semester IV to Semester V have been considered by the RAC and Research Standing Committee (RSC) (except Ekta Mishra who has to pass her semester 2 course work. Her progress in course work is discussed in item 4.7). The summary in respect of the progress of all the Scholars has been summarized as under:-

Sl.	Student name	Enrolment no.	Date of Registration	Supervisor	Date of RAC	RAC Assessment	
1	Abhishek Srivastava	S215H0001	15 September 2022	Dr. Manish Jain	4 July 2024	Satisfactory. Proposal successfully defended.	
2	Ebanna Edison	S215H0002	16 September 2022	Dr. Sunita Singh	13 June 2024	Satisfactory Proposal successfully defended.	
3	Ekta Mishra	S215H0003	29 September 2022	Dr. Manasi Thapliyal Navani	7 August 2024	Satisfactory	
4	Isha Joshi	S215H0004	27 September 2022	Dr. Manasi Thapliyal Navani	31 July 2024	Satisfactory (Proposal successfully defended on 13 May 2024 and reported in the 16 May RSC meeting)	
5	Kuldeep Singh	S215H0005	16 September 2022	Dr. Nivedita Sarkar	31 July 2024	Satisfactory. Proposal successfully defended.	

6	Sneha	S215H00	17	Dr.	29 July	Satisfactory,
					2022	successfully
					Nag	defended.

Based on the RAC reports and recommendations made by the RSC, the SCR took note of the six-monthly progress reports of Semester IV in respect of the students listed above for the period (January 2024 to June 2024).

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.29: To note the recommendations made by the Standing Committee Research regarding successful synopsis defence by Ph.D. Scholars namely Mr. Abhishek Srivastava, Ms. Ebanna Edison, Mr. Kuldeep Singh, and Ms. Sneha Bharti in the School of Education Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 noted the successful synopsis defence by Ph.D. Scholars namely Mr. Abhishek Srivastava, Ms. Ebanna Edison, Mr. Kuldeep Singh, and Ms. Sneha Bharti in the School of Education Studies**.** The research proposals/synopses of the following scholars of the 2021-22 cohort were assessed by the RAC and found to be satisfactory: -

Student name	**Enrolment no.**	**Date of Registration**	**Supervisor**	**Date of RAC & Proposal Approval**	**Proposal Title as Approved**	
Abhishek Srivastava	S215H0001	15 September 2022	Dr. Manish Jain	4 July 2024	Assembling 'learning loss': Education policy and the COVID-19 pandemic	
Ebanna Edison	S215H0002	16 September 2022	Dr. Sunita Singh	13 June 2024	Play as a Pedagogical Practice in Early Childhood Classrooms in Kerala	
Kuldeep Singh	S215H0005	16 September 2022	Dr. Nivedita Sarkar	31 July 2024	Exploring Educational and Occupational Aspirations of Youth: A Case Study of Baghpat District, Uttar Pradesh	
Sneha Bharti	S215H0006	17 September 2022	Dr. Shivani Nag	29 July 2024	Quality of Early Childhood Programmes and its perception among the community members: A study of ICDS in	

				Bihar	

On the basis of the recommendations made by the RSC regarding successful defense of the research proposal/synopsis of the PhD in Education 2020-21 by the Scholars namely Mr. Abhishek Srivastava, Ms. Ebanna Edison, Mr. Kuldeep Singh, and Ms. Sneha Bharti, the SCR took note of the Synopsis defence presentation of the PhD Scholars listed above.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.30: To note the recommendations made by the Standing Committee Research regarding course registration for the Scholars in the PhD cohort 2024 (1st semester) in the School of Education Studies: -

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 noted the course registration for the following Scholars in the PhD cohort 2024 (1st semester).

S. No.	Student name	Enrolment no.	Date of Registration	Core Course 1	Core Course 2	Elective Course- 2 credits	
1	Bhawna Singh	S235H00 01	3 May 2024	Perspectives in Education (SES301101) 4 credits	Research Methodology I- Nature of Inquiry in Social Science Research [SES301103] 2 Credits	Multilingual Education: Practices, Challenges and Possibilities (SES301204)	
2	Bhumika	S235H00 02	3 May 2024			Multilingual Education: Practices, Challenges and Possibilities (SES301204)	
3	Garima Saini	S235H00 03	5 May 2024			Multilingual Education: Practices, Challenges and Possibilities (SES301204)	
4	Isha Sharma	S235H00 04	3 May 2024			Critical Literacy (SES301207)	
5	Mansi	S235H00 05	4 May 2024	Perspectives in Education (SES301101) 4 credits	Research Methodology I- Nature of Inquiry in Social Science Research	Economics and Financing of Education (SES301208)	
6	Manvi	S235H00 06	13 May 2024			Critical Literacy (SES301207)	
7	Mayanka Kashyap	S235H00 07	4 May 2024			Economics and Financing of Education	

8	Ragini Lalit	S235H00308	3 May 2024		[SES301103] 2 Credits	(SES301208) Multilingual Education: Practices, Challenges and Possibilities (SES301204)
9	Vagish K	S235H00	4 May			Critical Literacy

Based on the recommendations made by the RSC regarding registration of the Scholars in PhD in Education programme cohort 2023, the SCR took note of the Course registration for the PhD cohort admitted in 2024 to the PhD in Education Programmes at SES.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.31: To note the recommendations made by the Standing Committee Research regarding allotment of the supervisor and constitution of RAC for the first Semester Ph.D. Scholars(2023-2024 cohort) admitted in 2024 in the School of the Education Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the allotment of the supervisor and constitution of RAC for the first Semester Ph.D.Scholars (2023-2024 cohort) admitted in 2024 in the School of the Education Studies.

S. No.	Student name	Enrolment no.	Date of Registration	Supervisor	RAC member 1 (within the PhD programme faculty)	RAC member 2 (outside the PhD programme faculty)	
1	Bhawna Singh	S235H00001	3 May 2024	Dr. Monimalika Day	Dr. Shivani Nag, SES	Dr. Monal Dewle, School of Letters, Dr. B. R. Ambedkar University, Delhi	
2	Bhumika	S235H00002	3 May 2024	Dr. Sunita Singh	Dr. Gunjan Sharma	Professor Nakkeeran Nanjappan, School of Public Policy & Governance, Dr. B. R. Ambedkar University Delhi	
3	Garima Saini	S235H00003	5 May 2024	Dr. Rishabh Kumar Mishra	Dr. Manish Jain, SES	Dr. Anushka Singh, School of Law, Governance & Citizenship, Dr. B. R. Ambedkar University Delhi	
4	Isha Sharma	S235H00004	3 May 2024	Dr. Monimalika Day	Dr. Sunita Singh, SES	Dr. Santosh K. Singh, School of Liberal Studies, Sociology, Dr. B. R. Ambedkar University Delhi	

5	Mansi	S235H00 05	4 May 2024	Dr. Monimalika Day	Dr. Manasi Thapliyal Navani, SES	Dr. Krishna Kalyan Dixit, School of Letters, Dr. B. R. Ambedkar University Delhi	
6	Manvi	S235H00 06	13 May 2024	Dr. Monimalika Day	Dr. Sunita Singh,SES	Prof. Nakkeeran Nanjappan, School of Public Policy & Governance, Dr. B. R. Ambedkar University Delhi	
7	Mayank a Kashyap	S235H00 07	4 May 2024	Dr. Nivedita Sarkar	Dr. Gunjan Sharma (SES)	Dr. Snigdha Vishnoi (School of Liberal Studies, Dr. B. R. Ambedkar University Delhi)	
8	Ragini Lalit	S235H00 08	3 May 2024	Dr. Shivani Nag	Dr. Manasi Thapliyal Navani (SES)	Prof. Amman Madan (Azim Premji University, Bhopal)	
9	Vagish K Jha	S235H00 09	4 May 2024	Dr. Manish Jain	Dr. Manasi Thapliyal Navani (SES)	Dr. Yogesh Snehi (School of Liberal Studies, Dr. B. R. Ambedkar University Delhi)	

The SCR noted that the RSC in light of the Clause 10 of the Ph.D. Regulations 2023 dated 04.09.2024 has recommended the proposed constitution of the RACs for the PhD in Education programme cohort 2023 (admitted in 2024). On the basis of the recommendations made by the RSC, the SCR resolved to recommend the supervisor allotment and RAC constitution of Semester I PhD students (2023-2024 cohort) as tabled above.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.32: To note the recommendations made by the Standing Committee Research regarding 1st semester coursework, repeat of Ms.Ekta Mishra, Enrollment Number S215H0003 in the School of Education Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the recommendations made by the Research Standing Committee of the School. The SCR noted that the Committee in its meeting held on 30 May 2024 had recommended to give two years from the date of registration i.e., 29 September, 2022 to complete her Ph.D. Coursework. The SCR noted that Ms.Ekta Mishra was provided this opportunity for a second repeat attempt for Semester 1 pending coursework, and her final results in Semester 1 courses are shared below. She has passed all her Semester 1 courses and now repeating assessments for two Semester 2 courses.

The SCR further noted that Ms.Ekta Mishra (S215H0003) has passed the pending coursework for semester 1, in keeping with the PhD Regulations 2021 clause 10.3, whereby a student who is unable to pass the coursework courses in the first attempt be provided two chances for re-test/repetition within 12 months for each course and her results for Semester 2 repeat coursework need to be declared and reported to AES and RSC by 18 September 2024.

S. No	Course	Initial Grade	Repeat PR Grades		Final Grade	Final Status of the course		
1	Perspectives in Education (SES301101)- 4 credits, core	B Only (Pass)	NA		**B Only**	Pass		
2	Research Methodology I – Nature of Inquiry in Social Science Research [SES301103, 2 Credits, Core]	B minus (Not Pass)	Assignment Plus, Assignment Plus	1- B 2- B	**B Plus**	Pass		
3	Politics and Education in India [SES301202, 2 Credits, Elective]	C Plus (not pass)	Assignment Plus Assignment	1- B 2- C	**B Only**	Pass		

The SCR took note of the results of the 1st semester coursework and repeated the coursework of Ms. Ekta Mishra, Enrollment Number S215H0003.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.33: To note the recommendations made by the Standing Committee Research on the request made by Ph.D. Scholar Ms.Sneha Bharti (Enrollment number- S215H0006) for a non-NET stipend to complete her pending coursework.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted that Ms.Sneha Bharti was awarded the AUDMRFS, which she received from 9 December 2022 to 14 August 2023 (amount of Rs. 3,07,520/-). She cleared semester 1 on the first attempt. Her AUDMRF was stopped after she failed to clear her coursework for semester 2 in the first attempt. However, the student completed the coursework on **7 February 2024.** Clause 4 (e) of the AUDMRFS guidelines (No. AUD/ SCR/ 2021/ Notification/ 13, Dated 03.01.2022) states that "*The fellowship may be discontinued/ terminated if the scholar is unable to complete the coursework in the first attempt and his/her research progress is found unsatisfactory. In such cases, the student may then be given the normal AUD stipend (given to students who do not hold a non-UGC JRF/SRF or equivalent*).

Ms. Sneha Bharti has now successfully cleared her coursework in the first repeat attempts provided (table below): -

S. No.	Student Name	Enrolment No	Date of Registration	Mapping Education Studies [SES301102, 2 Credit, Core]	Research Methods II [SES301104, 2 Credit, Core]	Guided Reading [SES301105, 2 Credit, Core Course]	Electives [SES301203/ SES301206; 2 Credits]	Notes	
1.	Sneha Bharti	S215H0006	17 September 2022	Pass (B+)	Pass (B only)	Pass (first attempt)	Pass (first attempt)	Completed the course work	

The SCR noted that the reports of her RAC have also been consistently 'satisfactory' with the research scholar meeting expectations of work and having successfully defended her proposal in the last RAC (reported above).

A brief tabular summary of her RAC reports is shared below: -

S. No.	Date of RAC	Brief Summary	Result	
RAC 1	9 August 2023	Sneha presented a draft of her developing research questions and the literature reviewed so far. The RAC members suggested further readings and recommended that she start identifying field sites.	Has met expectations and 'satisfactory	

RAC 2	22 January 2024	It was reported that she has submitted all pending assignments for coursework. She presented the revised research questions, literature, and methodology focusing on 'examining the quality of ECE programmes at Anganwadis in Bihar.' RAC members suggested that the survey method would be useful for the study and that she should consult experts in quantitative research for suggestions on the ideal sample size for such kind of research. She was further advised to finalize the sites for her fieldwork.	Has met expectations and 'satisfactory.	
RAC 3	29 July 2024	Sneha presented her detailed PhD proposal titled- '*Quality of Early Childhood Programmes and its perception among the community members: A study of ICDS in Bihar*'. Along with her proposal, she also presented the tools of the research and the consent forms drafted for the purpose. She has also obtained the necessary permissions for using the tools needed for the study. Her proposal defence was successful, and the proposal passed during the RAC.	Has met expectations. Proposal defended successfully.	

Based on completion of all coursework, satisfactory progress reports, successful defence of the PhD proposal and given the clause 4 (e) of the AUDMRFS guidelines (No. AUD/SCR/2021/Notification/13, Dated 03.01.2022) that states - "The fellowship may be discontinued/ terminated if the scholar is unable to complete the course work in first attempt and his/her research progress is found unsatisfactory. In such cases, the student may then be given the normal AUD stipend (given to students who do not hold a non-UGC JRF/SRF or equivalent),

The SCR noted that the RSC of the School had recommended the start of non-NET stipend for Ms.Sneha Bharti (S215H0006) and starting the non-NET stipend will enable her to begin her fieldwork and progress on her Ph.D as she planned to conduct her fieldwork in Bihar from September 2024/ The SCR further noted that Ms.Sneha is not employed anywhere and is not availing of any fellowship.

The SCR took note and resolved to recommend the request for a non-NET stipend for Ms. Sneha Bharti (Enrolment number- S215H0006) for completing her pending coursework w.e.f. 7th February 2024.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

Agenda 40.29.34: To note the recommendations made by the Standing Committee Research regarding selection of Ms.Themhorchan Shadang [S205H0009] for "National Fellowship and Scholarship for Higher Education of ST Students" by the Ministry of Tribal Affairs to pursue a Ph.D. degree

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the selection for the National Fellowship and Scholarship for Higher Education of ST Students" by the Ministry of Tribal Affairs to pursue a Ph.D. degree. The fellowship amount will be paid up to a period of five years or till the date of submission of the dissertation, whichever is earlier.

The SCR took note of the selection of Ms. Themhorchan Shadang [S205H0009] for "National Fellowship and Scholarship for Higher Education of ST Students" by the Ministry of Tribal Affairs to pursue a Ph.D. degree.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.35: To note the recommendations made by the Standing Committee Research regarding PhD pre-submission seminar of Ms.Ruchi Sharma [S195H0008] in the School of Education Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the PhD pre-submission seminar of Ms. Ruchi Sharma [S195H0008]. The SCR noted that the RAC of Ms.Ruchi Sharma was held on May 29, 2024 and the Committee had recommended the Pre-PhD submission. The pre-PhD submission seminar, open to all faculty and students, was held on 18 June 2024 (Tuesday) at 12.30 pm in the Seminar Hall, Lodhi Road Campus. After the pre-submission, Ms.Ruchi Sharma was advised to incorporate the changes and submit the thesis within three months.

The SCR took note of the pre-submission Presentation of Ms. Ruchi Sharma (S195H0008).

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.36: To note the recommendations made by the Standing Committee Research regarding submission of No Objection Certificate by Mr. P.Parandama Reddy's (S205H0005).

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted that the Ph.D. Scholar Mr. P. Parandama Reddy (enrollment number S205H0005) has not yet been able to obtain an NOC as suggested in the previous Research Standing Committee.

The SCR deliberated on the case and recommended that the PhD scholar be promptly informed of the requirement to obtain a 'No Objection Certificate' from his employer.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.37: To note the recommendations made by the Standing Committee Research regarding request made by Ph.D. Scholar Mr. P. Parandama Reddy's regarding de-enrolment from the Ph.D. Programme in the School of Education Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the request made by Ph.D. Scholar Mr.P.Parandama Reddy's regarding de-enrolment from the Ph.D. Programme in the School of Education Studies.

The SCR noted that Mr.Parandama Reddy (Enrollment number- S205H0005, date of registration- 17.11.2021) had worked on his research proposal, which had been approved in the RAC held on 1 August 2023. In his RAC held on 18 June 2024, the committee had noted his satisfactory progress and directed him to apply for the NOC from his employer, in light of his selection for a government job.

The SCR noted that the RAC in its meeting held on 27 August 2024 had noted that the Scholar had not been able to produce an NOC from the employer and requested for de-enrolment. The SCR further noted that the RAC of the Scholar and RSC of the School had recommended de-enrolment of the Scholar from the Ph.D. Programmes.

After detailed deliberations, the SCR considered and accepted the request for de-enrolment of Mr. P. Parandama Reddy (Enroll No.: S185F0005).

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.38: To note the recommendations made by the Standing Committee Research regarding change in affiliation of the following RSC and RAC members.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 noted the following change in affiliation of the following RSC and RAC members.

S. No.	Faculty	Old Affiliation	New Affiliation
1	Prof. N. Nakkeeran, RSC member, SES PhD Programme	Professor N. Nakkeeran, School of Global Affairs, Dr. B.R. Ambedkar University	Professor N. Nakkeeran, School of Public Policy and Governance, Dr. B.R. Ambedkar University Delhi
2	Prof. RAC Radh [S195H00071 (External)	Professor N. Nakkeeran, School of Global Affairs, Dr. B.R. Ambedkar University Delhi	Professor N. Nakkeeran, School of Public Policy and Governance, Dr. B.R. Ambedkar University Delhi
2	Dr. Dipa Sinha, RAC member for Mr. P. Parandama Reddy [S205H0005] (External)	Dr. Dipa Sinha, Assistant Professor, School of Liberal Studies, Dr. B.R. Ambedkar University Delhi	Dr. Dipa Sinha, formerly at the School of Liberal Studies, Dr. B.R. Ambedkar University, Delhi
3	Dr. Samik Choudhary RAC member for Mr. Kuldeep Singh [S215H0005] (External)	Dr. Samik Choudhary, Associate Professor, School of Global Affairs, Dr. B.R. Ambedkar University Delhi	Dr. Samik Choudhary, Associate Professor, School of Public Policy and Governance, Dr. B.R. Ambedkar University Delhi
4	Prof. Nandini Manjrekar RAC member for Preeti [S195H0006] (External)	Prof. Nandini Manjrekar, Tata Institute of Social Sciences, Mumbai	Prof. Nandini Manjrekar (Retd.), Tata Institute of Social Sciences, Mumbai

Regarding Prof. Nandini Manjrekar, the RSC noted that she is not affiliated with any institution post her retirement. Given the expertise of Prof. Manjrekar in the area of gender and education, given her continued guidance of this work from the beginning, and for continuity in the advice given to the scholar, the RSC recommended that the RAC of the scholar may continue after noting the change in the affiliation of Professor Manjrekar and recommended the same for consideration of the SCR.

Dr. Dipa Sinha was a faculty member at the School of Liberal Studies, AUD. She has recently resigned and has been relieved from the university. She is not affiliated with any institution. Given her expertise on Andhra Pradesh, quantitative research, and social inclusion, and her advice to the research scholar in the development of the research proposal, the RSC recommended that Dr Dipa Sinha continue as a member of the RAC till a decision about the scholar's request for de-enrollment is taken.

The SCR resolved to recommend the change in the affiliation of the RSC and RAC members as mentioned above.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.39: To note the recommendations made by the Standing Committee Research regarding results of the 2nd semester coursework repeats in respect of Ph.D. Scholar Ms. Ekta Mishra [S215H0003].

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the results of the 2nd semester coursework repeats in respect of Ph.D. Scholar Ms. Ekta Mishra [S215H0003].

The SCR noted that the RSC in its meeting held on 16th May, 2024 and subsequent SCR discussion held on 30 May 2024 had advised to grant some time to Ms.Ekta Mishra till the completion of the two years from the date of registration, i.e., 29 September 2022, to complete her PhD coursework.

The SCR noted that the matter was reported in the last RSC meeting held on 27 August 2024 and it was observed that Ms. Ekta Mishra had passed all her semester 1 courses. Since then, she has also passed the exams for pending courses of semester 2, and the same have been documented in her RAC meeting held on 16 September 2024. The final grades of Ms. Ekta Mishra in Semester II courses are stated in the table below.

S. No	Course	Initial grades	Assessment after repetition	Grades	Final Grade after repetition	
1	Mapping Education Studies [SES301102, 2 Credit, Core]	C only	Assessment 1 - Only Assessment 2-	B B Only	B Only	
2	Research Methods II [SES301104, 2 Credit, Core]	C only	Assessment 1 - Only Assessment 2-	B B Only	B Only	
3	Guided Reading [SES301105,2 Credit, Core]	B Minus	Assessment 1 - Only Assessment 2-	B B Only	B only	
4	Qualitative Case Study Method [SES301206; 2 Credits, Elective Course]	B Only	NA (Passed in first attempt)		B only	

The SCR took note of the results of the 2nd semester repeated coursework by Ms. Ekta Mishra [S215H0003].

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

Agenda 40.29.40: To note the recommendations made by the Standing Committee Research regarding reconstitution of RAC in respect of Ph.D.Scholar Ms. Ekta Mishra in the School of Education Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the reconstitution of RAC in respect of Ph.D.Scholar Ms. Ekta Mishra in the School of Education Studies.

The SCR noted that Ms. Ekta Mishra (Enrollment number- S215H0003, Date of registration- 29 September 2022) has been pursuing her PhD Programme at SES, and her supervisor is Dr.Manasi Thapliyal Navani. The initial research proposal of Ms.Ekta was on the theme of experience of disability in higher education institutions, and her RAC was constituted towards the end of semester 1. However, the Scholar had proposed to work in the area of primary-level social science teacher education. Given her new proposed area of work, it was proposed to include Dr. Rishabh Mishra (SES) on her RAC, as his area of expertise is social science education and teacher education.
The revised composition of Ms. Ekta Mishra's RAC (proposed below) is in keeping with Clause 11.2 of the PhD Regulations 2021 on the constitution of the Research Advisory Committees.

Student name	**Enrolment no.**	**Date of Registration**	**Supervisor**	**RAC member 1 (within the PhD programme faculty)**	**RAC member 2 (within the PhD programme faculty)**	**RAC member 3 (outside the PhD programme faculty)**	
Ekta Mishra	S215H0003	29-09-2022	Dr. Manasi Thapliyal Navani	Dr. Monimalika Day, School of Education Studies, Dr. B. R. Ambedkar University Delhi	Dr. Rishabh Kumar Mishra, School of Education Studies, Dr. B. R. Ambedkar University Delhi	Dr. Monal Manik Dewle, School of Letters, Dr. B. R. Ambedkar University, Delhi	

The SCR resolved to recommend the reconstitution of the RAC in respect of Ms. Ekta Mishra (S215H0003).

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

Agenda 40.29.41: To note the recommendations made by the Standing Committee Research regarding reconstitution of RAC in respect of Ph.D.Scholar Ms. Aabha Rawat in the School of Education Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the reconstitution of RAC in respect of Ph.D.Scholar Ms. Aabha Rawat in the School of Education Studies.

The SCR noted that Ms. Aabha Rawat (Enrollment number- S205H0001, Date of registration- 16 November 2021) has been pursuing her PhD at SES, and her supervisor is Dr. Sunita Singh. Her proposed research topic is - 'Local Literacies: Ethnographic Case Studies of Emergent Readers and Writers'. Given Dr. Kalyan Krishna Dixit's work and expertise in the area of language and education, it was proposed to include Dr.Krishna Kalyan Dixit in the RAC.

The revised composition of Ms. Aabha Rawat's RAC (proposed below) is in keeping with Clause 11.2 of the PhD Regulations 2021 on the constitution of the Research Advisory Committees.

Student name	**Enrolment no.**	**Date of Registration**	**Supervisor**	**RAC member 1 (within the PhD programme faculty)**	**RAC member 2 (outside the PhD programme faculty)**	**RAC member 3 (outside the PhD programme faculty)**	
Aabha Rawat	S205H0001	16.11.2021	Dr. Sunita Singh	Dr. Shivani Nag, School of Education Studies, Dr. B. R. Ambedkar University Delhi	Dr. Krishna Kalyan Dixit, School of Letters, Dr. B. R. Ambedkar University Delhi		Prof. Amol Padwad, formerly with Dr. B. R. Ambedkar University, Delhi

In light of the recommendations made by the RSC in light of Clause 11 of the PhD Regulations dated 03.03.2021, the SCR resolved to recommend the reconstitution of the RAC in respect of Ms. Aabha Rawat (S205H0001).

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

Agenda 40.29.42: To note the recommendations made by the Standing Committee Research regarding re-joining of Ms. Harsha Rana [S195H0004] after availing Child Care Leave.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the re-joining of Ms.Harsha Rana [S195H0004] after availing Child Care Leave.

The SCR noted that Ms.Harsha Rana [S195H0004], PhD in Education scholar (2019 cohort), was granted Child Care Leave (CCL) for 240 days from 1 February 2024 with due approval. As per Clause 12(vi) of the AUD PhD Regulation 2017 "Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days." She reported for rejoining on 26 September 2024 and submitted a written application for rejoining.

The SCR took note of the re-joining of Ms. Harsha Rana [S195H0004] after availing Child Care Leave (From 01 Feb 2024 to 27 Sep 2024 for 240 days), date of joining 28 Sep 2024.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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School of Global Affairs

Agenda 40.29.43: To note the recommendations made by the Standing Committee Research regarding confirmation of PhD synopsis by the RAC Committee of the Research Scholar, Ms.Ruchi having Enrolment Number S215MUS02 (Batch 2021-22) supervised by Dr.Rohit Negi.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the Synopsis defence presentation of Ms. Ruchi (S215MUS02).The title of the PhD synopsis is "On the Peripheries of the Hill Station: Tourism, Gender, and Socio-Spatial Change in Dharamshala". Minutes of RSC Meeting held on 18 September 2024.

The SCR took note of the Synopsis defence presentation of Ms. Ruchi (S215MUS02).
The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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School of Heritage Research and Management

Agenda 40.29.44: To note the recommendations made by the Standing Committee Research regarding completion of the First Semester of the Ph.D. Scholars(Batch 2023-24) in Heritage Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the completion of the First Semester of the Ph.D. Scholars(Batch 2023-24) tabled as under:-.

S.no	Name of the Scholar	Enrolment No.	Batch	Date of Registration	Grade in First Sem. Course work
1	Sakshi Khera	S235PHS02	2023-24	09.05.2024	B+
2.	Sumit Kumar	S235PHS03	2023-24	03.05.2024	B

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.45: To note the recommendations made by the Standing Committee Research regarding allotment of Supervisor and Composition of RAC in respect of Ph.D. Scholars in the School of Heritage Research and Management.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the allotment of Supervisor and composition of RAC in respect of Ph.D. Scholars in the School of Heritage Research and Management.

S.no	Name of the Scholar & Enrolment No.	Supervisor	RAC Members
1	Sakshi Khera S235PHS02	Dr. Anand Burdhan (Supervisor) (Asst. Professor) SHRM Mob:8800945696 Email: aburdhan@aud.ac.in	1. Prof. Mahanand Jha (Lal Bahadur Sastri Sanskrit Vishwavidyalaya Mob: 9015653962 Email: mahanandjha1972@gmail.com mahanand@slbsrsv.ac.in 2. Dr. Sima Yadav (Asst. Professor) SHRM Mob: 9953140573 Email: syadav@aud.ac.in
2	Sumit Kumar S235PHS03	1. Dr. Shalini Awasthi (Supervisor) (Asst. Professor) SHRM Mob:9891333037 Email: sawasthi@aud.ac.in	1. Dr. Anand Burdhan (Asst. Professor) SHRM Mob:8800945696 Email: aburdhan@aud.ac.in 2. Prof. Aarti Srivastava NIEPA-National Institute of Education Planning and Administration Mob:9818393438 Email: aarti@niepa.ac.in

The SCR resolved to recommend the allotment of a supervisor and constitution of RAC for the PhD Scholars listed above.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

Agenda 40.29.46: To note the recommendations made by the Standing Committee Research regarding withdrawal of admission from Ph.D. in "Heritage Studies" of Sh. Rohan Kumar Nirwan, Enrolment No. S235PHS01, Batch 2023-24

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the withdrawal of admission by Ph.D. Scholar Sh.Rohan Kumar Nirwan, Enrolment No. S235PHS01, Batch 2023-24 from Ph.D. in "Heritage Studies".

S. No	Name of student	Enrolment No.	Batch	Admission Date	Withdrawal date
1.	Rohan Kumar Nirwan	S235PHS01	2023-2024	3.05. 2024	8.10.2024

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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School of Human Ecology

Agenda 40.29.47: To note the recommendations made by the Standing Committee Research regarding defence of synopsis by the Ph.D. Scholars in the School of Human Ecology.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the request of Ms. Nikita Samarnath, Ph.D Scholar, School of Human Ecology to grant another six months extension for presenting and defending her synopsis.

The SCR noted that the Ph.D. Scholar had enrolled in the Ph.D. programme on 14th September 2022 and the RSC of the Scholar had recommended a six months extension w.e.f. 15th Septmber 2024 to the Scholar for presenting and defending her synopsis in light of the progress made by the scholar and Clause 12.1 of the AUD Ph.D. Regulations which states that ***"****The guidelines established by the RSC for the defense of a thesis synopsis shall include provisions for cancellation of registration if a candidate is unable to successfully defend the synopsis within three years of registration in the programme****".***

S. No.	**Scholar Name and Enroll. No.**	**Date of Enrolment**	**Previous extension/ Relaxation (Dates)**
1	Nikita Samarnath (S215BED02)	14th September 2022	None

The SCR resolved to recommend extension to the PhD Scholar Ms Nikita Samarnath to defend her synopsis within 03 years from the date of enrolment/ registration i.e. up to 13 Sep 2025 as per the Clause 12.1 of AUD PhD Regulation 2021.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.48: To note the recommendations made by the SCR regarding successful defense of the synopsis by Ph.D. Scholar Mr. Pradeep Kumar Jha, School of Human Ecology.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the successful defense of the synopsis titled: "Air Pollution and Public Health: Assessing Impacts, Challenges and Mitigation Strategies in the NCT of Delhi", by Mr. Pradeep Kumar Jha, PhD Scholar, School of Human Ecology. The details are as under:

S. No.	Name of PhD Scholar	Enroll. No	Date of Enrolment	Date of Synopsis defense	Synopsis Title
1	Pradeep Kumar Jha	S215BED03	14th September 2022	11th September 2024	Air Pollution and Public Health: Assessing Impacts, Challenges, and Mitigation Strategies in the NCT of Delhi

The SCR took note of the Synopsis defence presentation of Mr. Pradeep Kumar Jha (S215BED03***).***

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

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Agenda 40.29.49: To note the recommendations made by the SCR regarding successful defense of the synopsis by Ph.D. Scholar Ms. Merlyn Maria Antony, School of Human Ecology.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the successful defense of the synopsis titled: "Fish Economy in the Andaman Islands: A study of fishers and institutions", by Ms. Merlyn Maria Antony, PhD Scholar, School of Human Ecology. The details are as under:

S. No.	PhD Scholar	Enroll. No	Date of Enrolment	Date of Synopsis defense	Synopsis Title
1	Merlyn Maria Antony	S215BED01	14th Sep 2022	13th Sep 2024	Fish Economy in the Andaman Islands: A study of fishers and institutions

The SCR took note of the Synopsis defence presentation of Ms Merlyn Maria Antony (S215BED01).

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.50: To note the recommendations made by the Standing Committee Research regarding defence of synopsis by Ms.Shiwani, PhD Scholar at the School of Human Ecology.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the successful defence of synopsis by Ms.Shiwani, Ph.D. Scholar in the School of Human Ecology. The title of the synopsis is 'Coevolution of Vegetation Dynamics, Pastoral Practices and Climate Change in Tso Kar Basin, Ladakh'.

S. No.	PhD Scholar	Enroll. No	Date of Enrolment	Date of Synopsis defense	Synopsis Title
1	Shiwani	S215BED04	14th Sep 2022	14th Sep 2024	Coevolution of Vegetation Dynamics, Pastoral Practices and Climate Change in Tso Kar Basin, Ladakh

The SCR took note of the Synopsis defence presentation of Ms Shiwani (S215BED04).

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.51: To note the recommendations made by the Standing Committee Research regarding defence of synopsis by Mr.Syed Shoaib Ali, PhD Student in the School of Human Ecology.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the successful defence of synopsis by Mr.Syed Shoaib Ali, PhD Student in the School of Human Ecology. The title of the thesis is "States of Science: Apple and Agriculture Extension in the Western Himalayas".

S. No.	PhD Scholar	ii. Enroll. No	Date of Enrolment	Date of PhD Defence	Thesis Title
1	Syed Shoaib Ali	S165BED03	1st Sep 2016	13th Sep 2024	States of Science: Apple and Agriculture Extension in the Western Himalayas

The SCR took note of the PhD thesis defence successfully by Mr. Syed Shoaib Ali (S165BED03).

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.52: To note the recommendations made by the Standing Committee Research regarding reconstitution of the Research Standing Committee of the School of Human Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the following reconstitution of the Research Standing Committee of the School of Human Studies in light of Clause 3.3.1 of the AUD Research Regulations, 2023.

1. Dr. Rachna Chaudhary, Dean (O), SHS (Chairperson, SHS RSC)
2. Dr. Vatsala Saxena (Programme Coordinator, Disability Studies)
3. Dr. Anoop Kumar Koileri (Programme Coordinator, PhD Psychology)
4. Dr. Shifa Haq (Programme Coordinator, MPhil Psychoanalytic Psychotherapy)
5. Prof. Krishna Menon (Prof. WGS, SHS)
6. Prof. Honey Oberoi Vahali (Prof. Psychology, SHS)
7. Prof. Lawrence Liang (External Member)
8. Dr. Shubhra Nagalia (Prog. Coordinator, MPhil & PhD WGS and Convenor RSC, SHS)

After due deliberations, the SCR resolved to recommend the reconstitution of the Research Studies Committee (RSC) of the School of Human Studies (SHS).

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.53: To note the recommendations made by the Standing Committee Research regarding successfully completed pre-submission and submission of the final thesis by the Ph.D. Scholar in the School of Human Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the successfully completed pre-submission and submission of the final thesis by the following Ph.D. Scholar in the School of Human Studies

Sl. No	Enrolment No	Name	Registration Date	Date of Pre-PhD submission	Date of Thesis
1	S195CWG05	Shirin	29/07/2019	03/06/2024	26.07.2024

The SCR took note of the pre-submission presentation on 03 Jun 2024 and submission of thesis on 26 July 2024 in respect of Ms.Shirin (S195CWG05).

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.54: To note the recommendations made by the Standing Committee Research regarding joining of the Ph.D. Scholar after availing maternity leave in the School of Human Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the joining of the following Ph.D. Scholar after availing maternity leave in accordance with Clause 12(v) of the AUD Ph.D. Regulations, 2017 PhD which states that "… the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days." The re-joining of the Scholar was endorsed by the RAC.

Sl. No	Enrolment No	Name	Registration Date	Date of RAC	Period of Maternity Leave	Attachments
1	S175CWG03	Sanjana	07/12/2016	06/11/2024	Maternity leave from 13th March 2024 to 8th November 2024 (240 days)	1. Application for re-joining after completing maternity leave. 2. RAC reporting and endorsing the re-joining.

The SCR took note of the re-joining of Ms Sanjana (S175CWG03) on 09th Nov 2024 after completion of the maternity leave from 13th Mar 2024 to 08th Nov 2024.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.55: To note the recommendations made by the Standing Committee Research regarding conduct of RAC meeting for monitoring the six-monthly progress report of the Ph.D. Scholars from January to June, 2024 in the School of Human Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the conduct of RAC meeting for monitoring the six-monthly progress report of the Ph.D. Scholars from January 2024 to June 2024 in the School of Human Studies.

The SCR noted the Clause 12 of the AUD Ph.D. Regulations 2017, which states under the title Course Work, Degree Requirements, Registration Periods, de-registration, reregistration which states that… *A research scholar shall appear before the Research Advisory Committee **at least once** in six months to make a presentation of the progress of his/her work for evaluation and further guidance. The six-monthly progress reports shall be submitted by the Convener of the Research Advisory Committee to the SCR through the RSC of the School, with a copy to the research scholar. Such occasions may also provide opportunities for formal assessment of the student's progress in satisfying 'thesis pre-submission' requirements (e.g., language proficiency, acquisition of other skills/investigative techniques prescribed by the RSC on the recommendations of the RAC). In case the progress of the candidate is deemed unsatisfactory, the Research Advisory Committee shall record the reasons for the same and suggest corrective measures. If the candidate fails to implement these corrective measures, the Research Advisory Committee may recommend cancellation of the candidate's registration to the SCR through the RSC of the School, with specific reasons in a detailed report*.

The details of the Scholars are as under:-

Sl. No	Enrolment No	Name	Registration Date	Date of RAC Meeting	Comments	Reference
1	S155CWG01	Sutanuka Bhattacharya	19/01/2015	14.06.2024	Satisfactory	RAC report
2	S165CWG06	Dona Biswas	13/01/2016	10.09.2024	Satisfactory	RAC report
3	S185CWG04	Hemantika Singh	27/07/2018	11.09.2024	Satisfactory	RAC report
4	S185CWG10	Vandana Chaudhary Palta	01/07/2018	12.06.2024	Satisfactory	RAC report
5	S205CWG02	Dawa Lhamu	07/12/2021	13.06.2024	Satisfactory	RAC report

		Sherpa				
6	S205CWG 04	Viraj Godage	27/11/2021	13.06.2024	Satisfactory	RAC report
7	S215CWG 01	Prerna Vats	14/09/2022	21.06.2024	Satisfactory	RAC report
8	S205CWG 01	Anjali Joshi	27/11/2021	15.06.2024	Satisfactory	RAC report
9	S185CWG 07	Riya Singh	27/8/2018	RAC meeting not held, student didn't respond	**Unsatisfactory**	**Not Available**

The SCR took note of the six-monthly progress reports of the 09 students listed above for the period (Jan 2024 to Jun 2024), except for scholar Ms. Riya Singh (Sl. 9), whose report has not been received.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.56: To note the recommendations made by the Standing Committee Research regarding conduct of RAC meeting for monitoring the six-monthly progress report of the Ph.D. Scholars from July to December, 2024 in the School of Human Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the conduct of RAC meeting for monitoring the six-monthly progress report of the Ph.D. Scholars from July to December, 2024 in the School of Human Studies.

The SCR noted the Clause 12 of the AUD Ph.D. Regulations 2017, which states under the title Course Work, Degree Requirements, Registration Periods, de-registration, reregistration which states that… *A research scholar shall appear before the Research Advisory Committee **at least once** in six months to make a presentation of the progress of his/her work for evaluation and further guidance. The six-monthly progress reports shall be submitted by the Convener of the Research Advisory Committee to the SCR through the RSC of the School, with a copy to the research scholar. Such occasions may also provide opportunities for formal assessment of the student's progress in satisfying 'thesis pre-submission' requirements (e.g., language proficiency, acquisition of other skills/investigative techniques prescribed by the RSC on the recommendations of the RAC). In case the progress of the candidate is deemed unsatisfactory, the Research Advisory Committee shall record the reasons for the same and suggest corrective measures. If the candidate fails to implement these corrective measures, the Research Advisory Committee may recommend cancellation of the candidate's registration to the SCR through the RSC of the School, with specific reasons in a detailed report*.

The details of the Scholars are as under:-

Sl. No	Name and Enrolment No	Registration Date	Date of RAC Meeting	Comments	Reference
1	Sanjana, S175CWG03	07/12/2016	06/11/2024	Satisfactory	RAC report
2	Shefali Kishore, S185CWG08	27/07/2018	15/11/2024	First Unsatisfactory Report	RAC report

The SCR took note of the six-monthly progress reports of the 02 students listed above for the period from Jul 2024 to Dec 2024.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

Agenda 40.29.57: To note the recommendations made by the Standing Committee Research regarding defence of synopsis by the Ph.D. Scholar in the School of Human Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the defence of synopsis by the following Ph.D. Scholar in pursuance of Clause 12.4 of the AUD Ph.D. Regulations, 2021 which states that, "*The RSC will record the successful defence of the synopsis and report it to the SCR.*"

Sl. No	Name & Enrolment No	Registration Date	Date of Synopsis approval	Supervisor	Final Title	Reference
1	Anjali Joshi, S205CWG01	27/11/2021	15/06/2024	Dr. Rachna Chaudhary	Gender, Work, and Chronic Pain: A Case Study in Kasar Devi, Uttarakhand (India)	1. RAC report passing synopsis 2. Final synopsis

The SCR took note of the Synopsis defence presentation of Ms Anjali Joshi (S205CWG01).

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.58: To note the recommendations made by the Standing Committee Research regarding completion of Ist Semester Coursework by the Ph.D. Scholars(Batch 2023) of WGS Programme in the School of Human Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted completion of Ist Semester Coursework by the following Ph.D. Scholars (Batch 2023) of WGS Programme in the School of Human Studies, in accordance with the course work requirements.

SL No	Name & Enrollment No.	Date of Registration	Courses and Credits
1	Anju, S235CWG01	30.04.2024	1. SHS310105: Feminist Theories (4 credits; Core) 2. SHS310108: Feminist Research Through Exemplary Works (4 credits; Core) 3. SBP3PM103: Research Methodology I (2 credits; Elective)
2	Lakshmi Ashok K, S235CWG02	30.04.2024	1. SHS310105: Feminist Theories (4 credits; Core) 2. SHS310108: Feminist Research Through Exemplary Works (4 credits; Core) 3. SBP3PM103: Research Methodology I (2 Credits; Elective)

The SCR took note of the completion of the 1st semester coursework in accordance with coursework requirements for the 02 students listed above.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.59: To note the recommendations made by the Standing Committee Research regarding correction in the the transcript of Ph.D. Scholar Ms.Arpita Anand.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had not that the Ph.D Scholar Ms.Arpita Anand was awarded a PhD degree in the convocation held in December 2023. However, the Scholar had has subsequently brought to light two errors in her transcript.

a) For the coursework, the *transcript says "Semester 2",* which should be **corrected to "Semester 1"**. Ms. Arpita Anand's Ph.D registration took place in January 2015. Therefore, coursework done in Winter Semester 2015 (January-May 2015) would be Semester 1.
b) The **date of viva** was incorrectly written as "22.09.2023". This should be **corrected to "29.09.2023"** as the viva was held on this day.

Sl. No	Name	Enrollment No.	Date of Registration	Corrections needed in the transcript	Attachment
1.	Arpita Anand	S155CWG03	22/01/2015	1. Change 'Semester 2' to 'Semester 1' 2. Change the viva date from 22/09/2023 to 25/09/2023	Copy of Transcript and record of Viva-voce

It is submitted that the correction in the errors reported in the transcript of the Ph.D. Scholar Ms.Arpita Anand were made and the status was placed before the SCR for information. The SCR took note of the error corrections in the transcript of Ms Arpita Anand (S155CWG03) after the award of the PhD degree in the 2023 Convocation.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.60: To note the recommendations made by the Standing Committee Research on the request made by the Ph.D. Scholar namely Mr.Viraj Godage regarding financial aid of AUD Non-NET Stipend.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the request made by the Ph.D. Scholar namely Mr.Viraj Godage regarding financial aid of AUD Non-NET Stipend.

The SCR noted that Mr.Viraj Godage is in 5th semester of the Ph.D. and he has passed his synopsis on 28th November, 2023 and the request of the scholar was endorsed by his supervisor, Dr. Lovitoli Jimo.

The SCR noted that Mr.Viraj Godage received a five-year UGC (JRF/SRF) fellowship from June 2019, which ended in May 2024 and he is a sincere research scholar from a humble background and needs support to sustain a full-time contribution to his Ph.D.

Sl. No	Enrolment No	Name	Registration Date	Attachment
1	S205CWG04	Viraj Godage	27/11/2021	Copy of Request and Note of SS Division.

The SCR deliberated on the request made by the Scholar and recommended the financial aid to Mr Viraj Godage (S205CWG04) as per the applicable regulations.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.61: To note the recommendations made by the Standing Committee Research on the status of the Ph.D. Scholar Ms.Manju Verma in the WGS Programme of the School of Human Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted that the Ph.D Scholar Ms.Manju Verma had failed to meet the essential PhD requirements, such as contact with the supervisor, sharing work progress, and failure to appear in any RAC since January 2023. She has been absent since the 1st RAC, and consequently, no RAC has been held since enrolment. The status in ERP is strike-off.

The SCR noted that the RSC of the School had recommended the de-enrolment of the concerned student due to non-responsiveness.

Sl. No	Enrolment No	Name	Registration Date	Period for which the RAC was not conducted	Comments
2.	S205CWG03	Manju Verma	27/11/2021	Since January 2023	No RAC and no response from the student.

The SCR took note of the case and requested the school to inform the scholar again through email/ postal letter and wait for the reply. Information about this should be given in the next SCR meeting, and SCR would be in a position to consider the case only after the reply of scholar. It is also requested that the RAC must be carried out even in the absence of the PhD Scholar. If three RAC reports are found to be unsatisfactory, the scholar may be recommended for de-enrolment.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.62: To note the recommendations made by the Standing Committee Research on the request made by the Ph.D. Scholar Ms.Ashika Bhargav regarding withdrawal of admission from the Ph.D. WGS programme in the School of Human Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the request made by the Ph.D. Scholar Ms.Ashika Bhargav regarding withdrawal of admission from the Ph.D. WGS programme in the School of Human Studies.

Sl. No	Enrolment No	Name	Registration Date	Current status	Remark
1.	S175CWG01	Ashika Bhargav	07/12/2016	Deregistered w.e.f. 17/11/2022 vide 61st SCR dated 03.02.2023 (Item No 7.7)	The formal intimation via an email dated 18 Nov 2024

The SCR took note of the withdrawal from the PhD course (De-enrolment) by PhD Scholar Ms Ashika Bhargav. For the purpose of school, the seat is considered vacant w.e.f 18 Nov 2024 (Date of withdrawal application from the student).

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.63: To note the recommendations made by the Standing Committee Research regarding conduct of the first RAC meetings in respect of the Ph.D. Scholars in the Disability Studies in the School of Human Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the conduct of the first RAC meetings in respect of the following Ph.D. Scholars in the Disability Studies in the School of Human Studies. The SCR noted that the RAC composition in respect of the Ph.D.Scholars was approved by the SCR in its 67 th meeting vide Clause No.8.22.

The details are as under:-

S No.	Enrolment No.	Name	Date of Registration	Date of RAC presentation	RAC report Status/ Remarks
1	S205CDS03	Damini Rana	29/11/2021.	3-09-2024	Satisfactory
2	S205CDS04	Shrabanti Senla	16/11/2021	20-09-2024	Satisfactory
3	S205CDS01	Adarsh Chhetry	26 -11 -21	6-08-2024	Satisfactory

The SCR took note of the first RAC meeting held with respect to the PhD Scholars of PhD Disability Studies, tabled above.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.64: To note the recommendations made by the Standing Committee Research regarding completion of pre-submission presentations and thesis submission by the Ph.D. Psychology Scholars Ms. Anshumita Pandey, Ms. Bharti Mohan, and Ms. Thokchom Bibinaz Devi (Batch 2012) in the School of Human Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the completion of pre-submission presentations and thesis submission by the Ph.D. Psychology Scholars Ms. Anshumita Pandey, Ms. Bharti Mohan, and Ms. Thokchom Bibinaz Devi (Batch 2012) in the School of Human Studies. The details are as under:

S No.	Name	Enrollment No.	Date of Registration	Date of Pre-submission presentation	Date of thesis submission
1.	Ms. Anshumita Pandey	S125CPS01	1-09-2012	09-08-2024	30-08-2024
2.	Ms. Bharti Mohan	S125CPS03	1-9-2012	21-06-2024	30-08-2024
3.	Ms. Thokchom Bibinaz Devi	S125CPS11	1-9-2012	30-05-2024	30-08-2024

The SCR took note of the pre-submission presentation followed by the thesis submission in respect of the 03 PhD Scholars tabled above.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.65: To note the recommendations made by the Standing Committee Research regarding conduct of the RAC meetings for the Ph.D Psychology Scholars of Batch 2017, 2020 and 2021 for the period from Jan 2024 to June, 2024 in the School of Human Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the conduct of the RAC meetings for the Ph.D. Psychology Scholars of Batch 2017, 2020 and 2021 for the period from Jan 2024 to June, 2024. The SCR noted the following details along with the RAC Status Report in respect of the Ph.D. Psychology Scholars.

Sl No	Name & Enrolment	Date of registration	Date of RAC	Supervisor & RAC members	RAC Report Status
1	Ms. Jahnabi Mitra (S205CPS04)	30/11/2021	07-08-2024	Dr. Shifa Haq (supervisor) Dr. Shivani Nag Dr. Bindu K. C.	Satisfactory
2	Ms. Priya Tiwari (S175CPS05)	23/08/2017	27-08-2024	Prof. Honey Oberoi Vahali (Supervisor) Prof. Ashok Nagpal (Co-Supervisor) Dr. Shifa Haq Prof. Rachna Johri	Satisfactory
3	Mr. Vinod. R (S215CPS03)	14/09/2022	23/08/2024	Prof. Honey Oberoi Vahali (Supervisor) Dr. Shifa Haq Dr. Yogesh Snehi Dr. Diamond Oberoi Vahali	Satisfactory
4	Ms. Ritika Arora (S175CPS 06)	22-08-2017	26/08/2024	Prof. Honey Oberoi Vahali (supervisor) Prof. Ashok Nagpal (Co-Supervisor) Dr. Shifa Haq	Satisfactory
5	Ms. Sristi Khatak (S215CPS02)	14-09-2022	03-09-2024	Dr. Mamatha Karollil (Supervisor) Dr. Honey Oberoi Vahali	Satisfactory

				Dr. Nakeeran Nanjappan	
6	Ms. Simran Bodh (S215CPS01)	15-09-2022	09-08-2024	Dr. Vatsala Saxena (Supervisor) Prof. Honey Oberoi Vahali Dr. Shifa Haq Dr. Rinju Rasaily	Satisfactory
7	Ms. Anandeshwari Singh (S205CPS01)	30-11-2021	08-09-2024	Dr. Mamatha Karollil (Supervisor) Dr. Honey Oberoi Vahali Dr. Rachana Johri	Satisfactory
8	Ms. Anupriya Sircar (S205CPS03)	30-11-2021	27-08-2024	Dr. Mamatha Karollil (supervisor) Prof. Rachana Johri Dr. Vatsala Saxena	Satisfactory
9	Ms. Sarita Punia (S205CPS05)	30-11-2021	29-08-2024	Dr. Vatsala Saxena (supervisor) Prof. Honey Oberoi Vahali Prof. Rachna Johri	Satisfactory

The SCR took note of the RAC report for the PhD Scholars of the PhD Psychology batch 2017, 2020, and 2021, as mentioned in the table above for the period of Jan 2024 to June 2024.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.66: To note the recommendations made by the Standing Committee Research regarding defence of the synopsis by the Ph.D. Scholars within 3 years of registration in the School of Human Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the defence of the synopsis by the following Ph.D. Scholars in the School of Human Studies within 3 years of registration in accordance with applicable AUD Ph.D. Research Regulations. The SCR noted that the synopsis presentation was held from January 2024 to June 2024. The details are as under:-

Name	**Enrolment Number**	**Date of registration**	**Date of Synopsis presentation**	**Date of RAC**	**Supervisor & RAC members**	**Title Of Thesis**
Ms. Jahnabi Mitra	S205CPS04	30/11/2021	29-1-2024	07-08-2024	Dr. Shifa Haq (supervisor) Dr. Shivani Nag Dr. Bindu K.C.	*Experiencing Othering in the Context of Linguistic Minoritization: A Study Based on the Bengali Community in Assam.*
Ms. Priya Tiwari	S175CPS05	23/08/2017	30 Nov 2019	27-08-2024	Prof. Honey Oberoi Vahali (Supervisor) Prof. Ashok Nagpal (Co-Supervisor) Dr. Shifa Haq Prof. Rachna Johri	*On the transformations from infantile helplessness to forming the subject and uses of dependence in its becoming.*
Mr. Vinod. R	S215CPS03	14/09/2022	**Not Done**	23/08/2024	Prof. Honey Oberoi Vahali (Supervisor) Dr. Shifa Haq Dr. Yogesh Snehi Dr. Diamond Oberoi Vahali	

Ms. Ritika Arora	S175CPS 06	22/08/ 2017	30-11-2019	26/08/ 2024	Prof. Honey Oberoi Vahali (supervisor) Prof. Ashok Nagpal (Co-Supervisor) Dr. Shifa Haq	*Separateness & Linkages*
Ms. Sristi Khatak	S215CPS02	14-09-2022	**Not Done**	03-09-2024	Dr. Mamatha Karollil (Supervisor) Dr. Honey Oberoi Vahali Dr. Nakeeran Nanjappan	
Ms. Simran Bodh	S215CPS01	15-09-2022	**Not Done**	09-08-2024	Dr. Vatsala Saxena (Supervisor) Prof. Honey Oberoi Vahali Dr. Shifa Haq Dr. Rinju Rasaily	
Ms. Anandeshwari Singh	S205CPS01	30-11-2021	08-09-2024	08-09-2024	Dr. Mamatha Karollil (Supervisor) Dr. Honey Oberoi Vahali Dr. Rachana Johri	*The gendered construction of borderline personality disorder: A feminist and psychoanalytical analysis in the Indian context.*
Ms. Anupriya Sircar	S205CPS03	30-11-2021	27-08-24	27-08-2024	Dr. Mamatha Karollil (supervisor) Prof. Rachana Johri Dr. Vatsala Saxena	*Woman's subjectivity and the changing landscape of heterosexual intimacies: A psycho-*

						social study.
Ms. Sarita Punia	S205CPS05	30-11-2021	12-09-2024	29-08-2024	Dr. Vatsala Saxena (supervisor) Prof. Honey Oberoi Vahali Prof. Rachna Johri	*Understanding maternal subjectivity in the context of children's academic performance: When expectations overshadow acceptance.*

The SCR took note of the synopsis defence by the PhD Scholars as tabled above, except for Mr. Vinod. R, Ms. Sristi Khatak, and Ms. Simran Bodh.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.67: To note the recommendations made by the Standing Committee Research regarding completion of the coursework requirements in the first semester by the Ph.D. Scholars of Batch 2023 in the School of Human Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the completion of the coursework requirements in the first semester by the Ph.D. Scholars of Batch 2023 in the School of Human Studies in accordance with the coursework requirements. The details are as under:-

Name	Enrolment Number	Date of Registration	Course and Credits
Ms. Jayati Kalra	S235CPS01	30-04-2024	Discerning Research Methods (Elective) 4 credits Reading Texts: A methodological Focus (Core) 4 credits Critical Cultural Psychology (Core) 4 credits Subjectivity, Life History & Psyche (Core) 4 credits
Ms. Zoyema Ansari	S235CPS02	30-04-2024	Discerning Research Methods (Elective) 4 credits Reading Texts: A methodological Focus (Core) 4 credits Critical Cultural Psychology (Core) 4 credits Subjectivity, Life History & Psyche (Core) 4 credits

The SCR took note of the completion of the first semester coursework of the PhD Scholar, namely Ms. Jayati Kalra and Ms. Zoyema Ansari of batch 2023.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.68: To note the recommendations made by the Standing Committee Research regarding re-registration of PhD Scholar Ms. Deepti, PhD in Psychology in the School of Human Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on re-registration of the PhD Scholar Ms. Deepti, PhD in Psychology in the School of Human Studies. The details are as under:-

Name	Enrollment number	Date of registration	Date of De-registration	Date of Re-registration	Remark
Ms. Deepti	S175CPS01	31-8-2017	29-08-2022	11-11-2024	Application of the PhD scholar

After due deliberations, the SCR resolved to recommend the re-registration of PhD Scholar, Ms. Deepti (S175CPS01) w.e.f. 11.11.2024.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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School of Legal and Socio-Political Studies (SLPS)

Agenda 40.29.69: To note the recommendations made by the Standing Committee Research regarding completion of the Ist Semester Course work by the Ph.D. Scholars of Batch 2023 in the School of Legal and Socio-Political Studies(SLPS).

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the completion of the Ist Semester Course work by the Ph.D. Scholars of Batch 2023 in the School of Legal and Socio-Political Studies(SLPS) in accordance with the coursework requirements stated in the Clause 9.1 of the AUD Ph.D. Regulations 2023. As per Clause 9.1 of the AUD Ph.D. Regulations 2023, *the credit requirement for the PhD coursework is a minimum of 12 credits including a "Research and Publication Ethics" course" as notified by UGC vide D.O. No. F.1-1/2018 (Journal/CARE) in 2019, and a research methodology course. The Research Advisory Committee can also recommend UGC recognized online courses as part of the credit requirements for the PhD programe."*

Sl. no	Name	Enrolment No.	Date of Registration	Courses and Credits
1	Anuj Dhama	S235KLS01	6 June 2024	1. SLG3LS301: Interdisciplinary Research Methods in Legal Studies (4 Credits; Core) 2. SLG3LS312: Law and the Politics of Indigeneity (4 Credits, Elective)
2	Harish Kumar Gautam	S235KLS02	8 May 2024	1. SLG3LS301: Interdisciplinary Research Methods in Legal Studies (4 Credits; Core) 2. SLG3LS303: Sociology of Law (4 Credits, Elective)
3	Jenny S	S235KLS03	9 May 2024	1. SLG3LS301: Interdisciplinary Research Methods in Legal Studies (4 Credits; Core) 2. SLG3LS303: Sociology of Law (4 Credits, Elective)
4	Manvi	S235KLS04	10 May 2024	1. SLG3LS301: Interdisciplinary Research Methods in Legal Studies (4 Credits; Core) 2. SLG3LS305: Jurisprudence and Legal Philosophy (4 Credits, Elective)
5	Nicole Noyal Thomas	S235KLS05	8 May 2024	1. SLG3LS301: Interdisciplinary Research Methods in Legal Studies (4 Credits; Core) 2. SLG3LS305: Jurisprudence

				and Legal Philosophy (4 Credits, Elective)
6	P Kham Sian Muan Zou	S235KLS06	9 May 2024	1. SLG3LS301: Interdisciplinary Research Methods in Legal Studies (4 Credits; Core) 2. SLG3LS312: Law and the Politics of Indigeneity (4 Credits, Elective)
7	Ritika Chaturvedi	S235KLS07	9 May 2024	1. SLG3LS301: Interdisciplinary Research Methods in Legal Studies (4 Credits; Core) 2. SLG3LS314: Feminist Jurisprudence (4 Credits, Elective)
8	Robin Singh	S235KLS08	9 May 2024	1. SLG3LS301: Interdisciplinary Research Methods in Legal Studies (4 Credits; Core) 2. SLG3LS305: Jurisprudence and Legal Philosophy (4 Credits, Elective)
9	Sakshi	S235KLS09	8 May 2024	1. SLG3LS301: Interdisciplinary Research Methods in Legal Studies (4 Credits; Core) 2. SLG3LS303: Sociology of Law (4 Credits, Elective)
10	Sanket Ranjan	S235KLS010	20 May 2024	1. SLG3LS301: Interdisciplinary Research Methods in Legal Studies (4 Credits; Core) 2. SLG3LS303: Sociology of Law (4 Credits, Elective)
11	Sanskriti Prakash	S235KLS011	9 May 2024	1. SLG3LS301: Interdisciplinary Research Methods in Legal Studies (4 Credits; Core) 2. SLG3LS305: Jurisprudence and Legal Philosophy (4 Credits, Elective)
12	Saransh Sharma	S235KLS012	10 May 2024	1. SLG3LS301: Interdisciplinary Research Methods in Legal Studies (4 Credits; Core) 2. SLG3LS314: Feminist Jurisprudence (4 Credits, Elective)
13	Saumya Yadav	S235KLS013	8 May 2024	1. SLG3LS301: Interdisciplinary Research Methods in Legal

				Studies (4 Credits; Core) 2. SLG3LS305: Jurisprudence and Legal Philosophy (4 Credits, Elective)
14	Shweta	S235KLS014	10 May 2024	1. SLG3LS301: Interdisciplinary Research Methods in Legal Studies (4 Credits; Core) 2. SLG3LS314: Feminist Jurisprudence (4 Credits, Elective)
15	Sumit Sheraw at	S235KLS015	6 June 2024	1. SLG3LS301: Interdisciplinary Research Methods in Legal Studies (4 Credits; Core) 2. SLG3LS312: Law and the Politics of Indigeneity (4 Credits, Elective)
16	Utsav Chaudh ary	S235KLS016	9 May 2024	Withdrawn Admission

The SCR took note of the completion of first semester coursework for the PhD Scholars as tabled above, except Mr. Utsav Chaudhary at Sl. 16.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.70: To note the recommendations made by the Standing Committee Research regarding withdrawal of admission by Ph.D. Scholar Mr.Utsav Chaudhary (S235KLS016) from the PhD Programme in the School of Legal and Socio-Political Studies(SLPS).

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the withdrawal of admission by Ph.D. Scholar Mr.Utsav Chaudhary (S235KLS016) on 05th August, 2024 from the PhD Programme in the School of Legal and Socio-Political Studies (SLPS) on being selected in the IIT Ph.D. Programme. The SCR noted that the Scholar had registered in the Ph.D. Programme on 09th May, 2024.

The SCR took note of the withdrawal of admission by Mr.Utsav Chaudhary from the SLPS-PhD Programme. Accordingly, for the purpose of the school, the seat is considered vacant w.e.f 5th of August, 2024 (Date of withdrawal application from the student is 05 Aug 2024).

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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School of Letters

Agenda 40.29.71: To note the recommendations made by the Standing Committee Research in noting the six-monthly progress reports of the PhD CLTS Scholars of various Batches (July to December 2024) in the School of Letters.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the following six-monthly progress reports of the following PhD CLTS Scholars of various Batches (July to December 2024) in the School of Letters.

A. Comparative Literature & Translation Studies (CLTS)

S. No.	Name of PhD Scholar	Enrolment No.	Date of registration	Date of RAC meeting	Discussions/Comments and Suggestions from RAC	RAC members present (supervisor first)
1.	Ms. Nilza Angmo	S175LCL02	10.08.2017	04.09.2024	The scholar's progress was deemed satisfactory	Anita Cherian (S), Radha Chakravarty (Co-S), Shad Naved, Honey Oberoi Vahali (SHS)
2	Ms Jemsy Claries Alex	S195LCL02	20.08.2019	05.10.2024	The scholar's progress was deemed satisfactory	Anita Cherian (S), Radha Chakravarty (Co-S), Shad Naved
3	Ms Pali Sarkar	S195LCL04	21.08.2019	01.10.2024	The scholar's progress was deemed satisfactory	Shad Naved, Radha Chakravarty (Co-S), Bindu KC baby
4	Mr Mohammad Irfan	S195LCL03	29.08.2019	02.08.2024	The scholar's progress was deemed satisfactory	Shad Naved (S), Radha Chakravarty, Bindu KC
5.	Mr Abhimanyu Singh	S195LCL01	29.08.2019	14.08.2024	The scholar's progress was deemed satisfactory	Shad Naved (S), Radha Chakravarty, Santhosh Sadanandan (SCCE)

6	Ms Nirupama V.	S205LCL02	16.11.2021	22.08.2024	The scholar's progress was deemed satisfactory	Shad Naved (S), Bindu KC, Monal Manik Dewle
7	Mr Fazil	S205LCL01	17.11.2021	02.09.2024	The scholar's progress was deemed satisfactory	Shad Naved (S), Shifa Haq, Venugopal Maddipati

The SCR took note of the six-monthly progress report (July to December 2024) for the PhD CLTS Scholars of various batches as tabled above.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.72: To note the recommendations made by the Standing Committee Research in noting the pre-submission presentation given by the Ph.D. Scholar of CLTS Programme in the School of Letters.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the pre-submission presentation given by the following Ph.D. Scholar of CLTS Programme in the School of Letters.

S. No.	Name of PhD Scholar	Enrolment No.	Date of registration	Date of Pre-submission presentation
1.	Mr Mohammad Irfan	S195LCL03	29.08.2019	13.08.2024

The SCR took note of the pre-submission presentation in respect of PhD Scholar Mr Mohammad Irfan held on 13 Aug 2024.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.73: To note the recommendations made by the Standing Committee Research in noting the submission of thesis by the Ph.D. Scholar of CLTS Programme in the School of Letters.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the submission of thesis by the following Ph.D. Scholar of CLTS Programme in the School of Letters.

S. No.	Name of PhD Scholar	Enrolment No.	Date of registration	Date of thesis submission
1.	Mr Mohammad Irfan	S195LCL03	29.08.2019	12.09.2024

The SCR took note of the thesis submission in respect of PhD Scholar Mr. Mohammad Irfan, submitted on 12 Sep 2024.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.74: To note the recommendations made by the Standing Committee Research regarding temporary de-registration of the PhD Scholars in CLTS Programme in the School of Letters.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the de-registration of the following Ph.D Scholars in the CLTS Programme in the School of Letters.

S. No.	Name of PhD Scholar	Enrolment No.	Date of registration	Date of application
1.	Mr Abhimanyu Singh	S195LCL01	29.08.2019	29.06.2024
2	Mr Fazil	S205LCL01	17.11.2021	01.09.2024

The SCR took note of the de-registration in respect of the above mentioned PhD Scholars in the CLTS Programme in the School of Letters.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.75: To note the recommendations made by the Standing Committee Research regarding reallocation of the supervisor and reconstitution of the RAC for the Ph.D. Scholar in the CLTS Programme of the School of Letters.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the matter pertaining to the reallocation of the supervisor and reconstitution of the RAC for the following Ph.D. Scholar in the CLTS Programme of the School of Letters due to the resignation of the current Ph.D. supervisor.

S. No.	Name of Scholar	Enrolment No.	Date of registration	Current RAC members	Proposed RAC members
1.	Ms Pali Sarkar	S195LCL04	21.08.2019	Akhil Katyal (S), Radha Chakravarty (Co-S), Shad Naved	Shad Naved (Supervisor, in supernumerary capacity), Radha Chakravarty (Co-S), Shubhra Nagalia (external member)

The SCR resolved to recommend the reallocation of the Supervisor and reconstitution of the RAC of the PhD Scholar Ms Pali Sarkar.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.76: To note the recommendations made by the Standing Committee Research in noting the pre-submission presentation of the PhD Scholar in the English Programme in the School of Letters.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the pre-submission presentation of the following PhD Scholar in the English Programme in the School of Letters.

S. No	Name of Scholar	Enrolment no	Date of registration	Thesis title	Date of presentation
1	Ms Sangeeta Jawla	S185LEN08	30.07.2018	Potters' Narratives: Identity, Social Relations and Material Culture	23 August 2024

The SCR took note of the pre-submission presentation in respect of the PhD Scholar Ms Sangeeta Jawla held on 23 Aug 2024.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.77: To note the recommendations made by the Standing Committee Research in noting the submission of the thesis by the Ph.D. Scholars in the English programme of the School of Letters.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the submission of the thesis by the following Ph.D. Scholars in the English programme of the School of Letters**.**

S. No.	Name of the PhD scholar	Enrolment No	Date of registration	Date of Thesis Submission
1	Ms J. Imlikala Ao	S175LEN04	14.08.2017	12.08.2024
2	Ms Sangeeta Jawla	S185LEN08	30.07.2018	10.09.2024

The SCR took note of the thesis submission in respect of PhD Scholars tabled above.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.78: To note the recommendations made by the Standing Committee Research regarding temporary de-registration of the Ph.D. Scholars in the English Programme in the School of Letters.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the temporary de-registration of the following Ph.D. Scholar in the English Programme in the School of Letters in light of Clause 12(vi) of the AUD Ph.D. Regulations, 2017.

S. No.	Name of the PhD Scholar	Enrolment No	Date of Registration	Date of Application	Remark
1.	Ms. Dimpy Lochav	S185LEN03	30.08.2018	29.10.2024	Proposed date of de-registration is the date of application, i.e., 29.10.2024

The SCR resolved to recommend the de-registration in respect of PhD Scholar Ms Dimpy Lochav (S185LEN03) w.e.f. 24 Oct 2024.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.79: To note the recommendations made by the Standing Committee Research regarding temporary de-registration of the Ph.D. Scholars in the English Programme in the School of Letters.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the temporary de-registration of the following Ph.D. Scholar in the English Programme in the School of Letters in light of Clause 12(vi) of the AUD Ph.D. Regulations, 2017.

S. No.	**Name of the PhD scholar**	**Enrolment No**	**Date of registration**	***Date of De-registration***	**Date of Re-registration**
1.	Ms Shivani Bhatt	S185LEN09	30.07.2018	08.06.2023	08.11.2024

The SCR took note of the re-registration in respect of PhD Scholar Ms Shivani Bhatt w.e.f. 08 Nov 2024.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.80: To note the recommendations made by the Standing Committee Research regarding modifications in the Research Advisory Committees of the PhD English Scholars in the School of Letters.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the modifications in the Research Advisory Committees of the PhD English Scholars in the School of Letters.

S. No.	Name of the Scholar	Enrolment No	Present RAC	Proposed Committee
1.	Ms. Bhumika Singh	S205LEN03	Bhoomika Meiling (supervisor), Diamond Oberoi, Oinam Hemlata Devi	Bhoomika Meiling (supervisor), Diamond Oberoi, Oinam Hemlata Devi, Rinju Rasaily
2.	Mr Aishwarya Kumar	S195LEN02	Bhoomika Meiling Amit Singh Rohit Negi	Bhoomika Meiling (Supervisor) Amit Singh Dhiraj Kumar Nite

The SCR resolve to recommend the reconstitution of the RAC of the PhD Scholars as tabled above.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.81: To note the recommendations made by the Standing Committee Research regarding six-monthly progress reports for the PhD English Scholars of various batches (July to December 2024) in the School of Letters.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the six-monthly progress reports for the PhD English Scholars of various batches (July to December 2024) in the School of Letters.

S. No.	Name of PhD Scholar	Enrolment No.	Date of registration	Date of RAC meeting	Discussions/Comments and Suggestions from RAC	RAC members present (supervisor first)
1.	Jenisha Singh	S195LEN04	21.08.2019	29.10.2024	The scholar's progress was deemed satisfactory	Sanju Thomas (Supervisor), Usha Mudiganti, Moggallan Bharti
2	Zakra Saiwa	S195LEN09	20.08.2019	23.10.2024	The scholar's progress was deemed satisfactory	Sanju Thomas (Supervisor), Bhoomika Meiling, Bindu KC
3	Komal Rajvansh	S205LEN04	29.11.2021	29.10.2024	The scholar's progress was deemed satisfactory	Diamond Oberoi (Supervisor), Sanju Thomas, Yogesh Snehi
4	Rahul Chauhan	S195LEN05	29.08.2019	14-11-2024	The scholar's progress was deemed satisfactory	Amit Singh (Supervisor), Diamond Oberoi, Manish Jain
5	Neha Dagar	S215LEN02	14.09.2022	12-08-2024	The scholar's progress was deemed satisfactory	Amit Singh (Supervisor), Sapna Dudeja, Devendra Kumar
6	Ayushi Sharma	S215LEN01	14.09.2022	09-09-2024	The scholar's progress was deemed satisfactory	Diamond Oberoi (Supervisor), Usha Mudiganti, Honey Oberoi
7	Aishwarya Kumar	S195LEN02	21-08-2019	29.11.2024	The scholar's progress was deemed satisfactory	Bhoomika Meiling (Supervisor), Amit Singh, Rohit Negi
8	Bhumika Singh	S205LEN03	29.11.2021	13.09.2024	The scholar's progress was deemed satisfactory	Bhoomika Meiling (Supervisor), Diamond Oberoi, Hemlata
9	Aakanksha Barwal	S205LEN01	29.11.2021	29.08.2024	The scholar's progress was deemed satisfactory	Bhoomika Meiling (Supervisor), Usha Mudiganti, Venugopal

						Maddipati
10	Meghal Karki	S205LEN05	29.11.2021	19-07-2024	The scholar's progress was deemed satisfactory	Amit Singh (Supervisor), Bhoomika Meiling, Shalini Awasthi
11	Ruchita Machal	S185LEN07	30.07.2018	20.11.2024	The scholar's progress was deemed satisfactory	Vikram Singh Thakur (Supervisor), Sanju Thomas, Shad Naved
12	Shreeya Malhotra	S195LEN06	29.08.2019	20.11.2024	The scholar's progress was deemed satisfactory	Vikram Singh Thakur (Supervisor), Sanju Thomas, Shad Naved
13	Shivani Bhatt	S185LEN09	30-07-2018	13.11.2024	The scholar's progress was deemed satisfactory	Diamond Oberoi (Supervisor), Amit Singh, Hemlata Devi
14	Dimpy Lochav	S185LEN03	3-08-2018	29.11.2024	The scholar's progress was deemed satisfactory	Sanju Thomas (Supervisor), Bhoomika Meiling, Anita Cherian

The SCR took note of the six-monthly progress reports (July to December 2024) for the PhD English Scholars of various batches as tabled above.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.82: To note the recommendations made by the Standing Committee Research on the request submitted by the Ph.D. Scholar Ms.Shivani Bhatt for granting two-year relaxation of normal registration period.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the request submitted by the Ph.D.Scholar Ms.Shivani Bhatt for granting two-year relaxation of normal registration period with effect from 08.11.2024 in accordance with Clause 12(v) of AUD Ph.D Regulations 2017 pertaining to the women relaxation.

S No	Name of the PhD Scholar	Enrolment No	Date of registration	Request for extension for period	Remarks
1	Ms Shivani Bhatt	S185LEN09	30-07-2018	08-11-2024 to 07-11-2026	The student has submitted an application on 08-11-2024 for women relaxation

The SCR resolved to recommend the women relaxation of 02 years in the registration period to Ms Shivani Bhatt (S185LEN09) from 08 Nov 2024 to 07 Nov 2026. The AUD PhD regulation 2017 clause 12(V) says "Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.83: To note the recommendations made by the Standing Committee Research regarding pre-submission presentation given by the Ph.D. Scholars in the Hindi Programme of the School of Letters.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the pre-submission presentation given by the following Ph.D. Scholars in the Hindi Programme of the School of Letters

SNo	Name of the PhD scholar	Enrolment no	Date of registration	Thesis title	Date of Pre-Submission presentation date
1	Mr. Praveen Verma	S195DHI04	13.8.2019	Ikkisvi sadi ke aarambhik do dashak aur Hindi Kavita	09.10.2024

The SCR took note of the pre-submission presentation of PhD scholar Mr. Praveen Verma.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.84: To note the recommendations made by the Standing Committee Research regarding submission of thesis by the PhD Scholar in the Hindi Programme of the School of Letters.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the submission of thesis by the PhD Scholar in the Hindi Programme of the School of Letters.

S No	Name of the PhD scholar	Enrolment no	Date of registration	Thesis title	Date of Thesis Submission
1.	Mr. Praveen Verma	S195DHI04	13.8.2019	Ikkisvi sadi ke aarambhik do dashak aur Hindi Kavita	13.11.2024

The SCR took note of the thesis submission of PhD scholar Mr. Praveen Verma.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.85: To note the recommendations made by the Standing Committee Research regarding request made by the Ph.D. Hindi Scholars in the School of Letter regarding six-month extensions of normal registration period.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the request made by the following Ph.D. Hindi Scholars regarding grant of six-month extensions in light of Clause 12(iv) of the AUD Ph.D. Regulations, 2017.

S No	Name of the PhD scholar	Enrolment no	Date of registration	Extension period
1	Mr. Biplaw	S195DHI02	13.08.2019	12.08.2024 TO 11.02.2025
2	Mr. Narender Kumar	S195DHI03	13.08.2019	12.08.2024 TO 11.02.2025

The SCR took note of the first six-monthly extension of the PhD Scholars as tabled above, as per clause 12(iv) of the AUD PhD Regulations of 2017.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.86: To note the recommendations made by the Standing Committee Research regarding request made by the Ph.D. Hindi Scholar in the School of Letter regarding two years women's relaxation of the normal registration period.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the request made by the following Ph.D. Hindi Scholars regarding grant of two years women's relaxation of the normal registration period in accordance with Clause 12(v) of the AUD Ph.D Regulations, 2017.

S No	Name of the PhD scholar	Enrolment no	Date of registration	Women relaxation sought
1	Ms. Archa Singh (Previous Name Archa Bhatnagar)	S185LEN01	30.07.2018	12.03.2024 TO 11.03.2026

The SCR resolved to recommend women relaxation of 02 years in the registration period to Ms. Archa Singh (Previous Name Archa Bhatnagar) (S185LEN01) from 12 Mar 2024 to 11 Mar 2026. The AUD PhD regulation 2017 clause 12(V) says "Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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School of Liberal Studies (SLS)

Agenda 40.29.87: To note the recommendations made by the Standing Committee Research on the request made by the Ph.D. Economics Scholar in the School of Liberal Studies regarding de-registration.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the request made by the Ph.D. Economics Scholar Mr.Ravinder Ram (Date of Registration: 01.08.2019, Enrol No.S195DEC06) in the School of Liberal Studies regarding de-registration from the programme with effect from 13.6.2024. The SCR noted that the scholar had registered on 01.08.2019 and the RAC of the Scholar RSC of the School have recommended the request and placed before it for approval.

The SCR resolved to recommend the de-registration of Mr. Ravinder Ram (S195DEC06) w.e.f. 13 Jun 2024.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.88: To note the recommendations made by the Standing Committee Research on the request made by the Ph.D. Economics Scholar in the School of Liberal Studies regarding de-registration.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the request made by the Ph.D. Economics Scholar Ms.Mansi Mehta (Date of Registration: 01.08.2018, Enrol No.S185DEC04) in the School of Liberal Studies regarding de-registration from the programme with effect from 21.6.2024. The SCR noted that the scholar had registered on 01.08.2018 and the RAC of the Scholar RSC of the School have recommended the request and placed before it for approval.

The SCR resolved to recommend the de-registration of Ms.Mansi Mehta w.e.f. 21Jun 2024.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.89: To note the recommendations made by the Standing Committee Research on the request made by the Ph.D. Economics Scholar in the School of Liberal Studies regarding grant of two years relaxation from 02.08.2024 to 01.08.2026 as applicable in case of women candidate.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the request dated 10.5.2024 made by the Ph.D. Economics Scholar Ms.Minni (S195DEC04, Date of Registration No. 02 Aug 2019) regarding grant of two years relaxation from 02.08.2024 to 01.08.2026 as applicable in case of women candidate.

The SCR has noted that the RAC of the Scholar and RSC of the School had recommended two years' relaxation under clause 12(v), 2017 of AUD PhD Regulation, 2017 and place the same before it for approval.

The SCR resolved to recommend the women relaxation of 02 years in the registration period to Ms Minni (S195DEC04) from 02 Aug 2024 to 01 Aug 2026. The women candidates as per the AUD PhD regulation 2017 clause 12(V) "Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agena 40.29.90: To note the recommendations made by the Standing Committee Research on the request made by the Ph.D. Economics Scholar in the School of Liberal Studies regarding grant of two years relaxation from 01.08.2024 to 31.07.2026 as applicable in case of women candidate.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the request dated 10.5.2024 made by the Ph.D. Economics Scholar Ms.Akanksha Yadav (S195DEC02, Date of Registration No. 01 Aug 2019) regarding grant of two years relaxation from 01.08.2024 to 31.07.2026 as applicable in case of women candidate.

The SCR has noted that the RAC of the Scholar and RSC of the School had recommended two years' relaxation under clause 12(v), 2017 of AUD PhD Regulation, 2017 and place the same before it for approval.

The SCR resolved to recommend the women relaxation in the registration period to Ms. Akanksha Yadav (S195DEC02) from 01 Aug 2024 to 31 Jul 2026. The women candidates as per the AUD PhD regulation 2017 clause 12(v) "Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.91: To note the recommendations made by the Standing Committee Research on the request made by the Ph.D. Economics Scholar in the School of Liberal Studies regarding grant of two years relaxation from 01.08.2024 to 31.07.2026 as applicable in case of women candidate.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the request dated 21.06.2024 made by the Ph.D. Economics Scholar Ms.Bhoomika Mann (S195DEC03, Date of Registration No. 01 Aug 2019) regarding grant of two years relaxation from 01.08.2024 to 31.07.2026 as applicable in case of women candidate.

The SCR has noted that the RAC of the Scholar and RSC of the School had recommended two years' relaxation under clause 12(v), 2017 of AUD PhD Regulation, 2017 and place the same before it for approval.

The SCR resolved to recommend the women relaxation in the registration period to Ms. Bhoomika Mann (S195DEC03) from 01 Aug 2024 to 31 Jul 2026 as a Women candidate. The women candidates as per the AUD PhD regulation 2017 clause 12(V) "Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.92: To note the recommendations made by the Standing Committee Research regarding re-constitution of RAC for the Ph.D. Economics Scholars in the School of Liberal Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the re-constitution of the RAC of the following Ph.D. Economics Scholars in the School of Liberal Studies.

S. No	Name of Student (Enrolment Number)	Date of Registration	RAC Members (Old)	RAC Members (New)	Reason
1.	Mansi Mehta (S185DEC04)	01.08.2018	Dr. Dipa Sinha (Supervisor) Dr. Deepita Chakravarty Dr. Krishna Ram	Dr. Taposik Banerjee (Supervisor) Dr. Deepita Chakravarty Dr. Krishna Ram	Dr. Dipa Sinha has resigned from AUD.
2.	Priya Jindal (S205DEC03)	16.11.2021	Dr. Jyotirmoy Bhattacharya (Supervisor) Dr. Dipa Sinha Dr. Anamitra Roy Chowdhury	Dr. Jyotirmoy Bhattacharya (Supervisor) Dr. Robin Singhal Dr. Anamitra Roy Chowdhury	Dr. Dipa Sinha has resigned from AUD.
3.	Baishakhi Mondal (S215DEC01)	14.09.2022	Dr. Jyotirmoy Bhattacharya (Supervisor) Dr. Dipa Sinha Dr. Deepita Chakravarty	Dr. Jyotirmoy Bhattacharya (Supervisor) Dr. Krishna Ram Dr. Deepita Chakravarty	Dr. Dipa Sinha has resigned from AUD.
4.	Bhoomika Mann (S195DEC03)	02.08.2019	Dr. Parag Waknis (Supervisor) Dr. Dipa Sinha Dr. Krishna Ram Dr. SonaMitra	Dr. Parag Waknis (Supervisor) Dr. Krishna Ram Dr. Sona Mitra	Dr. Dipa Sinha has resigned from AUD.
5.	Neha (S205DEC02)	21.11.2021	Dr. Krishna Ram (Supervisor) Dr. Dipa Sinha Prof. Babu P. Ramesh	Dr. Krishna Ram (Supervisor) Dr. Jyotirmoy Bhattacharya Prof. Babu P. Ramesh	Dr. Dipa Sinha has resigned from AUD.
6.	Akanksha Yadav	01.08.2019	Dr. Parag Waknis (Supervisor)	Dr. Parag Waknis	Dr. Dipa Sinha has

	(S195DEC02)		Dr. Arindam Banerjee (Co-Supervisor) Dr. Dipa Sinha Dr. Indranil Mukhopadhay	(Supervisor) Dr. Arindam Banerjee (Co-Supervisor) Dr. Taposik Banerjee Dr. Indranil Mukhopadhay	resigned from AUD.

The SCR resolved to recommend the re-constitution of RAC of the PhD scholars tabled above.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.93: To note the recommendations made by the Standing Committee Research regarding six-monthly progress reports of the PhD Economics scholars for the period January 2024 – June 2024 in the School of Liberal Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the six-monthly progress reports of the following Ph.D Economics scholars for the period January 2024 – June 2024 in the School of Liberal Studies

S. No	Name of Students / Enrolment No	Date of Registration	Supervisor (RAC Members)	Period for the month of	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
1.	Mansi Mehta (S185DEC04)	01.08.2018	Dr. Taposik Banerjee (Supervisor) Dr. Deepita Chakravarty Dr. Krishna Ram	Jan. to July 2024	21.06.2024	The scholar's progress was deemed satisfactory.
2.	Ravinder Ram (S195DEC06)	01.08.2019	Dr. Krishna Ram (Supervisor) Dr. Parag Waknis Dr. Amit Thorat	Jan. to July 2024	05.06.2024	The scholar's progress was deemed satisfactory
3.	Priya Jindal (S205DEC03)	16.11.2021	Dr. Jyotirmoy Bhattacharya (Supervisor) Dr. Dipa Sinha Dr. Anamitra Roy Chowdhury	Jan. to June2 024	06.06.2024	The scholar's progress was deemed satisfactory
4.	Baishakhi Mondal (S205DEC04)	14.09.2022	Dr. Jyotirmoy Bhattacharya (Supervisor) Dr. Dipa Sinha Dr. Deepita Chakravarty	Jan. to June2 024	06.06.2024	The scholar's progress was deemed satisfactory
5.	Minni (S195DEC04)	02.08.2019	Dr. Parag Waknis (Supervisor) Dr. Jyotirmoy Bhattacharya Dr. Krishna Ram Dr. Catalina Granda-Carvajal	Jan. to June 2024	07.06.2024	The scholar's progress was deemed satisfactory
6.	Akanksha Yadav (S195DEC02)	01.08.2019	Dr. Parag Waknis (Supervisor) Dr. Arindam Bannerjee (Co-	Jan. to June	14.06.2024	The scholar's progress was deemed

			Supervisor) Dr. Dipa Sinha Dr. Indranil Mukhopadhyay	2024		satisfactory
7.	Bhoomika Mann (S195DEC03)	02.08.2019	Dr. Parag Waknis (Supervisor) Dr. Dipa Sinha Dr. Krishna Ram Dr. Sona Mitra	Jan. to June 2024	07.06.2024	The scholar's progress was deemed satisfactory
8.	Neha (S205DEC02)	21.11.2021	Dr. Krishna Ram (Supervisor) Dr. Dipa Sinha Prof. Babu P. Ramesh	Jan. to June 2024	05.06.2024	The scholar's progress was deemed satisfactory
9.	Shashank Mendiratta (S205DEC05)	21.11.2021	Dr. Jyotirmoy Bhattacharya (Supervisor) Dr. Nidhi Kaicker Dr. Parag Waknis	Jan. to June 2024	05.06.2024	**Unsatisfactory (It is Second Unsatifactory report for Jan 2024 to Jul 2024)**

The SCR took note of the six-monthly progress reports of the PhD Economics scholars, as tabled above, for the period January 2024 – June 2024, except Mr. Shashank Mendiratta at Sl 09, whose report is unsatisfactory (Second Report).

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.94: To note the recommendations made by the Standing Committee Research regarding request dated 21.06.2024 submitted by the Ph.D. History in the School of Liberal Studies regarding relaxation of 2 years (From 13.08.2024 to 12.08.2026) as applicable in the case of women candidate.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the request dated 21.06.2024 submitted by the Ph.D. History Ms.Chandrika Das (Registration Number: S195DHS01, Date of Registration: 13.08.2019) in the School of Liberal Studies regarding relaxation of 2 years (From 13.08.2024 to 12.08.2026) as applicable in the case of women candidate.

The SCR has noted that the RAC of the Scholar and RSC of the School had recommended two years' relaxation under clause 12(v), 2017 of AUD PhD Regulation, 2017 and place the same before it for approval.

The SCR resolved to recommend the women relaxation in the registration period to Ms. Chandrika Das (Registration Number: S195DHS01) from 13.08.2024 to 12.08.2026. The women candidates as per the AUD PhD regulation 2017 clause 12(V) "Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.95: To note the recommendations made by the Standing Committee Research regarding request dated 10.09.2024 submitted by the Ph.D. History Scholar in the School of Liberal Studies regarding six months extension for defending the thesis.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the request dated 10.09.2024 submitted by the Ph.D. History Scholar Mr.Adarsh Kumar Aryan (S205DHS01), Date of registration: 17.11.2021 regarding six months extension for defending the thesis.

The SCR noted that the RSC of the School had recommended the six months' extension for synopsis defence as per clause 12.2 of PhD regulations 2021 to the 68th SCR meeting for approval.

The SCR resolved to recommend the six-month extension to Mr Darsh Kumar Aryan till 09.03.2025 to defend his synopsis as per clause 12.2 of PhD regulations 2021.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.96: To note the recommendations made by the Standing Committee Research regarding successful thesis submission by the Ph.D. Scholars in the School of Human Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 noted the successful thesis submission by the following Ph.D. Scholars in the School of Human Studies.

S. No	Name of the Student/ Enrolment No.	Date of Registration	Title of PhD Dissertation	Supervisor and RAC Members	Thesis-submission
1	Tanya Burman (S195DHS02)	13.08.2019	Begum Hazrat Mahal Power, Politics and Representation in the Revolt of 1857	Dr. Shailaja Menon (Supervisor) Dr. Lata Singh Dr. Dharitri Nazary Chakravartty	13.06.2024

The SCR took note of the thesis submission of PhD Scholar Ms Tanya Burman (S195DHS02) on 13 Jun 2024.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.97: To note the recommendations made by the Standing Committee Research regarding six-monthly progress reports of the PhD History Scholars for the period January 2024 – June 2024 in the School of Liberal Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the six-monthly progress reports of the following Ph.D History Scholars for the period January 2024 – June 2024 in the School of Liberal Studies.

S. No	Name of Students / Enrolment No	Date of Registration	Supervisor (RAC Members)	Period for the month of	Date of RAC Meeting	Discussion/Comments and Suggestions from RAC
1	Tanya Burman (S195DHS02)	13.08.2019	Dr. Shailaja Menon (Supervisor) Dr. Lata Singh Dr. Dharitri Nazary Chakravartty	Aug. 23 to Feb.2024	14.03.2024	The scholar's progress was deemed satisfactory.
2	Chandrika Das (S195DHS01)	13.08.2019	Dr. Dharitri Narzary Chakravartty (Supervisor) Dr. Manjeet Baruah Dr. Dhiraj Kumar Nite	Jan. to June 2024	21.06.2024	The scholar's progress was deemed satisfactory.
3	Snigdha Bhaswati (S205DHS06)	17.11.2021	Dr. Dharitri Narzary Chakravartty (Supervisor) Dr. Yogesh Snehi Dr. Bhuwan Jha	Jan. to June 2024	05.06.2024	The scholar's progress was deemed satisfactory.
4	Adarsh Kumar Aryan (S205DHS01)	17.11.2021	Dr. Dharitri Nazary Chakravartty (Supervisor) Dr. Yogesh Snehi Dr. Ajeet Kumar	Jan. to June 2024	14.06.2024	The scholar's progress was deemed satisfactory.

5	Sri Harsha Sai Matta (S215DHS08)	14.09.2022	Dr. Yogesh Snehi (Supervisor) Dr. Shailaja Menon Dr. Rajan Krishnan	March 24 to Aug. 2024	29.08.2024	The scholar's progress was deemed satisfactory.
6.	Amartyajyoti Basu (S215DHS01)	14.09.2022	Dr. Dhiraj Kumar Nite (Supervisor) Prof. Dhirendra Datt Dangwal Dr. Rinju Rasaily	Jan. to June 2024	04.09.2024	The scholar's progress was deemed satisfactory.

The SCR took note of the six monthly progress report of the PhD Scholars as tabled above for the period Jan. 2024 – June 2024.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda: 40.29.98: To note the recommendations made by the Standing Committee Research regarding request submitted by the Ph.D. Mathematics Scholar for relaxation in submission of PhD thesis by another one year (i.e. 25 Jul 2024 to 24 July 2025).

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the request submitted by the Ph.D. Mathematics Scholar Ms.Arushi (S185DMA01, Date of Registration 29.07.2018 regarding request submitted by the Ph.D. Mathematics Scholar for relaxation in submission of PhD thesis by another one year (i.e. 25 Jul 2024 to 24 July 2025) in accordance with the Clause 12(v) of the AUD Ph.D. Regulations, 2017 as applicable in case of women's candidate.

The SCR noted that the scholar had earlier availed only one-year relaxation from 25 Jul 2023 to 24 July 2024 and the RSC of the School had also recommended additional one-year relaxation under clause 12(v), 2017 PhD regulation which states that *"Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for PhD"* and forward to the 68th SCR meeting for approval.

The SCR resolve to recommend the women relaxation of another one year from 25 Jul 2024 to 24 Jul 2025 under clause 12(v), 2017 PhD regulation as applicable in case of women's candidate to Ms. Arushi (S185DMA01).

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.99: To note the recommendations made by the Standing Committee Research regarding request submitted by the Ph.D. Mathematics Scholar for granting six months extension.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the request dated 29.05.2024 submitted by the Ph.D. Mathematics Scholar Mr.Prashun Kumar (Registration Number: S195DMA01 and Date of Registration: 07.08.2019) seeking a six-month' extension.

The SCR noted that the RAC committee recommended a six months' extension in its meeting held on 07.06.2024 and the RSC of the School had also recommended the six months' extension as per clause 12 (iv), 2017 PhD regulation which states that *".... In case the candidate is not able to complete his course work and/or research requirements within the normal registration period, he may apply to RSC for an extension of six months from the date of completion of five years of enrolment in the programme...."* and forward it to the 68th SCR meeting for approval.

The SCR resolved to recommend the first six-month extension from 07 Aug 2024 to 06 Feb 2025 as per clause 12 (iv), 2017 PhD regulation which states that ".... In case the candidate is not able to complete his course work and/or research requirements within the normal registration period, he may apply to RSC for an extension of six months from the date of completion of five years of enrolment in the programme...."

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.100: To note the recommendations made by the Standing Committee Research regarding successful submission of Ph.D. thesis by the Ph.D. Mathematics Scholars in the School of Liberal Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the successful submission of Ph.D. thesis by the following Ph.D. Mathematics Scholars in the School of Liberal Studies**.**

S. No.	Name of the Student/ Enrolment No.	Date of Registration	Title of PhD Dissertation	RAC Members/Supervisor	Date of Thesis Submission
1	Nisha (S195DMA02)	07.08.2019	Traffic Flow Modeling and Prediction	Dr. Kranti Kumar (Supervisor) Dr. Chandrashekhar Nishad Dr. Pranay Goswami Dr. Ramneek Khassa	01.08.2024

The SCR took note of the thesis submission of PhD Scholar Ms Nisha (S195DMA02).

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.101: To note the recommendations made by the Standing Committee Research regarding successful submission of Ph.D. thesis by the Ph.D. Mathematics Scholars in the School of Liberal Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the successful submission of Ph.D. thesis by the following Ph.D. Mathematics Scholars in the School of Liberal Studies**.**

S. No.	Name of the Student/ Enrolment No.	Date of Registration	Title of PhD Dissertation	RAC Members/Supervisor	Date of Thesis Submission
1	Nisha (S195DMA02)	07.08.2019	Traffic Flow Modeling and Prediction	Dr. Kranti Kumar (Supervisor) Dr. Chandrashekhar Nishad Dr. Pranay Goswami Dr. Ramneek Khassa	01.08.2024

The SCR took note of the thesis submission of PhD Scholar Ms.Nisha (S195DMA02).
The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.102: To note the recommendations made by the Standing Committee Research regarding successful submission of Ph.D. thesis by the Ph.D. Mathematics Scholars in the School of Liberal Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the successful submission of Ph.D. thesis by the following Ph.D. Mathematics Scholars in the School of Liberal Studies.

S. No	Name of the Student/ Enrolment No.	Date of Registration	Title of PhD Synopsis	RAC Members/Supervisor	Date of Synopsis approved
1.	Bhawna/ (S195DMA02)	20.11.2021	Fractional Extensions of Traffic Flow Models and Their Solutions	Dr. Kranti Kumar (Supervisor), Dr. Pranay Goswami (Co-Supervisor), Dr. Mradul Veer Singh (Internal member) Dr. Jitendra Kumar, Central University of Haryana (External member)	11.06.2024
2.	Kuldeep/ (S205DMA03)	29.11.2021	A Dynamical Study of SIR and Related Models	Dr. Pranay Goswami (Supervisor) Dr. Mradul Veer Singh (Internal member) Dr. Kranti Kumar (Internal member Dr. Arun Chaudhary (External Expert)	11.06.2024

3.	Ashish/ (S205DMA01)	29.11.2021	A Study of Generalized Emden-Fowler Equations and Their Solutions	Dr. Pranay Goswami (Supervisor) Dr. Mradul Veer Singh (Internal member) Dr. Kranti Kumar (Internal member) Dr. Arvind (External Expert)	11.06.2024

The SCR took note of the Synopsis defence successfully in respect of the 03 PhD Scholars tabled above.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.103: To note the recommendations made by the Standing Committee Research regarding successful Pre-Submission Presentation by the Ph.D. Mathematics Scholars in the School of Liberal Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the successful Pre-Submission Presentation by the following Ph.D. Mathematics Scholars in the School of Liberal Studies

S. No	Name of the Student/ Enrolment No.	Date of Registration	Title of PhD Dissertation	Supervisor and RAC Members	Date of Pre-submission presentation
1	Nisha/ (S195DMA02)	07.08.2019	Traffic Flow Modeling and Predication	Dr. Kranti Kumar (Supervisor) Dr. Chandrashekhar Nishad Dr. Pranay GoswamiDr. Ramneek Khassa	29.06.2024

The SCR took note of the pre-submission presentation of PhD Scholar Ms Nisha (S195DMA02).

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.104: To note the recommendations made by the Standing Committee Research regarding six-monthly progress reports of the PhD Mathematics Scholars for the period January 2024 – June 2024 in the School of Liberal Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the six-monthly progress reports of the following Ph.D Mathematics Scholars for the period January 2024 – June 2024 in the School of Liberal Studies.

S. No	Name of Students / Enrolment No	Date of Registration	Supervisor (RAC Members)	Period for the month of	Date of RAC Meeting	Discussion/Comments and Suggestions from RAC
1	Sandeep Sharma (S215DMA02)	14.09.2022	Dr. Mradul Veer Singh (Supervisor) Dr. Mukund Madhav Mishra Dr. Balchand Prajapati Dr. Pranay Goswami	Jan. to June 2024	10.06.2024	The scholar's progress was deemed satisfactory.
2	Surbhi (S215DMA03)	14.09.2022	Prof. Geetha Venkataraman (Supervisor) Prof. Amitabhatripathi Dr. Balchand Prajapati Dr. Ramneek Khassa	Jan. to June 2024	07.06.2024	The scholar's progress was deemed satisfactory.-
3	Prashun Kumar (S195DMA01)	07.08.2019	Prof. Geetha Venkataraman (Supervisor) Dr. A Satyanarayan Reddy Dr. Balchand Prajapati Dr. Ramneek Khassa	Jan. to June 2024	07.06.2024	The scholar's progress was deemed satisfactory.
4	Arushi	29.07.20	Prof. Geetha	Jan. 24	07.06.20	The scholar's

	(S185DMA01)	18	Venkataraman (Supervisor) Dr. Ramneek Khassa Dr. Balchand Prajapati Dr. Radha Mohan	to June 2024	24	progress was deemed satisfactory.

The SCR took note of the six-monthly progress reports of the 04 PhD Mathematics scholars tabled above for the period January 2024 – June 2024.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.105:To note the recommendations made by the Standing Committee Research regarding request submitted by the Ph.D. Sociology Scholar for relaxation of 2 years from 09.08.2024 to 08.08.2026 as applicable in case of woman candidates.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the request dated 30.05.2024 submitted by Ph.D. Scholar Ms.Devika Singh Shekhawat (Registration Number: S195DSC01, Date of Registration: 09.08.2019) regarding relaxation of 2 years from 09.08.2024 to 08.08.2026 as applicable in case of woman candidates.

The SCR noted that the RAC committee had recommended a two-year relaxation in its meeting held on 03.06.2024 and the RSC had also recommended the two-year' relaxation for women's candidates under clause 12(v), 2017 PhD regulation *"Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for PhD"* and forward to the 68th SCR meeting for approval.

The SCR resolved to recommend women's relaxation in the registration period to Ms. Devika Singh Shekhawat (Registration Number: S195DSC01, Date of Registration: 09.08.2019) from 09.08.2024 to 08.08.2026. The women candidates, as per the AUD PhD regulation 2017 clause 12(V), "Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.106: To note the recommendations made by the Standing Committee Research regarding reconstitution of the RAC of the Ph.D. Sociology Scholars in the School of Liberal Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the reconstitution of the RAC of the Ph.D. Sociology Scholars in the School of Liberal Studies**.**

S. No	Name of Student (Enrolment Number)	Date of Registration	RAC Members (Old)	RAC Members (New)	Reason
1.	Aditya Lakshmi R (S205DSC05)	29.11.2021	Dr. Preeti Sampat (Supervisor) Dr. Santosh K. Singh Dr. Rajan Krishnan (SCCE), External Expert	Dr. Bidhan Chandra Dash (Supervisor) Dr. Santosh K. Singh Dr. Bindu KC	Dr. Preeti Sampat has resigned from AUD.
2.	Apurba Goswami (S205DSC06)	29.11.2021	Dr. Preeti Sampat (Supervisor) Dr. Rinju Rasaily Prof. Sanjay Kumar Sharma	Dr. Rinju Rasaily (Supervisor) Dr. Santosh K. Singh and Prof. Sanjay Kumar Sharma	Dr. Preeti Sampat has resigned from AUD.
3.	Devika Singh Shekhawat (S195DSC01)	09.08.2019	Dr. Rinju Rasaily (Supervisor) Prof. Rana P. Behal (External Member) Dr. Preeti Sampat	Dr. Rinju Rasaily (Supervisor) Prof. Rana P. Behal Dr. Bidhan Chandra Dash	Dr. Preeti Sampat has resigned from AUD.

The SCR resolved to recommend the reconstitution of the RAC of the PhD Scholars tabled above.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

Agenda 40.29.107: To note the recommendations made by the Standing Committee Research regarding successful Pre-Submission Presentation by the Ph.D. Sociology Scholars in the School of Liberal Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the successful Pre-Submission Presentation of the following Ph.D. Scholar**:**

S. No	Name of the Student/ Enrolment No.	Date of Registration	Title of PhD Dissertation	Supervisor and RAC Members	Date of Pre-PhD submission presentation
1	Shahana/ S195DSC03	26.07.2019	Love Marriage and Community: A Sociological Study on Creating Domesticities	Prof. Rukmini Sen (Supervisor) Prof. Farhana Ibrahim (external member) Dr. Rinju Rasaily	29.06.2024

The SCR took note of the successful Pre-Submission Presentation of the PhD scholar Ms. Shahana (S195DSC03).

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.108: To note the recommendations made by the Standing Committee Research regarding successful submission of the PhD thesis by the Ph.D. Sociology Scholars in the School of Liberal Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the successful submission of the PhD thesis by the following Ph.D. Sociology Scholars in the School of Liberal Studies.

S. No.	Name of the Student/ Enrolment No.	Date of Registration	Title of PhD Dissertation	RAC Members/Supervisor	Date of Submission
1	Shahana (S195DSC03)	08.08.2019	Love Marriage and Community: A Sociological Study on Creating Domesticity in the City of Delhi	Prof. Rukmini Sen (Supervisor) Dr. Rinju Rasaily Prof. Farhana Ibrahim	23.07.2024

The SCR took note of the thesis submission of the PhD Scholar Ms. Shahana (S195DSC03).

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.109: To note the recommendations made by the Standing Committee Research regarding successful defence of synopsis by the Ph.D. Sociology Scholars in the School of Liberal Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the successful submission of the PhD thesis by the following Ph.D. Sociology Scholars in the School of Liberal Studies

S No.	Name of the Student/ Enrolment No.	Date of Registration	Title of PhD Synopsis	RAC Members/Supervisor	Date of Synopsis approved
1.	Chitra/ S205DSC08	29.11.2021	Old Age and Institution: A Study of Everyday Life at an Old Age Home in Delhi	Dr. Rinju Rasaily (Supervisor) Dr. Snigdha Vishnoi Dr. Anirban Sengupta	29.06.2024
2.	Baby Kumari/ S205DSC07	30.12.2021	'Public Secrets' of everyday life: The lifeworld of Sex workers in Bihar	Prof. Rukmini Sen (Supervisor) Prof. Pamela Singla Dr. Snigdha Vishnoi	29.06.2024

The SCR took note of the successful synopsis defence successfully by the 02 PhD Scholars as tabled above.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.110: To note the recommendations made by the Standing Committee Research regarding open presentation given by Ph.D. Sociology Scholar Ms.Devika Singh Shekhawat (S195DSC01) in the School of Liberal Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the open presentation given by Ph.D. Sociology Scholar Ms.Devika Singh Shekhawat (S195DSC01 Date of Registration: 09.08.2019) in the School of Liberal Studies on 29.6.2024. The SCR noted that Ms.Devika Singh was awarded the- Fulbright Visiting Research Fellowship Awardee at the School of Industrial and Labor Relations and the South Asia Program at Cornell University, US. Study period from 15.8.2023 to 30.05.2024, and she gave an open presentation on 29.06.2024 at KG Campus.

The SCR took note of the open presentation given on 18 Jun 2024 by Ms.Devika Singh Shekhawat (S195DSC01) - Fulbright Visiting Research Fellowship Awardee at the School of Industrial and Labor Relations and the South Asia Program at Cornell University, US, during the period from 15.8.2023 to 30.05.2024.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.111: To note the recommendations made by the Standing Committee Research regarding six-monthly progress reports of the PhD Sociology Scholars for the period January 2024 – June 2024 in the School of Liberal Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the six-monthly progress reports of the following Ph.D Sociology Scholars for the period January 2024 – June 2024 in the School of Liberal Studies.

S. No	Name of Students / Enrolment No	Date of Registration	Supervisor (RAC Members)	Period for the month of	Date of RAC Meeting	Discussion/Comments and Suggestions from RAC
1	Aditya Lakshmi R (S205DSC05)	29.11.2021	Dr. Preeti Sampt (Supervisor) Dr. Santosh K. Singh Dr. Bidhan Chandra Dash	Jan. 24 to July. 2024	29.05.2024	The scholar's progress was deemed satisfactory.
2.	Apurba Goswami (S205DSC06)	29.11.2021	Dr. Preeti Sampat (Supervisor) Dr. Rinju Rasaily Prof. Sanjay Sharma	Jan 24 to July. 2024	29.05.2024	The scholar's progress was deemed satisfactory.
3.	Chitra (S205DSC08)	29.11.2021	Dr. Rinju Rasaily (Supervisor) Dr. Sngidha Vishnoi Dr. Anirban Sen Gupta	Jan. 24-June 2024	31.05.2024	The scholar's progress was deemed satisfactory.
4.	Vipan Kumar (S215DSC08)	15.09.2022	Dr. Snigdha Vishnoi (Supervisor) Dr. Santosh K. Singh Dr. Rachna Mehra	Jan. 24-June 2024	10.06.2024	The scholar's progress was deemed satisfactory.
5.	Shahana (S215DSC08)	08.08.2019	Prof. Rukmini Sen (Supervisor) Dr. Rinju Rasaily Prof. Farhana Ibrahim	Jan 24-July 2024	30.05.2024	The scholar's progress was deemed satisfactory.
6.	Devika	08.08.2019	Dr. Rinju Rasaily	Jan	03.06.2024	The scholar's

	Singh Shekhawat (S195DSC01		(Supervisor) Prof. Rana P. Behal Dr. Preeti Sampat	24-June 2024		progress was deemed satisfactory.
7.	Baby Kumari (S205DSC07)	30.12.2021	Prof. Rukmini Sen (Supervisor) Prof. Pamela Sangla Dr. Snigdha Vishnoi	Jan 24-June 2024	07.06.2024	The scholar's progress was deemed satisfactory.
8.	Abhishek Chandra (S205DSC04)	29.11.2021	Dr. Urfat Anjem Mir (Supervisor) Dr. Santosh K. Singh Prof. Shiv Kumar Gupta	Jan. to June 2024	26.06.2024	The scholar's progress was deemed satisfactory.
9.	Aarshi Jahan (S205DSC02)	29.11.2021	Prof. Rukmini Sen (Supervisor) Dr. Urfat Anjem Mir Prof. Anuja Agrawal	Jan. to June 2024	21.06.2024	The scholar's progress was deemed satisfactory.
10.	Jitendra Kumar (S215DSC04)	14.09.2022	Dr. Snigdha Vishnoi (Supervisor) Prof. Rukmini Sen Prof. Rachna Chaudhary	Jan. to June 2024	13.06.2024	The scholar's progress was deemed satisfactory.
11.	Niki Rai (S215DSC06)	14.09.2022	Dr. Rinju Rasaily (Supervisor) Dr. Bidhan Chandra Dash Dr. Mamatha Karolli	Jan. to June 2024	14.06.2024	The scholar's progress was deemed satisfactory.
12.	Zaira Rahim (S215DSC09)	14.09.2022	Prof. Rukmini Sen (Supervisor) Dr. Urfat Anjem Mir Dr. Ivy Dhar	Jan. to June 2024	20.08.2024	The scholar's progress was deemed satisfactory.
13.	Shivani Choudhary	29.09.2022	Prof. Rukmini Sen (Supervisor) Dr. Snigdha	Jan. to June	20.08.2024	The scholar's progress was deemed

	(S215DSC07)		Vishnoi Dr. Manasi Thapliyal	2024		satisfactory.

The SCR took note of the six-monthly progress of the 13 PhD Scholars of Sociology as mentioned in the above table for the period January 2024 – June 2024.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.112: To note the recommendations made by the Standing Committee Research regarding unsatisfactory six-monthly progress reports of the PhD Sociology Scholars for the period from July 23-December, 2023 in the School of Liberal Studies.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the unsatisfactory six-monthly progress reports of the following Ph.D. Sociology Scholar for the period from July 23-December, 2023 in the School of Liberal Studies

S. No	Name of Students / Enrolment No	Date of Registration	Supervisor (RAC Members)	Period of report	Date of RAC Meeting	Discussion/Comments and Suggestions from RAC
1	Baby Kumari (S205DSC07)	30.12.2021	Prof. Rukmini Sen (Supervisor) Prof. Pamela Sangla Dr. Snigdha Vishnoi	July 23-Dec. 2023	12.12.2023	Unsatisfactory

Note: The six-monthly progress report in respect of PhD scholar Baby Kumari (S205DSC07) for the period from Jan 2024 to Jun 2024 is satisfactory and mentioned in the Agenda Item 11.24 (At Serial 7) above.

The SCR took note of the unsatisfactory six-monthly progress of PhD Scholars of Sociology for the period of Jul 2023 to Dec 2023 as mentioned in the above table.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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School of Public Policy and Governance (SPPG).

Agenda 40.29.113: To note the recommendations made by the Standing Committee Research regarding the constitution of the Research Studies Committee (RSC) of the School of Public Policy and Governance (SPPG).

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the following constitution of the Research Studies Committee (RSC) of the School of Public Policy and Governance (SPPG).:

1. Prof. N. Nakkeeran (Dean, SPPG) (Chair)
2. Dr. Samik Chowdhy (PC, PhD-Public Health; Faculty, SPPG) (Member and Convenor)
3. Dr. Partha Saha (Faculty, SPPG) (Member)
4. Dr. Jyotirmay Bhattacharya (Nominated by Dean AA and approved by HVC) (Member)
5. Dr. Nidhi Kaicker (Nominated by Dean AA and approved by HVC) (Member)

The SCR resolved to recommend the constitution of the Research Studies Committee (RSC) of the School of Public Policy and Governance (SPPG).

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.114: To note the recommendations made by the Standing Committee Research regarding six-monthly progress reports of the PhD for the period from May 2024 to October 2024 in the School of School of Public Policy and Governance (SPPG).

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had noted the six-monthly progress reports of the following Ph.D.Scholars for the period from May 2024 to October, 2024 in the School of Liberal Studies.

Table 1: Progress of PhD Scholars of SPPG (May 2024 to October 2024) of 2021 Batch

Student name	Enrolment no.	Date of Registration	Supervisor	RAC Members	Date of RAC	RAC Assessment
Amit Kumar	S215MPH01	14/09/2022	N. Nakkeeran	Samik Chowdhury, Pritpal Randhawa	30/09/2024	Satisfactory
Vijay Singh Bhandari	S215MPH03	15/09/2022	Samik Chowdhury	N. Nakkeeran, Partha Saha	30/09/2024	Satisfactory

2022-23 Batch

Student name	Enrolment no.	Date of Registration	Supervisor	RAC Members	Date of RAC	Progress Assessment
Asma Sheikh	S235MPH01	03/05/2024	Samik Chowdhury	RAC to be constituted	N.A.	Successfully completed 1st semester coursework.
Pritam Kumar Singh	S235MPH02	03/05/2024	N. Nakkeeran	Prof. N. Nakkeeran Dr. Samik Chowdhury Prof. Sangamitra Sheel Acharya	N.A.	Successfully completed 1st semester coursework

The SCR took note of the six-monthly progress reports of 2021 & 2022-23 PhD Batches of SPPG for the period from May 2024 to October 2024 as mentioned in the above table.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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Agenda 40.29.115: To note the recommendations made by the Standing Committee Research regarding appointment of a co-supervisor and reconstitution of RAC for the Ph.D. Scholar in the Public Health Programme of the School of Public Policy and Governance.

It was submitted to the Academic Council that the Standing Committee Research in its 68th meeting held on 03.12.2024 had deliberated on the appointment of a co-supervisor and reconstitution of RAC for PhD Public Health Scholar Mr.Vijay Singh Bhandari (S215MPH03) of 2021 Batch.

The SCR noted that, given the interdisciplinary nature of Mr Vijay Singh Bhandari's work (occupational health), he requires additional guidance from faculty with expertise in informal work and labour which would be beneficial. Therefore, the RAC, in consultation with the Scholar, had proposed the appointment of Prof Babu P Ramesh as a co-supervisor. The SCR further noted the willingness shown by Professor Babu P Ramesh in accepting accept this role.

Accordingly, in view of the above, the RAC of the Student has been reconstituted as given in the table below. The composition of the new RAC meets the relevant clause of the PhD regulations (Clause 11.2 of the PhD Regulations, 2021).

Student name	**Enrolment no.**	**Date of Registration**	**Batch**	**Supervisor**	**Existing RAC**	**Proposed New RAC**
Vijay Singh Bhandari	S215MPH03	15/09/2022	2021	Samik Chowdhury	Samik Chowdhury; N. Nakkeeran; Partha Saha	Samik Chowdhury (Supervisor; Babu P. Ramesh (Co-supervisor) N. Nakkeeran; Partha Saha

The SCR resolved to recommend the appointment of a co-supervisor and consequent re-constitution of RAC for PhD Public Health student Vijay Singh Bhandari (S215MPH03) of the 2021 batch.

The recommendations made by the Standing Committee Research were placed before the Academic Council for information.

Decision: The Academic Council noted the information.

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SUPPLEMENTARY AGENDA

Agenda 40.30: To note the adoption of the guidelines issued by the ICSSR regarding Affiliation of ICSSR Senior Fellowship by Dr.B.R.Ambedkar University Delhi.

It was submitted to the Academic Council that the Indian Council of Social Science Research (ICSSR) has released its guidelines for senior fellowship, as attached as (**Annexure-57).** Senior Fellowships are awarded to senior Indian researchers who have made significant contribution in the field of Social Sciences through projects/publications, including books published by reputed publishers and research papers in peer-reviewed journals with hight impact factor.

The eligibility for a Senior Research Fellowship is mentioned in para 2 of the guidelines. As per para 2.3 of the guidelines, a fellow must affiliate himself/herself to UGC recognized Universities/Deemed-to-be Universities, Institutes of National Importance as defined by MoE / UGC, and ICSSR Research Institutes. Funds are disbursed through the affiliating/ administering institution.

The expectations from the affiliating institution are described in para 9 of the Guidelines for Senior Fellowship awarded by the ICSSR. The same is reproduced here: -

*"9 - **Expectations from the Affiliating Institution**-*

9.1 The affiliating institution is required to provide the requisite research infrastructure to the scholar and maintain proper accounts. For this, the Council shall pay to the affiliating/administering institution overhead charges of seven and a half percent (7.5%) of the total Fellowship (fellowship amount plus contingency).

9.2 The affiliating institution is required to give an undertaking in the prescribed format contained in the Application Form to administer and manage the ICSSR fellowship.

9.3 The affiliating institution shall maintain a dedicated bank account for the ICSSR grant (Scheme Code- 0877) that is duly registered at the PFMS portal for the release of the Fellowship Grant.

9.4 The affiliating institution will be under obligation to ensure submission of the final report an Audited Statement of Accounts and Utilization Certificate (in the prescribed Performa GFR 12- A), duly certified by the Competent authority of the institution.

9.5 In case a scholar leaves /discontinues his fellowship after one year, he/she will have to refund the entire amount of the fellowship to the ICSSR within three months of the end of the fellowship duration. This clause is not applicable in cases of death. In such cases, the affiliating institution has to submit a death certificate to the ICSSR and provide the requisite documents to settle the accounts, including the refund of any unspent balance within three months.

9.6 The affiliating institution shall make suitable arrangements for preservation of data such as filled- in schedules, tabulation sheets, manuscripts, reports, etc. relating to the study.

9.7 The ICSSR reserves the right to demand raw data, or such part of it as may be specified, to be transferred to the ICSSR.

9.8 The overhead charges shall be paid only after the completion of the fellowship and on receipt of the final Statement pof Accounts and Utilization Certificate.

In pursuance of the ICSSR guidelines, the University vide Notification No.AUD/52-1/AA/2025/ICSSR-Sr.Fellowship/327 dated 10.11.2025 has issued notification regarding affiliation of ICSSR Senior Fellowship. Affiliating a senior fellow, especially to the alumni, for an ICSSR senior fellowship enhances the University's academic prestige and research profile. It fosters scholarly collaboration, attracts funding, and strengthens alumni engagement. The fellowship also contributes to the University's intellectual capital, encourages interdisciplinary research, and positions the institution as a hub for advanced social science inquiry and mentorship.

As per ICCSR norms, the value of the value of fellowship is Rs.45,000/- per month and contingency grant of Rs. 40,000/- per annum and will be in line with the directives of the Ministry of Education from time to time.

The University, as an affiliating institution, will facilitate the scholar's research activities, monitor progress through periodic reports, and ensure compliance with ICSSR's terms and conditions. All funds will be disbursed through the University (Affiliating Institution) which will also be responsible for submitting audited statements and utilization certificates as prescribed.

The proposal regarding adoption of the guidelines issued by the ICSSR regarding Affiliation of ICSSR Senior Fellowship by Dr.B.R.Ambedkar University Delhi has been approved by the Competent Authority.

The agenda is placed before the Academic Council for information.

Decision: The Academic Council noted the adoption of the guidelines issued by the ICSSR regarding Affiliation of ICSSR Senior Fellowship by Dr.B.R.Ambedkar University Delhi. The Academic Council further recommended to devise a mechanism for obtaining a bond from the candidates/scholars to protect the interest of the University, in case a scholar leaves/discontinues his fellowship after one year or in between.

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Agenda 40.31: To consider the recommendations made by the Committee regarding Restructuring of School of Undergraduate Studies.

It was submitted to the Academic Council that the University vide Notification No. F.No. AUD/15-8(3)/Plg.-Misc./704 dated July 17, 2025 had constituted a Committee for deliberations and making recommendations regarding Restructuring of School of Undergraduate Studies.
The primary roles and responsibilities of the Committee include finalizing the programme-to-School mapping of the School of Undergraduate Studies as part of its restructuring, suggesting smoother governance of the programmes, and suggesting a timeline for the transition of restructuring of SUS.

The Committee met on 28.7.2025, 20.08.2025 and 21.08.2025 and made its recommendations which were placed at (**Annexure-58 and 59).** Further, the report of the Committee is placed at (**Annexure-60**).

The report outlines proposed programme-to-School mapping recommendations as part of the restructuring of the School of Undergraduate Studies (SUS) at Dr. B. R. Ambedkar University Delhi. The aim is to enhance academic coherence, foster interdisciplinary collaboration, and streamline governance, aligning programmes with Schools that best reflect their disciplinary focus and pedagogical objectives as part of strategic planning, quality enhancement and NEP 2020 recommendations.

The recommendations made by the Committee and the report regarding Restructuring of School of Undergraduate Studies were placed before the Academic Council for consideration in light of Section 24(1)(vi), 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 along with the report submitted by the Committee constituted for restructuring of the School of Undergraduate Studies in light of Section 24(1)(vi), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

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Agenda 40.32: To consider the recommendations made by the Board of Studies, School of Heritage Research and Management (SHRM) regarding transaction of new courses in 2nd Semester for MA in Archaeology and Heritage Management and MA in Conservation, Museology and Heritage Management in Winter Semester 2026

It was submitted to the Academic Council that the Board of Studies of School of Heritage Research and Management (SHRM) in its 3rd meeting held on 17.11.2025 had deliberated on the following courses to be transacted in 2nd Semester for MA in Archaeology and Heritage Management and MA in Conservation, Museology and Heritage Management in Winter Semester 2026.

i) **Art of India (4 credits, common course) (Annexure-61)** – is a 4 credit core course in the MA Archaeology and Heritage Management Programme which offers an expansive exploration of India's profound artistic heritage. It commences with Indian Art and Aesthetics, dissecting pivotal concepts like Rasa, Dhvani, and the teleological imperative. Subsequently, the curriculum delves into Pre and Proto-History, examining ancient rock art (e.g., Bhimbetka) and the artifacts of the Indus Valley Civilization (e.g., seals). The progression continues to Ancient Indian Sculptures (Maurya to Nayaka Period), tracing the evolution of forms from imperial pillars to intricate temple carvings across major dynasties. A dedicated module on Indian Iconography, Iconometry, and Iconology equips students to interpret the complex symbolism, prescriptive measurements, and profound spiritual meanings embedded within sacred imagery across Hindu, Buddhist, and Jain traditions. Finally, the course traverses Indian Paintings: From Ancient Murals to Modern Expressions, analyzing the classical beauty of Ajanta's murals through the lens of the *Vishnudharmottara Purana*, the intricate world of miniature painting, and the transformative movements in modern and contemporary Indian art, including its significant Pan-Asian influences. This holistic approach cultivates a nuanced understanding of Indian art's enduring legacy and its global resonance.

The modules of the courses are as under:-

Module 1: Indian Art and Aesthetics

Module 2: Art of Pre and Protohistory (India)

Module 3: Ancient Indian Sculptures (Maurya to Nayaka Period)

Module 4: Indian Iconography, Iconology, and Iconometry

Module 5. Indian Paintings: From Ancient Murals to Modern Expressions

The details of the courses were placed at **Annexure-61**

ii) Heritage Laws in India and International Convention (4 credits, common course) (Annexure-62)-is a 4 credit core course in the MA Archaeology and Heritage Management Conservation, Museology and Heritage Management which aims on heritage laws in India and international conventions historical analysis, principles, and practices for protection of movable and immovable objects under normal circumstances, during times of armed conflict and the return and restitution of cultural property.

The modules of the courses are as under:-

Module 1: Legal Principles and Concepts on Heritage Protection

Module 2: International Conventions and Regulations for Protection of Immovable Cultural Heritage

Module 3: National Heritage Legislation for Protection of Immovable Cultural Heritage

Module 4: Ownership and Protection of Movable Cultural Property

Module 5: Heritage in Times of Conflict

The details of the courses were placed at Annexure-62.

iii) **Heritage Site Management** (**2 credits, common course)(Annexure-63)** – is a 2 credit core course in the MA Archaeology and Heritage Management and MA Conservation, Museology and Heritage Management which is a fundamental course for Heritage Studies, from both Programmes of Archaeology and Heritage Management, and, Conservation Museology and Heritage Management, and students of history. It does not overlap with any other course offered at the university. The primary thrust of the course is to familiarize students with the theoretical and practical foundations of management of heritage sites to ensure their longevity over time through sustainable management practices, and ensuring their economic viability also. It will focus on the transmission of knowledge systems and best practices that will be beneficial in implementing and crystallizing project implementation proposals and research ideas to the scholars.

The modules of the courses are as under:-

Module 1: Scope of Heritage Site Management

Module 2: Managing and Presenting the Past at Heritage Sites

Module 3: Heritage Site Management and Climate Change

Module 4: Visitor Management in Heritage Sites: Interpretation, Accessibility, and Safety

Module 5. Financing, Budgeting and Marketing of Heritage Sites

The details of the courses were placed at Annexure-63.

iv) Research Methods (2 credits, common course) **(Annexure-64**)- is a 2 credit core course in the MAHM and MCPHM Programme which has been designed in accordance with the AUD vision and NEP 2020, with all Master's programmes aiming to impart interdisciplinary knowledge and provide exposure to field and case studies. The course aims to offer theoretical and practical insights into diverse areas of Research Methods. The course covers the research process, including the available tools and the necessary knowledge and skills required to write on Heritage themes at an advanced specialist level. The course will serve as a guide in students' transfer from being recipients of heritage knowledge to becoming producers of this knowledge. Reflections on the student's new role

will be a central feature in this course. It has interdisciplinary/multidisciplinary potential, encouraging Master's students to develop ideas by cross-utilizing various fields and generating new research ideas.

The modules of the course are as under:-

Module 1: Research Methods and Methodologies in Heritage Management.
Module 2: Research Design in Heritage Management.
Module 3: Use of Scientific Instrumentation and Software in Heritage Research
Module 4: Research Writing, Presentation and Ethics.
The details of the courses were placed at Annexure-64.

v) Field Archaeology: Methods and Practices (4 credits)(Annexure-65) is a 4 credit core course in of MA Archaeology and Heritage Management Programme which aims at This course provides a comprehensive introduction to the methods and practices of field archaeology. It is designed to equip students with the practical skills necessary for archaeological survey, excavation, recording, and primary analysis. The curriculum moves from pre-fieldwork preparation (research design, survey) through the core activities of excavation and on-site recording, to post-fieldwork analysis and reporting. Emphasis is placed on scientific methodologies, stratigraphic interpretation, ethical practices, and the integration of material culture with heritage management concerns.

The modules of the course are as under:-

Module 1: Foundations of Field Archaeology
Module 2: Archaeological Survey and Prospection
Module 3: Excavation Strategy, Stratigraphy, and Recording
Module 4: On-Site Finds Processing and Primary Analysis
Module 5: Post-Excavation Analysis, Interpretation, and Reporting
The details of the courses were placed at Annexure-65

vii) Conservation: Material Studies and Dynamics (4 credits) (**Annexure-66**) is a 4 credit core course in the MA Conservation, Museology and Heritage Programme which explores the physical, chemical, and biological behavior of materials used in artworks and heritage objects. It introduces students to the scientific principles underlying deterioration and to analytical techniques for diagnosing and monitoring change. Combining theory and hands-on experimentation, the course develops critical skills in interpreting material properties, selecting compatible conservation materials, and designing sustainable treatment approaches.

The modules of the course are as under:-

Module 1: Introduction to Material Science in Art Conservation
Module 2: Mechanisms of Deterioration and Material Dynamics
Module 3: Analytical Techniques for Conservation Science
Module 4: Conservation Materials and Interventions
Module 5: Case Studies and Sustainable Practices in Material Conservation
The details of the courses were placed at Annexure-66

viii) Summer Internship (**6 credits, common course)(Annexure-67)** – is a 6 credit core course of the MA Archaeology and Heritage Management and MA Conservation, Museology and Heritage Programme which aims at The course attempts to provide hands –on/field based/organizational oriented learning, in addition to classroom-teaching learning. This will be attempted by placing students for internship with agencies/ industry/organizations that match the student's aspirational goal for future employment on successful completion of the programme. This Internship Course, will not only offer hands-on experience to the student, it will also allow students to learn and practice skills in a professional environment. Simultaneously, it will enable the students to develop both technical and soft skills, such as communication, teamwork, and problem-solving, which are highly valued by employers, while bridge the gap between academic learning and real-world application

Module 1: Expectations from Internship
Module 2: Introduction to Internship Sites
Module 3: Engagement in the Field and Mentoring
Module 4: Reflections on the Summer Internship
Module 5. Report on Summer Internship
The details of the courses were placed at Annexure-67

It is submitted to the Academic Council that one of the course Sanskrit Language and Cultural Heritage has been previously passed by Academic Council through basket of IKS courses.

It will be taught in the upcoming Winter Semester to all SHRM MA students.

The recommendations made by the Board of Studies, School of Heritage Research and Management regarding transaction of new courses in 2nd Semester for MA in Archaeology and Heritage Management and MA in Conservation, Museology and Heritage Management in Winter Semester 2026, for deliberations and consideration in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated and resolved to approve the recommendations made by the Board of Studies, School of Heritage Research and Management regarding transaction of new courses in 2nd Semester for MA in Archaeology and Heritage Management and MA in Conservation, Museology and Heritage Management in Winter Semester 2026, for deliberations and consideration in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

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Agenda 40.33: To consider the course outline for 'MA in Public Policy and Governance' (MAPPG)' and approval of placement of courses in the 4th semester of MAPPG.

It was submitted to the Academic Council that the Board of Studies, School of Public Policy and Governance in its 3rd meeting held on 26.09.2025 had deliberated and considered the following proposals.

40.1.1. Consideration and approval of the outline of the course "Dissertation" for 'MA in Public Policy and Governance' (MAPPG) (Core, 8 credits, 4th Semester) (Annexure-68)

Intended as programme level summative assessment in which students use their knowledge and skills acquired during first three semesters of the MA programme in Public Policy & Governance on a topic of their own interest in public policy, this course is a kind of introducing students to the world of policy analysis as an independent analyst and researcher which involves conceptualization, analysis, articulation, and presentation of their work in a manner that conforms to established norms and standards of academic writing. Close supervision and mentorship is provided to the students in situating their analysis and inquiry within relevant socioeconomic, political and ecological contexts and framework, and in making cogent arguments based on their analysis.

The outline of the course "**Dissertation**" in its present form was considered and recommended by the Board of Studies of SPPG as a core course of MA in Public Policy and Governance (MAPPG) and recommended placing it before the Academic Council for the final approval. **(Annexure-68)**

40.1.2. Consideration and approval of the outline of the course "Dissertation Writing Workshop" (Core, 2 credits, 4thsemester) (Annexure-69).

This course seeks to provide the basic knowledge required for effective and result oriented academic writing. This course will be run on a workshop mode which will prepare the student to structurally design the process of dissertation writing in the fourth semester of MA PPG. The course will also discuss how to use critical and multidisciplinary approach with concepts and methodologies drawn from social science disciplines in public policy research.

The outline of the course "**Dissertation Writing Workshop**" in its present form was considered and recommended by the Board of Studies of SPPG as a core course of MA in Public Policy and Governance (MAPPG) **(Annexure-69).**

40.1.3. Consideration and approval of the placement of following courses in the 4thSemesters of MA in Public Policy and Governance (MAPPG*)* (Annexure-70)

The Board of Studies deliberated on the following structure of the programme in the 4th semester of the MAPPG.

S. No	Name of the Course	Credits	Semester	Type	Approval status
1	Dissertation	8	4	Core – Field practicum	Recommended in 3rdBOS
2	Dissertation Writing	2	4	Core	Recommended in 3rdBOS
3	Geography of Health and Well-being (MOOC)	4	4	Elective	Recommended in 3rdBOS
4	Sociology of Development (MOOC)	8	4	Elective	Recommended din 3rdBOS
5	Sanitation Policy and Governance in India	4	4	Elective	Recommended in 3rdBOS
6	Public Service Delivery in India	4	4	Elective	Recommended in 3rdBOS
7	Reading Education Policies	4	4	Elective	An approved elective course from School of Education Studies

The Board noted and recommended the placement of the above courses in the 4th semester of MA in Public Policy and Governance. The Board also recommended the corresponding changes in the structure of the MA in Public Policy and Governance Programme as placed in (**Annexure-70)** and recommended placing it before the Academic Council for the final approval.

The recommendations made by the Board of Studies in its 3rd meeting held on 26.09.2025 were placed at (**Annexure-74).**

The recommendations made by the Board of Studies, School of Public Policy and Governance in its 3rd meeting held on 26.09.2025 regarding course outline for 'MA in Public Policy and Governance' (MAPPG)' and placement of courses in the 4th semester of MAPPG were placed before the Academic Council for deliberations and consideration in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated and resolved to approve the recommendations made by the Board of Studies, SPPG regarding course outline for 'MA in Public Policy and Governance' (MAPPG)' and approval of placement of courses in the 4th semester of MAPPG 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.

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Agenda 40.34: To consider and approve the identified set of MOOCs for MAPPG Programmes in School of Public Policy and Governance.

It was submitted to the Academic Council that the Board of Studies in its 3rd meeting held on 26.09.2025 had deliberated on the following MOOCs courses for MAPPG Programmes.

A. Geography of Health and Well-being (MOOC elective, 4 credits, 4th semester)
B. Sociology of Development (MOOC elective, 8 credits, 4th semester)

After due deliberation the Board recommended the above list of MOOCs to be adopted by the School for the students of MA in Public Policy and Governance and recommended placing it before the Academic Council for the final approval **(Annexure-71).**

The recommendations made by the Board of Studies in its 3rd meeting held on 26.09.2025 were placed at (**Annexure-74).** The recommendations made by the Board of Studies, School of Public Policy and Governance in its 3rd meeting held on 26.09.2025 regarding approval of the MOOC courses were placed before the Academic Council for deliberations and consideration in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated and resolved to approve the recommendations made by the Board of Studies, School of Public Policy and Governance regarding approval of the MOOC courses were placed before the Academic Council for deliberations and consideration in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

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Agenda 40.35: To consider the course outlines as Elective Courses for Post Graduate Programmes of the School

It was submitted to the Academic Council that the Board of Studies in its 3rd meeting held on 26.09.2025 had deliberated on the course outlines as Elective Courses for Post Graduate Programmes in the SPPG.

40.3.1 Consider and approve the outline of the course "Sanitation Policy and Governance in India" (Elective, 4 credits, 4th semester)(Annexure-72)

This course attempts to trace the conceptual trajectory of sanitation in its local and global context. This course engages with sanitation as a complex site where power, inequality and development intersect. It traces how sanitation was framed with colonial governance, as a tool of control and racialized health management, how post-colonial policies influenced by Gandhian approach attempts to align sanitation with nation building and development and how contemporary initiatives link it to global developmental agenda, behavioural change and citizenship.

After due deliberation the Board approved the course outline in its present form as a post graduate elective course in the School and recommended placing this course before the Academic Council for the final approval **(Annexure-72).**

40.3.2. Consider and approve the outline of the course "Public Service Delivery in India" (Elective, 4 credits, 4th semester) (Annexure-73)

The course builds upon two other courses in previous semesters - 'State, Governance and Policymaking' in Semester I and 'Public Policy Processes and Institutions in India' in 2nd Semester in the direction of moving from the macro framework to the micro-politics of the state. In enabling students to understand the everyday working of the state in India, the course seeks to provide a nuanced understanding of how the state in India operates in practice and 'how' and 'why' public service delivery remains sub-optimal. The course will also contribute towards a more informed field work by the students that will ensue as part of MA dissertation in 4th semester.

After due deliberation the Board approved the course outline in its present form as a post graduate elective course in the School and recommended placing this course before the Academic Council for deliberation and approval**(Annexure-73).**

The recommendations made by the Board of Studies in its 3rd meeting held on 26.09.2025 were placed at (**Annexure-74).** The recommendations made by the Board of Studies, School of Public Policy and Governance in its 3rd meeting held on 26.09.2025 regarding course outline for 'MA in Public Policy and Governance' (MAPPG); and approval of placement of courses in the 4th semester of MAPPG wereplaced before the Academic Council for deliberations and consideration in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated and resolved to approve the recommendations made by the Board of Studies, School of Public Policy and Governance regarding course outline for 'MA in Public Policy and Governance' (MAPPG); and approval of placement of courses in the 4th semester of MAPPG were placed before the Academic Council for deliberations and consideration in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Agenda 40.36: To consider the conferment of degrees/ diplomas to the students in the 14th Annual Convocation to be held on 19.12.2025.

It is submitted to the Academic Council that the 14th Annual Convocation of Dr.B.R. Ambedkar University Delhi for conferment of degrees/ diplomas to the students who had successfully completed all the assessment requirements of courses in the year 2025 is scheduled to be held 19.12.2025 at Dr.B.R. Ambedkar University Delhi, Kashmere Gate Campus, and Lothian Road, Delhi.

It is submitted that the Hon'ble Lt. Governor of Delhi, Shri.Vinai Kumar Saxena, in his capacity as the Chancellor of the University will preside over the Convocation ceremony.

It was informed that a total of 921 students(tentative) who completed the prescribed requirements during the academic year 2024-25 will be awarded with PhD, MBA, MVoc, MA, BBA, BVoc, BA (Hons) Degrees/ Diploma in various fields of studies. The details are as under:-

PROGRAMMES	MALE	FEMALE	TOTAL
Undergraduate	174	116	290
Postgraduate	164	461	625
PG Diploma	0	2	2
Ph.D	1	3	4
TOTAL	**339**	**582**	**921**

The agenda regarding conferment of degrees/diplomas to the students in the 14th Annual Convocation to be held on 19.11.2025 was placed before the Academic Council for consideration.

Decision : The Academic Council deliberated and noted that the number of graduands is likely to increase in view of the increase in UG/PG/MPhil/PhD degrees cases which are under process. After due deliberations, the Academic Council in exercise of the powers conferred under the University Act 24 (1) sub clause (xii), the Academic Council considered the conferment of degrees/ diplomas to the graduands in the 14th Annual Convocation to be held on 19.12.2025.

PROGRAMMES	MALE	FEMALE	TOTAL
Undergraduate	174	116	290
Postgraduate	164	461	625
PG Diploma	0	2	2
Ph.D	1	3	4
TOTAL	**339**	**582**	**921**

The Academic Council further authorized the Vice Chancellor to approve and allow any additional case, if permissible as per rules for conferment of degrees/diplomas that can be included in the forthcoming 14th Annual Convocation scheduled on 19.12.2025.

The Meeting ended with vote of thanks.

This issue with the approval of the Competent Authority.

Omkar

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

Appendix-1

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	International Trade
Course code	NSUS1EC115
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	MS2025
Course coordinator and team	

1. How does the course link with the vision of AUD?
   Given the importance of international linkages in the contemporary world, this course especially aligns with AUD's vision of scholarship serving social needs by enabling students to understand and address critical social and economic challenges in contemporary economies.

2. How does the course link with the specific programme(s) where it is being offered?
   This course is a fundamental component of modern economic analysis, introducing key concepts in International Trade. It equips students with the analytical tools needed to examine trade patterns, trade policies, and relevant policy decisions.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This course aims to equip students for advanced studies in economics, building upon the foundational knowledge gained from undergraduate microeconomics 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)
   Successful completion of Microeconomics-I course.

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):
   A semester long course to be offered in the seventh semester or fourth year.

7. **Course Details:**

   a. Summary:
      This course focuses on the theories and policies of international trade. It examines the reasons for trade, the gains from trade, and the impact of trade policies on economies. It

also analyzes how international trade affects income distribution and economic development.

b. Objectives:
    i. To develop a comprehensive understanding of the theories of international trade, including classical and modern theories.
    ii. To examine the impact of trade policies such as tariffs, quotas, and subsidies.
    iii. To understand the role of international organizations in regulating trade.
    iv. To analyze the effects of globalization on national economies.

c. Expected learning outcomes:

At the end of the course, students should be able to -
    i. Analyze the patterns of international trade and the factors that influence them.
    ii. Evaluate the effects of trade policies on domestic and international markets.
    iii. Apply international trade theories to real-world scenarios.
    iv. Explain the role of international institutions in trade.

Provide a critical analysis of the challenges and opportunities of globalization.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):
The course will consist of the following main modules:
    i. **Introduction to International Trade:** This module will present an overview of the patterns of world trade both historical and contemporary, with an special emphasis on India's trade with the rest of the world. It will also introduce students to the key theoretical and policy questions in international trade.
    ii. Classical Trade Theories: This module discusses the classical Ricardian and Hecksher-Ohlin models of trade, showing how these models explain the patterns of trade, gains from trade and the redistributive effects of trade.
    iii. Modern Trade Theories: This module discusses later developments in trade theory, in particular the role of increasing returns, that of firm entry and exit and multinational corporations and the nature of contemporary global supply chains.
    iv. Trade Policy: The module discusses the theory and practice of international trade policy. It takes a political economy perspective, discussing trade policy theories and experiences in the realistic setting of a world where vested interest seek to steer trade policies for their own benefit.

References:
The main textbook for the course will be:

- [KOM] Krugman, P.R., Obstfeld, M. and Melitz, M.J. (2022) *International Economics: Theory and Policy*, 12th Global Edition, Pearson

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

Topic	*References*
Module I: Introduction to International Trade	
Introduction to international trade: Overview of world trade, trade patterns, and the gains from trade.	[KOM], Ch. 1,2 Pomeranz, K. and Topic, S. (2012) *The World Trade Created,* 3rd ed. Routledge. Selected chapters
India in world trade	External sector/trade chapter from latest economic survey.
Module II: Classical trade theories	
Ricardian model and the specific factors model	[KOM], Ch. 3-4
The Hecksher Ohlin model and the "standard" model of trade	[KOM], Ch. 5-6
Module III: Modern trade theories	
Increasing returns and trade	[KOM], Ch. 7
Multinational enterprises and trade	[KOM], Ch. 8
The global value chain	Timmer, Marcel P., Abdul Azeez Erumban, Bart Los, Robert Stehrer, and Gaaitzen J. de Vries. 2014. "Slicing Up Global Value Chains." *Journal of Economic Perspectives* 28 (2): 99–118. Ganapati, Sharat, and Woan Foong Wong. 2023. "How Far Goods Travel: Global Transport and Supply Chains from 1965–2020." *Journal of Economic Perspectives* 37 (3): 3–30.

Module IV: Trade Policy	
Instruments of trade policy	[KOM], Ch. 9
Political economy of trade policy	[KOM], Ch. 10
Introduction to trade policy debates	[KOM], Ch. 11 Bhagwati, J (2002) *Free Trade Today*, Princeton University Press, Ch. 1
Alternative trade policies for developing countries	[KOM], Ch. 12 Oatley, T. (2023) *International Political Economy,* 7th ed., Routledge, Ch. 6-7

(ii) Assessment Plan (weight, mode, scheduling) for the course:
Two class tests with weights 50% each.

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) 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

Appendix-2

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	Research Methods in Economics
Course code	NSUS1EC121
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. How does the course link with the vision of AUD?
   The Research Methodology course aligns with the vision of AUD by promoting critical thinking, ethical scholarship, and socially relevant inquiry. By equipping students with basic research skills, this course aims to encourage students to engage with real-world economic issues through rigorous and inclusive research practices.

2. How does the course link with the specific programme(s) where it is being offered?
   This is a foundational course in research methodology designed to equip students with essential research skills, deepen their understanding of the significance of research in Economics, and inspire them to undertake meaningful and relevant research.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   No.

4. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify)
   Pre-requisites of this course is Mathematical Methods for Economics and Statistical Methods for Economics.

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):
   A semester long course to be offered in the seventh semester.

7. **Course Details:**
   a. Summary:

   This course introduces students to the principles and practices of conducting research and the ethical dimensions of research in economics. It covers the formulation of research problem, data collection and analysis techniques required for research. By combining

theoretical frameworks with empirical tools, the course enables students to critically engage with economic issues, interpret data meaningfully, and produce academically sound research. It serves as a foundation for independent research and advanced study in economics and related disciplines.

b. Objectives:
    i. To develop a clear understanding of the scope and significance of research in economics.
    ii. To introduce students to the fundamental concepts, tools, and techniques of academic research in economics.
    iii. To equip students with basic analytical skills to undertake research in economics.
    iv. To equip students with necessary skills for working with data from large complex surveys.
    v. To equip students with necessary skills for analysing national and international data sets.

c. Expected learning outcomes:

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

    1. Identify and formulate economic questions and hypotheses.
    2. Write review of literature.
    3. Identify and collect relevant secondary data from NSSO, Census, IHDS, RBI, The World Bank, IMF and FAO etc.
    4. Apply appropriate sampling techniques and develop questionnaires for primary survey.
    5. Analyse and interpret economic data using statistical tools.
    6. Prepare well-structured research reports and academic papers with standard referencing and formatting styles.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):
The course will consist of the following main modules:
    1. Introduction to research methodology:
    Importance of research, types of research studies, types of research methods- qualitative and quantitative, concept of causality. Ethical consideration
    2. Research Design & Literature Survey
        a. Different types of qualitative and quantitative research design
        b. Identifying research problem and formulating research questions.
        c. How to review Literature
        d. Writing research proposal
    3. Data collection and Survey design
        a. Methods of data collection in qualitative and quantitative research.
        b. Primary data collection, Sampling Techniques and Questionnaire
        c. Introduction to major secondary data sources: NSSO, IHDS, NFHS
        d. Data Cleaning and Preparation
        e. Data Tabulation and Analysis
    4. Academic Writing and Referencing
        a. Writing in an academic style
        b. Citations and Referencing
        c. Bibliography and reference management

d. Avoiding Plagiarism
e. Preparing Research Reports and presentations

References:

The main textbooks for the course will be:

1. Kumar, R. (1999), Research Methodology: a Step-by-Step Guide for Beginners, Sage publication.
2. The Effect, https://theeffectbook.net/, selections from Ch. 1-11
3. McCloskey D (2000), *Economical Writing, Waveland Inc,* https://www.amazon.in/Economical-Writing-Third-Thirty-Five-Persuasive/dp/022644807X
4. APA style and Grammar Guidelines, https://apastyle.apa.org/style-grammar-guidelines

e. Course contents detailed in (a) week-wise format

Topic	*Descrpition*	*References*
Introduction to research methodology	Importance of research, types of research studies, types of research methods-qualitative and quantitative, concept of causality. Ethical consideration, research design	[RK] ch-1, 7 Chapter 1 The effect ch-1
Research Design & Literature Survey	Research design, Identifying research question and formulating hypothesis. How to review the Literature and write research proposal	[RK] ch-8, 3,4,5,6, 13 The effect ch-2
Data collection and Survey design	Methods of data collection, questionnaire design, primary data collection, secondary data extraction and data analysis	[RK], Ch- 9,12,14 & 15
Academic Writing and Referencing	Academic writing style, citations, references, bibliography and plagiarism.	[RK], Ch- 16, 17 McCloskey, APA Style

(ii) Assessment Plan (weight, mode, scheduling) for the course: Mid-Term Assessment (50%) and End-Term Assessment (50%)

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)
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

Appendix-3

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 Honors
Course title	Economics of Regulation
Course code	NSUS1EC138
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	
Course coordinator and team	Dr. Parag Waknis & Dr. Robin Singhal

1. How does the course link with the vision of AUD?
   The course outlines optimal policy interventions to regulate economic activities undertaken by the private and public sector to maximize social welfare- an integral part of the vision of AUD.

2. How does the course link with the specific programme(s) where it is being offered?
   This course offers a glimpse into public policy aspects of economics thereby improving the grasp of students over issues and concerns in applied economics. The economics of regulation course complements core courses like microeconomics and public economics from the four year undergraduate programme in economics at AUD.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   It builds on the core two semester microeconomics sequence as well as connects to related core courses and electives like public economics, industrial organization, economics of environment, and health economics.

4. 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 & II, Public Economics or Industrial Organization (recommended)

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 taught course, amenable to be taught in a seminar mode.

7. Course Details:
   a. Summary:
      This course explores the economic foundations, institutional frameworks, and policy applications of regulation, with a particular focus on India. Using *Economics of Regulation and Antitrust* (5th Edition) by Viscusi, Harrington, and Sappington as the core text, students will examine why and how governments regulate markets—through

price controls, incentive schemes, environmental standards, and competition enforcement. The course analyzes key theories of market failure, regulatory design, and institutional governance, integrating real-world Indian case studies from sectors such as telecommunications, electricity, finance, and digital platforms. By the end of the course, students will be able to critically evaluate regulatory interventions and understand the complex trade-offs between efficiency, equity, and accountability in the regulatory state.

b. Objectives:

i. To introduce students to theoretical framework essential to address market failures such as monopoly power, externalities, and information asymmetries.
ii. To introduce students to changing contours of regulation in India as it shifted from direct state control to independent, sector-specific regulatory authorities (e.g., TRAI, SEBI, CERC, CCI).
iii. To provide students with tools to analyze when regulation is justified, what forms it can take, and how it impacts efficiency, equity, and innovation.
iv. To build skills allowing students to evaluate regulatory decisions in key Indian sectors, including telecom, energy, finance, and digital platforms.

c. Expected learning outcomes:

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

I. Explain the economic rationale for government regulation in the presence of market failures such as monopoly power, externalities, and information asymmetries.
II. Differentiate between various forms of regulation (e.g., price regulation, social regulation, competition policy) and their intended economic effects.
III. Analyze the design and performance of regulatory institutions, with emphasis on Indian regulators like TRAI, SEBI, CERC, and the Competition Commission of India (CCI).
IV. Evaluate the trade-offs between regulatory goals such as efficiency, equity, innovation, and administrative feasibility.
V. Apply cost-benefit analysis and economic tools to assess the impact of specific regulatory policies in Indian sectors like energy, telecom, infrastructure, and finance.
VI. Critically assess regulatory failures and reform efforts in India, using real-world case studies.
VII. Communicate regulatory analysis clearly through written reports and oral presentations.

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

In recent decades, India has witnessed significant regulatory transformation across sectors—from telecommunications and energy to digital markets and public health. Understanding the economics underlying regulation is vital for shaping policies that promote efficiency, equity, and accountability in a rapidly evolving mixed economy.

This course, *Economics of Regulation*, offers advanced undergraduate students a structured framework to analyze the rationale, design, and consequences of regulatory interventions. It blends foundational economic theory with real-world Indian examples, using *Economics of Regulation and Antitrust* (5th Edition) by Viscusi, Harrington, and Sappington as the core text and Kapur, D., & Khosla, M. (2020). *Regulation in India: Design, capacity, performance*.

Unit Outlines

Unit 1: Foundations of Regulation

- **Topics:**
  - Introduction to the need for regulation
  - The process of regulatory design
  - Theories of regulation: public interest, capture, and economic theory
- **India Focus:**
  - Historical evolution of Indian regulatory institutions (CCI, TRAI, SEBI)
  - RTI Act and environmental regulations
  - Case study: Capture theory in Indian telecom and coal sector

Unit 2: Antitrust Economics and Indian Competition Law

- **Topics:**
  - Basics of antitrust policy: monopoly, market power, and abuse
  - Collusion and cartel behavior
  - Mergers, vertical restraints, and price discrimination
  - Antitrust in digital markets
- **India Focus:**
  - CCI enforcement actions (e.g., DLF, Google)
  - Collusion in cement and aviation industries
  - M&A cases (e.g., Amazon–Future Retail)
  - Platform regulation (Zomato, Swiggy) and India's approach to big tech (Digital Competition Bill)

Unit 3: Economic Regulation and Infrastructure Sectors

- **Topics:**
  - Economic rationale for price regulation
  - Franchise bidding and pricing models
  - Natural monopoly and incentive regulation
  - Sectoral regulation in transport and energy
- **India Focus:**
  - Electricity Act, PNGRB, AERA
  - Case studies on Metro rail, cable TV, and discom reforms
  - Uber/Ola and Indian Railways reforms
  - Energy crises and pricing dynamics

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

The main readings for this course are follows:

- W Kip Viscusi, Joseph Emmett Harrington, & Edward, D. (2018). *Economics of regulation and antitrust*. Cambridge, Massachusetts London, England The Mit Press. **VHE**
- Kapur, D., & Khosla, M. (2020). *Regulation in India: Design, capacity, performance*. Hart Publishing. **KD**

Module	Topic	Readings (Chapters)	India Focus Suggestions
1	Introduction to Regulation	Ch. 1 VHE	Evolution of regulation in India; Overview of key regulators (CCI, TRAI, SEBI, etc.)
	The Making of Regulation	Ch. 2 VHE Ch. 1 KD	Indian regulatory development – case of environmental regulations and RTI
	Theories of Regulation	Ch. 2 (contd.) VHE	Capture theory in Indian telecom/coal regulation
2	Introduction to Antitrust	Ch. 3 VHE Ch.13 KD	CCI's role; Indian cases on market abuse (e.g., DLF, Google)
	Oligopoly, Collusion, and Antitrust	Ch. 4 VHE	Cement cartel and airline pricing in India
	Market Structure & Mergers	Chs. 5–6 VHE	Amazon–Future Retail, Reliance–Viacom18, etc.
	Vertical Restraints & Price Discrimination	Chs. 7–8 VHE	Platform economics (e.g., Swiggy/Zomato), trade margins in pharma
	Antitrust in the New Economy	Ch. 9 VHE	Digital markets and big tech in India (MeitY, Digital Competition Bill)
3	Introduction to Economic Regulation	Ch. 10 VHE	Electricity Act, PNGRB in oil/gas, AERA in aviation
	Franchise Bidding &	Chs. 11–12 VHE	Cable TV, electricity

	Pricing		distribution, Metro rail
	Incentive Regulation & Natural Monopoly	Chs. 13–14 VHE Ch. 8 KD	TRAI price caps, India's telco regulation, discom reforms

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

End Semester Exam	50%
Problem Sets	10%
Group Projects & Presentations	40%

8. Pedagogy:
   a. Instructional strategies: Classroom lectures, audio visual aids, and group work.

   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: AUD faculty can teach this course.

   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

Appendix-4

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	Theory of Industrial Organization
Course code	NSUS1EC139
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	
Course coordinator and team	Taposik Banerjee, Jyotirmoy Bhattacharya

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

   This elective course is designed for fourth-year undergraduate economics students, aiming to prepare and inspire them for advanced studies in economics. It provides insights into the modern theories of industrial organization, reflecting AUD's commitment to both academic excellence and the social relevance of education.

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

   This course is a fundamental component of modern economic analysis, introducing key concepts in Industrial Organization. It equips students with the analytical tools needed to examine market structures, firm behavior, and relevant policy decisions. This aligns with AUD's vision of scholarship serving social needs by enabling students to understand and address critical social and economic challenges in contemporary economies.

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

   This course aims to equip students for advanced studies in Economics, building upo n the foundational knowledge gained from undergraduate Microeconomics courses.

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

   Successful completion of Microeconomics-1 and Microeconomics-2 courses offered in 3rd and 4th semesters.

5. No. of students to be admitted (with justification if lower than 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):

   A semester long course to be offered in the seventh semester or fourth year.

7. **Course Details:**

a. Summary:

A significant portion of economic activity occurs through markets, which play a crucial role in the allocation of goods and influence production decisions. This course focuses on the functioning of imperfectly competitive markets and how firms respond to market conditions. It examines how these decisions impact both private interests and broader social outcomes, placing such analysis at the core of Industrial Organization.

b. Objectives:

- To develop a comprehensive understanding of different market structures (perfect competition, monopoly, oligopoly, and monopolistic competition) and their implications for firms and consumers.
- To examine how firms make strategic decisions regarding pricing, output, mergers, advertising, and market entry in response to competitive pressures.
- To understand how firms acquire and maintain market power, create barriers to entry, and engage in strategic behavior to maximize profits.
- To investigate how firms invest in research and development (R&D), intellectual property, and innovation to maintain a competitive edge.

c. Expected learning outcomes:

At the end of the course, students should be able to -

- Analyze different market and their impact on firms' pricing and production decisions.
- Examine how firms make strategic decisions regarding pricing, product differentiation, mergers, and advertising in competitive and concentrated markets.
- Apply game-theoretic models to understand firm interactions, including collusion, entry deterrence, and strategic commitments.
- Evaluate the role of government policies in regulating market power, preventing monopolistic practices, and ensuring fair competition.
- Explore the role of research and development, technological progress, and intellectual property rights in shaping industrial dynamics.
- Apply industrial organization theories to case studies involving real-world industries, such as telecommunications, pharmaceuticals, and digital markets.

d. Overall structure (course organization, rationale of organization; outline of each module):

The course will consist of the following main modules:

- Itroduction to Industrial Organization
- Imperfect competition and Market Power
- Sources of market power
- Pricing Strategies and market segmentation
- Innovation and R&D

Essential Readings:

Introduction to Industrial Organization by L. M. B. Cabral
Industrial Organization: Markets and Strategies by Belleflamme and Peitz (BP)
Industrial Organization: Theory and Applications by Oz Shy

Topic	References
Itroduction to Industrial Organization: Firms, Consumers and Market	BP Ch-1, 2 Cabral Ch-1,2,3
Imperfect competition and Market Power: The unit analysis static and dynamic aspects of imperfect competition. This unit discusses models of price competition, quantity competition, sequential choice and free entry.	BP Ch-3,4 Additional readings Cabral Ch-4,5,6,8
Sources of market power: This unit analyses product differentiation, marketing strategies and consumer inertia.	BP Ch-5,6,7 Additional readings: Cabral Ch - 14
Pricing Strategies and market segmentation: This unit examines different pricing strategies used by firms to maximize profits. It covers issues of price discrimination, personalised pricing, menu pricing. The unit further discusses Intertemporal price discrimination and Bundling.	BP Ch-10,11 Additional readings: Cabral Ch-6, 10, 11, 12
Innovation and R&D: This unit analyses Market structure and incentives to innovate, effects of innovation on market structure, effects of R&D cooperation, innovation and public policy	BP Ch-18,19 Additional readings: Cabral Ch - 15
Revision of the course	

Assessment:

Two class tests with weights 50% each.

1. **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/other 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, 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

Appendix-5

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	Financial Economics
Course code	NSUS1EC140
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	MS 2025
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 Intermediate Microeconomics I and Intermediate Macroeconomics II and forms the sequence of courses related to modern macroeconomics along with courses like Monetary Economics, Money, Banking, and Financial Markets in the four year undergraduate program 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)

   Microeconomics I, Macroeconomics 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?

   Financial economics concerns with people's ability to achieve beneficial intertemporal trades that arguably increases welfare of the individual and society. A deep understanding of the working of financials decisions and markets could empower governments to make them work to the benefit of everyone in the society via effective public policy and regulation. This welfare improving role of financial markets makes them worthy of study as part of the broad liberal education paradigm practiced at AUD.

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:

This course introduces students to the economics of financial markets. It focuses on three questions: how do financial markets enable individuals to achieve intertemporal exchanges, how do we know if this job is done well, and what are the implications for public policy of our answers to these two questions. The ability of individuals to achieve the desired intertemporal allocations of resources determines their response to changes in the economic environment in general and those pertaining to various government policies in particular. In this sense, the efficiency of financial markets affects the resource allocation in the economy and hence its ability to produce goods and services. The financial crisis of August 2008 and the subsequent recession is the case in point. The completion of this course will also serve as the first foray into a relatively new area of research called Macro Finance, which is a broad area at the intersection of financial economics and macroeconomics.

b. Objectives:

i. To introduce students to the economic function of the financial markets.
ii. To understand the various players in financial markets and their decision-making processes.
iii. To introduce students to the fundamental economics of intertemporal resource allocation.
iv. To introduce students to theories of asset pricing and the efficient market hypothesis.
v. To understand the implications of financial market imperfections for financial decisions and public policy.

c. Expected learning outcomes:

At the end of the course students should be able to

I. describe the economic function of financial markets and their role in facilitating consumption-savings decisions of households.
II. solve the intertemporal optimization problem and show its diagrammatic representation.
III. describe the basic principles of portfolio selection.
IV. describe basic principles of asset pricing using the Capital Asset Pricing Model.
V. explain the effect of capital market imperfections on the consumers' and firms' financing decisions.
VI. explain the link between efficiency of financial markets, financial intermediation and the macroeconomy.

VII. define systemic risk and explain its connection with financial innovation.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

The course is divided into three parts: microeconomics of financial decisions for consumers, for firms, and asset pricing models and macrofinance. This coverage allows the study of financial decisions by consumers, firms, and the effect of their aggregate actions on pricing of assets and other risky claims. It also opens the discussion of interaction of financial markets and markets for goods and services- an area now termed as macrofinance.

Unit 1: Microeconomics of Financial Decisions for consumers:

This unit will cover topics like intertemporal choice, choice under uncertainty, risky assets, asset pricing models like CAPM, and asymmetric information.

Unit 2: Microeconomics of Financial Decisions for Firms:

This unit will cover topics like wealth creation through investment in productive opportunities, Fisher Separation Theorem, and firm financing decisions under perfect & imperfect capital markets.

Unit 3: Macrofinance:

This unit will cover topics like financial markets and macroeconomy, financial crisis, bubbles, notions of liquidity, systemic risk, and financial regulation.

e. Contents (week wise plan with readings):

The main textbooks for the course will be:

1. Fabozzi, Neave, and Zhou (2012), Financial Economics, Wiley (FNZ).
2. Varian Hal (2014), Intermediate Microeconomics with Calculus, WW Norton (Varian).
3. Bergstrom & Varian, Workouts in Intermediate Microeconomics, WW Norton.
4. Bradfield James (2007), Introduction to the Economics of Financial Markets, Oxford University Press (BRAD).
5. Brunnermeier & Reiss (2023), A Crash Course on Crises: macroeconomic concepts for run-ups, collapses, and recoveries, Princeton University Press (BruR)

Module	Topic	Readings
1	Introduction.Economics of financial	Chapter 1 & 2 BRAD

	markets, market efficiency, three fundamental tradeoffs, types of markets, types of securities, etc	
	Intertemporal Choice, Asset Markets, Uncertainty, Risky Assets, Asymmetric Information	Chapter 10-13,38, Varian
2	Creating Wealth by Investing in Productive Opportunities, How Investors Value Firms, Firm Financing Decisions in a Perfect Capital Market, Firm Investment Decisions	Chapter 3-6, FNZ
3	Bubbles & Beliefs, Financial Crisis, Macro-finance	Chapter 2-5, BruR

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
Two Written Test	60% (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)
   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

Appendix-6

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	Open Economy Macroeconomics
Course code	NSUS1EC141
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	
Course coordinator and team	

1. How does the course link with the vision of AUD?
   Given the importance of international linkages in the contemporary world, this course especially aligns with AUD's vision of scholarship serving social needs by enabling students to understand and address critical social and economic challenges in contemporary economies.

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

   This course progresses directly from the previous courses in macroeconomics, extending the earlier understanding of closed-economy macroeconomics to the open-economy context. It equips students with the analytical tools needed to examine current and capital account flows, exchange rate movements and the international transmission of macroeconomic and financial shocks.

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

   This course aims to equip students for advanced studies in economics, building upon the foundational knowledge gained from previous undergraduate macroeconomics 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)
   Successful completion of the Macroeconomics-II course. This course is based on a microeconomics-based approach to macroeconomics, so Macroeconomics-I is neither a necessary nor a sufficient prerequisite.

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):
   A semester long course to be offered in the seventh semester or fourth year.

7. **Course Details:**
   a. Summary:

This course focuses on the macroeconomics of open economies. It examines how consumption-savings and portfolio allocation decisions by agents in multiple countries simultaneously determines the macroeconomic dynamics in all countries. From the outset it takes the intertemporal, microeconomics-based approach that is found in contemporary academic research and emphasises a principles approach to expectations and stock-flow relationships.

b. Objectives:

■ To develop a clear understanding of balance of payment accounting and the institutional setting of international finance.
■ To explain how intertemporal choices of households and firms simultaneously determine current and capital market flows.
■ To explain the important role of asset markets and expectations of asset-market participants.
■ To analyze the national and international responses to shocks of various kinds.

c. Expected learning outcomes:

At the end of the course, students should be able to -
■ Correctly classify transactions of different kinds in the balance of payments account.
■ To derive equilibrium and optimization conditions in different markets and give them economic interpretations.
■ To explain and compare different theories of the determinants of major open-economy variables such as the current account deficit, asset prices and nominal and real exchange rates.
■ To analyse the response of different shocks as they propagate through different markets and nations.

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

The course will consist of the following main modules:

i. **Introduction:** This module will train students in the basics of balance of payments accounting and the institutional setting of the exchange rate market. This module will also provide the historical context to the subject
ii. **Determinants of the Current Account:** This module presents models of the current account based on intertemporal optimization by households and firms. Starting from a small pure-exchange economy it progresses to large economies with production.
iii. **Real Exchange Rates:** This module discusses the real determinants of the real exchange rates. It starts with a basic purchasing power parity model which is then extended to include non-traded goods.
iv. **Monetary Policy:** The module introduces nominal rigidities and discusses international equilibrium and the determination of nominal exchange rates in a sticky-price world.

References:

The main textbooks for the course will be:

- [KOM] Krugman, P.R., Obstfeld, M. and Melitz, M.J. (2022) *International Economics: Theory and Policy*, 12th Global Edition, Pearson
- [SUM] Schmitt-Grohé, S, Uribe, M. and Woodford, M. (2022) *International Macroeconomics: A Modern Approach,* Princeton University Press

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

Topic	*References*
Module I: Introduction	
Balance of payments accounting	[KOM], Ch. 13 India's balance of payments accounts
Exchange rates and the foreign exchange market	[KOM], Ch. 14
The evolution of the international monetary system	[KOM], 19, 20, 22
Module II: Determinants of the Current Account	
A small exchange economy	[SUM], Ch. 3
A production economy	[SUM], Ch. 5
A large-open economy	[SUM], Ch. 7
Fiscal deficits and the current account	[SUM], Ch. 8
Module III: Real exchange rates	
Purchasing power parity	[SUM], Ch. 9
Non-tradeable goods and the real exchange rate	[SUM], Ch. 10

Module IV: Monetary Policy	
Monetary policy and the determination of nominal interest rates	[SUM], Ch. 13
Review and summing up	

ii. **Assessment:**
Two class tests with weights 50% each.

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/other 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, 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

Appendix-7

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	Theories of Marginality
Course code	NSUS1EN215
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Discipline Specific Core (DSC)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG, Semester VII
Proposed date of launch	MS 2025
Course coordinator and team	Dr. Bhoomika Meiling

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

   The course is designed to engage students with critical issues related to identity and subjectivity of those groups who inhabit the social margins. With a focus on caste, sexuality, indigeneity, subalternity, disability, mental health, race and ecological concern, the course seeks to develop a deep understanding of the dynamics of oppression, negligence and even erasure in the world the students inhabit. As a course that encourages a critical look at questions pertaining to social justice and equality, it participates in the vision of AUD to encourage critical thinking around issues that confront us on a daily basis.

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

   The course takes the students to an advanced understanding of literary theory, the basics of which are covered in earlier semesters. Among other things, it also seeks to draw a connection for the students between the literature they have encountered in the programme, the theory behind it and the real unequal world that they inhabit. By drawing readings from different epistemes, the course conforms to the vision of the MA program in English which seeks inspiration in the non-literary as much as it does in the literary domain.

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

   As a theory centric course, Theories of Marginality builds on 'Introduction to Literary Theory'. It has some overlaps with 'Indian and World Literature', 'Issues of Gender' and 'Folk, Oral, Indigenous and Popular Literatures' because of the shared focus on marginality in all these 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)

   It will be appreciated if the students opting for this course can connect deeply with people on the margins of society.

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:

   With the gradual shift within literary theory from the text to the subject and meaning to representation, there has also been a shift of focus from the Euro-American to the 'Third World'/ 'Orient'/ erstwhile colonial subjects. With the marginalized people voicing their lived realities with increasing emphasis, the orientation of literary theory has taken a meaningful turn. This course recognizes this significant shift and seeks to help students in comprehending the dynamics of oppression, negligence and even erasure in the world they inhabit. It therefore traces the trajectory of literary theory from the 'first world' to the 'third world' vis-à-vis the divisive categories of gender and sexuality, ecology, caste, ethnicity, race and disability. The course will include a study of theories related to sexuality, queer politics, mental illness, subalternity, disability, indigeneity, caste and ecological concerns.

   b. Objectives:

      The course will provide a broad understanding of the theories related to sexuality, queer politics, subalternity, disability, indigeneity, caste and ecological concerns. Students will be familiarized with some readings pertaining to these theories and the contentious debates that abound regarding the identities on the social, political, ecological, physical, psychic as well as moral margins.

   c. Expected learning outcomes:

      i) The students will develop an understanding of the meaning of marginality, inequality and subalternity.
      ii) The students will also learn to analyse theoretical readings delineating marginalization in select forms of Caste and Indigeneity.
      iii) They will learn to make critical connections regarding the monolithic definitions of sexuality which lead to marginality of those outside the realm of heteronormativity.
      iv) They will understand the overlaps, distinctions, discontents and limitations of dominant identity markers which fail to embrace the marginal in terms of ability and mental health.
      v) Students will develop an understanding of the processes through which the ecological counterparts of human race are being pushed to the margins and what are the major ecological concerns of our times.

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

The Course is divided in *five* small modules comprising two to three readings each.

Module 1: Introduction and Reading Subalternity

An introduction to the term Marginality: An Analysis of the different contours of the margins we are looking at in this course.

Discussions on the politics of the centre-margin duality and its shifting dynamics.

A brief discussion on the Intersectional nature of identities.

The concept of the subaltern will be introduced. Students will be familiarized with the circumstances associated with the rise of the subaltern group. Two representative essays from their writing will be taken up for detailed discussion.

Module 2: Reading Caste and Indigeneity

Students will be introduced to the most common discourses and counter-discourses of caste. The intersectionalities between caste, class and gender will also be discussed.

The module will also proceed with a reading of a selection from the UN Declaration of the Rights of the Indigenous People which seeks to define who the indigenous people of the world are. It further sensitizes students towards the conditions of the Adivasis in India.

Module 3: Understanding Sexuality as a Spectrum

The module introduces the idea of sexuality expanding beyond heteronormativity.

Module 4: Reading Disability and Madness

The notion of the perfect aesthetically sculpted body renders disability a phenomenon of the margins. This kind of marginalization is the focus of this module. Students will also be familiarized with the oppressive nature of commonest notions on aesthetics in this module.

This module also briefly seeks to study the experiences of those living on the psychic margins of the society. Discussions around the politics of labels of madness, mental instability and mental illness will encourage students to critically examine social exclusion of the “mad” as pariahs.

Module 5: Reading Ecocriticism

This module introduces the ecological discourse which has long been ignored and willingly marginalized to accommodate a sectarian politics of human greed worldwide.

The ecological margins inhabited by all the non-human species, bear the brunt of the "progress" of the humans. This module will sensitize students towards these burning ecological issues.

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:

I. **An introduction to the term Marginality and Reading Subalternity** (Week 1-3)

a. An Analysis of the different contours of the margins we are looking at in this course.

b. Discussions on the politics of the centre-margin duality and shifting dynamics

c. A brief discussion on the Intersectional nature of identities.

d. Discussions on Sabalternity

Crenshaw, Kimberle. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics". In *Feminist Legal Theory: Foundations*. Ed. D. Kelly Weisberg. Philadelphia: Temple University Press, 1993. pp. 383-395.

Guha, Ranajit. 'Lecture One'. In *An Indian Historiography of India.* Kolkata: CSSS, 1988. Pp. 1-26.

Chaterjee, Partha. 'The Nation and its Peasants'. In *The Nation and its Fragments: Colonial and Postcolonial Histories.* Princeton: Princeton University Press, 1993. Pp. 158-172.

Suggested Reading: Herbst, Susan. *Politics at the Margin: Historical Studies of Public Expression outside the Mainstream.* Cambridge: Cambridge University Press, 1994.

Guha, Ranajit. *A Subaltern Studies Reader: 1986-1995.* Minneapolis: University of Minnesota Press, 1997.

II. **Reading Caste and Indigeneity** (Week 4-6)

Omvedt Gail. *Understanding Caste: From Buddha to Ambedkar and Beyond.* Hyderabad: Orient Blackswan, 2011. Pp. Vii-Xii and 83-90.

Bagul, Baburao. 'Dalit Literature is But Human Literature' in *Poisoned Bread*. Ed. Arjun Dangle. Hyderabad: Orient Longman, 1992. pp 271-289.

Chakravarti, Uma. *Gendering Caste Through a Feminist Lens.* Kolkata: Stree, 2003. Pp. 1-5 and 37-65.

'Who are Indigenous People' in Chapter 1, UN Declaration of the Rights of Indigenous People

Devy, G. N. 'The Incomplete Blood Cell' in *A Nomad Called Thief.* Hyderabad: Orient Longman, 2006. Pp. 1-20.

Suggested Reading: Sarkar, Sumit and Tanika Sarkar. Eds. *Caste in Modern India: A Reader.* Ranikhet: Permanent Black, 2014.

Rao, V. Srinivasa. *Adivasi rights and Exclusion in India.* New Delhi: Routledge, 2020.

III. **Understanding Sexuality as a Spectrum** (week 7-8)

Rubin, Gayle. 'Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality' in *Deviations.* Durham and London: Duke University Press, 2011. Pp. 137-181.

Menon, Nivedita. 'Outing Heteronormativity: Nation, Citizen, Feminist Disruptions.' In *Sexualities: Issues in Contemporary Indian Feminism.* Ed. Nivedita Menon. New Delhi: Women Unlimited, 2007. Pp. 3-51.

Suggested Reading: McCann, Hannah and Whitney Monaghan. Eds. *Queer Theory Now: From Foundations to Futures*. London: Red Globe Press, 2020.

IV. **Reading Disability and Madness** (week 9)

Bolt, David. 'Aesthetic Blindness: Symbolism, Realism and Reality' in *The Disability Reader.* Ed. Lennard J. Davis. New York: Routledge, 2017. Pp. 256-268.

Ghai, Anita. 'Politics of Identity: Oppression and Resistance.' In *Rethinking Diability in India.* New Delhi: Routledge, 2015. Pp.261-297.

Whitaker, Robert. Mad in America: Bad Science, Bad Medicine and the Enduring Mistreatment of the Mentally Ill. New York: Basic books, 2002. Pp. 3-18.

Suggested Reading: Ghai, Anita. Ed. *Disability in South Asia: Knowledge and Experience.* New Delhi: Sage, 2018.

V. **Reading Ecocriticism** (week 10)

Glotfelty, Cheryll. 'Literary Studies in the Age of Environmental Crisis' in *The Ecocriticism Reader: Landmarks in Literary Ecology.* Ed. Cheryll Glotfelty and Harold Fromm. Athens, Georgia: Georgia University Press, 1996. Pp. xv- xxxvii.

Shiva, Vandana. 'The Impoverishment of the Environment: Women and Children Last' *Ecofeminism.* Eds. Maria Mies and Vandana Shiva. London: Zed Books, 2014. Pp. 102-121.

Suggested Reading: Coupe, Laurence. *The Green Studies Reader.* London: Routledge, 2000.

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

S. No.	Assessment	Period in which the assessment will take place	Weightage
1.	Class Presentations and Report	8th week	50%
2.	End Semester Examintaion	16th week	50%

8. **Pedagogy:**
   a. Instructional strategies: NA

   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: English Faculty at SoL, AUD.

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

Dr. Bhoomika Meiling
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

Appendix-8

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 (Honours) with Major in English
Course title	Introduction to Research Methods
Course code	NSUS1EN216
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core (RM)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	MS 2025
Course coordinator and team	Dr. Amit Singh

1. How does the course link with the vision of AUD?
   This course is in-sync with AUD's vision to promote high quality research, an integral part of teaching-learning in higher education.

2. How does the course link with the specific programme(s) where it is being offered?
   The English Programme at AUD attempts to transcend the conventional boundaries of teaching and learning, and it gets reflected in its wide range of innovative syllabi as well as the adopted pedagogies and methodologies. It's imperative, therefore, that this programme acquaints its students with the cutting-edge research practices. A thorough understanding of different ways of analysis and interpretation of literatures need an informed and up to date understanding of research practices. In addition, this course will help the undergraduates gain knowledge and practice that would prepare them for better engagements in post-graduation.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This course connects directly with the research methods courses offered by other programmes, and will definitely benefit from the insights offered by 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)

   Basic research aptitude and interest in newer investigations would suffice.

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

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

7. **Course Details:**

Summary: This course attempts to introduce undergraduate students to the nuances as well as the idea and variety of research methods and methodology. An engaged understanding of writing a sound research proposal will also be attempted in this course. An in-depth understanding of the relationship between theory, data and methods will also be attempted to achieve. A proper understanding of identifying research problem/ questions, hypothesis and research design will be the focus of this course. An understanding of commonalities and differences between qualitative and quantitative research methods will also be part of this course. Students will be encouraged to investigate different research methods after they are introduced to two to three select methods through class interactions. The selection of the research methods for class interactions will be based on the cohort as well as research interests of the students enrolled in this course. The course will also introduce students to various ethical issues concerning research practices, along with highlighting the need as well as resourcefulness of the referencing styles, particularly MLA, in research.

Objectives: The objective of this course is to acquaint students with the need of good understanding of research methods and methodology, along with giving them a first hand-experience of some select research methods. Various elements of research design in particular and research in general will be discussed in class to develop its thorough understanding among students. Students will also be introduced to the ethical practices in research, especially in the wake of abundance of resources on internet and other technological advancements.

a. **Expected Learning Outcomes**: After the completion of the course:

1.Students will be able to understand the core concepts, ideas and nomenclature of different aspects of research in general and research methods in particular.
2. They'll develop an overall understanding of a variety of research practices as well as methods in conducting a good research.
3. They will be able to understand the ways in which the information/ data for research is collected, categorised and, ultimately, analysed.
4. They'll also be able to develop a deep understanding of the relationship between methods and theories, along with a knowledge of different methods adopted by researchers and well-suited for their respective projects across globe.
5. They will also be able to know and use various online resources available to researchers while fully acknowledging and adopting the ethical concerns in conducting research.

a. **Overall Structure** (course organisation; rationale of organisation; brief module outlines): The course is divided into modules around topics on "Introduction to Research Methods and Methodology", "Writing Proposals", "Research Problem/ Questions, Hypothesis, Research Design", "Select Research Methods", and "Citations and References, along with Ethical Concerns in Research".

Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format: This course will be divided in five modules to be transacted within weeks as indicated against each module below.

(b) (i) Module-wise Format with following details for each module:
Module [No.] [Module Title] [No. of classes needed]
[Detailed description of module]
Module Objective:
Essential readings with page numbers:

Module I: Writing a Sound Research Proposal (Weeks 1-2)

This module engages students in transforming their ideas into an actual research proposal, along with engaging them in preparing a robust review of literature. Taking note of prevalent frameworks in different universities/ institutions, students will be encouraged to write a research proposal, and compare their subsequent drafts and share their progress with their peers and develop skills to write a sound research proposal.

Readings to be discussed in the class:

Denscombe, Martyn. *Research Proposals: A Practical Guide*. Berkshire: Open University Press, 2012, 1-143.

Terrell, Steven R. *Writing a Proposal for Your Dissertation: Guidelines and Examples*. New York: The Guilford Press, 2023, 1-79 & 243-264.

Suggested Readings:

Damaskinidis, George and Anastasia Christodoulou. *Writing Research Proposals for Social Sciences and Humanities in a Higher Education Context*. Newcastle: Cambridge Scholars Publishing, 2019.

Module 2: Introduction to Research (Weeks 3-6)

This module introduces students to what is research and how a researcher sees, perceives, and investigates "things" in her line of enquiry. It also introduces them to the variety of methods and their relevance in research investigations, along with drawing connections between theory, data and methods. A focussed introduction to Qualitative Research will also be attempted in this module.

Readings to be discussed in the class:

Rosen, Amanda. *Effective Research Methods for Any Project*. Virginia: The Great Courses, 2019, 3-66 & 197-243.

Suggested Readings:

Kothari, C. R. *Research Methodology: Methods and Techniques*. New Delhi: New Age Publishers, 2004.

Module 3: Research Problem/ Question, Hypothesis, Research Design (Weeks 7-8)

This module will help students to identify a research problem, formulate research questions, develop hypothesis (if any), and get a proper understanding of various steps involved in an effective research design. The ethical concerns at all the steps involved in a research will also be discussed elaborately.

Readings to be discussed in the class:

Alvesson, Mats and Jorgen Sandberg. *Constructing Research Questions*. London: Sage Publications Ltd, 2003. Pgs. 24-37 & 111-123.

O'Leary, Zina. *Little Quick Fix: Research Question*. New Delhi: Sage Publishers India Pvt. Ltd., 2018. Pgs 1-104.

Suggested Readings:

Kothari, C. R. *Research Methodology: Methods and Techniques*. New Delhi: New Age Publishers, 2004. Pgs. 24-54.

Rosen, Amanda. in *Effective Research Methods for Any Project*. Virginia: The Great Courses, 2019. Pgs. 30-37 & 57-66.

White, Patrick. *Developing Research Questions*. Hampshire: Palgrave Macmillan, 2009.

Module 4: Methodology and Research Methods (Weeks 9-14)

Two of the following methods will be transacted in class, and students will be encouraged to follow other methods on their own, both individually as well as with their peers. The choice of methods for further investigations will depend on class cohort as well as research interests of the students.

Textual Analysis: Students will be engaged in a deeper understanding of the idea of "text" and various ways in which particular cultures and people make "sense" and derive meanings of the world around them. This module will also briefly introduce them with the differences between Content as well as Thematic Analyses.

Interviews: Students will be equipped with the techniques to elicit information from the concerned persons directly, bot in-person and online. Students will be trained to develop an interview schedule appropriate for their respective research interests. Some of the major categories of interviews and their relevance to the respective projects will be discussed. Students will also be informed about focus groups methods where more than one interviewees are involved. This module will have a workshop sort of group activity for acquainting students with the processes involved in preparing an interview schedule.

Questionnaires: Students will be introduced to the nuances of this common method of data collection, and will be encouraged to learn to frame appropriate questions for their respective research projects. They will also be briefly introduced to surveys as well as the technological advancements that facilitate better and faster data collection through this method.

Digital Humanities: Students will be introduced to the interface, and the possibilities of research therein, between digital technologies and humanities/ social sciences. Various methods of collection, categorisation, analysis and interpretation relevant for research in humanities and social sciences will be investigated in this module.

Fieldwork: Students will be introduced to the relevance of field-based investigations with a special focus on understanding the field and engagements therein. They will be introduced to develop a bespoke method in such kind of investigations, along with the preparations required before entering the field. The processes and skills needed while in the field as well as the ways of analysing the data collected from there will also be discussed in this module.

Culture Studies: Students will be introduced to a nuances of culture and its significance in understanding the complexities of society. They will be encouraged to investigate the ubiquity of culture around them in an interdisciplinary manner with a special focus on their own cultural traditions.

Visual Methods: This module would engage students in analysing visual texts in different forms, and develop an understanding of ways of interpreting them. This would also help these students broaden their idea of texts and the ways in which they can be interpreted.

Readings to be discussed in the class:

Gilman, Lisa and John Fenn. *Handbook for Folklore and Ethnomusicology Fieldwork*. Bloomington: Indiana University Press, 2019.

McKee, Alan. *Textual Analysis: A Beginner's Guide*. New Delhi: Sage Publications India Pvt. Ltd., 2003, 1-82.

Pickering, Michael. *Research Methods for Cultural Studies*. Edinburg: Edinburg University Press, 2008, 1-52 & 125-213.

Pole, Christopher J. *Seeing is Believing: Approaches to Visual Research*. Oxford: Elsevier Ltd., 2004, 1-40 & 61-122.

Suggested Readings:

Gardiner, Eileen and Ronald G. Musto. *Digital Humanities: A Primer for Students and Scholars*. New York: Cambridge University Press, 2015.

Gee, James Paul. *An Introduction to Discourse Analysis: Theory and Method*. New York: Routledge, 2011.

Jain, Surbhi. *Research Methodology in Arts, Science and Humanities*. Ontario: Society Publishing, 2019.

Kvale, Steinar. *InterViews: An Introduction to Qualitative Research Interviews*. New Delhi: Sage Publications India Pvt. Ltd., 1996.

Pickering, Michael. *Research Methods for Cultural Studies*. Edinburg: Edinburg University Press, 2008.

Module 5: Citations and References (Weeks 15-16)

This module will introduce students to some prevalent ways of citations and references, especially MLA formatting and style guide. They will also be introduced to what is/ isn't plagiarism.

Kara, Helen. *Research Ethics: Ethical Practice*. UK: NCRM, 2017.
https://www.ncrm.ac.uk/resources/online/all/?main&id=20591

MLA International Bibliography:

https://www.mla.org/Publications/MLA-International-Bibliography

Suggested Readings:

Berger, John. Ways of Seeing. New Delhi: Penguin Books India Pvt Ltd, 2008.

Denscombe, Martyn. *Research Proposals: A Practical Guide*. Berkshire: Open University Press, 2012.

Deshpande, H. V. *Research in Literature and Language: Philosophy, Areas and Methodology*. Chennai: Notion Press, 2018.

Ethnography Matters: http://ethnographymatters.net.

Flick, Uwe. *Introducing Research Methodology*. New Delhi: Sage, 2015.

Gardiner, Eileen and Ronald G. Musto. *Digital Humanities: A Primer for Students and Scholars*. New York: Cambridge University Press, 2015.

Gee, James Paul. *An Introduction to Discourse Analysis: Theory and Method*. New York: Routledge, 2011.

Jain, Surbhi. *Research Methodology in Arts, Science and Humanities*. Ontario: Society Publishing, 2019.

Jensen, E & Laurie, C. *Writing an Effective Research Question*. London: Sage Publications Ltd., 2017.

Kara, Helen. *Research Ethics in the Real World*. Bristol: Bristol University Press, 2018.

MLA Owl Purdue:
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

Mukherjee, Shyama Prasad. *A Guide to Research Methodology: An Overview of Research Problems, Tasks and Methods*. New York: CRC Press, 2020.

Pickering, Michael. *Research Methods for Cultural Studies*. Edinburg: Edinburg University Press, 2008.

Pole, Christopher J. *Seeing is Believing: Approaches to Visual research*. Oxford: Elsevier, 2004.

Silverman, David. *Qualitative Research: Theory, Method and Practice*. New Delhi: Sage Publications, 2004.

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

Assessment 1: Proposal Writing/ Scheduling & Conducting Interviews/ / Presentation

Annotated Bibliography (50%)

Assessment 2: End Term Examination (50%)

8. **Pedagogy:**
   a. Instructional strategies: The course will be transacted through class interactions and some field based exercises as well as occasional practicum with 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 AV System and internet facility.

   c. Expertise in AUD faculty or outside: Faculty from CRM and other programmes offering courses on research methods.

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

Signature of Course Coordinator(s): 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

Appendix-9

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 (Honours) with Major in English
Course title	Reading Crime Fiction
Course code	NSUS1EN237
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	MS 2025
Course coordinator and team	Dr. Kopal

1. How does the course link with the vision of AUD?
   This course aligns with the vision of the University by emphasizing interdisciplinary engagement, critical thinking, and the exploration of global literary traditions. It fosters analytical skills and encourages students to examine complex social, cultural, and political issues, particularly through the lens of crime fiction. The course encourages students to develop nuanced understandings of justice, power, and societal norms, which are key themes within AUD's commitment to socially relevant critical inquiry and global perspectives.

2. How does the course link with the specific programme(s) where it is being offered?
   It supports the program's focus on literary theory, genre studies, and the exploration of cultural artefacts in both historical and contemporary contexts. By examining crime fiction from multiple angles, the course provides students with a deeper understanding of the literary form and its wider socio-cultural implications, enhancing their ability to critically engage with texts and discourses across a range of mediums and traditions.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   Yes, the course connects to the section on popular literatures in the *Folk, Oral, Indigenous, and Popular Literatures* course.

4. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify)
   None
5. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
   As per School Policy

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

7. **7. Course Details:**

a. **Summary:** This course explores crime fiction as a dynamic literary genre and cultural form that engages with questions of justice, power, and narrative pleasure. It traces the development of crime fiction from the 19th century to late 20th century, focusing on its evolving forms, narrative structures, and ideological concerns. Beginning with the early detective stories of Poe and Doyle, the course examines key subgenres such as Golden Age whodunits, hardboiled and noir fiction, police procedurals, legal thrillers, and postmodern/metafictional narratives. Rather than anchoring the course in national traditions, it foregrounds the genre's formal characteristics such as suspense, narrative voice, and reader positioning and the ways in which these have transformed over time. Students will explore how crime fiction mediates cultural anxieties around justice, morality, gender, class, and institutional authority. The course emphasises close literary reading alongside engagement with critical theory and scholarship, encouraging students to make intertextual and historical connections across works. In addition to literary analysis, students will develop skills in collaborative inquiry through presentations and group work, and in critical writing through guided essays and project-based assessments. By the end of the course, students will be able to identify subgeneric features, analyse texts through theoretical frameworks, and articulate informed and original arguments about the aesthetic and political dimensions of crime fiction.

b. Objectives:

i. To provide an overview of the historical development and major sub-genres of crime fiction.
ii. To analyse formal features such as narrative structure, character construction, and the creation of suspense.
iii. To engage critically with ideological questions raised by crime fiction, including justice, gender, and social order.
iv. To foster independent analysis of literary texts and critical essays.
v. To enable students to make intertextual and theoretical connections across literary works.

c. Expected Learning Outcomes:

i. Identify and differentiate between key sub-genres of crime fiction.
ii. Analyse crime fiction texts through literary and cultural theory.
iii. Evaluate how crime fiction engages with broader social, cultural, and political questions.
iv. Construct critical arguments in both discussion and writing.
v. Apply concepts of genre, form, and ideology to close readings of literary texts.

d. Overall Structure:

The course is organized into five modules that trace the development and transformation of crime fiction from the 19th century to late 20th century. Beginning with the foundational texts of Poe and Doyle, the course explores major subgenres such as Golden Age detective fiction, noir and hardboiled fiction, and postmodern/experimental crime narratives. Alongside this historical trajectory, students will be introduced to genre theory, questions of justice and social order, and the ideological work of crime fiction.

The final module departs from textual analysis to encourage philosophical and theoretical reflection on crime fiction as a genre: how it creates suspense, engages readers, constructs narrative pleasure, and addresses cultural anxieties. This capstone week will allow students to synthesize insights across the semester. Group presentations and critical readings are integrated into each module to foster engagement and collaborative learning.

e. Course Contents: Module-wise Format

Module 1: Origins of Crime Fiction – Poe, Doyle, and the Rise of the Detective *(3 weeks)*

Description:

Focuses on early detective fiction, the role of rational deduction, and early narrative structures. Examines questions of law, order, and emerging genre conventions.

Module Objective:

To understand the birth and formalization of detective fiction.

Essential Readings:

i. Edgar Allan Poe – *The Murders in the Rue Morgue* (1841)

ii. Arthur Conan Doyle – "The Adventure of the Speckled Band" (1892) or "Silver Blaze" (1892)

Suggested Readings:

i. John Scaggs – Chapters 1 & 2

ii. Stephen Knight – Part 1:"Detection"

iii. *Cambridge Companion to Crime Fiction* – Chapters 1–3

Options for Group Presentation

1) Edgar Allan Poe – "The Purloined Letter" (1841) and E. T. A. Hoffmann – *Mademoiselle de Scudéry* (1819)
2) Saradindu Bandopadhyay – Selected *Byomkesh Bakshi* stories (1932-70)
3) Émile Gaboriau – *The Widow Lerouge (1873)*
4) Wilkie Collins – *The Moonstone* (1868)
5) Gaston Leroux – *The Mystery of the Yellow Room* (1907)

Module 2: The Golden Age Detective Fiction – Whodunits, Gender, and Social Order *(3 weeks)*

Description:

Explores fair-play mystery, unreliable narration, and moral ambiguity. Focuses on women writers of the interwar years and their contributions to the genre.

Module Objective:

To explore how Golden Age crime fiction negotiated gender, morality, and social order.

Essential Readings:

Agatha Christie – *The Murder of Roger Ackroyd* (1926)

Suggested Readings:

i. Stephen Knight – Chapter 3 and 4

ii. *Cambridge Companion to Crime Fiction* – Chapter 5: "Women and Crime Fiction"

iii. Plain, Gill. *Twentieth-Century Crime Fiction: Gender, Sexuality and the Body*

iv. Birgitta Berglund – "Desires and Devices: Women's Detective Fiction"

Options for Group Presentation

1) Josephine Tey – *The Daughter of Time* (1951)
2) Ngaio Marsh – *A Man Lay Dead* (1934)
3) Dorothy Sayers – *Gaudy Night* (1935)
4) Anthony Berkeley – *The Poisoned Chocolates Case* (1929)

Module 3: Hardboiled, Noir, and the Institution of Justice – Grit, Corruption, and the System *(4 weeks)*

Description:
Examines the hardboiled and noir traditions, with their cynical detectives and morally ambiguous worlds. Also introduces the police procedural and legal thriller as part of this development.

Module Objective:
To analyse how these sub-genres reflect social fragmentation and institutional structures of justice.

Essential Readings:
Dashiell Hammett – *The Maltese Falcon* (1930)

Suggested Readings:
i. Stephen Knight – Chapter 5 and 6
ii. John Scaggs – Chapter 3, 4 and 5
iii. Lee Horsley – Selections from *The Noir Thriller*
iv. Sean McCann – Selections from *Gumshoe America*

Options for Group Presentation

1. Raymond Chandler – *Farewell, My Lovely* (1940)
2. James M. Cain – *The Postman Always Rings Twice* (1934)
3. Jim Thompson – *The Killer Inside Me* (1952)
4. Megan Abbott – *Queenpin* (2007)
5. Jean-Patrick Manchette – *Fatale* (1977)
6. Patricia Highsmith – *The Talented Mr. Ripley* (1955)

Module 4: Postmodern & Experimental Crime Fiction – Metafiction, Fragmentation, and Genre Trouble *(4 weeks)*

Description:
Focuses on metafictional, philosophical, and fragmented crime narratives. Emphasizes genre subversion and formal innovation.

Module Objective:
To explore how postmodern crime fiction reworks the conventions of the genre.

Essential Readings:
Paul Auster – *City of Glass* (1985)

Suggested Readings:
i. Stephen Knight – Chapter : " Postmodernity, Body, City"
ii. John Scaggs – Selection from Chapter 6: "Postmodernism and the Anti-Detective Novel"
iv. Patricia Merivale & Susan Sweeney – Selections from *Detecting Texts*
v. Alison Russell – "Deconstructing Crime Fiction"

Options for Presentation
1. Umberto Eco – *The Name of the Rose* (1980)
2. Thomas Pynchon – *The Crying of Lot 49* (1966)
3. Mark Z. Danielewski – *House of Leaves* (2000)
4. Roberto Bolaño – *2666* (2004)
5. Christine Montalbetti – *The Origin of Man* (2002)

Module 5: Reading Crime Fiction – Plot, Suspense, and the Pleasures of Reading *(1 week)*

Description:

This concluding module encourages students to step back and reflect on the questions that have animated the study of crime fiction. What is the role of justice in these narratives? What kinds of pleasures does crime fiction offer, and to whom? What are the philosophical implications of detection, truth-seeking, and narrative closure? What ideological assumptions does the genre reproduce—or subvert? This module also offers space to revisit and synthesize the course's key theoretical ideas, historical developments, and debates around crime fiction as both popular and literary form.

Module Objective:

To reflect critically on the genre of crime fiction, integrating philosophical, formal, and ideological questions across subgenres and contexts. To enable students to articulate their own position as readers and critics of the genre.

Suggested Critical Readings :

I. Denis Porter – *The Pursuit of Crime: Art and Ideology in Detective Fiction*
II. Tzvetan Todorov – "The Typology of Detective Fiction"

Primary Reading List

1. Poe, Edgar Allan. *The Murders in the Rue Morgue and Other Tales*. Originally published 1841. Penguin Classics, 2006.
2. Doyle, Arthur Conan. *The Memoirs of Sherlock Holmes*, George Newnes, 1893.
3. Christie, Agatha. *The Murder of Roger Ackroyd*. Originally published 1926. William Morrow, 2011.
4. Hammett, Dashiell. *The Maltese Falcon*. Originally published 1930. Vintage Crime/Black Lizard, 1989.
5. Auster, Paul. *City of Glass*. Originally published 1985. Penguin Books, 1987.

Suggested Critical Readings

1. Berglund, Birgitta. "Desires and Devices: Women's Detective Fiction." *The Art of Detective Fiction*, edited by Warren Chernaik, Martin Swales, and Robert Vilain, Macmillan, 2000, pp. 138–52.
2. Horsley, Lee. *The Crime Fiction Handbook*. Wiley-Blackwell, 2010.
3. Horsley, Lee. *Twentieth-Century Crime Fiction*. Oxford University Press, 2005.
4. Knight, Stephen. *Form and Ideology in Crime Fiction*. Indiana University Press, 1980.
5. McCann, Sean. *Gumshoe America: Hard-Boiled Crime Fiction and the Rise and Fall of New Deal Liberalism*. Duke University Press, 2000.
6. Merivale, Patricia, and Susan Elizabeth Sweeney, editors. *Detecting Texts: The Metaphysical Detective Story from Poe to Postmodernism*. University of Pennsylvania Press, 1999.
7. Plain, Gill. *Twentieth-Century Crime Fiction: Gender, Sexuality and the Body*. Edinburgh University Press, 2001.
8. Russell, Alison. "Deconstructing Crime Fiction: The Case of Paul Auster's *City of Glass*." *Critique: Studies in Contemporary Fiction*, vol. 37, no. 3, 1996, pp. 199–210.
9. Porter, Dennis. *The Pursuit of Crime: Art and Ideology in Detective Fiction*. New Haven: Yale University Press, 1981.

10. Scaggs, John. *Crime Fiction*. Routledge, 2005.
11. Todorov, Tzvetan. "The Typology of Detective Fiction." *The Poetics of Prose*, translated by Richard Howard, Cornell University Press, 1977, pp. 42–52.
12. Priestman, Martin, editor. *The Cambridge Companion to Crime Fiction*. Cambridge University Press, 2003.

Assessment Plan:
i. Group Presentation + Written Component– 50% (scheduled throughout semester by module)
ii. End Term Exam - 50%

8. Pedagogy:

a. Instructional Strategies:
i. Interactive lectures with multimedia tools
ii. Close reading and textual analysis
iii. Small group discussions and student-led sessions
iv. Group presentations with peer feedback
v. Continuous integration of theoretical texts

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

Projector, sound system

c. Expertise in AUD faculty or outside

None

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

Appendix-10

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 (Honours) with Major in English
Course title	Understanding Cinema: An Introduction
Course code	NSUS1EN236
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	MS 2025
Course coordinator and team	Dr. Diamond Oberoi Vahali

1. How does the course link with the vision of AUD?
   Keeping in mind the vision of AUD and its engagement with interdisciplinarity and innovation in terms of programme design, this course offers a much needed addition to the literature programmes everywhere, as it connects literature with other art forms, especially cinema.

2. How does the course link with the specific programme(s) where it is being offered?
   Along with giving the students a thorough grounding in the study of literature, the English courses also introduce students to the ways in which literature converses with other art forms and other areas of study within the domain of social science and humanities. Keeping this in mind, a few English courses are designed around other art forms such as paintings, music and cinema. It is within the context of the BA English courses, like: "Modern Movements in the Arts" and "Cinema and literature", that the present course can be situated. Thus within the context of the vision of the BA programme in English, this course will introduce students to the art of cinema, a discipline that is intrinsically connected with the discipline of literature. Further as many of the English courses offered both at the Masters' and undergraduate level use cinematic texts, a good understanding of reading cinema as a medium of artistic expression will help students in appreciating the film texts included in the courses. Further as the course is an introductory course, students opting for this course will be introduced to the discipline of Film Studies, thus this course will open new avenues for those who will opt for it.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   The course links with several courses both at the undergraduate as well as at the Masters level that concern themselves with the relationship between literature, cinema and

adaptations. At the undergraduate level the course links with another course related to cinema called "Literature and Cinema", at the Master's level, this course especially builds up to a course called "European cinema and the Exploration of the Human Psyche". Moreover there are several courses which extensively deal with cinema such as "Revisiting All India Progressive Writers' Association and Indian People's Theatre Association", "Shakespeare on Screen", "Marriage, Love and Tragedy". Besides the English programme courses, this course connects with several courses offered by the Film Studies' programme in the SCCE.

4. Specific requirements on the part of students who can be admitted to this course:
(Pre-requisites; prior knowledge level; any others – please specify) Basic aptitude and interest in cinema as a discipline.

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:**

Summary: This course is especially designed to introduce students to the discipline of Film Studies. The course will revolve around basic questions regarding: What is cinema and how is cinema different from other art forms. The course will analyse selected clips and will undertake detailed discussions regarding the use of specific techniques by the directors. It will introduce students to some of the significant pioneers in the field of cinema, movements in cinema, a few cinematic forms as well as to the specificities of cinema as a language. Modules on various movements in cinema will be included and key cinematic concepts regarding the film form and film language will be introduced to the students. Film shots will be screened throughout and will be discussed in detail to answer the basic questions related to film as a language. Discussions will revolve around the role of editing in cinema, the different ways in which a frame can be composed, the ways in which light can be used, the role of the camera, and the ways in which sound can be used in cinema.

Besides screening several film clips, a number of articles related to cinema will be analysed in detail. The course will also focus on how ideology gets constructed in cinema. As the course is an introductory course, the focus will be on the pioneers in the field of cinema. For this reason the course will mainly focus on films produced in the early half of the twentieth century.

Objectives: The objective of the course is to inculcate the basics of film appreciation in the students, to briefly understand the art of film making and the ability to analyse cinema. It is to help students understand the special tools required to understand the 'double language' of cinema. It is also to facilitate the understanding that cinema is an extremely significant art form as well as an ideological apparatus. Therefore the aim is also to create the course participants into alert spectators who can develop the ability to question the power of the cinematic apparatus.

a. Expected learning outcomes: After the completion of the course:

- Students opting for the course will develop the ability and the skills to read and analyse cinema.
- They will learn to appreciate cinema as a discipline which is as significant as any other discipline.
- They will also understand a few techniques related to film making.
- They will understand the ideological implications of cinema.
- They will understand the history of cinema,
- They will learn the art of screenplay writing

b. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is divided into four modules related to the Origins of cinema, film language, movements in cinema and specific film forms and genres.

Module I: Origins of Cinema will begin with a brief history of the origins of cinema. It will briefly introduce the pioneers in the field of Cinema.

Module 2: Reading films-Understanding Film technique, film Language, film ideology and Screenplay writing: Key concepts will discuss the evolution of the language of cinema. It will discuss debates around significant principles of film language. It will also discuss key cinematic concepts. This module will also introduce the students to the art of film making by teaching them the basic principles of developing a screenplay.

Module 3: Movements in Cinema: This module will focus on some of the movements in cinema and will focus on how these movements have contributed to the development of the language of cinema.

Module 4: Film Forms and Genres: This module will focus on some significant cinematic forms and genres. Students will be expected to undertake sequence analysis to understand the basic forms of cinema.

Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format: This course is divided into 4 modules:

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

Module [No.] [Module Title] [No. of classes needed]
[Detailed description of module]
Module Objective:

Essential readings with page numbers:

Module I: Origins of Cinema (Weeks 1-4)

This module will begin with a brief history of the origins of cinema. It will briefly introduce the following pioneers in the field of Cinema: Lumiere Brothers, Georges Melies, Edwin S. Porter, D.

W. Griffith, G. D. Palke, Robert Flaherty**,** Charlie Chaplin, Alan Crosland, Sergei Eisenstein (Eisenstein will be discussed in the next module along with the concept of the Soviet Montage).

Selected shots from films of the pioneers: Lumiere Brothers, *First Films*; Georges Melies, *Viaje a La Luna,* Martin Scorsese, *Hugo*; Edwin S. Porter, *The Great Train Robbery;* Griffith, *Birth of a Nation*; D. G. Phalke, *Raja Harishchandar,* Paresh Mokashi, *Harishchandrachi Factory;* Robert Flaherty, *Nanook of the North**;*** Charlie Chaplin, *Modern Times;* Alan Crosland, *The Jazz Singer* will be screened in this section. Students will be expected to see the complete film Paresh Mokashi's *Harishchandrachi Factory* in this module.

Readings to be discussed in the class:

Chris Dashiell, "The Oldest Movies". Web. 28 March. 2012. <http://www.cinescene.com/dash/lumiere.html>

Dwyer, Rachel and Divia Patel. "Indian Cinema: Origins and Beginnings". *Cinema India: The Visual Culture of Hindi Films*. London : Reaktion ; New Brunswick, N.J. : Rutgers University Press, 2002.

Additional Readings for reference:

Altman, Rich. "Dickens, Griffith and Film Theory Today," *The South Atlantic Quarterly*, 88, 2 (Spring 1989), 321-359.

Bazin, Andre "Charlie Chaplin". *What is Cinema Vol.1*, Berkeley, Los Angeles and London: University of California press: 1967.

Chabria, Suresh. "D.G. Phalke and the Melies Tradition in Early Indian Cinema", Kintop 2. Frankfurt and Main, 1993.

Gunning, Tom. "The Cinema of Attractions: Early Film, Its Spectator and the Avant Garde". Thomas Elsaesser (ed). *Early Cinema Space, Frame, Narrative*. London: British Film Institute, 1990.

Kracauer, Siegfried. "Basic Concepts" in *Theory of Film: The Redemption of Physical Reality*. Princeton: Princeton University Press. 1997.

Module 2: (Weeks 5-10)

Reading films-Understanding Film technique, film Language, film ideology and Screenplay writing: Key concepts: This module will discuss the evolution of the language of cinema. It will discuss debates around significant principles of film language such as the Soviet Montage (editing), Deep Focus (camera), Mise-en-scene (staging shots), 180-degree rule, Eyeline matching, Lighting, Close-up, Sound, Music and Jump cut. It will also discuss key cinematic concepts such as Spectatorship, Suture, Scopophilia, Voyeurism, the cinematic apparatus and counter-cinema. This module will also introduce the students to the art of film making by teaching them the basic principles of developing a screenplay.

To illustrate the above stated: Clips from Eisenstein's *Battleship Potemkin*, Orson Welles' *Citizen Kane*, Dreyer's *The Passion of Joan of Arc*, Wiene's *The Cabinet of Dr. Caligari,* Ritwik Ghatak's *Komal Gandhar*, Godard's *Pierrot Le Fou* and *A bout de souffle* and Guru Datt's *Payasa* will be screened in this section. Students will be expected to see the complete film Eisenstein's *Battleship Potemkin* in this module.

Readings to be discussed in the class:

Balzas, Bela. "The Close-Up", in Gerald Mast, Marshall Cohen & Leo Braudy Eds. *Film Theory and Criticism: Introductory Readings*, New York and Oxford: Oxford University Press, 1992.

Eisenstein, Pudovkin and Alexandrov. "Statemet on Sound". Braudy and Cohen (ed). *Film Theory and Criticism: Introductory Readings*. New York: Oxford University Press. 2004.

Ghatak, Ritwik. "Sound in Cinema". *Cinema and I.* Calcutta: Ritwik Memorial Trust, 1989.

Selections from: Hayward, Susan. *Key Concepts in Cinema Studies.* London and New York: Routledge, 2004.

Additional Readings for reference:

Ryan, Michael and Melissa Lenos. "Introduction" *Film Analysis: Technique and Meaning in Narrative Film*. New York, London: 2012.

Marguerite Duras's screenplay on *Hiroshima Mon Amour*

Burch, Noel. *Theory of Film Practice*. New York: Braeger, 1973.

Bazin, Andre. "The Evolution of the Language of Cinema." *What is Cinema Vol.1*, Berkeley, Los Angeles and London: University of California press: 1967.

Eisenstein, Sergei. "A Dialectic Approach to Film Form" in *Film Form: Essays in Film Theory*, Edited and Translated by Jay Leyda, San Diego, New York, London: A harvest/Harcourt Brace Jovanovich, Publishers: 1977.

Mulvey, Laura. "Visual Pleasure and Narrative Cinema". *Film and Theory: An Anthology*, Robert Stam Toby Miller, (ed.) Blaeckwell Pubishers, Oxford, 2000.

David Bordwell, "Classical Hollywood Cinema: Narrational Principles and Procedures". Philip Rosen (ed). *Narrative, Apparatus, Ideology*. New York: Columbia University Press, 1986.

Dyer, R. *White*. London and New York: Routledge, 1997.

Eisenstein, Sergei. "Beyond the Shot (The Cinematographic Principle and the Ideogram)". *The Film Form.* Harcourt: Brace & World, 1949.

Eisenstein, Sergei. "Methods of Montage" in *Film Form: Essays in Film Theory*, Edited and Translated by Jay Leyda, San Diego, New York, London: A harvest/Harcourt Brace Jovanovich, Publishers: 1977.

Heath, Stephen. "Notes on Suture." Screen. Vol. 18, No. 4 (Winter 1977), 48-76.

Kuntzel, J. "The Treatement of Ideology in the Textual Analysis of Film." Screen. Vol. 14, No. 3 (Autumn, 1973).

Metz, Christian. *Film Language*. New York: Oxford University Press, 1976.

Module 3: (Weeks 11-13) Movements in Cinema: This module will focus on some of the movements in cinema such as German Expressionism, Surrealism, Italian neo-realism, Indian parallel cinema, French New Wave Cinema/Nouvelle Vague, Indian New Wave Cinema, New German Cinema, Cinema Nova, Third Cinema and new cinema from Iran. It will also focus on the concept of the auteur in cinema.

Clips from Murnau's *Nosferatu*, Bunuel and Dali's *Un Chien Andalou,* De Sica's *Bicycle Thieves*, Agnes Varda's *La Pointe Courte,* Resnais's *Hiroshima Mon Amour*, Fassbinder's *In the year of Thirteen Moons*, Satyajit Ray's *Pather Panchali*, M.S. Sathyu's *Garam Hawa,* Aparna Sen's *36 Chowringhee Lane,* Glauber Rocha, *Terra em Transe,* Sembene's X*ala,* Martha Mesoraz's *Nine Months,* Basu Chatterjee's *Rajanidanda*, will be screened in this section. Students will be expected to watch one of the three films listed here: Majid Majidi's *The Colour of Paradise,* Truffaut's *Four Hundred Blows,* De Sica's *Bicycle Thieves*,

Readings to be discussed in the class:

Graham, (ed). "The New Wave", first published in *Ecran Francais*, No. 144, 1948, 17-23.

Selections from: Hayward, Susan. *Key concepts in Cinema Studies.* London and New York: Routledge, 2004.

Solanas, F. and Getino, O. "Towards a Third Cinema". Chanan, M. (ed). *Twenty Five Years of the New Latin American Cinema,* London, British Film Institute publishing. 1983.

Additional Readings for reference:

Bazin, Andre. "De la politique des auteurs." *Cahiers du Cinema*, No. 70 (April 57), 2-11.

Coates, P. *The Gorgon's Gaze: German Cinema, Expressionism and the Image of Horror.* Cambridge: Cambridge University Press: 1991.

Corporation, National Films Division. "The Indian New Wave and Beyond 1969-95". *Indian Cinema: A Visual Voyage.* 1998.

Ponzanesi, Sandra and Marguerite Waller. Ed. *Postcolonial Cinema Studies.* London and

New York: Routledge, 2012.

Ray, Satyajit. *Our Films Their Films*. New Delhi: Orient Longman, 1976.

Sarris, Andrew. *Interviews with Film Directors*. New york: Avon, 1967.

Willman, Paul and Pines, Jim., (eds). *Questions of Third Cinema*. London: British Film Institute, 1989.
Simona Monticelli, "Italian Post war Cinema and Neo Realism". John Hill and Pamela Church Gibson, (eds). *Oxford Guide to Film Studies*. Oxford and New York: Oxford University Press: 1998.

Module 4: (Weeks 14-16) Film Forms and Genres: This module will focus on some significant cinematic forms and genres. Musical, Melodrama, Film Noir, Horror Movies, Westerns, Science Fiction, The Classic Hollywood Cinema, Gangster/Criminal/ Detective Thriller. Students will be expected to undertake sequence analysis to understand the basic forms of cinema.

Clips from Mehboob Khan's *Mother India,* Mizoguchi's *Orizuru Osen*, Hitchcock's *Psycho*; Joseph Stein's *Fiddler on the Roof*, James Cameron's *Avatar,* Fleming's *The Virginian*, Robert Aldrich's *Kiss Me Deadly*, Fleming's *Gone With the Wind,* Ramesh Sippy's *Sholay* and Coppola's *The Godfather*. Students will be expected to see the complete film Joseph Stein's *Fiddler on the Roof* in this module.

Readings to be discussed in the class:

Gledhill, C. (ed) *Home is Where the Heart Is: Studies in Melodrama and the Women's Film*, London, British Institute Publishing. 1987.

Schartz, Thomas. "Film Genre and the Genre Film". Braudy and Cohen (ed). *Film Theory and Criticism: Introductory Readings*. New York: Oxford University Press. 2004.

Additional Readings for reference:

A. Freeland, Cynthia. "Feminist Frameworks for Horror Films". Braudy and Cohen (ed). *Film Theory and Criticism: Introductory Readings*. New York: Oxford University Press. 2004.

Selections from: Hayward, Susan. *Key concepts in Cinema Studies.* London and New York: Routledge, 2004.

Thompson, Kristin. *The Classical Hollywood Cinema: Film Style and Mode of Production to 1960*. London: Routledge, 1985.

Warshow, Robert. "Movie Chronicle: The Westerner". Braudy and Cohen (ed). *Film Theory and Criticism: Introductory Readings*. New York: Oxford University Press. 2004.

General Readings for All Modules
Benjamin, Walter, and J. A. Underwood. "The Work of Art in the Age of Mechanical Reproduction". London: Penguin, 2008.

Bresson, Robert. *Notes on the Cinematographer*. London: Quaret, 1986.

Deleuze, Gilles. *Cinema 1: The Movement Image.* Athlone Press: London, 1986.

---. *Cinema 2: Time Image*. London: Athlone Press, 1989.

Duggal, Vebhuti, Bindu Menon, and Spandan Bhattacharya, eds. *Film Studies: An Introduction*. Delhi: Worldview Publications, 2022.

Hutcheon, Linda. *A Theory of Adaptation.* New York: Routledge, 2012.

Ryan, Michael and Melissa Lenos. *Film Analysis: Technique and Meaning in Narrative Film*. New York, London: 2012.

Wollen, Peter. *Readings & Writings*: *Semiotic Counter Strategies*. London: Verso Publishing, 1982.

---. *Signs and Meaning in the Cinema.* Blumington: Indiana Univ. Press, 1972.

Vasudevan, Ravi. *Making Meaning in Indian Cinema.* Oxford University Press: 2000.

Selections from: Hayward, Susan. *Key Concepts in Cinema Studies.* London and New York: Routledge, 2004.

(ii) Assessment Plan (weight, mode, scheduling) for the course: Mid Term Assessment: Presentations: 20% / Screenplay 30%
End Term Assessment: End Term Exam: 50%.

8. **Pedagogy:**
   a. Instructional strategies: The course will be transacted through several power point presentations, several shots will be screened related to: the origins of cinema; to demonstrate key cinematic concepts and techniques related to major movements of cinema. Besides, a few selected articles included in each module will be discussed in the class.

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

   c. Expertise in AUD faculty or outside: Faculty of English and SCCE

   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
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

Appendix-11

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	Introduction to Cultural Studies
Course code	NSUS1EN238
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	MS 2025
Course coordinator and team	Dr. Sapna Dudeja

1. How does the course link with the vision of AUD?
   The emergence of Cultural Studies as an area of intellectual inquiry is now well documented and its importance as an emerging and exciting area of study cannot be overestimated. This course, to be offered at the undergraduate level (seventh semester), will study the theories and areas of culture in the broadest and the widest sense. The course aims to connect the concerns and awareness of undergraduate students to their immediate cultural milieu while also trying to make them aware of the various trappings of cultural politics and poetics, the hidden fissures, the problems and conditions of production, circulation and dissemination of culture and thus nurture students who can uphold the ideals of equity, social justice and inclusivity. The primary aim of this course is to attune students to their surroundings as well as make them familiar with tools with which they can interpret and intervene into the cultural politics that they are part of and are receptive to in their daily life.

2. How does the course link with the specific programme(s) where it is being offered?
   In line with the programme objectives to equip students of literature with the tools to analyse not just literary texts but also attributes of culture and cultural products, this course links with other courses like "Folk, Oral, Indigenous, Popular literatures," "Literature and Cinema," "Literary theory" and "Theories of Marginality." The course aims to provide the necessary exposure to the emergence of culture as a distinct area of research and thus enable students to undertake, with greater confidence, research project/dissertation in the eighth semester.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This course connects with a similar course offered in School of Culture and Creative Expression.

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, lecture, discussion and application based course

7. **Course Details:**
   a. Summary: Cultural Studies, loosely defined as 'the study of the material processes through which culture is constructed' involves looking at variety of cultural processes and products and coming to terms with the inherent politics of cultural production and dissemination. The course will be engaging with contemporary cultural productions from a theoretical vantage point to understand how *culture* can be read, produced and studied. The course will comprise of reading materials which will direct students to some of the seminal essays in Cultural Studies. The course will further look at the ways to analyse cultural artefacts within and outside the contexts in which they are produced. Also, the course will offer more recent critiques of cultural studies as it was originally envisioned and take note of newer claimants and additions to cultural critique through modules on popular culture, cyberspace, culture in a globalized world.

   b. Objectives:
   1. To familiarize students with the evolution of the concept of culture in a globalized world, the debates surrounding the emergence of cultural studies and its easy assimilation into English literary studies departments.
   2. To analyse culture as text, deconstruct the binary between high/canonical and low/popular culture and thus understand the significance of studying the latter.
   3. To examine the role played by technology in the rise of new media and the visual turn in culture.
   4. To explore the emergence of cyberspace as the new public sphere and the factors that impact the generation of meaning in this sphere.
   5. To critically examine how processes of globalization impact the production, consumption and dissemination of culture.

   c. Expected learning outcomes: Upon completion of the course, students will be able to:
      1. Demonstrate a nuanced understanding of the processes that led to the emergence of culture as a distinct area of academic study.
      2. Critically examine popular cultural products and their moorings in ideology, utopian longing, interpellation.
      3. Evaluate cultural expressions in the light of interaction amongst images, people, information, technology, capital and resources across national boundaries.
      4. Analyse texts of cyberculture through a critical lens.
      5. Assess the glocal (global+local) flavour of culture in the context of multi-national capitalism.

   d. Overall structure (course organisation; rationale of organisation; brief module outlines):
      Module 1: The Rise of Cultural Studies (3 weeks)
      Module 2: Analysing Popular Culture (5 weeks)
      Module 3: Technology, New Media, Visuality (3 weeks)
      Module 4: Cyberculture (3 weeks)
      Module 5: Conclusion (1 week)

   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: The Rise of Cultural Studies (3 weeks)

The readings in this module will trace the evolution of the concept of culture, the emergence of cultural studies as a distinct area of intellectual enquiry that developed as a consequence of a) the neo-Marxist rejection of economic determinism and the reconceptualization of 'superstructural' socio-cultural factors being as important as the economic base in the configuration of society, b) a reaction against the linguistic turn initiated by structuralist and poststructuralist approaches and c) the excessive focus on closed reading of the text and the formalism that came to be associated with New Criticism. This module aims to encourage students to begin thinking about culture as text, affected by flows and networks that are global in nature.

Essential Readings:

Williams, Raymond. "Culture" and "Popular." *Keywords: A vocabulary of culture and society*, Fontana Press, 1976, pp. 87-93, 236-38. And "Culture is Ordinary." *Resources of Hope: Culture, Democracy, Socialism,* Verso, 1989, pp. 3-14.

Hall, Stuart. "Cultural Studies and Its Theoretical Legacies." *Cultural Studies*, edited by Lawrence Grossberg, Cary Nelson and Paula Treichler, Routledge, 1992, pp. 277-286.

Appadurai, Arjun. "Disjuncture and Difference in the Global Cultural Economy." *The Cultural Studies Reader* (Second Edition), edited by Simon During, Routledge, 1999, pp. 220-32.

Suggested Readings:

Adorno, Theodor W. and Max Horkheimer, "The Culture Industry: Enlightenment as Mass Deception." *The Cultural Studies Reader* (Second Edition), edited by Simon During, Routledge, 1999, pp. 31-41.

During, Simon. "Introduction." *The Cultural Studies Reader* (Second Edition), edited by Simon During, Routledge, 1999, pp. 1-30.

Sardar, Ziauddin, and Borin Van Loon. *Introducing Cultural Studies: A Graphic Guide*. Icon Books, 2012.

Nayar, Pramod K. *An Introduction to Cultural Studies*, Viva, 2008.

Malhotra, Simi. "Popular Culture Studies in India Today: Issues and Problems." *Cultural Studies in India,* edited by Rana Nayar et al., Routledge, 2016, pp. 45-51.

Nayar, Rana. "Prologue." *Cultural Studies in India,* edited by Rana Nayar et al., Routledge, 2016, pp. xi-xxxii.

Module 2: Analysing Popular Culture (5 weeks)

The readings in this module aim to acquaint students with the methodology for the analysis of popular cultural artefacts via discussions around five major and overlapping cultural processes/circuits of culture: representation, identity, production, consumption and regulation. Throughout the transaction of this module, it will be highlighted that culture is not merely reflective but also constitutive of social processes, and is as significant as economic and political factors in shaping social realities. Students, using presentations, will be encouraged to dissect cultural forms/expressions/articulations/artefacts as signifying practices, as sign systems that become functional through shared interpretative frameworks and contexts. Further, the readings aim to deconstruct the binary between high/canonical and low/popular culture by discussing a text's relationship with its context, ideology, market forces, utopian longings and desire for change. This module thus aims to foreground the significance of studying the popular as a contested terrain where struggle for domination is not just reflected or represented but also decided.

Essential Readings:

Gay, Paul du, Stuart Hall et al. "Section I: Making Sense of the Walkman." *Doing Cultural Studies: The Story of the Sony Walkman*, Sage, 1997, pp. 7-40.

Hebdige, Dick. "The Function of Subculture." *The Cultural Studies Reader* (Second Edition), edited by Simon During, Routledge, 1999, pp. 441-50.

Fiske, John. "The Jeaning of America." *Understanding Popular Culture*, Routledge, 2010, pp. 1-18.

Suggested Readings:

Jameson, Fredric. "Reification and Utopia in Mass Culture" (*Social Text*, vol. 1, 1979, pp. 130-48), in Michael Hardt and Kathi Weeks (eds.), *The Jameson Reader*, Cambridge and Malden, MA: Blackwell, 2000, pp. 123-48.

Fraser, Nancy. "Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy." *The Cultural Studies Reader* (Second Edition), edited by Simon During, Routledge, 1999, pp. 518-36.

Fiske, John. *Understanding Popular Culture*, Routledge, 2010.

Fiske, John. "Culture, Ideology, Interpellation." *Literary Theory: An Anthology (Second Edition)*, edited by Julie Rivkin and Michael Ryan, Blackwell, 2004, pp. 1268-73.

Chatterjee, Partha. "Critique of Popular Culture." *Public Culture*, Vol. 20, No. 2, 2008, pp. 321-344.

McLuhan, Marshall. Part I of *Understanding Media: The Extensions of Man*, Routledge and Kegan Paul, 1964, pp. 3-73.

Module 3: Technology, New Media, Visuality (3 weeks)
This module will interrogate what constitutes art and culture in an era of endless repeatability, loss of aura and implosion of meaning and images in new mediascapes. The focus will be on how developments in technology and the visual turn have impacted the production, consumption and dissemination of culture in a globalized world of porous borders.

Essential Readings:

Benjamin, Walter. "The Work of Art in the Age of Mechanical Reproduction" (*Zeitschrift für Sozialforschung*, V, 1, 1936), trans. Harry Zohn, in Hannah Arendt (ed.), Walter Benjamin, *Illuminations*. Fontana Press, 1973; 1992, pp. 211-44.

Baudrillard, Jean. "The Work of Art in the Electronic Age" (TV interview with *La Sept*, Autumn 1988), trans. Lucy Forsyth, Interview 13. And in Mike Gane edited, *Baudrillard Live: Selected Interviews*, Routledge, 1993, pp. 145-51.

Ramaswamy, Sumathi. "Introduction." *Beyond Appearances: Visual Practices and Ideologies in Modern India*, Sage, 2003, pp. xiii-xxix.

Suggested Readings:

Adorno, T. W. "How to Look at Television." The Quarterly of Film Radio and Television, Vol. 8, No. 3 (Spring, 1954), Univ. of California Press, pp. 213-235.

Mirzoeff, Nicholas, edited. *The Visual Culture Reader (Second Edition)*, Routledge, 2002.

Module 4: Cyberculture (3 weeks)

The readings in this module focus on cyberspace as the emerging public sphere that is networked and transnational in character, the enabling as well as disabling aspects of the culture of real virtuality, the new inequalities that it gives rise to: the great digital divide and the black holes of informational capitalism. The suggested readings point towards possible directions that research in this area can take viz cyberfeminism, posthumanism, digital humanities, cyber communities, cybercrime, cyber warfare, cyber subcultures etc.

Essential Readings:

Castells, Manuel. "An Introduction to the Information Age," *City*, 2:7 (1997), 6-16, DOI: 10.1080/13604819708900050.

Haraway, Donna. "A Cyborg Manifesto." *The Cultural Studies Reader* (Second Edition), edited by Simon During, Routledge, 1999, pp. 271-91.

Sardar, Ziauddin. "alt.civilizations.faq: Cyberspace as the Darker Side of the West." *The Cybercultures Reader*, edited by David Bell and Barbara M. Kennedy, Routledge, 2000, pp. 732-52.

Suggested Readings:

Sandoval, Chela. "New Sciences: Cyborg Feminism and the Methodology of the Oppressed." *The Cybercultures Reader*, eds., David Bell and Barbara M. Kennedy, pp. 374-87.

Hayles, N. Katherine. "Virtual Bodies and Flickering Signifiers." *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature, and Informatics*. Univ. of Chicago Press, 1999, pp. 25-49.

Bell, David and Barbara M. Kennedy, eds. *The Cybercultures Reader*. Routledge, 2000.

Dijk, Jan Van. *The Digital Divide.* Polity, 2020.

Kirschenbaum, Matthew G. "What Is Digital Humanities and What's It Doing in English Departments?" *Association for Department of English Bulletin*, Number 150, 2010, 55-61.

Module 5: Conclusion (1 week)

The concluding module will consolidate the learnings in the course through revision of concepts, writing practice, discussions around research interests of the students and preparing of bibliographies around those areas.

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

Mid-term Assessment: 50% - Analysing cultural expressions/artefacts/articulations like advertisement/s, video game/s, toy/s, song/s, web series, posters, comics, photographs, painting/s, sculpture/s, internet memes, magazine/s, sports and leisure activities (eg. IPL, T20 World Cup), matrimonial columns, fashion trend/s, stand-up comedy, reality television shows (eg. Big boss), game shows (eg. KBC), theme parks, mobile applications (eg. TikTok), graphic novel, graffiti, calendar/s, fairy tales, film, short film, short story, poem/s etc. in light of the critical insights gained from the readings of this course around questions of representation, identity, production, consumption, dissemination/circulation, sign systems/signifying practices, meaning making/semantic networks. Students will be required to submit a research paper (2000 words) and make a presentation in class.

Suggested readings/areas for student presentations:

McLuhan, Marshall. “Games”, “Telegraph”, “The Typewriter”, “The Telephone”, “The Phonograph”, “Movies”, “Radio”, “Television”, and “Weapons.” *Understanding Media: The Extensions of Man*, Routledge and Kegan Paul, 1964, pp. 234-345 (Chapters 24-32).

Barthes, Roland. “Novels and Children”, “Toys”, “The Face of Garbo”, “Wine and Milk”, “Striptease’”, “The New Citroën”, “Photography and Electoral Appeal”, “*The Lost Continent*”, “Plastic” and “Myth Today.” *Mythologies* (Paris: Editions du Seuil, 1957), trans. Annette Lavers, Hill and Wang, 1972, pp. 50-61, 84-99, 109-59.

Baudrillard, Jean. “Hypermarket and Hypercommodity,” “The Implosion of Meaning in Media,” “Absolute Advertising, Ground-Zero Advertising.” *Simulacra and Simulation*, translated by Sheila Faria Glaser, Univ. Of Michigan Press, 1994, pp. 75-94.

Bourdieu, Pierre. “How can one be a sports fan?” *The Cultural Studies Reader* (Second Edition), edited by Simon During, Routledge, 1999, pp. 339-56.

Appadurai, Arjun. “Playing with Modernity: The Decolonization of Indian Cricket.” *Modernity at Large: Cultural Dimensions of Globalization*, Oxford University Press, 1997, pp. 89-113.

Anable, Aubrey. “Introduction.” *Playing with Feelings: Video Games and Affect*, University of Minnesota Press, 2018, pp. vii-xxi.

Wolf, Mark J.P. and Bernard Perron, eds. *The Routledge Companion to Video Game Studies*, Routledge, 2014.

Morris, Meaghan. “Things to do with shopping centres.” *The Cultural Studies Reader* (Second Edition), edited by Simon During, Routledge, 1999, pp. 295-319.

Taylor, Sarah McFarland. “Shopping and Consumption.” *The Routledge Companion to Religion and Popular Culture,* edited by John C. Lyden and Eric Michael Mazur, Routledge, 2015, pp. 317-35.

Williams, Raymond. “Advertising: The Magic System.” *The Cultural Studies Reader* (Second Edition), edited by Simon During, Routledge, 1999, pp. 320-36.

Gogoi, Sukrity and Simona Sarma. “Politics of Performance and Performance of Politics: Analysing stand-up comedy in the Indian context.” *Humour and the Performance of Power in South Asia Anxiety, Laughter and Politics in Unstable Times*, edited by Sasanka Perera, Dev Nath Pathak, Routledge, 2022, pp. 156-177.

Ross, Andrew. “The Popularity of Pornography.” *No Respect: Intellectuals and Popular Culture*, Routledge, 1989.

Kipnis, Laura. “Pornography”, *The Oxford Guide to Film Studies*, edited by John Hill and Pamela Church Gibson, Oxford University Press, 1998, pp. 153-57.

End term Exam: 50%

8. **Pedagogy:**
   a. Instructional strategies: Lectures and discussions based on the prescribed readings

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

   c. Expertise in AUD faculty or outside: AUD faculty

   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): No

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies 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

Appendix-12

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

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Hons History
Course title	Protests, Resistance and Movements in Colonial India
Course code	**NSUS1HS436**
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	Monsoon 2025
Course coordinator and team	Dr Dhiraj Kumar Nite

1. How does the course link with the vision of AUD?
   In AUD, we have always tried to balance periodization and thematics. This course follows the thematic approach to a very important theme in Indian history: the study of political movements in Colonial India.

2. How does the course link with the specific programme(s) where it is being offered?
   This is a seventh-semester course in the UG programme of History Major. From this semester onwards, we expect students to start thinking at a research level. Hence, the courses designed for this semester will offer an in-depth study of an important theme in History. After obtaining a broad understanding of such defining themes, students will have scope to research many themes.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   Yes, it continues the courses already taught in the History programme (India 1700-1857 and Modern India 1857-1947) and elaborates in more detail on a very important aspect in modern Indian and global history—the freedom movement, which in turn sparked off many such social movements and anti-colonial movements around the 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):
   Ideally class size of 50 per section.

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

7. **Course Details:**
   a. Summary:
      This is a course on the political and social movements in colonial India. It attempts to explore thematically the many struggles of Indian peoples against exploitation,

oppression and for social change in colonial India at different levels: along the axes of caste, class, community, gender and nation. These struggles expressed various concerns and the code of entitlements, framed modalities of conducting their campaigns and shaped the public sphere. The varied approaches adopted by the Indian people will be analysed through examples and assessed critically. Many of the lessons learned during these struggles laid the foundations of India we live in and hence require a very close study.

b. Objectives:
   1. To gain a deeper understanding of terms which will be frequently used in this paper like anti-caste movement, women's liberation, labour movement, tribal movement, nationalism, anti-colonialism, and decolonisation, etc.
   2. To learn about the evolving historiography on this theme.
   3. To study the freedom struggles in India and the varied approaches adopted by the Indian people against colonial rule.
   4. To study the legacies and lessons learnt, in India and globally.

c. Expected learning outcomes:
   1. The student would have learnt about social movements, nationalism, colonialism and anti-colonialism in much depth: terminologically and historiographically speaking.
   2. The student would have also understood the multiple levels at which oppression and exploitation were resisted in colonial India.
   3. The implications of this multipronged approach towards social development and anti-colonialism had its aftermath in the way post-Independent India shaped up is also a very important learning outcome of this paper.
   4. The social liberation and anti-colonial movements in India also had important global implications, and which reflect upon the world order even to this day, is another important lesson from this paper.

d. Overall structure (course organisation, rationale of organisation, brief module outlines):
   The course has 8 modules covering the following themes: tribal movement, peasant movement, women's movement, anti-caste struggles, labour movement and anti-colonial freedom struggles.

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

(b) Module descriptions:

Module 1: Historiography on the Social and Political Movements [week 1]

This module looks at the various trends in the writing on social and political movements. The many historiographical currents will be discussed—Imperialist, Nationalist, Marxist, Cambridge, Subaltern and Feminist.
Writings *on* these schools of thought as well as *by* the authors themselves will be discussed.

Readings:

1. Sumit Sarkar, *Modern India, 1885-1947,* ND. 1983
2. Anil Seal, *The Emergence of Indian Nationalism, Competition and Collaboration in the Later Nineteenth Century*, Cambridge, 1968.
3. **C.A. Bayly. *Recovering Liberties: Indian Thought in the Age of Liberalism and Empire* (Cambridge University Press, 2012).**

4. Sekhar Bandyopadhyay, *Nationalist Movement in India: A Reader*, OUP (2008)
5. Partha Chatterjee, *Nationalist Thought and the Colonial World: A Derivative Discourse*, London: ZED books (1993)
6. Dipesh Chakrabarty, *The Calling of History: Sir Jadunath Sarkar and his Empire of Truth*, Chicago: UC (2015).

Module 2: Historiography on Nation and its Components [week 2]

This module will look at many ways historians have looked at components of Indian society and its nation specific to India. It lays the foundation of the course ahead.

Readings:

i. Partha Chatterjee, *Nation and its Fragments,* Oxford University Press, 1987.
ii. Routledge Handbook of the History of Colonialism in South Asia edited by Harald Fischer-Tiné, Maria Framke (2022)
iii. Neeladri Bhattacharya, The Great Agrarian Conquest: The Colonial Reshaping of a Rural World, SUNY (2019)
iv. **Bipan Chandra. *The Rise and Growth of Economic Nationalism in India* (People's Publishing House, 1966).**
v. **Tanika Sarkar, Religion and Women in Indiam 1780s-1980s, Delhi: Permanent Black, 2024.**

Module 3: Tribal Movements [weeks 3 and 4]

This module looks at the Tribal movements in colonial India, as expressed in various regions.

Readings:

i. Sekhar Bandyopadhyay, *From Plassey to Partition and After,* Orient Blackswan, ND (2004)
ii. CA Bayly, *Rulers Townsmen and Bazaars: North Indian Society in the Age of British Expansion: 1770-1870,* OUP (2012)
iii. Sanjukta Das Gupta and Raj Sekhar Basu, *Narratives from the Margins: Aspects of Adivasi History in India,* ND: Primus (2012)
iv. Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India,* Duke University Press (1993)
v. Ishita Banerjee Dube, *A History of Modern India,* CUP (2015)
vi. Kumar Suresh Singh, *Tribal Movements in India,* Manohar, 1982

Module 4: Peasant Movements [weeks 5, and 6]

This module looks at the peasants movements over various issues and their resistance to colonial policies in various regions.

Readings:

1. A.R.Desai, Peasants Struggle in India, 1979.
2. Bipan Chandra et.al, India's Struggle for Independence, 1857-1947, New Delhi, 1988.
3. Sumit Sarkar, The Swadeshi Movement in Bengal, CUP (1977)
4. Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India,* 1993.
5. Mridula Mukherjee, *Peasants in India's Non-violent Revolution,* 2005.
6. Vinayak Chaturvedi, *Peasant Past: History and Memory in Western India,*

Assessment 1: week 7

Module 5: Labour Movements [weeks 8 and 9]

This module looks at the labour movements, its concerns and modalities in various regions in colonial India.
Readings:

1. Ishita Banerjee Dube, *A History of Modern India,* CUP (2015)
2. Sumit Sarkar, *Modern India 1885-1950*
3. Sekhar Bandypadhyay, *From Plassey to partition,*
4. C Jangam, *Dalits and Making of Modern India,* OUP, 2017
5. Bipan Chandra, *Nationalism and Colonialism in Modern India*, New Delhi, 1987.
6. Sukomal Sen, *The Working Class in India*, 2019.
7. Raj Naryan Chandavarkar, *Imperial Power and Popular Politics: Class, Resistance and the State in India*, Cambridge: 1998.
8. Jan Breman, *Capitalism, Inequality and Labour in India*, CUP: 2019.

Module 6: Women's Movements [weeks 10 and 11]
This module looks at the women's movements for their liberation, improvement and contribution to socio-political change in colonial India.
Readings:

1. Tanika Sarkar, *Religion and Women in India: gender, faith and politics, 1780s-1980s,* 2024.
2. Sumit Sarkar and Tanika Sarkar (eds.), *Women and Social Reform in Modern India, A reader,* Indiana Press, 2008.
3. Geraldine Fobes, *Women in Modern India,* 1996
4. Janaki Nair, *Women and Law in Colonial India: a social history,* Cambridge: 2024
5. Samita Sen, *Women and Labour in Late Colonial India,* Cambridge 2001.

Module 7: Anti-Caste Campaigns [weeks 12 and 13]
This module looks at the anti-caste campaigns, its concerns and organisations in various regions, and their contribution to socio-political changes in colonial India.

1. Ramnarayan S Rawat, *Dalit Studies,* DUP (2016).
2. Sumit Sarkar and Tanika Sarkar, *Caste in Modern India, a reader.* 2013.
3. MSS Pandian, *Brahmin and Non-Brahmin: genalogies of the tamil political present,* 2007.
4. S. Bandhopadhya, *Caste, Culture and Hegemony: social dominance in colonial Bengal,* 2014.
5. Anupama Rao, *The Caste Question: Dalits and the Politics of Modern India,* California: University of California, 2009.
6. Rosalind, O'Hanlon, *Caste, Conflict, and Ideology: Mahatma Jotirao Phule and Low Caste Protest in Nineteenth-Century Western India,* Cambridge: Cambridge University Press, 1985/2002. Delhi: Permanent Black 2010.

Module 8: Religious Reform Movements [14 and 15]
This module discusses the religious reform campaigns and movements undertaken in response to the pressure of colonial modernisation and adjustment

1. Amiya P ed. Social and Religious Reform. The Hindus of British India. Delhi. Oxford University Press. 2003
2. Amiya P Sen, "Debates within Colonial Hinduism" in Brian A. Hatcher ed. *Hinduism in the Modern World.* New York & London. Routledge. 2015.
3. Gwilym Beckerlegge (ed.), *Colonialism, Modernity, and Religious Identities: Religious Reform Movements in South Asia*, 2008.
4. Kenneth W. Jones, *Socio-Religious Reform Movements in British India: 1 (The New Cambridge History of India*, 2006.

5. Sumit Sarkar, *Critiques in Colonial India,* 1985.
6. K.N. Panikker, *Against Lord and State: Religion and Peasant Uprisings in Malabar:* Culture and Consciousness in Modern India, 1989.
7. K.N. Panikker, *Culture, Ideology and Hegemony – Intellectuals and Social Consciousness in Colonial India*, 2002.

Module 8: Social Movement and Colonialism [Weeks 16]

This module sums up the discussion by bringing together the interface between socio-political movements undertaken by tribals, peasants, women, workers and caste groups on one side and colonial policies and antic-colonial urges on the other. What legacies did it have for the nascent Independent nation,

Readings:

1. Sekhar Bandyopadhyay, **Decolonization in South Asia Meanings of Freedom in Post-independence West Bengal, 1947–52, Routledge (2009)**
2. **Gyanesh Kaudaisya, *A Republic in the Making: India in the 1950's,* OUP (2017)**
3. Niraja Gopal Jayal's Citizenship and Its Discontents: An Indian History (2013)
4. Mushirul Hasan, Legacy of a Divided Nation: India's Muslims Since Independence (1997)
5. Radha Kumar, A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism (1993)
6. Urmila Pawar and Meenakshi Moon, *We Also Made History: Women in the Ambedkarite Movement,* Zubaan (2008)
7. Christopfe Jaffrelot, *India's Silent Revolution: The Rise of the Low Castes,* Permanent Black (2003)
8. K N Pannikar, 'Nationalism and Its Detractors' *Social Scientist,* pp.3-18, Sep-Oct 2016

End Semester Exam. 17 Week.

Assessment pattern:
Mid Semester exam: 50%
End Semester exam: 50%

- **Pedagogy:**
  - Instructional strategies:
  - Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
  - Expertise in AUD faculty or outside
  - Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Signature of Course Coordinator(s): Dhiraj Kumar Nite

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 21st meeting held on 23 July 2025 and has been approved as an elective in the present form.

Signature of the Dean of the School

Appendix-13

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Hons. History
Course title	Theories and Methods in the Study of History
Course code	**NSUS1HS437**
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	**(DSC/RM)**
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	MS 2025
Course coordinator and team	Prof. Tanuja Kothiyal and Dr. Yogesh Snehi (CC)

1. Does the course connect to, build on or overlap with any other courses offered in AUD? This course will build on core and elective courses taught as part of the undergraduate programme in History.

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): Completed three years of BA in History and meet requirements for promotion to semester 7.

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

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long course that will be taught in a workshop mode.

5. How does the course link with the vision of AUD? The course will offer conceptual skills for research in history and allied disciplines in social sciences, keeping in line with the vision adopted by AUD under the NEP.

6. How does the course link with the specific programme(s) where it is being offered? The course is located in the four-year UG Programme in History in the School of Undergraduate Studies. It will be offered as a core course to students promoted to the seventh semester of the BA Hons with Research in History.

7. Course Details:

   a. Summary: This is a course for advanced BA students of history that seeks to familiarise them with the contours of theoretical debates in history and also introduce

some key methodological questions. The course will equip students to frame questions to pursue historical research.

b. Objectives: The course seeks to conceptualise what constitutes history. This theoretical and methodological course charts some critically important debates that shape the contours of history as a modern academic discipline. The importance of questions like what history is, how the academic discipline of history differs from popular perceptions of the past, what historians do, what defines objectivity and subjectivity, what various schools of historical thought are, what modern and post-modern approaches to history are, etc.

c. Expected learning outcomes: Students will be able to:
- Develop a conceptual framework for their research
- Know about different research techniques
- Learn how to conduct field-based research
- Identify and locate sources
- Analyse and Interpret sources
- Frame historically and theoretically sound questions/ arguments
- Write and present an academic / research paper

d. Overall structure (course organisation, rationale of organisation; outline of each module): The course will have 10 modules. Each module will have one focus area for an intensive engagement. 'Why is it important to study what they are studying?' - is a critical question. It is in this context that the modules are designed not only to impart scholastic skills for operating within a disciplinary boundary, but also to have dialogue with other disciplines, and contextualise the relevance of their study.

1. Introduction to Historiography
2. Trends in Political History
3. From Social History to Microhistory
4. Economic History and the Materialist Turn
5. Cultural History and Memory Studies
6. Colonial Ethnography and Oral History
7. Postcolonial and Decolonial Methods
8. Gender and Feminist Historiography
9. Digital Humanities and History
10. Regional and Global Historiographies

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

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

Module 1: Introduction to Historiography (Week 1 and 2)
Topics:
- Definitions: What is History and Historiography?
- Major Concepts (Positivism, Annales, Marxist)

Module 2: Trends in Political History (Week 3 and 4)
Topics:

- Annals and limitations of narrating the past
- History and modern nation states
- Imperialism and imaginations of history
- Indian history after 1947: Rethinking colonial past

Module 3: From Social History to Microhistory (Week 5 and 6)
Topics:
- What is Social History?
- The French Revolution as a subject
- Microhistory and the Everyday

Module 4: Economic History and the Materialist Turn (Week 7 and 8)
Topics:
- What of Mode of Production?
- Re-interpreting political theories of the State
- 'Drain of Wealth' in the Indian Nationalist imagination
- Objects and Visuals as History

Module 5: Cultural History and Memory Studies (Week 9)
Topics:
- Culture as History
- Historical and Collective Memory
- Sites of Memory: Memorials and Commemorative Sites
- Museums, Curation and Ideas of Heritage

Module 6: Colonial Ethnography and Oral History (Week 10)
Topics:
- Colonialism and the Making of Anthropology
- Myth and History
- What is Oral History?

Module 7: Postcolonial and Decolonial Methods (Week 11 and 12)
Topics:
- History from Below: Studying the Subaltern
- Hayden White and Metahistory
- Foucault and Discourse
- Narrative, Language, and Power

Module 8: Gender and Feminist Historiography (Week 13)
Topics:
- Postcolonial Revisions and the Study of Gender
- Feminist Interventions in History
- What are Sexualities?

Module 9: Digital Humanities and History (Week 14)
Topics:
- Practices of Curation and Experiencing History
- Digital Archives
- GIS Techniques and Cartography
- Computation Techniques and Big-Data Analytics

Module 10: Regional and Global Historiographies (Week 15 and 16)
Topics:

- Indian Historiography (Colonial, Nationalist, Dalit, Adivasi)
- Chinese, African, and Latin American Histories
- Environmental and Global History

Essential Readings

Sreedharan, E. *A Textbook of Historiography, 500 B.C. to A.D. 2000*. 2nd ed. New Delhi: Orient BlackSwan, 2019.

Upadhyay, Bhushan, and Shashi Upadhyay. *Historiography in the Modern World: Western and Indian*. New Delhi: Orient BlackSwan, 2016.

Yadav, Bhupendra. *Framing History: Context and Perspectives*. New Delhi: Pearson Education, 2011.

Iggers, Georg G., Q. Edward Wang, and Supriya Mukherjee. *A Global History of Modern Historiography*. London: Routledge, 2008.

Tosh, John. *The Pursuit of History: Aims, Methods and New Directions in the Study of History*. 6th ed. London: Routledge, 2015.

Recommended Readings

Achebe, Chinua. *There Was a Country: A Personal History of Biafra.* New York: Penguin Press, 2012.

Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism.* London: Verso, 1983.

Arnold, David. *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India.* Berkeley: University of California Press, 1993.

Asad, Talal, ed. *Anthropology and the Colonial Encounter.* London: Ithaca Press, 1973.

Bandyopadhyay, Sekhar. *From Plassey to Partition and After: A History of Modern India.* 2nd ed. Hyderabad: Orient BlackSwan, 2015.

Bentley, Jerry H. "The Task of World History." *The American Historical Review* 105, no. 4 (2000): 777–785.

Bloch, Marc. *The Historian's Craft.* Translated by Peter Putnam. New York: Vintage Books, 1953.

Bodenhamer, David J., John Corrigan, and Trevor M. Harris. *The Spatial Humanities: GIS and the Future of Humanities Scholarship.* Bloomington: Indiana University Press, 2010.

Burke, Peter. *Eyewitnessing: The Uses of Images as Historical Evidence.* Ithaca, NY: Cornell University Press, 2001.

Burke, Peter. *The French Historical Revolution: The Annales School 1929–89.* Stanford: Stanford University Press, 1990.

Cameron, Fiona, and Sarah Kenderdine, eds. *Theorizing Digital Cultural Heritage: A Critical Discourse.* Cambridge, MA: MIT Press, 2007.

Carr, E. H. *What Is History?* New York: Vintage Books, 1961.

Chakrabarty, Dipesh. *Provincializing Europe: Postcolonial Thought and Historical Difference.* Princeton, NJ: Princeton University Press, 2000.

Chasteen, John Charles. *Born in Blood and Fire: A Concise History of Latin America.* 4th ed. New York: W. W. Norton & Company, 2016.

Cohen, Daniel J., and Roy Rosenzweig. *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web.* Philadelphia: University of Pennsylvania Press, 2005.

Cohen, Paul A. *Discovering History in China: American Historical Writing on the Recent Chinese Past.* New York: Columbia University Press, 1984.
Comte, Auguste. *The Course of Positive Philosophy.* Translated by Harriet Martineau. London: Bell & Sons, 1896.
Conrad, Sebastian. *What Is Global History?* Princeton: Princeton University Press, 2016.
Cook, Terry. "Evidence, Memory, Identity, and Community: Four Shifting Archival Paradigms." *Archival Science* 13, no. 2–3 (2013): 95–120.
Cronon, William. "The Trouble with Wilderness; or, Getting Back to the Wrong Nature." In *Uncommon Ground: Rethinking the Human Place in Nature*, edited by William Cronon, 69–90. New York: W. W. Norton & Company, 1995.
Daston, Lorraine. "Data and Doubt." *Daedalus* 147, no. 1 (2018): 22–35.
Dirks, Nicholas B. *Castes of Mind: Colonialism and the Making of Modern India.* Princeton: Princeton University Press, 2001.
Dutt, R. C. *The Economic History of India under Early British Rule.* London: Kegan Paul, Trench, Trübner & Co., 1902.
Foucault, Michel. "Nietzsche, Genealogy, History." In *Language, Counter-Memory, Practice: Selected Essays and Interviews*, edited by Donald F. Bouchard, translated by Donald F. Bouchard and Sherry Simon, 139–164. Ithaca, NY: Cornell University Press, 1977.
Foucault, Michel. *The Archaeology of Knowledge.* Translated by A. M. Sheridan Smith. New York: Pantheon Books, 1972.
Foucault, Michel. *The History of Sexuality, Volume 1: An Introduction.* Translated by Robert Hurley. New York: Pantheon Books, 1978.
Ginzburg, Carlo. *The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller.* Translated by John and Anne Tedeschi. Baltimore: Johns Hopkins University Press, 1980.
Graham, Shawn, Ian Milligan, and Scott Weingart. *Exploring Big Historical Data: The Historian's Macroscope.* London: Imperial College Press, 2015.
Grandin, Greg. *Empire's Workshop: Latin America, the United States, and the Rise of the New Imperialism.* New York: Metropolitan Books, 2006.
Gregory, Ian N., and Alistair Geddes. *Toward Spatial Humanities: Historical GIS and Spatial History.* Bloomington: Indiana University Press, 2014.
Guha, Ramachandra. *Environmentalism: A Global History.* New York: Longman, 2000.
Guha, Ramachandra. *Savaging the Civilized: Verrier Elwin, His Tribals, and India.* Chicago: University of Chicago Press, 1999.
Guha, Ranajit, ed. *Selected Subaltern Studies.* New York: Oxford University Press, 1988.
Guha, Ranajit. *Dominance without Hegemony: History and Power in Colonial India.* Cambridge, MA: Harvard University Press, 1997.
Gupta, Charu. *Sexuality, Obscenity, Community: Women, Muslims, and the Hindu Public in Colonial India.* Ranikhet: Permanent Black, 2001.
Halbwachs, Maurice. *On Collective Memory.* Translated and edited by Lewis A. Coser. Chicago: University of Chicago Press, 1992.
Hobsbawm, Eric. *On History.* New York: The New Press, 1997.
Hooper-Greenhill, Eilean. *Museums and the Shaping of Knowledge.* London: Routledge, 1992.
Hunt, Lynn. *The Family Romance of the French Revolution.* Berkeley: University of California Press, 1992.
Iliffe, John. *Africans: The History of a Continent.* 2nd ed. Cambridge: Cambridge University Press, 2007.
Jenkins, Keith. *Re-thinking History.* London: Routledge, 1991.

Lincoln, Bruce. *Theorizing Myth: Narrative, Ideology, and Scholarship.* Chicago: University of Chicago Press, 1999.
Loomba, Ania. *Colonialism/Postcolonialism.* 3rd ed. London: Routledge, 2015.
Majumdar, R. C., ed. *The History and Culture of the Indian People.* Mumbai: Bharatiya Vidya Bhavan, various editions.
Marx, Karl. "Preface to A Contribution to the Critique of Political Economy." In *Selected Writings*, edited by David McLellan, 424–428. Oxford: Oxford University Press, 1977.
Metcalf, Thomas R. *Ideologies of the Raj.* The New Cambridge History of India III.4. Cambridge: Cambridge University Press, 1995.
Mignolo, Walter D. *The Idea of Latin America.* Malden, MA: Blackwell Publishing, 2005.
Milligan, Ian. *History in the Age of Abundance? How the Web Is Transforming Historical Research.* Montreal: McGill-Queen's University Press, 2019.
Mohanty, Chandra Talpade. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." *Feminist Review*, no. 30 (1988): 61–88.
Nagaraj, D. R. *The Flaming Feet and Other Essays: The Dalit Movement in India.* Edited by Prithvi Datta Chandra Shobhi. Ranikhet: Permanent Black, 2010.
Nora, Pierre. "Between Memory and History: Les Lieux de Mémoire." *Representations* 26 (Spring 1989): 7–24.
Offen, Karen. "Defining Feminism: A Comparative Historical Approach." *Signs: Journal of Women in Culture and Society* 14, no. 1 (1988): 119–157.
Osterhammel, Jürgen. *The Transformation of the World: A Global History of the Nineteenth Century.* Translated by Patrick Camiller. Princeton: Princeton University Press, 2014.
Padel, Felix. *Sacrificing People: Invasions of a Tribal Landscape.* Delhi: Orient Longman, 1995.
Prasad, Archana. *Against Ecological Romanticism: Verrier Elwin and the Making of an Anti-Modern Tribal Identity.* New Delhi: Three Essays Collective, 2003.
Rege, Sharmila. *Writing Caste, Writing Gender: Narrating Dalit Women's Testimonios.* New Delhi: Zubaan, 2006.
Said, Edward W. *Culture and Imperialism.* New York: Alfred A. Knopf, 1993.
Sarkar, Sumit. *Modern India: 1885–1947.* New Delhi: Macmillan, 1983.
Satia, Priya. *Time's Monster: How History Makes History.* Cambridge, MA: Harvard University Press, 2020.
Scott, Joan Wallach. "Gender: A Useful Category of Historical Analysis." *The American Historical Review* 91, no. 5 (1986): 1053–1075.
Scott, Joan Wallach. "The Evidence of Experience." *Critical Inquiry* 17, no. 4 (1991): 773–797.
Shah, Alpa. *In the Shadows of the State: Indigenous Politics, Environmentalism, and Insurgency in Jharkhand, India.* Durham, NC: Duke University Press, 2010.
Spence, Jonathan D. *The Search for Modern China.* 3rd ed. New York: W. W. Norton & Company, 2013.
Susman, Warren I. "Culture as History: The Transformation of American Society in the Twentieth Century." In *Culture as History: The Transformation of American Society in the Twentieth Century*, 1–37. New York: Pantheon Books, 1984.
Thapar, Romila. *Early India: From the Origins to AD 1300.* Berkeley: University of California Press, 2002.
Thapar, Romila. *The Past as Present: Forging Contemporary Identities through History.* New Delhi: Aleph Book Company, 2014.
Thompson, E. P. *The Making of the English Working Class.* New York: Vintage Books, 1966.

Thompson, Paul. *The Voice of the Past: Oral History.* 3rd ed. Oxford: Oxford University Press, 2000.
Tosh, John. *The Pursuit of History.* 7th ed. London: Routledge, 2015.
Valmiki, Omprakash. *Joothan: A Dalit's Life.* Translated by Arun Prabha Mukherjee. New York: Columbia University Press, 2003.
Weeks, Jeffrey. *What Is Sexuality?* Cambridge: Polity Press, 2016.
White, Hayden. *Metahistory: The Historical Imagination in Nineteenth-Century Europe.* Baltimore: Johns Hopkins University Press, 1973.
White, Hayden. *The Content of the Form: Narrative Discourse and Historical Representation.* Baltimore: Johns Hopkins University Press, 1987.
Worster, Donald, ed. *The Ends of the Earth: Perspectives on Modern Environmental History.* Cambridge: Cambridge University Press, 1988.
Xaxa, Virginius. "Tribes as Indigenous People of India." *Economic and Political Weekly* 34, no. 51 (1999): 3589–3595.
Zelliot, Eleanor. *From Untouchable to Dalit: Essays on the Ambedkar Movement.* New Delhi: Manohar Publishers, 1992.

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

S.No	Assessment	Date/period in which the assessment will take place	Weightage
1	Mid-semester examination	Week 6 or 7	50%
2	End-semester examination	During designated end-semester period	50%

8. Pedagogy:

a. Instructional strategies: *Lecture, discussions, audio-visual.*
b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): *Lecture room with AV set-up.*
c. Expertise in AUD faculty or outside: *SLS, SUS, SGA.*
d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Indian Council of Historical Research, Indian Council of Social Science Research, Archaeological Survey of India, Government Museums.

Prof. Tanuja Kothiyal and Dr. Yogesh Snehi
Signature of Course Coordinators

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 21st meeting held on 23 July 2025 and has been approved as an elective in the present form.

Signature of the Dean of the School

Appendix-14

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

School/Centre proposing the course Programme(s)	School of Undergraduate Studies
Programme(s)	BA Hons. History
Course title	Reading and Academic Writing in Historical Study
Course code	**NSUS1HS414**
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	DSC
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	MS 2025
Course coordinator and team	Dr Dharitri Narzary

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This course will connect and overlap with the courses offered in some schools/programmes in AUD like Sociology, School of Letters, School of Culture and Creative Expression, Gender Studies and School of Liberal Studies.

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)
   Completed 3 years (6 semesters) of undergraduate studies in Social Sciences and Humanities

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): The cohort size of maximum 50.

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Monsoon Semester (Semester long course in Workshop Mode)

5. How does the course link with the vision of AUD?
   The course fit very well with AUD vision in terms of skill development, analytical thinking and representation The format of the course will allow students to critically engage with readings, have across the table discussions to formulate ideas on critical concepts and varied historical experiences, present their thoughts in a coherent manner in writing.

6. How does the course link with the specific programme(s) where it is being offered?
   The AUD History programme train students to have dialogue with all major social sciences and humanities disciplines and is focused on trans temporality in historical study. This course is very much in tune with the multiple approaches of doing history at AUD as it will train students to write on historical subjects applying historical methods and tools.

7. **Course Details:**

a. Summary:

The course is designed in Workshop model with the purpose to help students develop aptitude for research. Conducting research in social sciences demand that an individual is adept at using various methods of collecting sources, collating and interpreting them. For any research, foregrounding the conceptual framework is very important. Apart from having read materials on specific historical themes, a historical enquiry becomes meaningful and relevant only when it is located in a larger relational context. The intent of the course is to help students understand the significance of having an interdisciplinary approach in historical research by introducing them to various aspects of doing research, especially on how to read and engage with sources, how to contextualise, develop ideas for conceptual framework, making meaning of texts, how to express them in a coherent manner in writing/presentation, how to structure their thoughts, how to write, etc. Additionally, how to transcript and interpret data gathered using various methodological techniques will be taught. In that the course will be more activity based and students will be required to read, write/rewrite, interpret, annotate, relate, review materials and present in the class as part of the coursework exercise. Thus, this course is focused on a range of foundational and advanced level understanding of topics to help students reflect upon their own knowledge base.

b. Objectives: As an interactive course, it will help and guide students to read and engage with different kinds of texts/sources and make formulations. The intent is to help develop/cultivate a mind for historical thinking using inter/multi-disciplinary methodological approaches. The objective is to make students aware about the importance of 'historical inquisitiveness', critical analysis of sources, historical temporality and objectivity. The course will teach them how to write an academic research paper, how to use the sources, how to make citations and referencing and what ethical research entails.

c. Expected learning outcomes: Students will be able to:

1. Develop conceptual framework of their research
2. Know about different research techniques
3. Learn how to conduct field based research
4. Identify and Locate sources
5. Analyse and Interpret sources
6. Frame historically and theoretically sound questions/ arguments
7. Write and present academic / research paper

d. Overall structure (course organisation, rationale of organisation; outline of each module):

The course will have 5 modules and each module will have one focus area for an intensive engagement. 'Why it is important to study what they are studying?' - is a critical question. It is in this context that the modules are designed not only to impart scholastic skill for operating within a disciplinary boundary while at the

same time having dialogue with other disciplines, but also contextualize the relevance of their study.

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

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

Module 1. **Reading and Research Formulation: (2 + 1 weeks = 3 weeks)**
This module will help students develop skills essential to any research/er. By the end of the course a student will be able to:

- Identify /find sources relevant for the research to build context for the topic
- Understand the importance of academic reading for research
- Strategize effective reading – how to read for research, to take notes and use them effectively
- to identify key debates and gaps in the existing literature
- Make clear research formulations and questions -
- Develop coherent research problems and objectives

Activity 1 (20%): Choose one text (primary or secondary literature) as a reading exercise and come up with coherent research questions and formulations

Readings

Donald Keene (ed.), *Modern Japanese Lietrature: An Anthology*, Charles E Tuttle Company, Rutland, Vermont, Tokyo.

Frederick Eden pergiter, 1922. *Ancient Indian Historical Tradition*, OUP, London.

Georg Hegel, *The Philosophy of History*, @2001 Blackmask Online

George g Iggers, Q Edward wang and Supriya Mukherjee, *A Global History of Modern Historiography*, Pearson Education, 2008.

Henning Truper, Dipesh Chakrabarty and Sanjay Subrahmanyam, 2015. *Historical Teleologies in the Modern World: Europe's Legacy in the Modern World*, Bloomsbury.

Henry Yule, *The Book of Ser Marco Polo: The Venetian concerning the Kingdoms and Marvels of the East*, (London, 1903)

Rama Sundari Mantena, 2012. *The Origins of Modern Historiography in India: Antiquarianism and Philology, 1780-1880*, Palgrave Macmillan, US.

Ranajit Guha, 2002. *The Small voice of History: Collected Essays*, Permanent Black, New Delhi.

Raziuddin Aquil and Partha Chatterjee, 2008. *History in the Vernacular*, Permanent Black.

Module 2. **Academic Writing in historical studies (2+ 2 = 4 weeks)**
This module will help students to understand the purpose and nature of historical writing, differentiating between narrative and analytical writing. Within this, different forms of writing, i.e. Creative and Academic writing, will be discussed. This dual approach ensures that students not only harness their creative potential but also excel in academic writing tasks, preparing them for diverse writing demands in their educational and professional futures. The module will help students:

- To differentiate between creative and other forms of writing
- To conceptualize themes and topics
- To write abstracts, well-structured essays, comments and research paper
- To understand the significance of secondary and primary sources in writing historical essays
- Explore personal essays and memoir writings
- Historicising events and stories

- Know about different styles of citation and referencing
-

The module thus will teach how to write up the first half of an empirical study: the introduction, literature review and methodology. The second half: results, discussion and conclusion. The technical aspects of a writing exercise, common to both the empirical study and essays will discuss: does it need to include a bibliography or a reference list, and what is the difference? Should one use footnotes or endnotes?

Activity 2 (20%): Write a research proposal for thesis writing.

Arupjyoti Saikia, 2008. Gait's Way: History writing in early 20th century Assam, in Raziuddin Aquil and Partha Chatterjee (eds), History in the Vernacular, Permanent Black.
Munin Saikia, "HISTORICAL WRITINGS ON NORTH-EAST INDIA AND THE AMERICAN BAPTIST MISSIONARIES", *Proceedings of the Indian History Congress* , 2011, Vol. 72, PART-I (2011), pp. 906-912
Prachi Deshpande, *Creative Pasts: Historical Memory and Identity in Western India, 1700–1960* (New York, 2007)
Vivian Shen, 2005. *The Origins of Left-Wing Cinema in China, 1932-37*, Routledge: New York, London.
Dirlik, Arif, Revolution and History: The Origins of Marxist Historiography in China, 1919– 1937 (Berkeley, 1978).
Michael J. Seth, 2010. *A History of Korea: From Antiquity to the Present*, Rowman & Littlefield Publishers (2010)
Sarah Foot, Chase F. Robinson, 2012. *The Oxford History of Historical Writing* (400-1400), Volume 2, Oxford University Press (2012)

Module 3. Historiographical Sources and Narrativisation: (**2 + 2 weeks = 4 weeks**)
It will engage with the critical question of what may /not be considered historiographical. The conventional understanding of what constitutes historiographical tradition vis-à-vis the post-modernist approach of reading sources leading to emergence of new trends in history writing, will be the main domain of discussion. The critical analysis of sources and the importance of it in juxtaposing historical with 'non-historical' narrativisation, the significance of the discursive in doing 'inclusive' history, expansion of the historical domain to include modern method of doing historical research like visual sources, will be what the module intends to discuss. Apart from illustrations from vernacular /(trans)regional history including primary sources, i.e. Buranji, Cheitharon Kumpapa, Bakhar, Rajmala, Shiji, Kojiki, oral historiography, etc. and the use of visual sources like photos, films /documentaries, paintings will be used for discussion.

Activity 3 (20%): Reading a selected text and interpretation of it in a historical context

Readings:
Arupjyoti Saikia, 2008. Gait's Way: History writing in early 20th century Assam, in Raziuddin Aquil and Partha Chatterjee (eds), History in the Vernacular, Permanent Black.
----------, 2008. "History, buranjis and nation: Surya Kumar Bhuyan's histories in twentieth century Assam", *The Indian Economic and Social History Review*, 45, 4 (2008): 473–507
Brownlee, John, *Japanese Historians and the National Myths*, 1600–1945 (Vancouver, 1997).
Sen (ed.), Historians and Historiography in Modern India , 281–90;
Shashi Bhushan Upadhyay, Historiography in the Modern World,
Michael D. Shin (ed.), 2014. *The Organization of Korean Historians - Everyday Life in Joseon-Era Korea: Economy and Society*, Global Oriental (2014)

Darshan Perusek, 'Subaltern Consciousness and Historiography of Indian Rebellion of 1857', *Economic and Political Weekly* , Sep. 11, 1993, Vol. 28, No. 37 (Sep. 11, 1993).

Module 4. **Cross-cultural historical exchanges and studies (2+ 1 = 3 weeks)**:
This module will engage with regional historiographical traditions and cross-cultural interactions. The temporality of historical knowledge production and internal / external dynamics in the process will be the central theme around which the discussion will be held. It will draw examples from Asian historical traditions and lead to the entry of 'modern' intervention in historical thinking influencing the traditional historical knowledge production. Illustrations: From pre-modern exchanges to advent of western modernity (canonical/scriptures, civilizational discourses, conservatism/traditionalism, liberalism, etc.)

Activity 4 (20%): Rewriting Exercise on a given text

Bin Yang, 2004. 'Horses, Silver and Cowries: Yunnan in Global Perspective', *Journal of World History*, Vol. 15, No. 3, Sept. 2004

C. H. Philips (ed.), Historians of India, Pakistan and Ceylon (London, 1961),
John S gegory, 2002. *The West and China since 1500*, Palgrave Macmillan.

Joy L. K. Pachuau, Willem van Schendel, 2015. *The Camera as Witness: A Social History of Mizoram, Northeast India*, Cambridge University Press.

Michael D. Shin (ed.), 2014. *The Organization of Korean Historians - Everyday Life in Joseon-Era Korea: Economy and Society*, Global Oriental (2014)

W. G. Beasley and E. G. Pulleyblank ed, *Historians of China and Japan*. (New York, I96I).

Yasmin Saikia, 2006. "Religion, Nostalgia, and Memory: Making an Ancient and Recent Tai-Ahom Identity in Assam and Thailand", *The Journal of Asian Studies* , Feb., 2006, Vol. 65, No. 1 (Feb., 2006), pp. 33-60

Module 5. **Oral Historiography (2 weeks)**:
What makes the study of history of 'people without history' difficult and problematic is the authentication/ verification of non-textual historical tradition, a reason why in conventional history writing the oral narratives were not considered as historical sources. However, acknowledging the rich body of oral histories, especially that in the northeast of India, require reconsidering as the legends, stories, songs and other forms of oral traditions together with tangible cultural forms, help trace the historical origin of migrations, cross-cultural interactions, political formations, founding of social institutions, belief systems, notion of territoriality and boundaries, etc.

Activity 5 (20%): Writing oral history:

Readings:
Birendranath Datta, 2002. *Affinities Between Folkloristics and Historiography: Some Theoretical Implications in the Context of Medieval and Modern History of North-East India*, National Folklore Support Centre, India,

Mamang Dai, *The Hidden Land*, Penguin India, 2009

Michael Walter Charney, 2000. A Reinvestigation of Konbaung-era Burman Historiography on the Beginnings of the Relationship Between Arakan and Ava (upper burma), Journal of Asian History , 2000, Vol. 34, No. 1 (2000), pp. 53-68.

Joy L. K. Pachuau, Willem van Schendel, 2015. *The Camera as Witness: A Social History of Mizoram, Northeast India*, Cambridge University Press.

Ken S. Coates, 2005. *A Global History of Indigenous Peoples: Struggle and Survival*, Palgrave Macmillan (2005)
M. Mayilvaganan, Nasima Khatoon, Sourina Bej, 2020. Tawang, Monpas and Tibetan Buddhism in Transition_ Life and Society along the India-China Borderland, Springer (Singapore)

Neeladri Bhattacharya and Joy L. K. Pachuau (eds.), 2019. *Landscape, Culture and Belonging_ Writing the History of Northeast India*, Cambridge University Press (2019)

Swargajyoti Gohain, 2020. *Imagined Geographies in the Indo-Tibetan Borderlands: Culture, Politics, Place*, Amsterdam Univ Pr (2020)

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

S.No	Assessment	Date/period in which the assessment will take place	Weightage
1	Choose a text and formulate research questions	Week 3	20%
2	Research proposal for thesis writing	Week 7	20%
3	Reading text and interpreting in historical context	Week 11	20%
4	Rewriting an article exercise	Week 14	20%
5	Writing Oral history	Week 16	20%

8. **Pedagogy:**
   a. Instructional strategies: Classroom lectures, Guided readings, group and review discussions, review of literature, workshop/seminars, annotating illustrations, decoding/interpreting sources

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

c. Expertise in AUD faculty or outside : AUD

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) Community based organizations, NGOs, Local offices, etc.

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 21st meeting held on 23 July 2025 and has been approved as an elective in the present form.

Signature of the Dean of the School

Minutes of the consultative meeting held on 08 April 2024

Member Present:

1. Prof. Sachi Srivastva (University of Delhi)
2. Prof. Geetha Venkataraman
3. Dr. Pranay Goswami
4. Dr. Ramneek Khassa
5. Dr. Kranti Kumar
6. Dr. Balchand Prajapati
7. Dr. Mradul Veer Singh (On election duty, He joined on our request)

The meeting started with warm welcome of Prof. Sachi Srivastava and detail deliberations of following agenda items:

1. Development of a course on History of Mathematics in India under the aegis of Indian Knowledge System (IKS) course.
2. Review of the Fifth and Sixth semester courses as per FYUP.
3. Discussion on the possible courses to be offered for the Seventh and Eighth semester courses as per FYUP.
4. Discussion on a change in the nomenclature of the programme from BA/BA (H) Mathematics to BSc/BSc (H) Mathematics.

Upon discussion of the above agenda items, the following recommendations have been made:

1) For the Indian Knowledge System course design, the committee looked at the sample syllabus of IKS given by UGC. During the discussion, It was suggested that a separate consultative meeting with IKS experts be held to develop the IKS course content. Also, it was proposed that the Department of Mathematics, Hansraj College, University of Delhi and the Mathematics Faculty, School of Liberal Studies, Dr B.R. Ambedkar University jointly organise a workshop related to IKS to create an executable syllabus and to also provide training to teachers.

2) (i) In 5th semester, there is a compulsory course "advanced analysis (DSC11) ". This course has three modules (a) Multivariable Calculus (b) Metric Spaces (c) Complex Analysis. Initially this course was made such that module (a) be made compulsory for the students and that module (b) and (c) can be optional to the students where they can choose any one of the modules. Now we are recommending each component as compulsory to the students and we have reduced the syllabus worth of 4 credits.
(ii) Similarly, in 6th semester, there is another compulsory course "Advanced Algebra" which has three modules. It is recommended to keep only two components (a) Group Theory (b) Linear Algebra with inclusion of some more topics related to these two modules and to move the Field extensions portion to a separate elective course.

(iii) The committee suggested the following structure of Vth and VIth semester courses in mathematics program:

V	**DSC10 (4Cr)** MA510 Ordinary Differential Equations **DSC11 (4Cr)** MA540 Advanced Analysis	**DSE1 (4Cr)** MA515 Number Theory and Cryptography **DSE2/EL5 (4Cr)** MA532 Discrete Mathematics	**GE3 (4Cr)**
VI	**DSC12 (4Cr)** MA511 Linear Optimization and Applications **DSC13 (4Cr)** MA539 Advanced Algebra	**DSE3 (4Cr)** MA541 Mathematical Modelling **DSE4/EL6 (4Cr)** MA542 Partial Differential Equations MA534 Mathematics for Computer Science	**GE4/DSE5 (4Cr)** MA536 Mathematical Finance MA513 Lattices and Boolean Algebra

3) It is recommended to develop new courses for VIIth and VIIIth semester DSC part with course names "Linear Analysis" and "Algebra".
(i) In "Linear Analysis", some topics related inner product space etc could be covered and (ii) in the "Algebra" course, we can include field extension and their geometric construction. Other DSE/EL/GE courses will be developed based on the expertise of the faculty member available in the program.

4) It was suggested that the programme name be changed from B. A. (Hons.) with a Major in Mathematics to B.Sc. (Hons.) with a Major in Mathematics and to also ensure that the nomenclature put forward by the UGC related to the NEP 2020 guidelines also be respected.

The meeting concluded with a vote of thanks.

Geetha Venkataraman
(GEETHA VENKATARAMAN)

Kranti Kumar
(KRANTI KUMAR)

(MRADUL VEER SINGH)

(BALCHAND PRAJAPATI)

(PRANAY GOSWAMI)

(RAMNEEK KHASSA)

Appendix-16

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
Programme(s)	Mathematics
Course title	Advanced Analysis II
Course code	NSUS1MA543
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	DSC
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	MS 2025-2026
Course coordinator and team	Pranay Goswami & Geetha Venkataraman

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

   This course helps students develop their ability to think analytically within the setting offered through complex analysis and topology. Such skills would add to a student's ability to analyse and solve problems even in real life. This course further enhanced the ability to leveraging their rich structure for problem-solving and theoretical understanding.

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

   This course is an advanced course that includes advances in complex analysis and topology. This course is an important part of the mathematics programme for those who wish to pursue mathematics further.

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

   Yes, Advanced Analysis (NSUS1MA540)

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 Advanced Analysis (NSUS1MA540)

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 course (VII semester)

7. **Course Details:**
   a. Summary: Complex Analysis explores the rich and interconnected world of complex differentiable functions, revealing elegant theorems and powerful tools with broad applications while topology investigates the underlying structure and connectivity of spaces, providing a framework for understanding qualitative properties that remain unchanged under continuous deformations.

   b. Objectives: The objective of complex analysis is to extend the concepts and techniques of calculus from real-valued functions of a real variable to complex-valued functions of a complex variable. This extension leads to a rich and powerful theory with numerous applications in various fields and topology, at its heart, is to study the fundamental properties of topological properties like connectedness, compactness, continuity etc.
   c. Expected learning outcomes:
      At the end of the course, students should be able to -
         i. Analyse complex valued functions and understand their properties and applications.
         ii. Evaluate integrals using the theory developed.
         iii. Analyse topological spaces and functions between topological spaces.
         iv. Differentiate between connectedness and path connectedness
         v. Analyse compact topological spaces and understand their properties and applications.
   d. After completing this course, students will be able to pursue higher degrees which involve the study of complex analysis and topology. They will also be able to pursue research.
   e. Overall structure (course organisation; rationale of organisation; brief module outlines):
      There are four modules in this course. Modules 1 and 2 deal with facets of complex analysis. They involve singular points, evaluation of real integrals and conformal mappings. Modules 3 and 4 deal with topology. Specifically the third module introduces topological spaces and their important properties as well as examples. The fourth module considers the concepts of connectedness and compactness.
   f. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

      (b) (i) Module-wise Format:

Module 1:
Singular Points, Residues, Cauchy Residue Theorem, Zeros of Analytic Functions, Poles, Riemann Theorem, Casorati-Weierstrass Theorem

Module 2:
Evaluation of Real Integrals, Argument Principle, Rouché's Theorem, Mapping of Elementary Functions, Linear Fractional Transformation, Conformal Mapping

Module 3:
Topology, definition and examples, bases, continuity and homeomorphisms, closed sets, closure, denseness, interior point, boundary, Subspace topology, product topology, graphs, Hausdorff spaces, definition, examples and properties
Module 4:
Connectedness, definition, example and properties, Path-connectedness, definition, examples and properties, Compactness, definition, examples, properties, compact subspaces of the Euclidean space

Essential readings:

1. J. W. Brown and R. V. Churchill, *Complex variables and applications*, 9th edition, 2019, McGraw-Hill Education.
2. W A Sutherland, *Introduction to Metric and Topological Spaces*, 2nd Edition 2009, OUP, UK.

Suggested readings:

1. J. Bak and D. J. Newman, *Complex analysis*, 3rd edition, 2009, Springer.
2. John B. Conway, *Functions of one complex variable I*, 2nd edition, 1978, Springer-Verlag
3. James R. Munkres, *Topology*. 2nd edition, 2000, Prentice Hall.

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

There will be three (tentative) assessments situations:

Class Test: 20% Weightage
Mid Sem/Assignment/Presentation: 30% Weightage
End Sem: 50% Weightage

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 Mathematica or equivalent.

   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

Appendix-17

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
Programme(s)	Mathematics
Course title	Research Methodology
Course code	NSUS1MA547
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	RM for Mathematics (Compulsory)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	MS 2025-2026
Course coordinator and team	Mradul Veer Singh, Balchand Prajapati

1. How does the course link with the vision of AUD?
   This course introduces students to key tools-including GAP, SAGE, and LaTeX (a widely used typesetting system in academic publishing)-that are fundamental for conducting rigorous and relevant mathematical research. Mastery of these tools enables students to engage in high-quality research activities, thereby contributing to the university's commitment to educational excellence, knowledge creation, and the advancement of research initiatives.

2. How does the course link with the specific programme(s) where it is being offered?
   This course equips students with the essential tools and knowledge to conduct research in the field of mathematics. It provides a framework for understanding research processes that are crucial for developing mathematical knowledge and skills.

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)
   Basic mathematical concepts such as in Algebra and Linear Algebra, Calculus etc. up to UG level is desirable for effective understanding of some of the tools like GAP, SageMath.

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 course in Seventh Semester

7. **Course Details:**
   a. Summary: This course introduces students to the GAP system, SAGE to understand mathematical concepts and prepares them to use these computer algebra systems for research in mathematics. Further this course enables students to learn LATEX typesetting so that they can create high quality output of papers/reports/ presentations as

research professionals. This course also gives students an overview of mathematical research and web resources and research ethics.

b. Objectives: The main objective of this course is to:
(i) introduce some open source tools like GAP, SAGE, LATEX and use these tools to understand mathematical concepts and carry out mathematical research.
(ii) prepare some of the skills required for mathematical research.
(iii) impart the knowledge of journals, their rankings, pros and cons of rankings, research database in mathematics, citations, similarity tools.
(iv) develop a basic understanding of research in mathematics.

c. Expected learning outcomes: This course will enable students to:
(i) use open source tools such as GAP, SAGE, LATEX in mathematics and mathematical research.
(ii) generate reports/papers/presentations/posters for mathematics journals and conferences of international standards.
(iii) gain knowledge about publication/presentation of mathematics research.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):
The main modules are as follows:

Module 1. GAP
Module 2. SAGE
Module 3. LaTeX
Module 4. Overview of Mathematical research, Web resources and research ethics

e. (i) Course contents detailed in module-wise format:

Module 1. GAP

About: GAP (Groups, Algorithms, Programming) is a system for computational discrete algebra which is used for the study of groups and their representations, rings, vector spaces, algebras, combinatorial structures and many more. The system, including source, is available freely.

Content: 15 Lectures/Lab

Introduction to GAP System: constants, operators, variables, objects, elements, functions, lists, immutability, sets, for and while loops, list operations, vectors and matrices, plain records, functions, if statements, recursion.

Groups and Homomorphisms: permutation groups, action of groups, subgroups as stabilisers, group homomorphisms by images.

Module 2. SAGE

About: SageMath (or Sage for short) is the free, open-source competitor to Maple, Mathematica, Magma, and Matlab. It is a computer-algebra system ideally suited to students of mathematics and all other STEM fields, vastly more sophisticated and advanced than any graphing calculator. Moreover, Sage is based on the popular programming language Python. That means if you use Sage in a mathematics, statistics, physics, or data-science class, you will learn Python along the way. Lots of other STEM fields are using Sage too.

Content: 15 Lectures/Lab

Introduction to SAGE system: Sage Environments (SageMathCell, Sage on CoCalc, Jupyter Notebook), Sage as Calculator, Assignment, Equality, Arithmetics, functions, indentation, counting, basic algebra and calculus, plotting, linear algebra, rings, polynomials, finite groups, abelian groups

Module 3. LaTeX

About: LaTeX is a high-quality typesetting system; it includes features designed for the production of technical and scientific documentation. LaTeX is the de facto standard for the communication and publication of scientific documents. LaTeX is available as free software.

Content: 14 Lectures/Lab

LaTeX basics, Overleaf (Online TeX editor), offline TeX editor (WinEdt, TeXworks) and compiler (MikTeX), creating first LaTeX document, writing maths using LaTeX, document structure, formatting, figures, tables, references and citations, producing documents such as Articles, Presentations, Posters.

Module 4. Overview of Mathematical research, Web resources and research ethics [6 Lectures]

basic knowledge about Web resources (MAA, AMS, SIAM, arXiv etc.) and Reviews/ Database: (MathSciNet, Web of Science, Scopus etc.), Journal metrics (Impact factor, citations), google scholar metric, challenges of journal metrics, research ethics, Plagiarism check using URKUND/Turnitin.

References

1. https://www.gap-system.org/ (https://docs.gap-system.org/doc/tut/manual.pdf)
2. https://www.sagemath.org/ (https://doc.sagemath.org/pdf/en/tutorial/sage_tutorial.pdf)
3. P. Zimmermann et al. (2018), Computational Mathematics with SageMath, SIAM.
4. https://www.latex-project.org/
5. Leslie Lamport (2008), LaTeX: a Document Preparation System, Pearson.
6. Till Tantau et al. (2025), The BEAMER class (User Guide for Version 3.72), TeX User Group, https://tug.ctan.org/macros/latex/contrib/beamer/doc/beameruserguide.pdf
7. University Grant Commission (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulation 2018 (The Gazette of India: Extraordinary, Part-iii, Section 4)

Lab Practicals: [24 Hours]

1. GAP: Hands on with GAP (constants, operators, variables, objects, elements, functions, lists)
2. GAP: Hands on with GAP (list operations, vectors and matrices, plain records, functions, if statements, recursion)
3. GAP: Computation with groups (permutation groups, subgroups and characterization)
4. GAP: Action of groups
5. SAGE: Hands on with Sage (SageMathCell, Sage on CoCalc, Jupyter Notebook), Sage as Calculator
6. SAGE: Hands on with Sage (Assignment, Equality, Arithmetics, functions, indentation, counting)
7. SAGE: Basic Algebra and Calculus, Plotting
8. SAGE: Linear Algebra
9. LaTEX: Starting LaTeX, preparing input file for a sample document/paper, including equations, symbols, sections and subsections, figure, table, theorems, references, cross referencing, and Handling errors while creating the documents
10. LaTeX: Creating a sample paper ready for submission in a given format of a publisher
11. LaTeX: Creating a presentation PDF file including Title, Table of Contents, Sections, Subsections, Blocks with at least 15 frames
12. Demonstration of Web resources

(ii) Assessment Plan (weight, mode, scheduling) for the course:
The tentative assessment schedule and weights are as follows:
Two Lab assessments (each 40% weightage) after completion of modules on GAP and Sage.
A Term paper/Report/Review submission the file generated using LATEX (20% weightage)

8. **Pedagogy:**
   a. Instructional strategies: Lectures and practice sessions in Computer Lab (4 hours lectures and 2 hours of Hands on session in a week)

   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Computer Lab with adequate number of seats and computers with internet, Classroom, Library, Computer Algebra Systems (GAP, SAGE).

   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

Appendix-18

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
Programme(s)	Mathematics
Course title	Advanced Differential Equations
Course code	NSUS1MA544
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	MS 2025-2026
Course coordinator and team	Kranti Kumar & Pranay Goswami

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

   This course helps students develop the tools for modelling real-life problems using the concepts of differential equations and to solve and analyze these problems. Such skills would add to a student's ability to analyze and solve problems even in real life.

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

   This course is an advanced course that includes advances in ordinary differential equations. This course is an important part of the mathematics programme for those who wish to pursue mathematics further.

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 (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long course (VII semester)

7. **Course Details:**

a. Summary: The present course on Advanced Differential Equations has been designed to introduce various techniques to solve first and higher order linear differential equations, system of equations, autonomous systems and stability analysis of autonomous systems. The course has an added attraction of the lab component, where using Mathematica, one can plot the graphs of the curves represented by the solutions of the differential equations and can also analyze phase portraits of autonomous systems.

b. Objectives:
The objective of advanced differential equations is to extend the concepts and techniques from the solution of the first order linear differential equations to the solution and analysis of the system of differential equations and autonomous systems. This extension leads to a rich and powerful theory with numerous applications in various areas like stability analysis and perturbation methods.

c. Expected learning outcomes:
At the end of the course, students should be able to -

i. Analyse the existence and uniqueness of simultaneous differential equations of first order and ordinary differential equations of higher order.
ii. Solve the homogeneous and non homogeneous linear systems .
iii. Understand and construct the Green's function.
iv. Analyse the stability of the linear and non linear autonomous systems.
v. Understand and apply perturbation based techniques.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):
There are two modules in this course. Module 1 contains complex analysis involving singular points, evaluation of real integrals and conformal mappings. Module 2 contains topology and related topics.

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

(b) (i) Module-wise Format:

Module 1:

Well posed problems, Existence, uniqueness and continuity of solution of ordinary differential equations (ODEs) of first order, Picard's method, Existence and uniqueness of solution of simultaneous differential equations of first order and ODEs of higher order, Sturm separation, and Comparison theorems.

Module 2:

Homogeneous linear systems, non-homogeneous linear systems, Linear systems with constant coefficients. Two-point boundary value problems, Green's function, Construction of Green's function.

Module 3:

Sturm-Liouville systems, eigenvalues and eigenfunctions, Critical point of an autonomous system, and their classification as stable, asymptotically stable, strictly stable and unstable, Stability of autonomous system of differential equations, Stability of linear systems with constant coefficients.

Module 4:

Linear plane autonomous systems, Perturbed systems, Method of Lyapunov for nonlinear systems. Perturbation methods, Periodic solutions and Singular perturbations.

Lab Exercise Using Mathematica

1. Determination of critical points, plotting of phase plane and phase portraits.
2. Plotting of limit cycles
3. Solution of homogeneous and non-homogeneous linear systems

Essential readings:

1. T. Myint-U, Ordinary Differential Equations, Elsevier, North-Holland, 1978.
2. S.L. Ross, Differential Equations, Second Edition, John Wiley & Sons, India, 2007.
3. Walter G. Kelley, Allan C. Peterson, The Theory of Differential Equations, 2nd Edition, Springer

Suggested readings:

1. E.A. Coddington, An Introduction to Ordinary Differential Equations, Dover Publications, 2012.
2. C. H. Edwards and D. E. Penny, Differential Equations and Boundary Value Problems: Computing and Modeling, Pearson Education, India, 2005.
3. M. L. Abell and J. P. Braselton, Differential Equations with MATHEMATICA, Elsevier Academic Press, 3rd edition, 2004.

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

There will be three tentative assessments situations:

Class Test: 20% Weight
Mid Sem/Assignment/Presentation: 30%

End Sem: 50% Weight

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 Mathematica 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

Appendix-19

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
Programme(s)	Mathematics
Course title	Advanced Linear Algebra
Course code	NSUS1MA545
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	MS 2025-2026
Course coordinator and team	Balchand Prajapati & Mradul Veer Singh

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

   This course helps students develop their ability to think abstractly within the setting offered through Advanced Linear Algebra. Such skills would add to a student's ability to analyse and solve problems even in real life. This course further enhanced the ability to do the research in the area of Linear Algebra and Functional Analysis.

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

   This course is an advanced course that includes advances in linear algebra and the introductory part of functional analysis. This course is an important part of the mathematics programme for those who wish to pursue mathematics further.

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

   Yes, 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): Semester long course (VII the semester)

7. **Course Details:**
   a. Summary: This is an advanced course on Algebra. It contains the higher order of linear algebra and basic part of functional analysis particularly, linear operators and their properties.

b. Objectives: The aim of the course is to deepen the concepts of linear functional on vector space and their representation into different forms. To introduce inner product space and different types of linear operators on inner product space. Further, applications of these theories to solve mathematical problems.

c. Expected learning outcomes:
   At the end of course students should be able to:
   i. find the eigenvalues and eigenvectors of a linear functional and apply to diagonalize matrices.
   ii. decompose the given matrix into Jordan canonical form.
   iii. find the orthogonal and orthonormal basis of inner product space.
   iv. analyze adjoint, normal, unitary and orthogonal operators and their applications into matrix theory.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):
   There are four modules in this course. Module 1 contains definitions of linear functional and its characteristic value. Module 2 contains invariant subspaces and its application to canonical form. Module 3 contains inner product space and orthogonalization process and Module 4 contains different types of operators on inner product space.

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

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

Module [1.] [Detailed description of module]

Linear functionals, Dual space, Double dual, Dual Basis, Transpose of a Linear transformation and its matrix in the dual basis, Characteristic values and diagonalization,

Module [2.] [Detailed description of module]

Invariant subspaces and Cayley Hamilton theorem, Annihilating Polynomials, Direct sum decompositions, Primary decomposition, The Jordan Canonical form, minimal polynomial.

Module Objective: Students will learn about the above topics.

Module [3.] [Detailed description of module]

Inner Products and norms, Orthonormal Basis, Gram Schmidt orthogonalization process and orthogonal complements, Bessel's inequality,

Module [4.] [Detailed description of module]

Adjoint of a linear operator, Normal and Self adjoint operator, Unitary and orthogonal operators and their properties, orthogonal projection and spectral theorem, Singular Value decomposition for matrices.

Module Objective: Students will learn about the above topics.

Essential readings with page numbers:

1. Kenneth Hoffman and Ray Kunze, Linear Algebra, (Second edition), PHI, 2009.
2. Friedberg H. Stephen, Insel J. Arnold, Spence E. Lawrence, Linear Algebra, (Fourth Edition), PHI, 2002.

Suggested readings:

1. E. Kreyszig, Introductory functional analysis with applications, Wiley, 1991.
2. Jimmie Gilbert and Linda Gilbert, Linear Algebra and Matrix Theory, (Second Edition), Brooks Cole, 2004.
3. S. Lang, Linear Algebra, (Third Edition), Springer, 1987.

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

There will be three tentative assessments situations:

Class Test: 20% Weightage
Mid Sem/Assignment/Presentation: 30% Weightage
End Sem: 50% Weightage

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 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

Appendix-20

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)	Mathematics
Course title	Introduction to Cryptography
Course code	NSUS1MA546
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	MS 2025-2026
Course coordinator and team	Dr. Deep Singh

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

   Introduction to Cryptography is a basic course in cryptography which mainly deals with the application of algebra and number theory in the design of various cryptosystems. This course will help students to develop their ability to think about designing secure protocols for data encryption and decryption. Such skills would add to a student's ability to analyse and solve problems in real life related to digital communication.

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

   This is the basic course in cryptography and is intended for those who wish to find out the applications of abstract algebra and number theory in data encryption and decryption algorithms.

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 Number theory and cryptography (MA515)

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 Number theory and cryptography (MA515) or equivalent course.

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 course (VIIth semester)

7. **Course Details:**
   a. Summary: This is a basic course in Cryptography. This course is built as an introductory course and gives the students the basic understanding of symmetric and asymmetric cryptosystems. It provides the concepts of encryption and decryption algorithms of RSA

cryptosystem, Diffie-Hellman Key Exchange Algorithm, and the ElGamal Public Key Cryptosystems. It also includes the implementation and security issues in public key cryptosystems and concept of the discrete logarithm problem (DLP).

b. Objectives: In the present time usage of computer and digital communication is becoming an essential part of our life. The objective of introduction to cryptography course is to give the students the basic understanding of encryption and decryption of digital data. It includes knowledge about some well known cryptosystems like RSA-cryptosystem, Diffie-Hellman cryptosystem etc. and the underlying mathematics, which has wide applications in the area of digital data security at defense, banking transactions, medical imaging, satellite imaging etc.

c. Expected learning outcomes:
   At the end of course students should be able to:
   i. Determine suitable encryption and decryption functions required for a cipher system.
   ii. Analyse basic differences between Private and Public Key Cryptosystems.
   iii. Analyse various types of cryptosystems based on their algorithms
   iv. Evaluate the original/plaintext message from the corresponding cipher text.
   v. Analyse the implementation and security issues for some Public Key Cryptosystems (PKCs).

d. After completing this course, students will be able to pursue higher degrees involving the study of cryptography and data encryption algorithms.They will also be able to pursue research in the area of digital data and network security.

e. Overall structure (course organisation; rationale of organisation; brief module outlines): There are four modules in this course: Module 1 consists of definitions of plaintext and ciphertext, key, and Substitution Ciphers. Module 2 deals with concepts of Symmetric and Asymmetric Ciphers with special emphasis on RSA cryptosystem. Module 3 contains the theory of discrete logarithm problem (DLP), Diffie-Hellman Key Exchange Algorithm, and the ElGamal Public Key Cryptosystems. Module 4 deals with the implementation and security issues related to the RSA Public Key Cryptosystem.

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

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

Module [1]: [Introduction to basic cryptographic terminology]

Introduction to Cryptography, Plaintext and Ciphertext, Simple Substitution Ciphers, Cryptanalysis of Simple Substitution Ciphers, Modular Arithmetic and Shift Ciphers, The Fast Powering Algorithm.

Module [2]: [Theory of Symmetric and Asymmetric Ciphers]

Cryptography before the Computer Age, Symmetric and Asymmetric Ciphers, Private and Public Key Cryptosystems, Encoding Schemes, Symmetric Encryption of Encoded Blocks, Examples of Symmetric Ciphers, Random Bit Sequences and Symmetric Ciphers, Asymmetric Ciphers Make a First Appearance

Module [3]: [Study of some well known cryptosystems]

Discrete Logarithms and Diffie–Hellman, The Birth of Public Key Cryptography, History of Development of Public Key Cryptography, The Discrete Logarithm Problem, Diffie-

Hellman Key Exchange Algorithm, The ElGamal Public Key Cryptosystem, An Overview of the Theory of Groups, Hardness of the Discrete Logarithm Problem, Order Notation, A Collision Algorithm for Discrete Logarithm Problem, The Chinese Remainder Theorem (Only Statement), The Pohlig–Hellman Algorithm.

Module [4]: [The implementation and security issues in PKCs]

The RSA Cryptosystem: Algorithm and the underlying mathematics, The Implementation and Security Issues: RSA Public Key Cryptosystem (PKC), Pollard's p-1 Factorization Algorithm, Probabilistic Encryption and the Goldwasser-Micali Cryptosystem.

Suggested Readings:

1. Hardy, G. H. and Wright, E. M., An Introduction to Theory of Numbers, Oxford University Press, 2008, 6th Ed.

2. Hoffstein, J., Pipher, J. & Silverman, J. H., An Introduction to Mathematical Cryptography, Springer (India) Pvt. Ltd., 2014, 2nd Ed.

3. Talbot, J. and Welsh, D., Complexity and Cryptography: An Introduction, Cambridge University Press, 2006.

4. Yaschenko, V. V., Cryptography: An Introduction, American Mathematical Society, 2009.

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

There will be three (tentative) assessments situations:

Class Test: 20% Weight
Mid Sem/Assignment/Presentation: 30% Weight
End Sem: 50% Weight

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, a. 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

Appendix-21

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

School/Centre proposing the course	SUS
Programme(s)	BA (H) Political Science
Course title	Introduction to Global International Relations: Non-Western Perspective
Course code	NSUS1PO614
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	DSC
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	July 2025
Course coordinator and team	Prof. Tanuja Singh & Team

1. How does the course link with the vision of AUD?
   The course is intended as one of the core courses for the students of the BA in Political Science. The course will complement other core courses in the four-year program structure and will provide a theoretical perspective on the international relations in Political Science.

2. How does the course link with the specific programme(s) where it is being offered?
   It introduces essential tools for understanding political phenomena theoretically, preparing students for advanced study, empirical research, and field-based work

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This course complements all Theory courses and research components but does not overlap content wise.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)
   Basic understanding of political theory and international relations.

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

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long course, 16 weeks.

7. Course Description:

a. Summary:

This course provides an in-depth exploration of the non-Western perspective of International Relations and its application in political science. It aims to critically engage with the mainstream discipline of International Relations and understand how various non-Western

traditions, histories, and intellectual contributions reframe the study and practice of global politics.

b. Objectives:

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

1. Critically examine the development of International Relations (IR) as a Western-centric discipline.
2. Understand and articulate key concepts and contributions from non-Western intellectual traditions in IR theory and practice.
3. Engage with postcolonial and decolonial critiques of mainstream IR and apply these frameworks to real-world international issues.
4. Analyze regional approaches to global order beyond the Euro-American paradigm.
5. Develop a pluralistic understanding of world politics, emphasizing epistemological diversity.

c. Learning Outcomes:

After completing the course, students will be able to:

1. Identify and explain the limitations of mainstream IR theories and demonstrate awareness of their Eurocentric biases.
2. Compare and contrast Western and non-Western perspectives on core IR concepts.
3. Apply postcolonial and decolonial theoretical frameworks to contemporary global issues, such as conflict, global governance, and international institutions.
4. Critically reflect on the politics of knowledge production in IR and assess the relevance of Global International Relations for understanding a multiplex world.
5. Present coherent arguments in written and oral formats that reflect intercultural understanding, theoretical plurality, and critical analysis.

d. Overall structure (course organization; rationale of organization; brief module outlines):

Overall structure (course organization; rationale of organization; brief module outlines): The course is organized into five modules over 16 weeks.

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: Introduction: Rethinking International Relations

This module introduces the foundational debates of International Relations and the critique of its Eurocentric bias. It explores the emergence of the Global International Relations project and its call to diversify the field.

1. Mainstream International Relations Theories and Their Limits – Realism, Liberalism, and Constructivism
2. Eurocentrism in International Relations: What Does it Mean?
3. Global IR and the Idea of Multiplicity in World Order

Essential Readings:

1. Acharya, Amitav. *Global International Relations (IR) and Regional Worlds: A New Agenda for International Studies*. International Studies Quarterly, 2014, pp. 647–659.
2. Buzan, Barry and Acharya, Amitav. *Why is there no Non-Western International Relations Theory?* An Introduction. International Relations of the Asia-Pacific, 2007, pp. 287–312.
3. John Hobson (2012) *The Eurocentric Conception of World Politics* – Western International Theory, 1760-2010. Cambridge: CUP I(chapter 1).
4. Wallerstein, I. (1997). *Eurocentrism and its avatars: the dilemmas of social science*. New Left Review, 93–108.

Additional Readings:

1. Ling, L.H.M. *The Dao of World Politics: Towards a Post-Westphalian, Worldist International Relations*. Routledge, 2014.
2. Tickner, Arlene B. & Wæver, Ole (eds.). *International Relations Scholarship Around the World*. Routledge, 2009.

Module 2: Postcolonial and Decolonial International Relations

This module examines the impact of colonialism and imperial legacies on international relations and explores the contributions of postcolonial and decolonial scholars in reframing the field.

1. Colonial Foundations of International Relations
2. Postcolonial Theory
3. Decolonial Thought

Essential Readings:

1. Bhambra, Gurminder K. *Postcolonial and Decolonial Dialogues*. Postcolonial Studies, 2014, pp. 115–121.
2. Seth, Sanjay. *Postcolonial Theory and the Critique of International Relations*. Millennium: Journal of International Studies, 2011, pp. 167–183.

Additional Readings:

1. Krishna, Sankaran. *Globalization and Postcolonialism: Hegemony and Resistance in the Twenty-first Century*. Rowman & Littlefield, 2009.
2. Mignolo, Walter D. & Escobar, Arturo. *Globalization and the Decolonial Option*. Routledge, 2010. (Introduction & selected chapters)

Module 3: Indigenous and Civilizational Foundations of Global Order

This module focuses on how different civilizations and indigenous traditions have historically conceptualized political order, diplomacy, and conflict, contrasting these with Western-centric models of International Relations.

1. What Counts as ‘Indigenous’ Knowledge in International Relations?
2. Civilizational Dialogues vs Clash of Civilizations

Essential Readings:

1. Hobson, John M. *The Eurocentric Conception of World Politics: Western International Theory, 1760–2010*. Cambridge University Press, 2012. (Chapters 1, 2, and 3 pp. 1-90)

2. Pella, John Anthony. *Africa and the Expansion of International Society: Surrendering the Savannah*. Routledge, 2015. (Chapter 1 pp. 1-20, Chapter 3 pp. 45-70, Chapter 5 pp. 95-120)

Additional Readings:

1. Kang, David C. *East Asia Before the West: Five Centuries of Trade and Tribute*. Columbia University Press, 2010. (Chapter 2 pp.25-50, Chapter 4 pp. 75-100)
2. Shilliam, Robbie. *The Black Pacific: Anti-Colonial Struggles and Oceanic Connections*. Bloomsbury, 2015. (Chapter 1 pp.1-30, Chapter 3 pp. 55-80, Chapter 5 pp. 105-130)

Module 4: Regional Voices in Global International Relations: Perspectives from the Global South

This module explores the specific contributions and perspectives emerging from the Global South, focusing on how these regions challenge and enrich International Relations theory.

1. IR from the Global South: Agency, Voice, and Narrative
2. Regional International Societies: Is There a Global South International Relations?

Essential Readings:

1. Acharya, Amitav. *Constructing Global Order: Agency and Change in World Politics*. Cambridge University Press, 2018. (Chapter 1, 3, 6)
2. Tickner, Arlene B. *Seeing IR Differently: Notes from the Third World*. Millennium, 2003, pp. 295-324.

Additional Readings:

1. Ayoob, Mohammed. *The Third World Security Predicament: State Making, Regional Conflict, and the International System*. Lynne Rienner, 1995. (Chapter 2 pp. 31-58 and Chapter 5 pp. 117-145)
2. Sabaratnam, Meera. *Decolonising Intervention: International State building in Mozambique*. Rowman & Littlefield, 2017. (Chapter 1 pp. 1-20 and Chapter 4 pp. 85-110)

Module 5: Towards a Pluralist and Inclusive International Relations

This module explores the possibility of a pluralist and inclusive IR that draws from multiple knowledge traditions. It discusses the ethics, methods, and politics of a truly global discipline.

1. What is Pluralism in IR?
2. Ethics of Knowledge Production and Representation
3. Intercultural IR and the Role of Comparative Theory

Essential Readings:

1. Acharya, Amitav. *The Making of Global International Relations: Origins and Evolution of IR at its Centenary*. Cambridge University Press, 2019. (Chapter 7 pp. 195-225, Chapter 8 pp. 226-260)
2. Tickner, Arlene B. and Blaney, David L. *Thinking International Relations Differently*. Routledge, 2012. (Chapter 1 pp. 1-24, Chapter 2 pp. 22-45, Chapter 3 pp. 46-70)

Additional Readings:

1. Bilgin, Pinar. *The Past as In/Quest: Method and Methodology in IR Historiography*. Review of International Studies, 2016, pp. 1–20.

2. Inayatullah, Naeem and Blaney, David. *International Relations and the Problem of Difference*. Routledge, 2004. (Chapter 1, 2, 3 pp. 17-115)

(ii) **Assessment Plan:**

The following components will be used to assess student performance:

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%).

8. Pedagogy:

a. Instructional strategies:
   The instructional strategy will include lectures, interactive discussions, group activities, peer-reviewed presentations, will help students apply their learning in real-time.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
   Classroom with projector, access to computers for data analysis sessions, and library access to academic journals and archives.

c. Expertise in AUD faculty or outside: AUD

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

Signature of Course Coordinator(s)

Note:

1. Modifications based on 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 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 21st Board of Studies meeting held on……and has been approved in the present form.

Signature of the Dean of the School

Appendix-22

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 (SUS)
Programme(s)	BA (H) Political Science
Course title	Research Methods for Political Science
Course code	NSUS1PO615
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	July 2025
Course coordinator and team	Dr.Makkalanban D S

1. How does the course link with the vision of AUD?
   The course builds critical thinking, analytical reasoning, and evidence-based engagement with public issues, aligning with AUD's emphasis on interdisciplinary, socially relevant, professionally competent and intellectually stimulating education.

2. How does the course link with the specific programme(s) where it is being offered?
   It introduces essential tools for understanding political phenomena, preparing students for advanced study, empirical research, and field-based work.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This course complements Theory courses and elective field-based research components but does not overlap content wise.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)
   Basic understanding of political theory and Indian government.

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

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long course, 16 weeks.

7. **Course Details:**

a. **Summary:**
   This course helps students understand how to study and research political topics in a clear and organized way. It introduces basic ideas and methods used in Political Science,

showing how to ask good questions, gather useful information, and make sense of it. Students will learn about two main types of research: qualitative (focused on ideas and experiences) and quantitative (based on numbers and statistics). The course also explains how to collect data, analyze results, and follow ethical rules in research. Most importantly, it shows how political research connects to real-life issues and helps improve public decision-making and governance.

b. Objectives:

a. To acquaint students with the philosophical foundations of political inquiry.
b. To develop skills in framing research questions and designing political research.
c. To familiarize students with data collection methods and analytical tools.
d. To nurture critical engagement with sources, data, and evidence.

c. Expected learning outcomes:

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

a. Understand the logic of political research.
b. Design a basic research proposal.
c. Differentiate between qualitative and quantitative methods.
d. Conduct literature reviews and collect relevant data.
e. Practice ethical standards in social science research.

d. Overall structure (course organization; rationale of organization; brief module outlines):

The course is organized into five modules over 16 weeks. It begins with an overview of research philosophy and designs, moves through data collection and analysis, and concludes with writing and ethics.

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: Debates in Political Science Research

Module Objective: This module introduces the scope and philosophical foundations of research in Political Science. It examines the nature of inquiry, types of knowledge, and major debates on objectivity and values. Students will explore key questions about how political knowledge is constructed and evaluated. It will explore the ontological and epistemological debates about political science. By the end, they will gain a critical understanding of different research approaches and the philosophical issues that influence political analysis and methodology.

Essential readings with page numbers:

a. Almond, G. A. (1988). Separate tables: Schools and sects in political science. *PS: Political Science & Politics*, 21(4), 828–842.
b. Farhana Sulthana, (2007). Reflexivity, Positionality and Participatory Ethics: Negotiating Fieldwork Dilemmas in International Research, *ACME: An International E-Journal for Critical Geographies*, 6 (3), 374-385.
c. Furlong, P., & Marsh, D. (2010). *A skin not a sweater: Ontology and epistemology in political science* (pp. 184-211).
d. Hay, C. (2006). Political ontology. *The Oxford handbook of contextual political analysis*, *5*, 78-96.
e. Kinder, D. R., & Palfrey, T. R. (Eds.). (1993). *Experimental foundations of political science*. University of Michigan Press.
f. King, G., Keohane, R. O., & Verba, S. (1994). *Designing social inquiry: Scientific inference in qualitative research*. Princeton University Press.
g. Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Pearson.
h. Roxani Krystalli, (2023). Teaching and Learning Reflexivity in the World Politics Classroom*, International Political Sociology*, 17, 1–17.
i. Stanley, L. (2012). Rethinking the definition and role of ontology in political science. *Politics*, *32*(2), 93-99.
j. Thomas, G. (2005). The qualitative foundations of political science methodology. *Perspectives on Politics*, *3*(4), 855-866.

Suggested Reading:

a. Alvesson, Mats & Skoldberg, Kaj, *Reflexive Methodology*, Sage Publication Ltd. 2000.
b. Berlin, I. (1978). *The purpose of philosophy. In Concepts and categories: Philosophical essays* (pp. 1–11). Viking Press.
c. Bhargava, R. (2010). *What is political theory?* In R. Bhargava & A. Acharya (Eds.), Political theory: An introduction (pp. 2–17). Pearson.

Module 2: Political Research Methods and Design

This module aims to train students in designing a clear and viable research project in Political Science. It focuses on developing strong research questions and formulating hypotheses. Students will learn to identify and define variables and understand their role in building and testing theories. By exploring the essential components of research design, the module equips learners with the skills needed to plan and structure effective political research projects with clarity and academic rigor.

Essential readings with page numbers:

a. Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The craft of research* (3rd ed., pp. 40–70). University of Chicago Press.
b. Burnham, P., Gilland, K., Grant, W., & Layton-Henry, Z. (2008). *Research methods in politics* (2nd ed., pp. 19–37). Palgrave Macmillan.
c. Gerring, J. (2001). *Social science methodology: A criterial framework* (Chap. 4). Cambridge University Press.

a. Halperin, S., & Heath, O. (2020). *Political research: methods and practical skills*. Oxford University Press.
b. Johnson, J. B., Reynolds, H. T., & Mycoff, J. D. (2015). *Political science research methods*. CQ press.
c. McNabb, D. E. (2015). *Research methods for political science: Quantitative and qualitative methods*. Routledge.
d. Nachmias, C., & Nachmias, D. (2007). *Research methods in the social sciences* (7th ed., pp. 160–175). Worth Publishers.
e. Pennings, P., Kleinnijenhuis, J., & Keman, H. (2005). Doing research in political science: An introduction to comparative methods and statistics.
f. Punch, K. F. (2006). *Developing effective research proposals* (2nd ed., pp. 50–65). SAGE.
g. Shively, W. P. (2017). *The craft of political research*. Routledge.

Suggested Reading:

a. Dr. V.K Dube, *Research Methodology in Political Science*, Omega Publications, New Delhi, 2015.

Module 3: Methods and Techniques of Data Collection

This module introduces students to key tools for collecting data in Political Science. It covers both qualitative and quantitative methods, including interviews, surveys, case studies, participant observation, and archival research. Students will learn when and how to use these tools effectively in different types of research projects, particularly Psephology in electioneering.

Essential readings with page numbers:

a. Ahmad, T. (2020). Improving political science degree programmes in the twenty-first century. *Review of Economics and Political Science*, *5*(3), 231-247.
b. Babbie, E. (2013). *The practice of social research* (13th ed., Chap. 9). Cengage Learning.
c. Becker, H. S. (1986). *Writing for social scientists: How to start and finish your thesis, book, or article* (pp. 1–20). University of Chicago Press.
d. Bernard, H. R. (2017). *Research methods in anthropology: Qualitative and quantitative approaches* (6th ed., Chaps. 7–8). Rowman & Littlefield.
e. Leaders, Y. S., & Researchers, B. The Policy Implications of Inaccurate Exit Polls: Examining the Lok Sabha elections in India.
f. Phadnis, A., & Khandelwal, A. (2022). The rise of political consultancy in India. *India Review*, *21*(2), 249-276.
g. Philippou, A. N. (2021). Why do polls fail? The case of four US presidential elections, Brexit, and two India general elections. *arXiv preprint arXiv:2107.14166*.
h. Rai, P. (2021). Psephological Advancements and Pitfalls of Political Opinion Polls in India. *Open Political Science*, *4*(1), 258-274.

i. Rai, P. (2021). Psephological fallacies of public opinion polling. *Economic and Political Weekly*, *56*(28), 51-57.
j. Singh, S. S. (2019). *How to win an Indian election: What political parties don't want you to know*. Penguin Random House India Private Limited.

Suggested Reading:

a. Dr. O.R. Krishnaswami (1999), *Methodology of Research in Social Sciences*, Himalaya Publishing House, Mumbai.

Module 4: Data Analysis and Interpretation

This module equips students to interpret political research data and present findings effectively. It covers coding, thematic analysis, descriptive statistics, and basic data visualization. Students learn to identify patterns, organize information, and use visuals like charts and tables to communicate results clearly and accurately in research presentations or reports.

Essential readings with page numbers:

a. Agresti, A., & Finlay, B. (2009). *Statistical methods for the social sciences* (4th ed., Chaps. 1–2). Pearson.
b. Besley, J. C., & Nisbet, M. (2013). How scientists view the public, the media and the political process. *Public understanding of science*, *22*(6), 644-659.
c. Bryman, A. (2016). *Social research methods* (5th ed., Chap. 13). Oxford University Press.
d. Jensenius, F. R., & Verniers, G. (2017). Studying Indian politics with large-scale data: Indian election data 1961–today. *Studies in Indian Politics*, *5*(2), 269-275.
e. Kirmani, M. D., Hasan, F., & Haque, A. (2023). Scale for measuring political sensitivity: An empirical investigation on young Indian voters. *Journal of Political Marketing*, *22*(1), 14-33.
f. Knight, K., & Marsh, M. (2002). Varieties of election studies. *Electoral Studies*, *21*(2), 169-187.
g. Silverman, D. (2015). *Interpreting qualitative data* (5th ed., Chap. 5). SAGE.
h. Van Aelst, P., & Walgrave, S. (2016). Information and arena: The dual function of the news media for political elites. *Journal of Communication*, *66*(3), 496-518.
i. Wring, D., & Ward, S. (2015). Exit velocity: The media election. *Parliamentary Affairs*, *68*(suppl_1), 224-240.

Hands-on exercises with Excel/SPSS.
Student presentations of their assigned research papers.

Suggested Reading:

a. Kothari, C. R. (2004), *Research Methodology: Methods and Technology,* New Age Publishers.

Module 5: Ethics, Writing, and Research Proposal

This module fosters responsible research practices and builds foundational academic writing skills. It explores key ethical issues such as consent, plagiarism, and integrity. Students will also learn how to structure and write a brief research proposal, developing clarity, coherence, and purpose in their academic writing and research planning.

Essential readings with page numbers:

a. American Political Science Association. (2012). *A guide to professional ethics in political science*. APSA.
b. Ramachandran, R. (1993). *Ethics in social science research.* Economic and Political Weekly, 28(20), 963–965.
c. Turabian, K. L. (2018). *A manual for writers of research papers, theses, and dissertations* (9th ed., Chaps. 5). University of Chicago Press.
d. Turabian, K. L. (2018). *A manual for writers of research papers, theses, and dissertations* (9th ed., Chaps. 6). University of Chicago Press.

Suggested Reading:

a. Ghosh, B.N., (2003) *Scientific Method and Social Research*, New Delhi, Sterling publishers.

(ii) **Assessment Plan:**

The following components will be used to assess student performance:

1. Field Survey/Interview/Observation: 30%
2. Research Assignment and Presentation: 30%
3. End Semester Exam: 40%

8. Pedagogy:

a. Instructional strategies:
The instructional strategy will include lectures, interactive discussions, group activities, peer-reviewed presentations, workshops, and hands-on sessions with research tools and data. A mix of in-class exercises and field assignments will help students apply their learning in real-time.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
Classroom with projector, access to computers for data analysis sessions, and library access to academic journals and archives.

c. Expertise in AUD faculty or outside: AUD Faculty

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

Signature of Course Coordinator(s)

Note:

1. Modifications based on 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 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 21st Board of Studies meeting held on……and has been approved in the present form.

Signature of the Dean of the School

Appendix-23

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

School/Centre proposing the course	SUS
Programme(s)	BA (H) Political Science
Course title	Citizenship in Transition: Origins, Development, and Contemporary Global Context
Course code	NSUS1PO634
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	MS2025
Course coordinator and team	Prof. Tanuja Singh & Team

1. How does the course link with the vision of AUD?
   The course builds critical thinking, analytical reasoning, and evidence-based engagement with public issues, aligning with AUD's emphasis on interdisciplinary, professionally competent and intellectually stimulating education.

2. How does the course link with the specific programme(s) where it is being offered?
   It introduces essential tools for understanding citizenship in present context, preparing students for advanced study, empirical research, and field-based work.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This course complements Theory courses and also international relations course and research components pertaining to international citizenship but does not overlap content wise.

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

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

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long course, 16 weeks.

7. **Course Details:**

a. Summary:

This course aims to introduce students to the multiple trajectories of the debates concerning citizenship. It delves into the relationship between the individual and the collective, the meaning of membership, and the distribution of benefits and burdens associated with that

membership. The course explores how the normative dimensions of citizenship have evolved over time, especially in the context of globalization.

b. Objectives

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

1. Understand Historical and Theoretical Foundations of citizenship and its evolution over time.
2. Analyze Citizenship in Diverse Societies and critically examine how cultural, ethnic, and gender diversity challenge traditional notions of citizenship.
3. Evaluate the Impact of Globalization and explore how globalization reshapes citizenship, sovereignty, and rights beyond the nation-state.
4. Engage with Cosmopolitan Theories and understand and critique normative debates on global justice and cosmopolitan citizenship.
5. Apply Concepts to Contemporary Issues and use theoretical insights to analyze real-world cases related to migration, identity, and global governance.

c. Course Learning Outcomes

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

1. Develop a broad historical, normative, and empirical understanding of the idea of citizenship.
2. Understand the different trajectories in the evolution of the concept of citizenship.
3. Assess major ethical challenges that citizenship faces in the context of globalization and multicultural political settings.

d. Course Structure:

Overall structure (course organization; rationale of organization; brief module outlines): The course is organized into five modules over 16 weeks.

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: Classical Conceptions of Citizenship

This module introduces students to the foundational ideas of citizenship as developed in classical political thought. It explores how ancient thinkers such as Plato, Aristotle, and Cicero conceptualized the role of the citizen, political participation, and the relationship between the individual and the polis. The emphasis is on the ethical and political dimensions of citizenship in ancient city-states.

1. Introduction to ancient and classical ideas of citizenship (Plato, Aristotle, Roman tradition)

Essential Readings:

1. Aristotle. *The Politics*. Translated by T.A. Sinclair, revised by Trevor J. Saunders. Penguin Classics, 1981. Book III, Chapters 1–13.

2. Cicero. *On the Republic; On the Laws*. Translated by Clinton W. Keyes. Harvard University Press, 1928. Book I; *On the Laws*, Book III.
3. Abowitz, K. K., & Harnish, J. (2006). Contemporary discourses of citizenship. *Review of educational research*, *76*(4), 653-690.
4. Turner, B. S. (2017). Contemporary citizenship: Four types. *Journal of Citizenship and Globalisation Studies*, *1*(1), 10-23.
5. Gordon, A., & Stack, T. (2007). Citizenship beyond the state: Thinking with early modern citizenship in the contemporary world. *Citizenship studies*, *11*(2), 117-133.
6. Smith, R. M. (2002). Modern citizenship. *Handbook of citizenship studies*, 105-116.

Additional Readings:

1. Heater, Derek. *A Brief History of Citizenship*. NYU Press, 2004. Chapters 1–2.
2. Pocock, J.G.A. "The Ideal of Citizenship Since Classical Times." In *Theorizing Citizenship*, edited by Ronald Beiner, SUNY Press, 1995.

Module 2: The Evolution of Citizenship and the Modern State

Focusing on the transformation of citizenship from medieval to modern times, this unit traces the emergence of the modern state and liberal democratic models. It includes the development of civil, political, and social rights, particularly through the works of T.H. Marshall, and examines how industrialization and state-building influenced the meaning and practice of citizenship.

1. From feudalism to the rise of the modern state
2. Citizenship in liberal and republican traditions

Essential Readings

1. Bryan S. Turner – "Outline of a Theory of Citizenship", *Sociology*, Vol. 24, No. 2 (May 1990), pp. 189–217.
2. T.H. *Citizenship and Social Class*. Cambridge University Press, 1950, pp. 10–27.
3. McCrone, D., & Kiely, R. (2000). Nationalism and citizenship. *Sociology*, *34*(1), 19-34.
4. Kymlicka, W. (2001). *Politics in the vernacular: Nationalism, multiculturalism, and citizenship*. OUP Oxford.
5. Acharya, A. (2011). *Citizenship in a globalizing world*. Pearson Education India.
6. Bauböck, R. (1991). Migration and citizenship. *Journal of Ethnic and Migration Studies*, *18*(1), 27-48.

Additional Readings:

1. Isin, Engin F., and Bryan S. Turner, eds. *Handbook of Citizenship Studies*. Sage Publications, 2002. Chapters 1–3.
2. Somers, Margaret R. "*Genealogies of Citizenship: Markets, Statelessness, and the Right to Have Rights.*" Cambridge University Press, 2008. Introduction and Chapter 1.

Module 3: Citizenship and Diversity

This module addresses the challenges posed to traditional notions of citizenship by cultural, ethnic, religious, and gender diversity. It explores multiculturalism, group-differentiated rights, and debates on integration and inclusion. Key thinkers such as Will Kymlicka and Bhikhu Parekh are engaged to examine the intersection of citizenship and identity politics.

1. Multiculturalism and identity politics
2. The politics of recognition and inclusion

Essential Readings:

1. Iris Marion Young – "Polity and Group Difference: A Critique of the Ideal of Universal Citizenship", Available in: *Ethics*, Vol. 99, No. 2 (Jan., 1989), pp. 250–274.
2. Will Kymlicka – *Multicultural Citizenship: A Liberal Theory of Minority Rights*, Oxford University Press, 1995. Chapters 1 and 5.
3. Isin, E. F., & Turner, B. S. (2002). Citizenship studies: An introduction. *Handbook of citizenship studies*, *1*(4), 1-10.
4. Garcia, S. (1996). Cities and citizenship. *International journal of urban and regional research*, *20*(1), 7-21.
5. Cao, B. (2015). *Environment and citizenship*. Routledge.
6. Steiner, N. (2023). *International migration and citizenship today*. Routledge.

Additional Readings:

1. Benhabib, Seyla. *The Claims of Culture: Equality and Diversity in the Global Era*. Princeton University Press, 2002. Chapters 2–3.
2. Parekh, Bhikhu. *Rethinking Multiculturalism: Cultural Diversity and Political Theory*. Harvard University Press, 2000. Chapters 4 and 8.

Module 4: Citizenship Beyond the Nation-State: Globalization and Global Justice

This module explores how globalization has transformed the concept of citizenship. It critically examines the erosion of state sovereignty, the rise of global institutions, and the implications for democratic participation and justice. The focus is on transnational rights, migration, and the idea of global governance.

1. Global governance and human rights
2. Challenges of transnational citizenship

Essential Readings:

1. David Held – "Democracy and the Global Order: From the Modern State to Cosmopolitan Governance", Polity Press, 1995. Chapters 1 and 7.
2. Saskia Sassen – *Territory, Authority, Rights: From Medieval to Global Assemblages*, Princeton University Press, 2006. Chapter 6.
3. Jayal, N. G. (2019). Reconfiguring citizenship in contemporary India. *South Asia: Journal of South Asian Studies*, *42*(1), 33-50.
4. Chakraborty, G. (Ed.). (2022). *Citizenship in contemporary times: The Indian context*. Taylor & Francis.
5. Menon, N. (1998). State/gender/community: citizenship in contemporary India. *Economic and Political Weekly*, PE3-PE10.
6. Roy, I. (2021). Reimagining citizenship in India today. *PS: Political Science & Politics*, *54*(4), 631-632.

Additional Readings:

1. Bauböck, Rainer. "Reinventing Urban Citizenship." *Citizenship Studies*, Vol. 7, No. 2 (2003), pp. 139–160.
2. Soysal, Yasemin Nuhoglu. *Limits of Citizenship: Migrants and Postnational Membership in Europe*. University of Chicago Press, 1994. Chapters 1 and 4.

Module 5: The Idea of Cosmopolitan Citizenship and Statelessness
In this final module, students engage with the normative debates surrounding cosmopolitanism. It considers arguments for and against cosmopolitan citizenship, including those by thinkers like Martha Nussbaum, David Held, and Thomas Pogge. Topics include moral universalism, global ethics, and the prospects for a global civic identity in an interconnected world.

1. Cosmopolitanism, moral universalism, Statelessness, Refugees and global ethics
2. Debates on post-national citizenship

Essential Readings:

1. Guy S. Goodwin, Gill and Jane McAdam, *The Refugee in International Law*, (Oxford: OUP, 2007).

2. Kwame Anthony Appiah – *Cosmopolitanism: Ethics in a World of Strangers*, W.W. Norton & Company, 2006. Chapters 1 and 5.
3. Ulrich Beck – "Cosmopolitan Vision", Polity Press, 2006. Chapters 1 and 3.
4. UN Convention of Stateless Persons, 1954.
5. Sköld, N. (2019). *Mapping a sociology of statelessness*. *Tilburg Law Review, 24*(2), 217–223. https://doi.org/10.5334/tilr.155

Additional Readings:

1. Delanty, Gerard. *The Cosmopolitan Imagination: The Renewal of Critical Social Theory*. Cambridge University Press, 2009. Chapters 2 and 6.
2. Linklater, Andrew. *The Transformation of Political Community: Ethical Foundations of the Post-Westphalian Era*. University of South Carolina Press, 1998. Chapters 4 and 7.

(ii) **Assessment Plan:**
The following components will be used to assess student performance:

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%).

8. Pedagogy:

a. Instructional strategies:
The instructional strategy will include lectures, interactive discussions, group activities, peer-reviewed presentations, will help students apply their learning in real-time.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
Classroom with projector, access to computers for data analysis sessions, and library access to academic journals and archives.

c. Expertise in AUD faculty or outside: AUD Faculty

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

Signature of Course Coordinator(s)

Note:
Modifications based on deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.

1. 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.
2. In certain special cases, where a course does not belong to any 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 21st Board of Studies meeting held on……and has been approved in the present form.

Signature of the Dean of the School

Appendix-24

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

School/Centre proposing the course	SUS
Programme(s)	BA (H) Political Science
Course title	Peace and Conflict Studies
Course code	NSUS1PO636
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	July 2025
Course coordinator and team	Prof. Tanuja Singh

1. How does the course link with the vision of AUD?
   AUD is a university envisioned on the principles of equality and social justice as these values are very central to peace and conflict studies. This course will introduce students to the origin theories and approaches related to peace and conflict studies.

2. How does the course link with the specific programme(s) where it is being offered?
   This course aims to introduce students to the origins, concepts, theories, perspectives and dynamics of the major guiding visions that have evolved as an integral part of Peace and Conflict Resolution studies discourse. This will also provide students with common language and precision in their understanding and skills for examining the dimensions, obstacles and opportunities in peace and to equip them with critical thinking on conflict resolution and provide appropriate examples and references for future explorations.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   The course deals with the concept of peace and conflict as it has evolved over time and how it is related to IR. It does relate to other courses being offered in Political Science and other programmes in AUD.

4. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify)
   No specific requirements

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
   As per SUS and AUD policy

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:

Key issues and debates related to the theories in Peace and Conflict Studies such as conflict management, conflict resolution, conflict transformation. The student's thinking about peace has changed across the different generations of theorizing, with reference to the main debates in International Relations theory.

b. Objectives:

1. The analytical and policy literature concerning peacebuilding, international governance structures, state building
2. To understand the role of key actors and institutions including NGOs and military and other security actors.

c. Expected learning outcomes:

1. Understand core concepts of peace, conflict, violence, and their interdisciplinary foundations.
2. Analyze traditional and modern theories explaining conflict, state-making, and world order.
3. Evaluate historical shifts from the Cold War to contemporary frozen conflicts.
4. Examine causes and dynamics of international, intra-state, and identity-based conflicts.
5. Appreciate South Asian contributions to peace, with emphasis on Gandhi's principles and regional integration.

d. Overall structure (course organization; rationale of organization; brief module outlines):

The course is organized into five modules over 16 weeks. It begins with an overview of research philosophy and designs, moves through data collection and analysis, and concludes with writing and ethics.

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: Interdisciplinary Nature of Peace Studies

This module introduces the concepts, nature, and significance of peace studies. It explores the anthropology of peace and violence, examining how different societies perceive harmony, conflict, and diverse forms of violence, offering interdisciplinary insights into the study of peace as both a social and cultural phenomenon

Essential reading:

1. Alger, C. F. (2007). Peace studies as a transdisciplinary project. In *Handbook of peace and conflict studies* (pp. 299-318). Routledge.
2. Azar, Edward E., The Management of Protracted Social Conflict: Theory and Cases (Aldershot: Dartmouth, 1990).
3. Bornstein, R. (1974). An interdisciplinary approach to war-peace studies. *English Journal*, *63*(2), 64-66.

Suggested Reading:
Waltz, Kenneth N. Man, the State, and War. New York: Columbia University Press, 1959. Chap. 1

Module 2: Origin, Approaches and theories to the study of Peace and Conflict
This module discusses traditional and modern approaches to peace and conflict studies. It examines theories of conflict, peace, and world order, emphasizing state-making and war-making. It also investigates how modernity and the global state system perpetuate violence, providing a theoretical foundation for understanding peace and international relations.

Essential reading:

1. Barash, D. P., & Webel, C. P. (2021). *Peace and conflict studies*. Sage Publications.
2. Bright, J., & Gledhill, J. (2018). A divided discipline? Mapping peace and conflict studies. *International Studies Perspectives*, *19*(2), 128-147.
3. Brown, Michael E., et.al, eds., Theories of War and Peace (Cambridge, Mass: The MIT Press, 2000). Burton, John, Conflict: Resolution and Prevention (London: Macmillan, 1990).
4. Carey, F., & Constantinou, C. (2012). Rethinking Peace and Conflict Studies.
5. Jeong, H. W. (2017). *Peace and conflict studies: An introduction*. Routledge.
6. Uganda, S. C. I., Cyprus, U. P. I., & War, N. (2009). Rethinking Peace and Conflict Studies.

Suggested Reading:
Gat, Azar, "So Why Do People Fight? Evolutionary Theory and the Causes of War." European Journal of International Relations 15, No. 4 (2009): 571-99.

Module 3: From Cold War to Cold Peace
This module explores the Cold War's origins from traditional and revisionist perspectives. It covers détente, the second Cold War, and the post-1991 Cold Peace, including NATO enlargement and frozen conflicts. It highlights historical and political science explanations of global tensions, transitions, and evolving power structures shaping international peace.

Essential Reading:

1. Â Lederach, John Paul, Building Peace: Sustainable Reconciliation in Divided Societies, (Princeton: Princeton Uni Press, 2004).
2. Caplan, R. (2019). *Measuring peace: Principles, practices, and politics*. Oxford University Press.
3. Fariss, C. J., & Lo, J. (2020). Innovations in concepts and measurement for the study of peace and conflict. *Journal of Peace Research*, *57*(6), 669-678.
4. Jarstad, A., Eklund, N., Johansson, P., Olivius, E., Saati, A., Sahovic, D., ... & Åkebo, M. (2019). Three approaches to peace: A framework for describing and exploring varieties of peace.
5. Lambourne, W., & Herro, A. (2008). Peacebuilding theory and the United Nations Peacebuilding Commission: implications for non-UN interventions. *Global Change, Peace & Security*, *20*(3), 275-289.
6. Von der Schulenburg, M. (2014). *Rethinking peacebuilding: Transforming the UN approach*. International Peace Institute.

Suggested Reading:
Galtung, Johan. "Violence, Peace and Peace Research." Journal of Peace Research 6, No.3, (1969):167-191.

Module 4: International and Intra State Conflicts
This module examines the changing nature of inter-state conflicts within the international system. It analyzes the impact of globalization and liberal peace theories, alongside intra-state ethnic and identity-based conflicts, highlighting the dynamics of contemporary wars, their causes, and implications for global stability, sovereignty, and peacebuilding initiatives.

Essential Reading:
1. Michael, C.R., The Structure of International Conflict, (London: Macmillan, 1981)
2. Parekh, Bhikhu, Gandhi's Political Philosophy: A Critical Examination, (London: 1989); Parekh, Bhikhu, Gandhi, (London: Oxford Paperback, 2001)

Suggested Reading:
Zartman, I. William and Rasmussen, J. Lewis. (eds.), Peace-making in International Conflict Methods & Techniques (Washington, DC: US Institute of Peace Press, 1997).

Module 5: South Asian Approaches to Peace
This module highlights South Asia's distinctive perspectives on peace. It emphasizes regional integration, India's role in fostering peace, and Gandhi's principles of political order. By exploring indigenous approaches, it demonstrates how South Asia contributes unique insights to peace studies, blending regional cooperation, cultural traditions, and non-violence into conflict resolution.

Essential Readings:
1. Bhatta, C. D. (2004). Regional integration and peace in South Asia: An analysis. *Peace, Conflict and Development Journal*, *5*, 1-16.
2. Chatterji, M., & Jain, B. M. (Eds.). (2008). *Conflict and peace in South Asia*. Emerald Group Publishing.
3. Gandhi, M. K. (1997). *Hind Swaraj and other writings* (A. Parel, Ed.). Chapters 4–14 (pp. 20–60): Cambridge University Press.
4. Mitra, S. K. (2001). War and Peace in South Asia: a revisionist view of India-Pakistan relations. *Contemporary South Asia*, *10*(3), 361-379.
5. Singh, D. K. (2010). Women, security, peace and conflict in South Asia. *The Indian Journal of Political Science*, 651-661.
6. Upadhyaya, P. (2008). Peace and Conflict: Reflections on Indian Thinking. *Strategic Analysis*, *33*(1), 71–83.
7. Upadhyaya, Priyankar (2020) Vasudhaiva Kutumbakam: A Transformative Vision of Intercultural Peace, in *Vasudhaiva Kutumbakam: Relevance of India's Ancient Thinking to Contemporary Strategic Reality*. New Delhi: Aryan Books International.

Suggested Reading:
Parekh, B. (1989). *Gandhi's political philosophy: A critical examination*. (Chapter 4) and (Chapter 5).) pp. 93–116 and pp. 117–142. Palgrave Macmillan.

(ii) **Assessment Plan:**
1. Mid-sem exam based on schedule as per AES calendar modules 1 and 2. 40% weightage.
2. Term paper based on modules 3 and 4: 30% weightage.
3. Student presentations Schedule as per AES calendar**.** 30% weightage.

8. Pedagogy:

a. Instructional strategies:
The instructional strategy will include lectures, interactive discussions, group activities, peer-reviewed presentations will help students apply their learning in real-time.

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 library access to academic journals and archives.

c. Expertise in AUD faculty or outside: AUD Faculty

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

Signature of Course Coordinator(s)

Note:

1. Modifications based on 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 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 21st Board of Studies meeting held on……and has been approved in the present form.

Signature of the Dean of the School

Appendix-25

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

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA (H) Political Science
Course title	Democracy, Governance and Development: The Indian Experience
Course code	NSUS1PO635
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	July 2025
Course coordinator and team	Prof. Tanuja Singh and Team

1. How does the course link with the vision of AUD?
   AUD is a university envisioned on the principles of equality and social justice – values very central to democracy. This course will introduce students to the political, economic, social institutional arrangements in Indian democracy that promote/limit the pursuit of these ideals

2. How does the course link with the specific programme(s) where it is being offered?
   This course will be offered as a Political Science elective. It will introduce students to the concepts of democracy and development, how the two are connected and what has their journey been in post-independent India. Considering that the course discusses India's democratic structures and processes and development programmes – for example, panchayats, planning, models of development, idea of governance, and challenges to development etc-- it would undoubtedly feed into other courses/disciplines.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   The course deals with the concept of democracy as it has evolved over time and how it is related to development institutions and processes. As such it does relate to other courses being offered in Political Science and other programmes in AUD.

4. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify)
   No specific requirements

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

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long course, 16 weeks.

7. **Course Details:**

a. **Summary:** The course aims to understand the Indian road to development and its complex relationship with democracy. On the one hand, it is a historical journey into the evolution of 'Indian Development Model', on the other hand, it is an exploratory venture into the economics and politics of development in India today. It briefly discusses the

transformations occurring in the development process under the influence of globalization which are creating new power dynamics as well as of the response to these transformations in the form of protest movements.

b. **Objectives:**
   1. The course tries to unpack the Indian model of development
   2. Its relationship with democracy through situating the process of economic development
   3. It appraises in wider context of political democracy in postcolonial India.

c. **Expected learning outcomes:**
   At the end of the course, it is expected that the
   1. students will be familiar with how the meaning of democracy and development and how the relationship between these two concepts has evolved over time.
   2. Students should be able to demonstrate critical understanding of contemporary political circumstances
   3. Students will be able to understand development strategy and the challenges and alternatives to them.

d. **Overall structure (course organization; rationale of organization; brief module outlines):**
   The course is organized into five modules over 16 weeks.

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: Interaction of Democracy and Development in India
Module Objective: Indian democracy is curious case- it is too large to ignore and has challenged almost all theories formulated regarding conditions for sustaining democracy exploring theoretical frameworks. This module looks at one of the two historical preconditions Atul Kohli mentions for success of Indian democracy- the legacy of centralized state control under colonial India and its transformation in the post-colonial state and how it shapes the Indian model of development. Starting from 1947 it tries to understand the impact of politics on development.

Essential readings with page Numbers:
1. Bose, Sugata, (1997), *Instruments and Idioms of Colonial and National Development*, in Cooper, Frederick and Packard, Randall (ed.) *International Development and the Social Sciences*, PP. 45-63
2. Frederick G Whelan, Democracy in Theory and Practice, (Routledge, 2019).
3. Kohli, Atul (2001), *The State and Poverty in India.* Cambridge: CUP/ Introduction and chapters 1 & 2
4. Mukherjee, R (2010), The Political Economy of Development in India, in Sumit Ganguly and Rahul Mukherji, *India since 1980*, Cambridge University Press, New York
5. Sengupta, C (2010), *Burden of exception? Deficits and deepening of democratic development in India* in Chandan Sengupta and Stuart Corbridge (ed.) Democracy, Development and Decentralisation in India: Continuing Debates, Routledge, New Delhi

Suggested Readings:

1. Bardhan, Pranab: *Democracy and Development in India: A Comparative Perspective.*
2. Menon, Krishna (2011), *Democracy and Development in India.* Available at: http://socialsciences.in/article/democracy-and-development-india.

Module 2: Deepening Democracy: Decentralization Model (Panchayati Raj Institutions

Module Objectives: The module looks at the question whether democratic deepening is a matter of political democracy or is it also about deepening of development. The essence of democratic decentralization is local governance with inputs from the local people about political institution and the development process. In about a little more than 20 years of institutionalization of panchayati raj in India, local self-governance has met with limited success (Manor) and the politics of inclusion and exclusion has kept the basic tenets of the Gandhi- Ambedkar debate relevant in the present context. The module tries to cover these issues along with a discussion on evolution and trajectory of PRIs in India.

Essential readings with page Numbers:

1. Jayal, N (2007 Introduction, in Niraja Gopal Jayal, Amit Prakash, and Pradeep K. Sharma (eds.) *Local Governance in India: Decentralization and Beyond*, Oxford university Press, New Delhi
2. Kabeer, Naila (2005). Gender Equality and Women's Empowerment in *Gender and Development,* Vol.13, No.1.
3. Manor, J (2011), *Perspectives on Decentralization*, working paper no 3, ICLD Swedish international centre for local democracy

Suggested Readings:

Panchayati Raj and Traditional Institutions of Governance in Niraja Gopal Jayal, Amit Prakash, and Pradeep K. Sharma (eds.) *Local Governance in India: Decentralization and Beyond*, Oxford university Press, New Delhi.

Module 3: Development Debates in India

Module Objectives: Picking up the thread from module 1, this module looks at the debates around development in India through discussion on Bombay Plan, Gandhi – Nehru debate, Nehru - Mahala Nobis approach to development, Economic Liberalization Model and Neo Liberal Reforms. This module also looks at the role of planning in development.

Essential readings with page Numbers:

1. Chatterjee, Partha, (2000) 'Development *Planning and the Indian State'* in Hasan, Zoya (ed) Politics and the State in India, pp. 115-141, Sage Publications
2. Kaviraj, Sudipta, (1996), *'Dilemmas of Democratic Development in India'* in Adrian Leftwich edited *Democracy and Development: Theory and Practice,* Cambridge, Polity Press.
3. Nanda, B.R., (1995), *JawaharLal Nehru: Rebel & Statesman*, Chapter 3 (Gandhi and JawaharLal), PP. 22-55, Oxford University Press.

Suggested Readings:

1. Kohli, Atul. 2006. 'Politics of Economic Growth in India, 1980-2005: Part I: The 1980s'. *EPW,* Vol.41, No.13
2. Kohli, Atul. 2006. 'Politics of Economic Growth in India, 1980-2005: Part II: The 1990s and Beyond'. *EPW,* April 8.
3. https://www.youtube.com/watch?v=NvccWbzHdZA. Lecture delivered on Rights Based Approach to Development by Jairam Ramesh at Brown.

Module 4: Governance in India: Varied Structures and Approaches

Module Objectives: Within the disciplinary boundaries of political science governance is understood as a direction to polity and economy. The concept of governance was first problematized by the World Bank in 1989. This module looks at the new definition of governance and its relationship with democracy and development. It critiques the managerial/technical definition of the concept as it precludes both-substantive democracy and development.

Essential readings with page Numbers:

1. Jayal, N, The governance agenda: Making democratic development dispensable, *Economic and Political Weekly, vol 32*(8), February 22, 1997
2. Mathur, K. (2011), *From Government to Governance*, New Delhi: National Book Trust
3. Stoker, G (1998) Governance as theory: five propositions, *International Social Science Journal*, Volume 50, Issue 155, pages 17–28, March 1998.

Suggested Readings:

1. Chidambaram, P (2018). Across the aisle: Minimum government, maximum damage.
2. Ruparelia, Sanjay (2015). 'Minimum Government, Maximum Governance': The Restructuring of Power in Modi's India. *Journal of South Asian Studies,* Vol.38, Issue 4.
3. Available at: https://indianexpress.com/article/opinion/columns/minimum-government-maximum-damage-arun-jaitley-bjp-5085043/

Module 5: Politics of Development in India

Module Objectives: The module draws from the writings of Atul Kohli, Amita Baviskar, to question the various forms of politics which has evolved in the journey of the existing model of development of India. It also looks at the emergence of new institutions in the developmental process (NITI Aayog, National Development Council) and the transition of India to a post-planning commission era.

Essential readings with page Numbers:

1. Brass, P. (2006) How Political Scientists Experienced India's Development State. In: Lloyd, R. & Jacobsen, J.K. (eds.) Experiencing the State. New Delhi: Oxford University Press, pp.110–139.
2. Kohli, A. (2009) Democracy and Development in India: From Socialism to Pro-Business. New Delhi: Oxford University Press. (Chapters 1, 2, 5–9)
3. Patnaik, P. (2015). From the Planning Commission to the NITI Aayog. *Economic and Political Weekly*, *50*(4), 10–12. http://www.jstor.org/stable/24481535.
4. Sengupta, C. & Corbridge, S. (eds.) (2010) Democracy, Development and Decentralisation in India. New Delhi: Routledge.
5. Sinha, A. (2005) The Regional Roots of Developmental Politics in India. New Delhi: Oxford University Press

Suggested Readings:

1. Kohli, A (2010), Politics and Redistribution. In Jayal, N.J., Mehta P.B. (eds.) The Oxford Companion to Politics. New Delhi: Oxford University Press
2. Nigam, Aditya (2011), *Desire named Development*, Penguin Books, New Delhi
3. Roy, A (2010), Walking with the comrades, *Outlook*, March 29
4. Srinivasan, S., & Pellissery, S. The Idea of Planning: Turn of Discourses in Seven Decades. *Madhya Pradesh Journal of Social Sciences*, 1.

(ii) **Assessment Plan:**

The following components will be used to assess student performance:

1. Mid-sem exam based on modules 1 and 2. Schedule as per AES calendar. 40% weightage.
2. Term paper based on modules 3 and 4: 30% weightage.
3. Student presentations. Schedule as per AES calendar. 30% weightage.

8. Pedagogy:

a. Instructional strategies:
The instructional strategy will include lectures, interactive discussions, group activities, peer-reviewed presentations, workshops, and hands-on sessions with research tools and data. A mix of in-class exercises and field assignments will help students apply their learning in real-time.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
Classroom with projector, access to computers for data analysis sessions, and library access to academic journals and archives.

c. Expertise in AUD faculty or outside: AUD Faculty

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

Signature of Course Coordinator(s)

Note:

1. Modifications based on 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 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 21st Board of Studies meeting held on……and has been approved in the present form.

Signature of the Dean of the School

Appendix-26

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 Programme
Course title	**Community Mental Health**
Course code	**NSUS1PS715**
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	DSC 15
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	
Course coordinator and team	Dr. Pratima

1. **How does the course link with the vision of AUD?**
   The Community Mental Health (CMH) course aligns with the vision of Dr. B.R. Ambedkar of social justice, equality, and empowerment, particularly in ensuring the well-being and inclusion of marginalized communities. The Community Mental Health course focuses on mental health care at the community level and addresses the need for equitable access to mental health resources for all, particularly underserved populations. It advocates mental health as a right for every individual, regardless of social, economic, or cultural background. The course contributes by training students to recognize and address the unique mental health challenges faced by these communities, ultimately empowering them to advocate for their well-being by breaking down this stigma and promoting awareness, education, and understanding of mental health issues, and advocating for the rights of people suffering from mental illnesses.
2. **How does the course link with the specific programme(s) where it is being offered?**
   The CMH course is closely linked with a Psychology program, focusing on understanding and improving mental well-being. The course builds upon the foundational theories in mental health, behavior, and cognitive processes by applying them to real-world settings, focusing on how psychological principles can address mental health concerns in communities. The course focuses on broader, community-based interventions that include psychological support, crisis intervention, prevention programs, and psychoeducation within communities. One of the core areas of this course is prevention and early intervention by providing support, education, and resources before they escalate. Community-based mental health services may involve workshops, school programs, or public health campaigns that are rooted in psychological knowledge but focus on collective well-being. Community Mental Health places significant emphasis on cultural competence and ethical practices and teaches how to design and deliver mental health services that are culturally sensitive and appropriate for diverse communities, ensuring that interventions are inclusive and equitable.
3. **Does the course connect to, build on, or overlap with any other courses offered in AUD?**
   Yes, (a) Social Psychology, BA Psychology, Semester III
   (b) Understanding Abnormality, BA Psychology, Semester IV
   (c) Case Study, Psychology for India, BA Psychology, Semester V
   (d) Counseling, BA Psychology, Semester VI
4. **Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify):**

No

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

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:

This course explores the principles and practices of mental health promotion and intervention within a community context. Students will gain an understanding of common mental health issues, available resources, and strategies for supporting mental well-being at the community level.

b. Objectives:

a. Define mental health and mental illness and identify the prevalence and impact of mental health issues in communities.
b. Discuss strategies for promoting mental health in communities (education, stigma reduction, social support) and analyze various community mental health resources (mental health clinics, social groups, crisis hotlines).
c. Develop strategies for effectively collaborating with mental health professionals and community stakeholders.
d. Develop culturally competent approaches to promoting mental health in diverse communities.

c. Expected learning outcomes: Students will be able to

1. Develop strategies for promoting community mental health
2. Generate plans and conduct programs for the prevention, treatment, and management of problems in the communities.
3. Initiate collaboration with mental health professionals and community stakeholders.
4. Manage culturally competent approaches to mental health and well-being and rehabilitation.

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

Module 1: Introduction to Community Mental Health
Module 2: Mental Health Promotion and Prevention
Module 3: Community Mental Health Resources
Module 4: Crisis Intervention and Responses
Module 5: Culturally Competent Care

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

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

Module 1: Introduction to Community Mental Health

Definition of mental health and mental illness, Importance of community-based mental health care, prevalence and impact of mental health issues in communities. Community Mental Health in India.

Theoretical aspect: Models of Community Psychology: Ecological level & Biopsychosocial model, Primary prevention and promotion of mental health; Secondary and tertiary prevention.

Community Health Services to Special Groups: Children, adolescents and elderly people, HIV/AIDS workers, Drug traffickers, Sex workers, LGBTQIA, and others. Government Policies.

Module Objective:

1. Define mental health and mental illness and identify the prevalence and impact of mental health issues in communities.
2. Sensitize students to mental health problems generated in the community due to existing social conditions.

Essential readings with page numbers:

1. Jim, O. (1992). Community Psychology: concepts, methods, and profession. (3rd edition). Cole Publishing Company. Pacific Grove, California.
2. Kloos, B., E., Wandersman, A., Elias, M., & Dalton, J. H. (2012). Community psychology: Linking individuals and communities (3rd ed.). Wadsworth, Cengage Learning: Belmont, CA, USA.
3. McKenzie, J. F., Pinger, R. R., &Kotecki, J. E. (2005). An introduction to community health. United States: Jones and Bartlett Publishers.
4. Sidana, A., Chavan, B.S., Gupta, N., Arun, P., Jadhav, S. (2013). Community Mental Health in India.

Suggested readings:

5. Misra, G. (Eds.). (2010). *Psychology in India.* Indian Council of Social ScienceResearch. Dorling Kindersley (India) Pvt Ltd. Perason Education.

Module 2: Mental Health Promotion and Prevention

Epidemiology and prevalence study methods. Individual and family wellness; Sense of community; Respect for human diversity.

Social justice; Empowerment and citizen participation; Strategies for promoting mental health in communities (e.g., resilience training, social support programs, access to a healthy environment).

Concept of Prevention and promotion, Importance of early intervention and prevention, Role of community health workers in promoting mental well-being. Community counseling-meaning and nature.

Module Objective:

1. Develop strategies for effectively collaborating with mental health professionals and community stakeholders.
2. Understand crisis and apply basic crisis intervention skills to support individuals in distress.

Essential readings:

6. Sidana, A., Chavan, B.S., Gupta, N., Arun, P., Jadhav, S. (2013). Community Mental Health in India.
7. Poland, B.D., Green, L.W. &Rootman, I. (2000). *Setting of Health Promotion: Linking*

Theory and Practice. New Delhi: Sage Publication.

8. "Evaluating Community Interventions: A Practical Guide" by Julian Hasford and Jamie B. L. Lam

Suggested readings:

9. Charles, G.J., & Bruce, F.R. (1995). Counselling Psychology, USA: Harcourt Brace Publishers.
10. Frank, R., & Eliot, J., (2002). Handbook of Rehabilitation Psychology. Washington DC: American Psychological Association.

Module 3: Community Mental Health Resources

Types of community mental health resources (e.g., mental health clinics, support groups, crisis hotlines, peer support services), navigation of mental health care systems, collaboration with mental health professionals

Module Objective:

1. Discuss strategies for promoting mental health in communities (education, stigma reduction, social support) and analyze various community mental health resources (mental health clinics, social groups, crisis hotlines).
2. Develop culturally competent approaches to promoting mental health in diverse communities.

Essential readings:

11. Fatterman, D.M., Kaftarian, S.J. &Wandersman, A. (Eds) (1996) *Empowerment Evaluation.* New Delhi: Sage Publication.
12. Poland, B.D., Green, L.W. &Rootman, I. (2000). *Setting of Health Promotion: Linking Theory and Practice.* New Delhi: Sage Publication.
13. Moritsugu, G. Wong, F.Y. & Duffy, K.G. (2009). *Community Psychology.* Boston:Allyn and Bacon.
14. Community-Based Participatory Research for Health: Advancing Health and Social Equity" by Meredith Minkler and Nina Wallerstein

Suggested readings:

15. Kloos, B., E., Wandersman, A., Elias, M., & Dalton, J. H. (2012). Community psychology: Linking individuals and communities (3rded.). Wadsworth, Cengage Learning: Belmont, CA, USA.

Module 4: Crisis Intervention and Responses

Community-Based Participatory Action Research (PAR), Evaluation of Community Programs and Interventions

Identifying and responding to crisis situations (eg, suicidal ideations, substance abuse episodes),

Basic crisis intervention skills (e.g., active listening, de-escalation techniques),

Ethics and Professional Practice in Community Psychology

Module Objective:

1. Discuss strategies for promoting mental health in communities (education, stigma reduction, social support) and analyze various community mental health resources (mental health clinics, social groups, crisis hotlines).

2. Understand crisis and apply basic crisis intervention skills to support individuals in distress.
3. Introduce the meaning of ability, disability, and rehabilitation and its current trends and applications.

Essential readings:

16. Frank, R., & Eliot, J., (2002). Handbook of Rehabilitation Psychology. Washington DC: American Psychological Association.
17. Moritsugu, G. Wong, F.Y. & Duffy, K.G. (2009). *Community Psychology.* Boston:Allyn and Bacon.
18. Community-Based Participatory Research for Health: Advancing Health and Social Equity" by Meredith Minkler and Nina Wallerstein
19. Evaluating Community Interventions: A Practical Guide" by Julian Hasford and Jamie B. L. Lam

Suggested readings:

20. Poland, B.D., Green, L.W. &Rootman, I. (2000). *Setting of Health Promotion: Linking Theory and Practice.* New Delhi: Sage Publication.

Module 5: Culturally Competent Care

Understanding the impact of culture on mental health experiences, developing culturally competent approaches to mental health care, and strategies for reducing the stigma associated with mental illness in diverse communities.

Importance of cultural sensitivity in crisis intervention, Future Directions, and Emerging Trends

Module Objective:

1. Develop strategies for effectively collaborating with mental health professionals and community stakeholders.
2. Develop culturally competent approaches to promoting mental health in diverse communities.

Essential readings:

21. Sidana, A., Chavan, B.S., Gupta, N., Arun, P., Jadhav, S. (2013). Community Mental Health in India.
22. Fatterman, D.M., Kaftarian, S.J. &Wandersman, A. (Eds) (1996) *Empowerment Evaluation.* New Delhi: Sage Publication.
23. Moritsugu, G. Wong, F.Y. & Duffy, K.G. (2009). *Community Psychology.* Boston:Allyn and Bacon.
24. Kloos, B., E., Wandersman, A., Elias, M., & Dalton, J. H. (2012). Community psychology: Linking individuals and communities (3rded.). Wadsworth, Cengage Learning: Belmont, CA, USA.

Suggested readings:

25. Jim, O., (1992). Community Psychology: concepts, methods and profession. (3rd edition). Cole Publishing Company. Pacific Grove, California.

(ii) Assessment Plan (weight, mode, scheduling) for the course:
Assessment I- (Midterm) Classroom Assignment (Weightage- 30%)

Assessment II- Case study analysis- (Weightage 35%)

Assessment III- Seminar presentation on culturally sensitive community mental health (Literature Review based)- (Weightage 35%)

8. Pedagogy:
a) Instructional strategies: Reading-based instructions

- Seminar presentation on any of the relevant topics from the syllabus.
- Case study discussion.
- Critical analysis of theories and approaches.
- Understanding of individual cases where counseling is required and planning for treatment.
- Debates and discussions on any topic.
- Discussion based on the screening of a movie
- 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.

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

Classroom & Community site: Audio-visual equipped classrooms for screenings of recorded counseling sessions will help facilitate a smooth course transaction.

e. **Expertise in AUD faculty or outside:** All AUD Psychology faculty can teach

f. **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

Appendix-27

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 Programme
Course title	Advanced Research Methods in Psychology
Course code	NSUS1PS716
Total Credits	4 credits
Course type (core/compulsory/ elective/any other – please specify)	Compulsory Research Methods course
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG 7th Semester
Proposed date of launch	MS 2025-26
Course coordinator and team	Dr. Pratima, Dr. Vatsala Saxena & Ms. Bibinaz Thokchom

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

This course reflects AUD's commitment to socially engaged, interdisciplinary, and inclusive education. By training students in advanced, context-sensitive research methods—especially those attentive to marginalised voices and lived experiences—it supports the University's vision of fostering critical inquiry, social justice, and ethical scholarship. The emphasis on field-based learning, collaboration with community

institutions, and reflexive research practice aligns with AUD's goal of nurturing responsible and socially responsive psychologists.

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

The *Advanced Research Methods in Psychology* course is a core component of postgraduate psychology programmes such as the MA Psychology and MA in Psychosocial Clinical Studies. It strengthens students' methodological foundation, preparing them for dissertation work, field-based research, and professional practice. The course complements theoretical and applied papers by enabling students to design, conduct, and critically evaluate research within diverse psychological and psychosocial frameworks. It also supports the development of research skills required for doctoral-level study and careers in academia, mental health, and development sectors.

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

This course builds on foundational research methods courses i.e. Methods in Psychology which is offered in the 5th semester of BA Psychology programme. While there may be some thematic overlap, it offers a more advanced and applied engagement with research design, analysis, and ethical inquiry, supporting students' progression to independent research.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify) : Pre-requisite is to complete Methods in Psychology course.

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 courses; workshop mode; seminar mode; any other – please specify): Semester long.

7. **Course Details:**

a. Summary:

Advanced Research Methods in Psychology course aims to equip students with comprehensive skills of both qualitative and quantitative research methodologies. The course will help students to understand the utility and key differences of major qualitative and quantitative techniques of data analysis. The course will also acquaint students with the possibilities of mixed methods of psychological research. This course is designed to develop a better understanding of advanced research methods in psychological research. These methods will give a deep knowledge of various research paradigms in research. It will include some very relevant theoretical issues also to have a good insight into the research methods and the outcomes.

b. Objectives:

1. To present the essential steps, process, and considerations of designing qualitative or quantitative research in Psychology
2. To introduce the key features of quantitative and qualitative approaches of data analysis with their assumptions and applicability in psychological research
3. To develop insight into multiple options for combining quantitative and qualitative techniques in the form of mixed methods in psychological research.
4. Students will be able to understand ethical considerations and the issues in generalization.

c. Expected learning outcomes:

1. Demonstrate a comprehensive understanding of both qualitative and quantitative research methodologies, data analysis techniques and articulate their appropriate applications.
2. Evaluate and execute the use of mixed methods approaches, including their strengths, limitations, and relevance in psychological inquiry.
3. Engage with key theoretical debates and paradigms that inform contemporary research practices in psychology.
4. Develop research questions and frameworks grounded in appropriate methodological and theoretical orientations.

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

This course offers an integrated approach to advanced research methods in psychology, covering qualitative, quantitative, and mixed-methods designs. It aims to build both practical skills and theoretical understanding, enabling students to critically engage with diverse research paradigms. The course is structured to support independent, ethically grounded, and methodologically sound psychological research.

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

Part -I: Quantitative Research Designs, methods and data analysis

Module- 1: Quantitative Inquiry in Psychological Research

Introduction to psychological research, its nature and goals; Positivist Paradigms of Psychological Research; Principles of Good Research; Research process; Types of Research; Current Issues in Psychological Research – Replication Crisis, Publication, and Ethics; Formulating Problem and Hypothesis; Reviewing the Literature, Systematic review and Meta-Analysis; Sampling Techniques, Culture and sampling issues; Hypothesis Testing; Errors in Hypothesis Testing; Issues in Generalizability.

Essential readings with page numbers:

- Kumar, R. (2011) Research Methodology: A Step-by-Step Guide for Beginners. 3rd Edition. Sage, New Delhi. (Page no. 22-44; 46-128)
- Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). SAGE Publications. (Page no. 3-10; 25-38)
- Publication ethics- https://sampathkumar.info/publication_ethics.pdf

Suggested Reading

- Coolican, H. (2006). Introduction to Research Methodology in Psychology. London: Hodder Arnold
- Howitt, D., Cramer, D. (2014). Introduction to research methods in psychology. United Kingdom: Pearson

Module -2: Conceptualizing Quantitative Research Design, and Analysis

Significance of Research Design in Psychological Research; Causality and Correlation; Experimental Design; Cross-sectional Research Design/ Descriptive Design; Quasi-Experimental; Survey Research; Correlational Design; Factorial Design; Single-Case Research Design; Longitudinal Research Design; Mixed research Design, Triangulation and Types; Processing of Data: Editing, Coding, Classification and analysis of Data using softwares; Ethical Guidelines for Psychology Research; APA Report Writing.

Essential readings:

- Kumar, R. (2011). Research Methodology: A Step-by-Step Guide for Beginners. 3rd Edition. Sage, New Delhi. (Page no. 175-330)
- Newman, W. L. (2008). Social research methods: Qualitative and quantitative approaches. New Delhi: Pearson Education. Page no. 125- 431
- Kazdin, Alan. (2003). Research Design in Clinical Psychology. 6th edition, Cambridge University Press.

Suggested Readings

- Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches. 4th ed. Thousand Oaks, California, SAGE Publications
- Creswell, J. W., Plano Clark, V. L. (2017). Designing and conducting mixed methods research. United States: SAGE Publications.

Part -II: **Qualitative Analytical Frameworks**

Module 3: Theoretical Framework: Building on the research paradigms of constructivism and critical theory.

This module introduces students to the Psychosocial, Discursive and Critical theoretical perspective. It will begin by challenging the individual-social dualism and help students appreciate how an individual's inner world is constituted by the social, and the social in turn is sustained by individual motives and desires. The focus will be drawn to the use of language, how language is not a medium to understand the elusive mental state, but an end in itself. An emphasis will be laid on being cognizant to the positionality of an individual, which determines what discursive resources are available to someone. The module will overall help to understand the 'social' nature of the 'psychological'.

Essential Reading list:

- J, Hollway, W., Urwin, C. ,Venn, C., Walkerdine, V.(2005). Chapter Introduction In Henriques, In Changing the subject psychology social regulation and subjectivity (pp 1-23).

- Parker , I (2002). Theoretical Discourse , subjectivity and critical psychology In Critical Discursive Psychology. (pp-1-18).
- MARTÍNEZ , H.C.P. & Walkerdine, V. (2006). Psychology , the world of work and Subjectivity : Valerie Walkerdine talks to HERNÁN C. PULIDO- MARTÍNEZ Ayllon,M.A., Walkerdine, V. (2008).

Suggested Readings

- Foucauldian Discourse Analysis In The Sage Handbook of Qualitative Research in Psychology (pp 91-108).

- Frosh, Stephen (2003) Psychosocial Studies and Psychology: Is a Critical Approach Emerging? Human Relations 56 (12), pp. 1545-1567. ISSN 0018- 7267.
- Peter Redman (2005) Who cares about the psycho-social? Masculinities, schooling and the unconscious, Gender and Education, 17:5, 531-538, DOI: 10.1080/09540250500192751
- Frosh, S. ,Phoneix, A., Pattman, R. (2002).Young Masculinities Understanding Boys in Contemporary Society.
- Foucault, M. (1972) The Archaeology of Knowledge and the Discourse on Language. Translated from the French by A. M. Sheridan Smith. Pantheon Books, New York.

Module 4: Telling Stories, Making Meaning: Narrative and Thematic Approaches in Qualitative Psychology

This module engages students with the political, ethical, and epistemological significance of storytelling in psychology. It explores the historical development of narrative analysis, highlighting concepts such as narrative structure, counter-narratives, performativity, and positionality. Students are encouraged to question whose stories are amplified or silenced and how power circulates through narrative. Through experiential methods such as story swaps, media analysis, and reflective writing, the module fosters critical engagement with narrative as a research method and form of inquiry. The thematic analysis part provides an in-depth introduction to reflexive thematic analysis, emphasizing the interpretive and situated nature of identifying patterns in qualitative data. Students will explore subjectivity, coding practices, and the epistemological grounding of thematic approaches through interactive workshops and

reflective exercises. Both modules equip students with essential tools to interrogate meaning-making processes in psychological research.

Essential Reading list:

- Hiles, D., & Čermák, I. (2008). Narrative psychology. In C. Willig & W. Stainton-Rogers (Eds.), The SAGE handbook of qualitative research in psychology (chapter-9). SAGE Publications.
- Terry, G., Hayfield, N., Clarke, V., & Braun, V. (2017). Thematic analysis. In C. Willig & W. Stainton Rogers (Eds.), The SAGE Handbook of Qualitative Research in Psychology. London: SAGE publications.

Suggested readings:

- Braun, V., Clarke, V., & Weate, P. (2016). Using thematic analysis in sport and health research. In B. Smith & A. C. Sparkes (Eds.), Routledge Handbook of Qualitative Research in Sport and Exercise London: Routledge.
- Josselson, R. (2011). Narrative research: Constructing, deconstructing, and reconstructing the story. In Five ways of doing qualitative analysis: Phenomenological psychology, grounded theory, discourse analysis, narrative inquiry, and intuitive inquiry (pp. 224-242). The Guilford Press.
- Bamberg, M. (2004) "Considering Counter-Narratives." In Considering Counter- Narratives: Narrating, Resisting, Making Sense.
- Langellier, K. M. (2001). "Personal Narrative, Performance, Performativity: Two or Three Things I Know for Sure." Text and Performance Quarterly, 19(2), (pp. 125–144).

Module 5 - Focus Group Discussion

A focus group is a qualitative research method that involves a trained moderator facilitating a guided discussion among a small group of participants who share similar demographic characteristics or relevant experiences. This method leverages group dynamics to encourage participants in dialogue, reflect on each other's responses, and build on shared or divergent viewpoints. Unlike individual interviews, focus groups enable the emergence of collective meanings, social norms, and emotional undercurrents that often remain hidden in one-on-one

settings.. FGDs can offer deep contextual understanding of how individuals make sense of their experiences in relation to others

Essential Readings :

- Barbour, R. (2014). Focus groups. In Focus groups (Second Edition ed., pp. 133-153). SAGE Publications, Inc., https://doi.org/10.4135/9781526485045.n7
- Willig, C. (2013**).** Focus groups (Chapter 6). In *Introducing qualitative research in psychology* (3rd ed., pp. 30–35). Open University Press
- Wilkinson, S. (1998). Focus groups in feminist research: Power, interaction, and the co-construction of meaning. Women's Studies International Forum, 21(1), 111–125. https://doi.org/10.1016/S0277-5395(97)00080-0

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

Assessment 1 (30%) - Home assignment

Assessment 2 (30%) - Class-room exam

Assessment 3 (40%) - Field- based research report.

8. **Pedagogy:**

a. Instructional strategies: Mostly classroom lectures, some field exposure in the form of small data collection projects.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): None

c. Expertise in AUD faculty or outside - All existing faculty can teach

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

The course fosters practical understanding of research methods by linking students with real-world settings such as hospitals, NGOs, and community organisations. Through field-based data collection, collaborative projects, and internships, students gain hands-on experience in ethically grounded and context-sensitive research. These linkages bridge theory and practice, preparing students for academic and professional careers in psychology.

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

Appendix-28

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 Programme
Course title	Psychosocial Perspectives in Education
Course code	DSE 3: NSUS1PS734
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Discipline-specific elective 7th semester
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	
Course coordinator and team	Vinod. R

1. **How does the course link with the vision of AUD?**
   How do we understand the classroom and the education process as students, teachers and practitioners? Coming from diverse sociocultural, economic and personal familial backgrounds, how do the classroom and its pressing realities impact its participants? This course will attempt to critically examine experience through educational psychology to understand the educational situation and context of students from marginalised sections of society. Using an educational psychology perspective, it would urge course participants to embark on an intensive and reflective sojourn by assuming the experiential position of sometimes, the learner and, at other times, the teacher and practitioner. With this specific understanding, the course would aim to reflect on the experiences of the individual and the group that have been critical in the lives of students, teachers, and practitioners.

2. **How does the course link with the specific programme(s) where it is being offered**? This course will help to understand the major perspectives of learning and development and highlight the linkages between domains of all aspects of development, diversity and learning. It would draw its linkages from courses like human cognition and understanding childhood and help them understand certain aspects of teacher training. This course is an introduction to undergraduate students to school as a site of research, practise and training. This is a stand-alone course meant to introduce some experience of lesson planning and formulation of objectives and aspects of lives of teachers and practice of teaching and learning environments.

3. **Does the course connect to, build on or overlap with any other courses?**
This courses offered in human cognition, understanding childhood and Psychology for India in psychology and those interested in the discipline of Education and schooling.

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 courses; workshop mode; seminar mode; any other – please specify):** Semester-long

7. **Course Details:**

Summary: This course draws upon the theoretical work of, Erikson, Kohlberg, Vygotsky, and Carol Gilligan. This course will familiarise students in engaging with few educational policies and also enable a glimpse of lesson planning through microteaching.

Objectives:

To understand the role of Educational Psychology in schooling.

To understand students' perspectives on personal, social, and emotional development based on psychosocial and moral theory of development and some sociological perspectives in education.

To enable students to focus on the role of learning and motivation through social cognitive and constructionist views of learning.

To encourage students to understand various forms of individualised and standardised assessment to be sensitive to students from marginalised sections and disability

Expected learning outcomes:

1. To engage students to critically reflect on the experiences of the role of individual and collective self in understanding learning and cognition, motivation and the role of competition and cooperation in education.

2. To develop a theoretical understanding around cognitive development in children from social theory of learning and the relevance of art, playing and morality from a cognitive as well as social constructionist perspective on `education to question and thus deconstruct and reconstruct the relationship between childhood and society on concepts of intelligence, morality and success to focus on communities of practice.

3.To be sensitive and appreciate the different perspectives on assessment as learning in education of children with disabilities and students from marginalised sections

a. **Overall structure** (course organisation; rationale of organisation; brief module outlines): There are in total 5 modules. **There will be 4 units that will be taught/worked through in consultation with the cohort of students,** for teaching learning and the kind of

assessments they would like to work with, so that the decision making in the classroom is collaborative and agentic from the children's perspective

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

Module 1 Introduction to Educational Psychology

Role and contribution to understand, learning and knowledge, classroom environments, teaching learning process, curricular areas, school stages and assessments, to reflect on Aims of education, curriculum, syllabus and textbooks and examination reforms. The several roles and functions of educational psychologist in the school would be emphasised. The various challenges from student socio emotional and educational challenges, teachers mental health challenges and motivational, clinical issues recognition of learning disabilities, children from families in conflict, various socioemotional economic issues conflicts of students, parents and teachers and the school as a system would be examined from educational psychologist perspective.

Essential readings:

1.Woolfolk, A (2004) Educational Psychology (ninth edition), New Delhi pp35-55 Pearson Education
2.Shukla, S. &Kumar, K. (1985) Sociological perspective in education: A reader. New Delhi Chanakya Publications
3.Kapoor, M. (1995). Mental Health in Indian schools. New York: Sage publications

Suggested readings and films:

1.PROBE (1999) Public report on basic education in India. New Delhi: Oxford University Press.
2.Weir,P. (1989).Dead poet Society.
3.Warner,S.A.(1986) Teacher: The testament of an inspired teacher. Pune:Arvind Gupta.
4. Dewey, J (1916) Democracy and education: An introduction to the philosophy of education New York, Macmillan
5.Hooks, b (1994) Teaching to transgress: Education as the practice of freedoms New York: Routledge,

Module 2 Personal Social and Emotional Development

This module would be based on Erikson's theory of psychosocial development and Kohlberg and Carol Gilligan's theory of moral development to address learner differences and learning needs in order to work through transitions, dilemmas, and challenges in classroom life. We would endeavour to focus on culture and community concerning diversity and individual differences about class, caste, gender, linguistics and disability to understand the psycho-social perspective of being and becoming an educational psychologist

Essential Readings

1.Ghai, A. (2015). Chapter 2: An Autobiographical Note: My Own Journey in Rethinking Disability in India (pp. 1 – 19). New Delhi: Routledge.

2.Erikson, E. H. (1964). Childhood and society.(pp222 -250) W W Norton & Co.
3.Pathak, A. (2013) Social implications of schooling: Knowledge, pedagogy and consciousness. Aakar books

Suggested readings

1.Ghai, A. (2015). Chapter 3: Theorizing Disability. (pp. 212 – 260). In *Rethinking Disability in India.* New Delhi: Routledge

2.Khunyakari,R., Ramchand, M., & Bose, A. (2023). Unpacking the Construct of Burden. Learning without burden: Where are we a quarter century after the yashpal committee report? London: Routledge.

3. Gilligan, C (1982) In a Different Voice: Psychological Theory and Women's Development. Harvard University press

Module 3 Learning and motivation

This unit would focus on Social cognitive and Constructivist views of learning by engaging with Albert Banduras on the social cognitive theory of learning and observational learning in teaching and learning concepts for teachers and students. It would also work around constructivist views of learning from Piaget ideas of cognitive development to Vygotsky's social constructionism to understand communities of learners, cognitive apprenticeships in thinking and how knowledge is constructed in psychological /individual and social /situated perspectives.

Essential Readings:

1.Vygotsky, L.S. (1978) Mind in Society, Harvard University Press, Cambridge.

2.Woolfolk, A (2004) Educational psychology (ninth edition) Pearson Education, New Delhi, pp99 to125, pp187 to 219 and pp347-371 Pearson Education, New Delhi

Suggested readings

1.Richard, G (2005) Psychology the Science of Human Behaviour, United Kingdom. Chapter 34, pp 581 - 600 Hodder Arnold

Module 4 Teaching for Academic Learning

This module will introduce undergraduate students to get a glimpse of teaching as reflective practitioner and help them relate and imagine school as a site of research, innovation and practise in pedagogy through analysing some sample lesson plan made by teachers. It will begin introduction to reflections and preparation of lesson planning. It will help them reflect on the basis of classification of disciplines and taxonomy of objectives to attempt writing **one lesson plan in social sciences and one lesson plan maths, or science or languages**. The module would reflect on teacher-directed instruction, the genesis of teachers' expectations and effective teaching in individual classrooms and the role of technology in collaborative consultation and learning to work with students with disabilities and first-generation learners in the classroom

Essential Readings

1.Haynes, A. (2010). The complete guide to lesson planning and preparation, New York, Continuum

2.Apple, M.W 2008. Can schooling contribute to a more just society? Education, Citizenship and Social Justice,3(3) 239-261

Suggested readings and films

1.Nambissan, G.B. 2009 Exclusion and discrimination in schools: Experience of Dalit children. Indian Institute of Dalit Studies

2.Prasanna,R.S. (2025) Sitaare zameen par.

3.Ghai, A., 2018. Disability in South Asia: Knowledge & Experience. 55 City Road, London: SAGE Publications.

4.McCoy, S.A. (2020). Writing for justice in first-year compositions (FYC). *Radical Teacher: A Socialist, Feminist, and Anti-Racist Journal on the Theory and Practice of Teaching, 116*, 26-36. https://doi.org/10.5195/rt.2020.747

Module 5 Assessment as learning

Role of measurement and assessment in education, classroom assessments and standardised testing. Formative and summative assessments and the effect of norm and criterion-referenced tests, and the impact of grading and examinations on students.

Essential readings:

1.Woolfolk, A (2004) Educational psychology (ninth edition), pp547-610 New Delhi Pearson Education .

2.Kannan, H. (2018). Details matter: An evaluation of 'evaluations'. *Learning Curve, 1*, 51-55.

Assessment schedule for 3assessments with details of weightage:

S.No	Assessment	Date/period in which Assessment to be held	Weightage
1	Talk to 3 school children from different schools to understand various aspects of schooling and prepare a reflective essay based on readings on life at school/presentation on psycho social perspectives in education.	After 4weeks	30
2	lesson planning and role play of practice teaching /Mid Semester test/film review/comparative policy perspective long essay on disability and education based on field and research work.	8 weeks	30
3	End semester exam/project, of working with students /teachers to understand	4 weeks	40

	the joys and challenges of teaching and learning		

8. **Pedagogy:**
   a. Instructional strategies: Class discussions & social experiments

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

   c. Expertise in AUD faculty or outside: All AUD Psychology faculty can teach

   d. Linkages with external agencies (e.g., with field-based organisations, playschools and schools, NGOs, hospitals, playgrounds crèches, Anganwadis)

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.

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

Appendix-29

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)	Sociology
Course title	Culture, Identity and Society
Course code	**NSUS1SC814**
Credits	4
Course type (core/compulsory/optional/any other – please specify)	DSC Core (VIIth semester)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Prof. Rukmini Sen, Dr. Rinju Rasaily and Dr. Urfat Anjem Mir

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

   This course is designed as an introductory, core course for students in the 7th semester of their Sociology Honours BA programme. It connects well with foundational courses such as "Sociology of India", "Gender and Society" and "Marriage, Kinship and Family Forms" "Food and Society" offered at the previous semester so as to complete the requirements for their BA Honours Sociology 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)

This course does not require any prior knowledge as it is designed as a core course for the seventh semester undergraduate students. and can also be opted as an elective by other students

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 - mode

5. **Proposed date of launch**: MS 2025

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

   AUD aspires to combine equity and social justice with excellence in education, along with an emphasis on improving the understanding of plural cultures in today's societies. This course, hence, is crucial to AUD's vision, in that it aims to unpack meanings of "cultures" in societies, and how identities - as markers and as practice - come to bear upon our cultural experiences. Further, the course encourages students to, 1) empirically engage with categories of culture that get fixed in society and, 2) engage with notions of plurality and difference in our societies, essential to shape values of and ideologies for social justice as a praxis in whatever field they choose to work in the future.

   This course is directly linked with the core objectives of the BA Sociology programme, which aims to "develop students' critical awareness of the relationship between self and society and to question common sense assumptions about their everyday world. As this course interrogates students' understandings of their own cultures, and their identities, they will come to question their role in society as individuals and members of larger communities.

7. **Course Details:**
   a. **Summary:**

This course is designed to introduce students to the concepts of culture and identity within societies. What shapes notions in societies about "culture"? How are individual and collective identities shaped by culture and what do we understand about their interactions in societies? What are the assumptions embedded in these categories of culture and identities about people, communities, and histories? This course engages with sociological and anthropological perspectives to these notions and aims to enable students to question and de-stabilise fixed notions about culture and identity that take shape and get complicated through categories of age, race, ethnicity, gender, class, caste, religion, nationality, diaspora, and globalisation. Since youth are often the key sites

where anxieties of cultures and identities play out in societies, this course will engage with youth cultures and identities to unpack how global movements offer new meanings to notions of belonging and difference. The course will also engage with readings on new cultures of ageing and intergenerational relationships with representations of culture, history through memory, knowledge of food and medicine. Finally, this course provides students with an understanding of citizenship and how in the context of culture and identity, citizenship plays out.

b. Objectives

The main objective of this course is to enable students to understand and unpack what constitutes culture, through their own reflection on the self as individuals and part of a community, as well as through films and literature from anthropology and sociology. While students will gain an understanding of how cultures get shaped, this course will also destabilise the notion of culture as a fixed category, as students learn about "cultural identities," youth subcultures, and hybrid cultures in context of diaspora formation. Finally, this course will engage with pluralism, and will enable students to identify and understand the interrelationship of citizenship with culture and identity.

c. Expected Learning outcomes:

1. Understand the theoretical and conceptual meanings of culture, identity, aspiration and citizenship
2. Develop and explain linkages between their experiential knowledge of their own cultures and identities that shape their social life and practices, and the scholarly definitions studied in the course
3. Appreciate the diversities and fluidity of identities and cultures in their immediate social world of community and neighbourhood
4. Identify and describe youth and ageing cultural practices, and apply in their everyday social contexts.
5. Evaluate and discuss the importance of cultural pluralism and how that is upheld through citizenship in our Indian constitution
6. Skilled enough to apply the concepts in practical settings of different workplaces

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

Module 1: Meanings of cultures and identity in classical anthropology Week 1-3

This module engages with unpacking meaning about culture(s), and how it is mediated in everyday life. What practices shape groups of society as part of unified cultural groups? Students will examine anthropological and empirical work to understand what makes specific groups distinct as cultural groups. Essentially, students will aim to understand what shapes people into particular cultural groups? How does the category of identity also shape cultures of people?

Essential Readings

- Williams, R. (1983). Keywords: A Vocabulary of Culture and Society (Revised Edition). New York: Oxford University Press. Excerpts from sections on Culture: pp. 49-54.
- Geertz, C. (1973). Thick Description: Toward an Interpretive Theory of Culture. In The Interpretation of Cultures. New York: Basic Books, pp. 3-33. Read sections 1 & 2.
- Mead, Margaret (1928) Coming of Age in Samoa: A Psychological Study of Primitive Youth for Western Civilisation, Chapters V, VI, X and XI
- Benedict, Ruth (1934) Patterns of Culture, Chapters II and III

Suggested Readings/Films to Watch

- Taylor, Charles (1994). Politics of Recognition in Amy Gutmann (Ed.) Multiculturalism: Examining the Politics of Recognition. Princeton University Press, pp 25-73
- BBC Series Tales from the Jungle: Margaret Mead

Module 2: Meanings of Culture and Identity in Indian Anthropology and Sociology Week 4-6

In Indian anthropology and sociology, the question of plurality of culture is deep-rooted in different ethnographic works. Culture and identity is traced through civilisational questions, religious practices and rituals, food as a marker of cultural identity and the identity of the anthropologist studying culture.

Essential Readings

- Karve, Irawati (1988) On the Road: A Maharashtrian Pilgrimage in Zelliot and Bernstein The Experience of Hinduism: Essays on Religion in Maharashtra, University of New York Press, New York
- Bose, N. K. (1967) Culture and Society in India, Asia Publishing House (Chapters I, II, XVII)
- Srinivas, M. N. Village (1996), Indian Anthropologist and the Study of Indian Culture, Economic and Political Weekly, Vol. 31, Issue N0. 11
- Xaxa, Virginius (1999) Tribes as Indigenous People of India, Economic and Political Weekly , Dec. 18-24, 1999, Vol. 34, No. 51 (Dec. 18-24, 1999), pp. 3589-3595
- Kikon, Dolly (2021) Bamboo Shoot in Our Blood: Fermenting Flavors and Identities in Northeast India, Current Anthropology, Vol. 62, Volume S24

Suggested Readings/Films to Watch

- Nongbri, Tiplut (2017) Migration, Identity and Conflict: Lived Experience of Northeasterners in Delhi, New Delhi: Rawat Publications
- Q2P: directed by Paromita Vohra, 2006

Module 3. Culture, aspiration and youth **Week 7-9**

Since youth are often the sites on whom battles of culture and identity play out, this module will continue with the theme of engaging with notions of youth and their cultural identities. Studies of young people's cultural practices as forms of resistance from normative and adult cultures will be explored. This module questions notions of cultures and identities as fixed, particularly in light of globalisation for the youth.

Essential Readings

- Vasan, S. (2017). Identity Formation, Culture and Community: Being Ladakhi Being Indian. Economic and Political Weekly. Vol. 52(14).
- Jeffrey, C. (2010). Timepass: Youth, Class and Time among Unemployed Young Men in India. American Ethnologist. Vol. 27, No.3, pp. 465-481.
- Jamil, Gazala (2017) Muslim Women Speak: Of Dreams and Shackles, Sage Publications (select chapters)
- Manekar, P. (2013). 'We are like this only': Aspiration, Jugaad and Love in Enterprise Culture. In Gooptu, N. (Ed.) Enterprise Culture in Neoliberal India. New York: Routledge.

Suggested Readings/Films

- Corrigan, P. and Frith, S. (1975) The politics of youth culture. In Stuart Hall and T Jefferson (Eds.) Resistance Through Rituals: Youth Subcultures in Post War Britain, London: Routledge, pp. 231-239
- *Udaan* directed by Vikramaditya Motwane*,* 2010

Module 4: Culture and intergenerational relationships **Week 10-12**

This module, while examining the new culture of ageing amidst ensuing modernity and changing values systems on the one hand, also examines how indigenous knowledge of food and medicine are shared across generations. Narratives of personal journeys of the elderly within the context of family, gender, state and violence that represent the intersections of familial memory with history are some other facets addressed in this module.

- Sarah Lamb. (2019) "Aging, Ambivalent Modernities, and the Pursuit of Value in India." Contributions to Indian Sociology 50th Anniversary Special Issue (2019): 346-360
- Bandopadhyay, Jagriti (2017) 'Family matters' ageing and the intergenerational social contract in urban Ahmedabad, Gujarat, Contributions to Indian Sociology, Volume 51, Issue 3
- Sen, Rukmini (2024) From Maintenance to Care-ing:The Aged in Times of Changing Familial Geographies in Chakaravarti, P. and Bakshi, K (Ed.) Cultures of Ageing and Ageism in India, Routledge Publications, pp 33-47.
- My Grandmother: Exhibit A by Ayangbe Mannen and Leki Thungon (2018-19)

Suggested Readings/Films

- Burning *Tite Pati*: Healing Practices of the Indigenous Himalayan Peoples by Aqui Thami
- Thampi, Kiran and Mathew, Lija Mary (2024) Aging in Place for Community-Dwelling Older Adults in India: A Qualitative Exploration of Prospects and Challenges, Gerontology and Geriatric MedicineVolume 10, 2024
- Goldfish, directed by Pushpan Kripalini and Arghya Lahiri, 2023

Module 5: Culture, Identity and Citizen **Week 13-15**

While recognising the fluidity of cultures has been a significant move in liberal notions of societies, and led to movements of multiculturalism and cosmopolitanism, particularly in the era of globalisation, this module finally asks questions on citizenship, home and belongingness, in a deeply mobile world. How do some cultural strands get appropriated and consumed, while others remain dominantly circulated as superior? Why do some identities in the world – whether racial, ethnic, classed, gendered – continue to experience marginalisation and exclusion while dominant identities remain privileged? And, through what processes do the politics of culture and identity take shape? Are questions of belongingness and assimilation mediated through identity categories.

Essential Readings:

- Gohain, Swargajyoti (2022) "Cultural Citizenship" In *The Routledge Companion to Northeast India*, J.P Wouters and Tanka B Subba (ed). Routledge
- Gupta, A & Ferguson, J. (1992). Beyond "Culture": Space, identity, and the politics of difference. *Cultural Anthropology*, Vol 7 (1), pp. 6-23
- Dutta, Ankur (2016) Dealing with dislocation: Migration, place and home among displaced Kashmiri Pandits in Jammu and Kashmir, Contributions to Indian Sociology, Volume 50, Issue 1
- Lal, Malashri and Kumar, Sukrita Paul (2007) Interpreting Home in South Asian Literature (select chapters)

Additional Readings/Films:

- Pawar, Deepa (2022) From criminalised histories to rightful present – nomadic women demand equal rights to sexual and reproductive health: a study in Maharashtra, India, Sexual and Reproductive Health Matters, Vol. 29, Issue 2
- 7 Islands and a Metro directed by Madhushree Dutta, 2016
- *Axone* (2019)
- Danger of a Singular Story: Adichie, Chimamanda. Ted Talk

1 week is kept for field work

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

1. 1st assessment -response paper to one film as part of the course outline, using the concepts (25%)
2. 2nd Assessment: Field Visit and Photo Album and Notes from the Field–(35%)
3. Summative end term paper - 40%

9. **Pedagogy:**
   a. Instructional design

This course will be transacted through lectures, films and interactive classroom discussions.

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

Classroom with audio-visual facilities

c. Expertise in AUD faculty or outside
AUD faculty

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

Linkages will be established with

- Partition Museum (especially for module 5)
- NGOs like CEQUIN, HelpAge India and Pratham those who have been working with youth and elderly

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:

Signature of the Dean of the School

Appendix-30

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)	Sociology
Course title	Methods and Techniques in Sociology
Course code	**NSUS1SC815**
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core (Disciplinary Specific Core)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	MS 2025
Course coordinator and team	Dr. Bidhan Chandra Dash, Dr. Rinju Rasaily, Dr. Priyasha Kaul, Dr. Snigdha Vishnoi

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

   The course reflects AUD's interdisciplinary ethos and introduces students to the traditions of social science research methods and techniques for understanding social reality.

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

The present course shall help equip students with the desired skill sets required for research work. It builds on the other courses, like the Academic Reading and Writing course offered in Semester 6, along with courses such as Reading and Writing Sociology provided in the 2nd semester. Other core and elective courses like Sociological Theory, Sociology of India, also contribute to the research preparedness.

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

   Given the interdisciplinary focus, the learning outcomes are meant to be meaningfully engaging with the social science research and different disciplines such as SSH. As a core course offered to BA (Honours) in Sociology students, it is also open to students from other programmes. This course draws from the application of methods and techniques in Sociology and other related disciplines as well. The course further builds on the texts and modules discussed in the 'Academic Reading and Writing for Sociology'.

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

   NA

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

   Not more than 50 students

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

   Semester Long Duration

7. **Course Details:**

   a. Summary:

   Sociology as a discipline emerged with a commitment to engage with society empirically to create scientific and informed knowledge on societies and human behaviour. However, sociology's quest for science and intent to produce empirically valid knowledge has been challenged and debated since the inception of the discipline. This enduring involvement has shaped both sociology as a science, as well as the perception of what it means to do scientific study on societies and human beings. This course intends to introduce the students to the nuances of doing empirical research in sociology.

   b. Objectives:

      1. To introduce students to basic techniques and methods of sociological research as a means of understanding society, the nature of social phenomena, and social reality.
      2. Identify research-relevant questions and construct hypothesis
      3. To enhance the students' skill sets of application of basic quantitative and qualitative methods
      4. To apprise and train students in all the stages of planning and executing social research.

   c. Expected learning outcomes:

      At the end of the course, the students are expected to be:

      1. Demonstrate adequate knowledge about research terminology and perspectives
      2. Acquainted with both qualitative and quantitative methods of studying society and social phenomena

3. Apply methodological skills, principles, and techniques to conduct a research study

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

Starting with a discussion on the meaning and significance of social research, the relationship between theory and research, the course covers topics such as formulating a research problem, preparing a research design, methods of research, and techniques of data collection and analysis. The major emphasis of this course remains on survey methods, interviews, questionnaires, basic statistical analysis, and general principles of qualitative data analysis. At the end of the course, students are expected to be acquainted with research terminology and learn the application of a few methodological skills and techniques to conduct a research study. The students will be encouraged to explore the possibilities of applying their research skills in a variety of situations.

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

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

Module 1.Social Research and Ethics (Week 1-3)

Module Objective: This module introduces the students to the meaning, significance, and procedure of social research. The focus will be on helping the students understand the main traditions of social research and the awareness over the ethicality of doing research.

Essential Readings

Babbie, E. 2014. *The Practice of Social Research*. Wadsworth. Belmont (Chapter 3, pp.63-82)

Macionis, J.J., & Benokraitis, N.V. (Eds.) 2010. Seeing Ourselves: Classic, contemporary, and cross-cultural readings in Sociology. Pearson Education Canada. (Chapter 7,8, 12)

Antonius, R., 2003. *Interpreting Quantitative Data with SPSS*. London: SAGE Publications, (Chapter 2)

Additional Reading

Constance Holden. 1979. Ethics in Social Research, Science New Series Vol 206 (4418), pp 537-538+40. https://doi.org/10.1126/science.11643505

Module 2: Identifying and Interpreting Data (Week 4-6)

This module is intended to help the students not only to identify various sources of data, but also make a sociological analysis of the sources of data. The students will be able to understand and relate data to its source and debate over the reliability and validity of data in social science research.

Essential Readings

Appadurai, Arjun. 1993. "Number in the Colonial Imagination" in Peter van der Veer
and Carol Breckenridge (eds.) Orientalism and the Post-colonial Predicament, University of Pennsylvania Press, pp. 314-39.

Cohn, Bernard. 1987. "The Census, Social Structure and Objectification in South Asia " in Bernard Cohn (ed.) An Anthropologist Among the Historians and Other Essays. Delhi: Oxford University Press, pp. 224-254.

Guha, Sumit. 2003. "The Politics of Identity and Enumeration in India C. 1600-1990", Comparative Study of Society and History, Vol. 45, No.1, pp. 148-167.

Additional Readings

Healy, K., & Moody, J. (2014). Data Visualization in Sociology. *Annual review of sociology*, *40*, 105–128. https://doi.org/10.1146/annurev-soc-071312-145551

Module 3: Qualitative Methods, Techniques and Analyses (Week 7-9)

This module will introduce the students to the perspectives of qualitative and comparative methods; politics and practicalities of doing ethnographic studies, participant observation, and interviews. One of the significant aspects of this module is to make the students aware of the 'on-field' dilemmas and strategies of studying people and their cultures. In addition, qualitative research methods (tools and techniques) shall be discussed and practised.

Essential Readings

Beteille, A. 2002. Sociology: Essays on Approach and Method. New Delhi: OUP**,** (Chapter 3, 4)

Srinivas, M.N. 2009, The Oxford M.N. Srinivas, New Delhi: OUP, (Parth-VII, Chapter-32, 33)

Narayan, Kirin 1993. How Native Is a "Native" Anthropologist?, American Anthropologist, New Series, Vol. 95 (3), pp. 671-686.

Additional Readings

Bernard, H. R. 2017. Research Methods in anthropology: Qualitative and quantitative approaches (6th ed.). Rowman & Littlefield Publishers. (Page 451-462)

Module 4: Quantitative Methods, Techniques and Analyses (Week 10-12)

The given module shall train the students with the basic premise, principles, and methods of quantitative research and their application based on the research context. The module shall also discuss the various approaches in practice for the collection and analysis of quantitative data for example using surveys, both manually as well as facilitated through the relevant softwares.

Essential Readings (Week-10-12)

Antonius, R., 2003. *Interpreting Quantitative Data with SPSS*. London: SAGE Publications, (Chapter 1)

Nicholas Walliman, 2006. *Social Research Methods*. New Delhi: Sage Publications. (Chapter 10 pp. 109- 127)

Moser , C A and Kalton G. 1971. *Survey Methods in Social Investigation.* Ashgate Publishing. (Chapter 1)

Additional Reading

Singh, K. (2007). *Quantitative social research methods*. SAGE Publications India Pvt Ltd. New Delhi (Chapter 7)

Module 5: Field Work and Research Writing (Week 13-15)

This module will train the students to conduct field based research and the nuance of research writing. Students will be taught to conceptualise, articulate and formulate the structure of dissertation. Students will learn to plan a dissertation, techniques of handling data and ideas systematically, and imaginatively structure a dissertation or a project report.

Essential Readings

Burgess, Robert (Ed.). 1982. *Field Research: A Sourcebook and Field Manual.* London. Routledge Publishers. (Chapter 1 and 2)

Matt Henn, Mark Weinstein, Nick Foard, 2006. *A short introduction to Social Research*. New Delhi: Sage Publications. (Chapter 9 pp 218-248)

Bryman, Alan (2012). *Social Research Methods*. Oxford University Press. Pp. 683-707.

Additional Readings

Wulff, H (Ed.). (2016). *The Anthropologist as Writer: Genres and Contexts in the Twenty-First Century*. New York, Oxford: Berghahn Books (Chapter 2)

Supplementary Readings

William J. Goode and Hatt, Paul K. 1952. *Methods in Social Research*. Mcgraw Hill Book Company. (Chapter 5 pp, 41-55)

Taylor, S.J., Bogdan, R., & DeVault, M. L. 2016. *Introduction to qualitative research methods: A guidebook and resource*. Wiley. New Jersey. (Chapter 2)

Emily Stier Adler and Roger, Clark, 2011. *An Invitation to Social Research: How It's Done*. SUA: Wadsworth Cengage Learning (chapter 2 pp: 19-38, Chapter 2, pp.39-70))

Nicholas Walliman, 2006. *Social Research Methods*. New Delhi: Sage Publications.(Chapter 11 pp:128-146)

Srinivas, M.N, Shah, A.M., and Ramaswamy, E. A. 2002. *The Fieldworker and the field: Problems and Challenges in Sociological Investigation* (2nd Ed.) Oxford University Press

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

Assessment 1 Qualitative Research Methods 30%

Assessment 2 Quantitative Research Methods 30%

Assessment 3 End Semester 40%

8. **Pedagogy:**
   a. Instructional strategies:

      ClassRoom Teaching, In Class exercises

   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
      Regular IT infrastructure , Data Analysis Softwares, Plagiarism Checks (Turnitin)

   c. Expertise in AUD faculty or outside
   University Faculty members and Guest Lectures as applicable

   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
   As per the course requirements in adherence with the university policy

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

Appendix-31

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)	Sociology
Course title	Economy and Society
Course code	**NSUS1SC835**
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Disciplinary Specific Elective (DSE)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	MS25
Course coordinator and team	Dr. Bidhan Chandra Dash, Dr. Rinju Rasaily, Dr. Priyasha Kaul,

	Dr. Snigdha Vishnoi

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

The course on Economy and Society introduces students to the theories, practices and research around the topic. It links well with the vision of AUD with respect to the interdisciplinarity as well as the community engaged scholarship.

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

This course blends well with the BA Sociology Programme offered at AUD since it deals with the interrelationship of society and the economy at large. Economy and Society is integral to AUD's Sociology programme and draws on canonical texts from the disciplines of Social Anthropology and Sociology. The course will also highlight the special perspectives and approaches of our discipline that illuminate social and economic life in contemporary times.

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

Drawing from key sociological thought around the rubric of economy and society, this course builds upon the other courses, such as Sociological Theory and Sociology of India, offered at the BA Sociology programme. It seeks to familiarize students with the distinctive ways in which Sociology understands economic phenomena.

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):

Not more than 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:

This course introduces students to the diverse and multidimensional relationships between the economy and society. The thrust of the course is to emphasize how social values, such as moral codes, cultural norms, and beliefs, influence economic behaviour, at the same time, help the students understand how economic and social behaviour are enmeshed with each other. The course will equip students with theoretical approaches, methods, and debates that have illuminated the understanding of economic phenomena, including those concerning production, distribution, market behaviour, consumption patterns, and exchange in societies. A sociological perspective on the economy builds on the assumption that the economy often cannot be isolated from the socio-historical, cultural, and ideological factors that constitute it, but must be seen as firmly integrated and interconnected. Sometimes these interconnections are clear, but in other cases, it is the task of the sociologist to highlight the nature of the interconnections.

b. Objectives

The overarching objective of this course is to introduce the students to the interconnectedness of economic systems with society. The specific objectives are as fellows.

1. To introduce the students to sociological and anthropological perspectives on economy and society.
2. To assist students in understanding the larger social and cultural processes that guide and influence the economic behaviour and actions of individuals and groups.
3. To delve into unravelling large-scale economic transformations, bringing in profound social changes at various historical junctures.
4. To create a sociological understanding of production, consumption and exchange.
5. To help students understand the contemporary transformations in the relationship between the economy and society.

c. Expected learning outcomes:

At the end of the course, the students will be able to

- Identify and describe the major theoretical approaches to economic systems.

- Identify the major historical processes of economic and social transformation.
- Link the deep-rooted interconnections between economic activities and society.
- Analyse the social processes and actions that influence, guide and shape economic systems.
- Evaluate the contemporary economic transformations that shape human behaviour and at the same time, are shaped by it.

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

Module 1: Sociological Perspectives on the Economy (Week 1-3)

This module will focus on introducing the students to some of the major sociological theories on the interconnectedness of the economy and society. It will briefly revise some of the major sociological approaches, such as Marx, Weber, and Durkheim, and their interventions into the larger debates of economic theories. The thrust here is to focus on how a sociological perspective on the economic systems emerged, debating with the economic approaches.

Essential Readings

1. Smelser, N.J. and Swedberg, R., 1994. The sociological perspective on the economy, in Smelser, N.J. and Swedberg, R. eds. *The Handbook of Economic Sociology,* Harvard: Princeton University Press, Page No: 03-26.
2. Weber Max. 1978. *Economy and Society: An Outline of Interpretive Sociology*. California: University of California Press. (Chap 2: Sociological categories of economic action & Chap 7: The market, its impersonality and ethics).
3. Harvey, David. 2010. *A Companion to Marx's Capital*, London. Verso. (Chapter 1)
4. Laidler, D. and Rowe, N., 1980. George Simmel's Philosophy of Money: A Review Article for Economists, *Journal of Economic Literature,* Vol. 18, No. 1, pp. 97-105

Additional Readings

1. Frank Dobbin, 2004: Introduction: The Sociology of the Economy. In: Frank Dobbin (ed.), The New Economic Sociology. A Reader, Princeton, NJ: Princeton University Press, 1–26.

2. Kalleberg, A. L. (1995). Sociology and Economics: Crossing the Boundaries. *Social Forces*, *73*(4), 1207–1218. https://doi.org/10.2307/2580442

Module 2: Anthropology of Economy (Week 4-6)

Anthropological perspectives on the economy and exchange significantly differ from the economic perspectives. This module introduces the students to some of the significant theories in anthropology on economy and society.

Essential Readings

1. Mauss, Marcel. 1925. *The Gift: The Form and Reason for Exchange in Archaic Societies*. London. Routledge Publishers. (Introduction and Chapter 1)
2. Scott James. 1977. *The Moral Economy. Rebellion and Subsistence in Southeast Asia*. Yale University Press. (Chapter 1 and 2)
3. Uberoi, J.P.S. *Politics of the Kula Ring An Analysis of the findings of Bronislaw Malinowski.* Manchester. Manchester University Press. (Chapter 8)

Additional Readings

1. Engels, Friedrich: The Family, Private Property and State. (Chapter 1 and 2)

2. Jafferlot Christopher and van der Veer Peter (eds) (2008). *Patterns of Middle Class consumption in India and China*. New Delhi: Sage Publications.

Module 3: Property, Production, and Money (Week 7-9)

A sociological perspective on capital, property, production, and money treats each of them as a social institution that shapes social structures and is subject to social and political change. They are powerful social institutions with significant implications for social relations, uneven distribution of power, and wealth.

Essential Readings

1. Carruthers, B., 2010, The Meaning of Money: A Sociological Perspective, *Theoretical Inquiries in Law*, 11 (1), http://dx.doi.org/10.2202/1565-3404.1236

2. Harvey, David. 2010. *A Companion to Marx's Capital*, London. Verso. (Chapter 2)
3. Polanyi, K. 1975. *The Great Transformation*. New York: Octagon Press. (Chapter 4)

Additional Readings

1. Heredia, R.C., 1986. Transition and Transformation: The Opposition between Industrial and Pre-Industrial Types of Society in the Writings of Karl Marx, Ferdinand Tonnies, Emile Durkheim and Max Weber. *Sociological Bulletin*, *35*(1), pp.29-43.

2. Ford, R. L. 2010, Max Weber on Property: An Effort in Interpretive Understanding, Socio Legal Review 24, 6(1).

Module 4: Commodity, Consumption, and Markets (Week 10-12)

This module will focus on the three core aspects of economic activities i.e. Commodity, Consumption, and Market. From a sociological perspective, these are not just economic, but also social, cultural, and symbolic. It offers insights on markets and economic exchanges in both pre-modern and modern societies. This module also deals with the market as a social and cultural construct, rather than purely a space for economic exchange.

Essential Readings

1. Özveren, Eyüp."Bazaars of the Thousand and One Nights"; The European Journal of the History of Economic Thought 14.4 (2007): 629-655.
2. Appadurai Arjun.1988. The social life of things. Commodities in cultural perspective. Cambridge University Press (Chapter 1 and 4).
3. Krishnamurthy, M., and Witsoe, J. 2012. Understanding Mandis: Market Towns and the dynamics of India's urban and rural transformations (IGC Working Paper No. 2). IGC (https://www.theigc.org/sites/default/files/2014/09/Krishnamurthy-Witsoe-2012-Working-Paper.pdf)
4. Kellner, Douglas. 1983. Critical Theory, Commodities and Consumer Society in *Theory, Culture and Society*, Vol 1 (3), https://doi.org/10.1177/026327648300100306

5. Vidal, D. 2004. "Market', in Veena Das. 2004., eds, Handbook of Indian Sociology, New Delhi, OUP.

6. Velthuis, O. (2005). *Talking Prices: Symbolic Meanings of Prices on the Market for Contemporary Art*. Princeton University Press. http://www.jstor.org/stable/j.ctt4cgd14

Additional Readings

1. Guha Ranajit. Chandra's Death, in Ranajit Guha (ed.) Subaltern Studies V. Writings on South Asian History and Society, New York: OUP.
2. Jan, M.A. and Harriss-White, B., 2012. The three roles of agricultural markets: a review of ideas about agricultural commodity markets in India. *Economic and Political Weekly*, pp.39-52.

Module 5: The Enmeshed World of Economy and Society (Week 13-15)

The present module focuses on the contemporary transformations of economic institutions and society in the era of globalization and highlights the sociological observations on the same. This module focuses specifically on issues like globalisation, gig and digital economy with a special focus on Indian context. The module shall also draw correlations between economic processes and the larger social structures in India.

Essential Readings

1. Chari, Sharad 2004. *Fraternal Capital: Peasant Workers, Self-Made Men and Globalization in Provincial India*. Stanford: University of California.
2. Ritzer G. 1996. The Mcdonaldization of society. An Investigation into the changing character of contemporary social life. Thousand Oaks. Pine Forge Press. California (Chapter 1)
3. Raval, N., & Lalvani, S. 2022. The Moral Economy of Platform Work. *Asiascape: Digital Asia*, *9*(1-2), 144-174. https://doi.org/10.1163/22142312-bja10031

Additional Readings

1. Nair, G. 2022. 'New' terrains of precarity – gig work in India. *Contemporary South Asia*, *30*(3), 388–401. https://doi.org/10.1080/09584935.2022.2099813
2. Jafferlot Christopher and van der Veer Peter (eds) (2008). *Patterns of Middle Class consumption in India and China*. New Delhi: Sage Publications.

Assessments

30 % Term Paper

30 % Field Based Assignment

40 % End Semester

8. **Pedagogy:**

a. Instructional strategies: Classroom Lectures, Field Visits as applicable

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

c. Expertise in AUD faculty or outside: As per the University Norms

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

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

Appendix-32

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)	UG
Course title	Yoga Skills and Physical Fitness
Course code	NSUS1VB001
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Value Based Education course
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	MS 2022
Course coordinator and team	Sunil Dahiya

1. How does the course link with the vision of AUD?
   The course is a part of the basket of value based education and connected to NCC and personality development courses as well as keeping in line with the vision of the University of holistic physical and mental well-being.

2. How does the course link with the specific programme(s) where it is being offered?
   This is one of the courses a student can choose to take as one of the Value Based Education Electives (VBE). It is part of the broader principle of NEP where certain common courses need to be studied by all students irrespective of their subject specific degrees.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   As a University, the importance of soft skills, personality development, mental well being through the presence of a clinic, physical well being through the presence of physiotherapy unit, presence of sports activities in campus will complement this course.

4. Specific requirements on the part of students who can be admitted to this course: None
   (Pre-requisites; prior knowledge level; any others – please specify)

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
   A Value Based Education Elective course needs to be done by all students at the stage of exiting in either first or second year or third year. Students moving from Third Year to Fourth Year need to ensure that they have completed the 4- credit VBE.

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

7. **Course Details:**
   a. Summary: A course on Yoga Skills and Physical Fitness is intended to develop a holistic attitude towards physical and mental aspects of life. Together with importance in physical fitness, need for proper diet, nutrition and other physical life skills in order to improve the overall quality of life as a student.

b. Objectives:

The objectives of the course are to:

- Promoting positive health, prevention of stress related health problems and rehabilitation through Yoga
- Imparting skills in them to introduce Yoga for health to the general public and Yoga for total personality development of students in Colleges and Universities
- Invoke scientific attitude and team spirit to channelise their energies into creative and constructive endeavours.

c. Expected learning outcomes:

- Understanding the importance of sound mind in a sound body
- Learn the skills and ways of connecting physical training with mental abilities
- Assess the importance of body movement, fitness, nutrition and well being as interconnected

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

(i) Module-wise Format: All the units will be a combination of theory and practical

Unit-I Yoga: Meanings and Importance

- History of Yoga
- Introduction to Yogic Anatomy and Physiology
- Types of Yoga:- Hatha yoga, laya yoga, mantra yoga, bhakti yoga, karma yoga, jnana yoga, raj yoga
- Study of Chakras, Koshas, Pranas, Nadis, Gunas, Vayus and its application in Yogic practices.
- Ashtang Yoga: - Yama, niyama, asana, pranayama, Pratyahar, dharna, dhyan, Samadhi : Benefits, Utilities & their psychological impact on body and mind.

Unit- 2: Sports for Physical Fitness: Meaning and definition

- Physical Activity – Concept, Benefits of Participation in Physical Activities
- Components and Significance of Physical Fitness -Health, Skill and Cosmetic Fitness
- Types of Physical Activities – Walking, Jogging, Running, Calisthenics, Rope Skipping, Cycling, Swimming, Circuit Training, Weight training, Adventure Sports
- Principles of Physical Fitness, Warming Up, Conditioning, Cooling Down, Methods to Develop and Measure Health and Skill related components of Physical Fitness

1. Measurement of Health Related Physical Fitness (HRPF)

Unit -3: Physical Wellness: Concept, Components

- Types of wellness: psychological, social, emotional, and spiritual.
- Concepts of Quality of Life
- Factors affecting Wellness
- Wellness Programmes

Unit-4: Nutrition and Weight Management

- Concept of Nutrients, Nutrition, Balanced Diet, Dietary Aids and Gimmicks
- Energy and Activity- Calorie Intake, Energy Balance Equation
- Obesity - Concept, Causes, Obesity Related Health Problems

- Weight Management through Behavioural Modifications

Suggested Readings

- Hoeger, W.W. & S. Hoeger (2007) Fitness and Wellness. 7th Ed. Thomson Wadsworth, Boston, USA.
- Kamlesh, M. L. & Singh, M. K. (2006) Physical Education (Naveen Publications).
- Kansal, D.K. (2008) Text book of Applied Measurement, Evaluation & Sports Selection. Sports & Spiritual Science Publications, New Delhi.
- Kumari, Sheela, S., Rana, Amita, and Kaushik, Seema, (2008), Fitness, Aerobics and Gym Operations, Khel Sahitya, New Delhi
- Sarin N (2003) Yoga Dawara Rogon Ka Upchhar.Khel Sahitya Kendra

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

1. Tests of flexibility, concentration, VO2 max., balance, Asanas and Pranayamas (20%)
2. Measurement of Fitness Components – Leg-raise for Minimal Strength (Muscular Strength); Sit-ups (Muscular Endurance); Harvard Step Test, Run and Walk Test (Cardiovascular Endurance); Sit and Reach Test (Flexibility): (20%)
3. Measuring height, weight, waist circumference and hip circumference, Calculation of BMI (Body Mass Index) and Waist-Hip Ratio (20%)
4. Engage in at least one wellness programme and write a report on it (10%)
5. Perform two practicals (30%)

8. Pedagogy:

a. Instructional strategies: More emphasis will be on practical training

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

c. Expertise in AUD faculty or outside: The programme will be delivered with in-house faculty.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Government mandated Yoga organisations in Delhi

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

Appendix-33

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)	School of Social Sciences and Humanities
Course title	Print, Culture and Reading
Course code	NSUS1GE015
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Generic Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	WS2026
Course coordinator and team	Dr. Monal Dewle

1. How does the course link with the vision of AUD?
   AUD believes in the dissemination of knowledge to the students to provide equity in terms of thinking, understanding and information about the concepts that exists in today' world. Moreover, through its courses it tries to make students be critical, analyse their thought process and how to articulate it. In this course, the students would be able to understand the changes that are brought in the world of reading, how the existing scenario surrounding different modes of reading have taken place due to advent of press and then due to changes in the technology such as internet.

2. How does the course link with the specific programme(s) where it is being offered?
   The programme School of Social Sciences and Humanities focuses on emerging processes and issues that have the potential to impact life on the planet in fundamental ways, one of them is technology and what changes it has brought in the existing world. This course interprets that how history, literature, philosophy religion and arts directly shaped by and dependent on print culture. It tries to show before the advent of technology, such as internet, e-resources how people used to disseminate knowledge and how each culture has an impact on these various forms of propagation of knowledge.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This course is linked with the courses "Language, Culture and Society" (SGA1EL103) in SGA and "Approaches to Language Learning" (SUS1EN261) in SUS at Bachelors level because it discusses about the history of books which forms the basis of any course. It is an elective course based on the students' existing knowledge of what they understand about print culture, its beginning and how it is related to the skill of reading. Also to make them aware about the changes that have occurred due to advent of printing in the creation of various materials which eventually lead to reading groups, culture of reading through different modes.

4. Specific requirements on the part of students who can be admitted to this course: NONE
   (Pre-requisites; prior knowledge level; any others – please specify)

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): As per AUD 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 basic premise builds on the idea that before the evolution of printing different sources of material were used to transfer the knowledge. Further, it also investigates how culture plays an important part in the development of these sources and it has changed its forms i.e. from papyrus, codex, clay tablets, digital books and finally e-reader due to changes in the technology. Moreover, it also explores the notions of printing culture came into prominence and availability of reading materials to common mass in huge number. This course divulges on the issues which are pertaining to the print-culture such as copyright issues, roles of authors, relevance of censorship, how libraries were destroyed and plundered.

b. Objectives:

- To understand how different sources of reading were available due to culture and material before the advent of printing
- To understand the evolution of printing from the point of view of different cultures
- To explore the issues of crisis in printing-culture due to advent of technology

c. Expected learning outcomes:

On the completion of the course, students will:

- Have a fundamental understanding of different sources were used for reading as a form of cultural and material item.
- Participate in current discussions regarding the future of reading and books.
- Utilize the skills learned in the creation of an audiobook excerpt from a text of their choosing.
- Analyze the relationship between issues of medium and form, reader involvement.

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

- Module I: The history of early materials available before printing revolution
  This module discusses how humans with the evolution of language have started using different materials such as clay tablets, papyrus, bamboo silks, paper, scroll to record the information pertaining to science, technology, education, philosophies. This unit would introduce how information is disseminated through various means. It would also focus how in Indian context knowledge was disseminated.

- Module II: The spread of knowledge through print
  This module would build upon how the evolution of printing: how it came into existence, development of print further helped in the propagation of knowledge. It also explores the issues surrounding the printing such as revolutionising the notion of dissemination of knowledge, print capitalism, religion, concept of vernacular language, notion of change in standard language, knowledge is accessible to elite class only, knowledge can be positive and restrictive also, change in the society and culture due to invention of print. Further, it would also delve into the novels focusing on this period to indicate the relationship between fact and fiction. This unit would also relate to the Indian context and explores how books, newspapers, pamphlets were used during pre-independence era especially in Indian context to promote concepts related to Azaadi: uniting them for a common cause, nationalist discourse and patriotic purpose.

- Module III: Movement of flow of knowledge and restriction of knowledge
  This unit explores the notion of when knowledge was available to the people in different forms, then the question of what should be written and what should be not, started emerging which in turn led to restriction of knowledge. This restriction further developed into censorship in terms what should be read by people. Also it would look into how censors played an important role in delimiting the knowledge of concepts, which are not legitimised by the Papal and the society at large. It also delves into the concept of cult formation, evolution of library, destruction of libraries: formation and destruction.

- Module IV: Contemporary reading cultures and practices
  This module explores what changes are evolved in materials due to advent of technology such as audiobooks and the concept of e-reader. Further, this module would also focus on the debate surrounding e-reader whether it should be considered as person or gadget. Moreover, it delves into the changes revolving the process of reading such as rational reflection to reading images. Also, it focuses on the reading communities are formed based on gender, genre and class, reading habits, reading groups.

e. Course contents detailed in week-wise plan with readings:

Week	**Plan/ Theme/ Topic**	**Objectives**	**Core and Additional Reading (with no. of pages): Indicative list**
Week 1 and 2	***Introduction: Language, Orality, and Early Knowledge Transmission***	To understand how language is evolved, oral traditions and early forms of communication	Walter J. Ong – *Orality and Literacy: The Technologizing of the Word* (Chapters 1–2) Jack Goody – *The Interface Between the Written and the Oral* (Selected sections)
Week 3 and 4	***Writing Materials: From Clay Tablets to Scrolls***	To understand about Early scripts and writing materials: cuneiform, papyrus, silk, bamboo	Irene Vallejo – *Papyrus: The Invention of Books in the Ancient World* (Introduction, Chapter 2) A.K. Ramanujan – *Is There an Indian Way of Thinking?*
Week 5 and 6	***Writing materials and manuscript traditions: The Indian context***	To investigate about the manuscript traditions and palm-leaf manuscripts	Sheldon Pollock – *The Language of the Gods in the World of Men* (Selections) Daud Ali – *Literary Cultures in History: Reconstructions from South Asia*
Week 7 and 8	***The Printing Revolution: Europe and Beyond***	To understand the impact on literacy and knowledge	Elizabeth Eisenstein – *The Printing Press as an Agent of Change* (Chapters 1–2) Marshall McLuhan – *The*

			Gutenberg Galaxy (Selections)
Week 9 and 10	***Print, Power, and Language: The Indian Context (Print, Nationalism, and Resistance)***	To comprehend the impact of arrival of print in India; missionary presses; vernacularization and the role of newspapers, pamphlets, and novels in pre-independence India	Francesca Orsini – *Print and Pleasure: Popular Literature and Entertaining Fictions in Colonial North India* (Introduction) Ulrike Stark – *An Empire of Books* (Chapter 3 on vernacular publishing) Sumathi Ramaswamy – *Passions of the Tongue: Language Devotion in Tamil India* Selections from Bankim Chandra Chatterjee's *Anandamath* or Premchand's *Godaan*
Week 11 and 12	***Knowledge Control and Censorship (Libraries and the Politics of Preservation and Destruction)***	To understand and interpret about religious and political censorship in Europe and India	Robert Darnton – *Censors at Work: How States Shaped Literature* (Introduction and Chapter 1) Selections from Index Librorum Prohibitorum (Catholic Church's banned books list) Matthew Battles – *Library: An Unquiet History* (Chapters on Alexandria and colonial libraries) Janaki Nair – *The Promise of the Metropolis* (Section on colonial libraries in India)
Week 13 and 14	***Digital Turn: E-Books, Audiobooks, and Reading Technologies***	To understand about Evolution of digital reading; screen vs. print; materiality of text	Naomi S. Baron – *Words Onscreen: The Fate of Reading in a Digital World* (Chapters 1-3) Matthew Rubery – *The Untold Story of the Talking Book* (Introduction)
Week 15 and 16	***Reading as Social Practice: Identity and Community***	To explore about Visual literacy, reading images,	Gunther Kress – *Literacy in the New Media Age*

	(Reimagining Reading and Literacy)	critical thinking, and future of books	(Chapters 1 and 4) Shea, M. & Cepanro, M. Reading with Understanding: A Global Expectation.

Reading List:

Baron, N. S. (2015). *Words onscreen: The fate of reading in a digital world*. Oxford University Press.

Battles, M. (2003). *Library: An unquiet history*. W.W. Norton & Company.

Chatterjee, B. C. (2005). *Anandamath* (J. J. Lipner, Trans.). Oxford University Press. (Original work published 1882)

Catholic Church. (1998). *Selections from the Index Librorum Prohibitorum*. Ignatius Press.

Darnton, R. (2014). *Censors at work: How states shaped literature*. W.W. Norton & Company.

Eisenstein, E. L. (1980). *The printing press as an agent of change: Communications and cultural transformations in early-modern Europe* (Vols. 1 & 2). Cambridge University Press.

Goody, J. (1987). *The interface between the written and the oral*. Cambridge University Press.

Kress, G. R. (2003). *Literacy in the New Media Age*. Routledge.

McLuhan, M. (2011). *The Gutenberg galaxy: The making of typographic man* (Centennial ed.). University of Toronto Press. (Original work published 1962)

Nair, J. (2005). *The promise of the metropolis: Bangalore's twentieth century*. Oxford University Press.

Ong, W. J. (1982). *Orality and literacy: The technologizing of the word*. Methuen.

Orsini, F. (2009). *Print and pleasure: Popular literature and entertaining fictions in colonial North India*. Permanent Black.

Pollock, S. (Ed.). (2003). *Literary cultures in history: Reconstructions from South Asia*. University of California Press.

Pollock, S. (2006). *The language of the gods in the world of men: Sanskrit, culture, and power in premodern India*. University of California Press.

Premchand, M. (2005). *Godaan* (J. Ratan & P. Lal, Trans.). Rupa Publications. (Original work published 1936)

Ramanujan, A. K. (1989). *Is there an Indian way of thinking? An informal essay*. *Contributions to Indian Sociology*, 23(1), 41–58. https://doi.org/10.1177/006996689023001004

Ramaswamy, S. (1997). *Passions of the tongue: Language devotion in Tamil India, 1891–1970*. University of California Press.

Rubery, M. (2016). *The untold story of the talking book*. Harvard University Press.

Shea, M. & Cepanro, M. (2017). Reading with Understanding: A Global Expectation. Journal of Inquiry & Action in Education, 9(1): 48-68

Stark, U. (2009). *An empire of books: The Naval Kishore Press and the diffusion of the printed word in colonial India*. Permanent Black.

Vallejo, I. (2022). *Papyrus: The invention of books in the ancient world* (C. Whittle, Trans.). Alfred A. Knopf.

Suggested Reading List:

Bülow-Jacobsen, A. (2012). Writing Materials in the Ancient World. In Bagnall, R. (ed.) *The Oxford Handbook of Papyrology* pp. 3-29. Available Online: https://doi.org/10.1093/oxfordhb/9780199843695.013.0001

Eco, U. (2004). *The name of the Rose*. Vintage Classics.

Habermas, J. (1991). The public sphere. In Mukerji, C.; Schudson, M.(Ed.): Rethinking popular culture. Contemporary perspectives in cultural studies. Berkeley/Los Angeles: University of California Press. pp.398-404.

Kovac, M., Phillips, A., van der Weel, A., Wischenbart, R. (2017). What is a Book? *Publishing Research Quarterly, 35* (3): 313-326

Pamuk, O. (2002). *My Name is Red*. Vintage International

Thumala Olave, M. A. (2018). Reading Matters. Towards a Cultural Sociology of Reading. *American Journal of Cultural Sociology* 63: 417–454.

Thumala Olave, M. A. (2020). Book Love. A Cultural Sociological Interpretation of the Attachments to Books. *Poetics* 81: 1–11.

Thumala Olave, M. A. (2021). Exploring the sacrality of reading as a social practice. *Am J Cult Sociol* 9, 99–114.

Vishwanathan, G. (1989). Chapters of History. In *Masks of conquest: Literary study and British rule in India*. London: Faber & Faber, pp. 118-141.

(ii) Assessment Plan (weight, mode, scheduling) for the course:
The course will have three types of assessments:

1. Class tests/ quiz/ assignments	30%
2. Writing portfolio	30%
3. Mid-semester and/or End-semester examination	40%

8. **Pedagogy:**
   a. Instructional strategies: Classroom lectures, audio visual aids, and group work.

   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): 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

Appendix-34

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

School/Centre proposing the course	School of Culture and Creative Expressions
Programme(s)	SSH
Course title	Film, History, Society
Course code	NSUS1GE912
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Generic Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter 2016 (KG Campus)
Course coordinator and team	Rajan Krishnan

1. How does the course link with the vision of AUD?
   This course breathes in an interdisciplinary perspective how in and through film narratives perceptions of history and society are formed.

2. How does the course link with the specific programme(s) where it is being offered?
   It is a course that makes students reflect on interconnectedness of social sciences and humanities disciplines.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This is a standalone SSH elective offered by SCCE

4. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify) None.

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual 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: Cinema in its myriad forms as filmic text, institution, practice, industry and popular culture has permeated the un/conscious of society since its inception. Taking cinema's deep relationship with the popular-social as its starting point, this course hopes to be able to use cinema strategically as a medium to open up questions that often form the basis of much social, cultural, and political thought and analysis. In doing so, it works with the assumption that the cinematic medium allows for the refraction of socio-politico-cultural thought through on-screen representation and reflection upon the same.

   b. Objectives: The cinematic screen through representation alone does not prompt us to consider the social; cinema also produces the social through its industry and infusion

through popular culture and its practices. To think cinema as an institution thus is also to think its relationship with society and consider how questions of class, caste, gender or race (to name a few) shape the cinematic institution (in its various avatars). This course, then, will attempt to draw upon cinematic texts and literary texts in order to consider the constellation of film, history and society.

c. Expected learning outcomes: An appreciation of film narration as a source of historical and sociological perception.

d. Overall structure (course organisation, rationale of organisation; outline of each module): The course has four thematic modules: Intersections I, II and III; Considering history on screen;. Each module shall be spread over three weeks.

e. Contents (week wise plan with readings):

Module I : Introduction

Week 1: Introduction to the course, overview of readings and material.

Core reading:

Bordwell, David Bordwell. *On the History of Film Style.* Harvard University Press, 1997.
Tom Gunning. "The Whole Town's Gawking: Early Cinema and the Visual Experience of Modernity," Yale Journal of Criticism, 7:2 (Fall, 1994), p. 190. 5
Screening: High Noon (Fred Zinnemann, 1952)

Week 2: Representation in film with respect to history and Society

Core reading:

Noel Burch. *Life to Those Shadows.* University of California Press, 1990.

Tom Gunning. "The Cinema of Attractions: Early Film, Its Spectator and the Avant-Garde," in Thomas Elsaesser, ed. Early Cinema: Space, Frame, Narrative, (London: British Film Institute, 1990).

Clips: Bicycle Thieves (Vittorio De Sica, 1948), Battleship Potemkin (Sergei Eisenstein, 1925)

Week 3: Debates on Realism : Western and Indian context

Core readings:
Andre Bazin "What is Cinema?"
Sergei Eisenstein "Film Sense"
Satyajit Ray . "Our Films, Their Films"
Screening: Kathapurushan (Adoor Gopalkrishnan, 1995)

Clips: Shree Krishna Janma (D. G. Phalke, 1918), Aparajito (Satyajit Ray, 1956)

Module II: Film, Society and History: Focus on Indian Cinema

Week 4: Cinema and the Nation: Questions of representation in Post-Independence India

Core reading:

Sumita Chakraborty, "Culture/ Nation: Reclaiming the Past", *National Identity in Indian Popular Cinema*, 1947-1987. Austin: University of Texas Press, 18-52.
Ravi Vasudevan "Shifting Codes, Dissolving Identities: The Hindi Social Film of the 1950's as Popular Culture" in Ravi Vasudevan ed. *Making Meaning in Indian Cinema* Oxford University Press: 2000, 99-121.

Further reading:

Madhava Prasad, " Introduction: The Ideology of Formal Subsumption" , *Ideology of Hindi Film: A Historical Construction*. New Delhi: Offord University Press, 1998, 1-28.

Screening: Shree 420 (Raj Kapoor, 1955) / Naukri (Bimal Roy, 1954)

Week 5: History on screen: Narrating the Partition

Core reading

Bhaskar Sarkar, "Ghatak, Melodrama, and the Restitution of Experience," in his *Mourning the Nation: Indian Cinema in the Wake of Partition.* Durham and London: Duke University Press, 2009.
Ritwik Ghatak, "Cinema and I"
Screening: Meghe Dhaka Tara (Ritwik Ghatak, 1960)

Week 6: The Cultural history and Politics of Tamil Cinema

Core reading:

Selvaraj Velayutham , "Introduction: the cultural history and politics of South Indian Tamil cinema"
M. S. S. Pandian, "Parasakthi: Life and Times of a DMK Film"

Screening: Iruvar (Mani Ratnam, 1997)

<u>Module III: The intersections</u>

Weeks 7: Intersection I: Race, Ethnicity

Core reading:

Frantz Fanon , "Black Skin, White Masks"
Ed Guerro, "Framing Blackness: The Africa American Image in Film"

Screening: Ali: Fear Eats the Soul (F. W. Fassbinder, 1974)

Weeks 8: Intersections II: Class, caste

Core Reading:

Anupama Rao, “The death of a Kotwal: Injury and the Politics of Recognition," in *Subaltern Studies XII; Violence, Vulnerability and Embodiment* (co-editor, special issues of Gender and History, 2004)
Marx, Excerpts from *Economic and Philosophical Manuscripts* and *The Germany Ideology*
B.R Ambedkar, *Annihilation of Caste*

Screening: Sairat (Nagraj Manjule, 2016), **Clips :** Aakrosh (Govind Nihlani , 1980)

Week 9: Writing Gender on Screen: Cinema, Modernity and the Post Colonial Subject

Core reading:
Rosie Thomas. “Sanctity and Scandal”
Biswas, Moinak. “Writing on the Screen: Satyajit Ray’s adaptation of Tagore”.

Further Reading:

Tejaswini Niranjana “ Integrating Whose Nation? Tourists and Terrorists in 'Roja' “

Screening: Charulata (Satyajit Ray, 1964)

Module IV: Documenting History on Screen

Week 10: The Documentary Tradition in Indian Cinema

Core reading

Anuja Jain “The Curious Case of the Films Division: Some Annotations on the beginnings of the Indian Documentary Cinema in Post Independence India, 1940s-60s in *The Velvet Light Trap* 71, 2013.
Vinay Lal “Travails of the Nation: Some Notes on Indian Documentaries,” *Third Text* 19, no. 2 March 2005.

Screening: *Jai Bhim Comrade*(dir. A Patwardhan, 2012)

Week 11: Historic Event, Mythic Memory and Cinematic Re-adaptation;

Core Readings:
Some Aspects of Society & Polity as Depicted in Jayasi’s Padmavat By B.K. Singh
Was Padmini a Mere Figment Of Jayasi’s Imagination? By Dasharatha Sharma
Screening: Padmavat (Sanjay Leela Bhansali, 2018)

Week 12: Documenting Lives: Iranian New Wave
Core reading:
H Kiraly, “Abbas Kiaorostami and a new wave of spectator “
Michael Price, “Imagining Life: The Ending of *Taste of Cherry”*

Screening: Taste of Cherry (Abbas Kiarostami, 1997)

Week 13: Imagining 'Alternative' Histories: Tarantino and New Hollywood

Core readings:

Hake, Sabine, "Screen Nazis: Cinema, History, and Democracy".
Robert Dassanowsky ed. "Quentin Tarantino's Inglourious Basterds: A Manipulation of Metacinema"
Conrad Leibel , "The Fuhrer's Face: Inglourious Basterds and Quentin Tarantino's Confrontation with Nazis, Hitler and Fascist Aesthetics in Hollywood Cinema"
Screening: Inglorious Basterds (Quentin Tarantino, 2009)

Week 14: Cinema and the Recent History: New Media, liveliness and film screen

Core reading:

Sohini Ghosh, "The Talwars and presumed guilt"
Abhijit Roy, "Live(li)ness and Network Publics in Post-Liberalization Indian Popular Films"

Screening: Talvar (Meghna Gulzar, 2017)

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

Tentative Assessment schedule with details of weightage:

S. No.	Assessment	Weightage
1	Class Participation and Attendance	25%
2	Presentation/Short Response Paper	25%
3	Mid-Term Exam	25%
4	End-Term Exam	25%

8. **Pedagogy:**
   a. Instructional strategies: Screeninngs, Lectures, Discussions

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

   c. Expertise in AUD faculty or outside SCCE

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

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

Appendix-35

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 Culture and Creative Expressions
Programme(s)	Social Sciences and Humanities
Course title	Basics of Performance Making
Course code	NSUS1GE918
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Generic Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Proposed date of launch	Monsoon Semester 2019
Course coordinator and team	Dr. Benil Biswas and SCCE faculty team

1. How does the course link with the vision of AUD?
   The course aims to destabilize the traditional hierarchies of theatre and encourage the students to work together in creative processes. It also engages students in practice as a mode of learning and knowledge creation.

2. How does the course link with the specific programme(s) where it is being offered?
   The idea of this course is to introduce undergraduate students to the basic concepts of performance making in the contemporary milieu. The students will be made to go through a semester long process at the end of which they will come up with one or more short performance pieces. This is in par with the programme's vision of SSH.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   It is connected to some other elective courses offered by SCCE such as Introduction to Cultural and Creative Expressions. This course will also potentially orient student towards pursuing a Masters in courses like Performance Studies offered by SCCE.

4. Specific requirements on the part of students who can be admitted to this course:
   No prior knowledge is required. It is also open for students of all other disciplines.

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Up to 12 students, given the intense nature of the course, with performance workshop, performance viewing at multiple venues.

6. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Monsoon semester, lecture, workshop and discussion mode, Semester-long Course.

7. Course Details:

    a. Summary: The idea of this course is to introduce undergraduate students to the basic concepts of performance making in the contemporary milieu. The students will be made to go through a semester long process at the end of which they will come up with one or more short performance pieces. The process will emphasize the hybrid quality of theatre where various elements like objects, sound, text, actor's body come together in a designated space and time. The course is conceptually built around three basic frameworks that will underlie all the workshop and seminar sessions – **Meaning Making, Non Hierarchy** and **Learning though Practice**. These three concepts will be constitutive of the process that the students will go through the entire semester which will be structured around three basic elements of any Theatre Performance namely, **Text**, **Body** and **Space.**

    All performances are geared towards meaning. The various elements of theatre from the actor to the light design to the soundscape etc of a performance piece are mediums through which the audience can ***make meaning*** of what they are watching. A lot of times, the process of making involves decisions about what meaning one wants to be conveyed. This is fundamental to understanding a performance piece. At the same time, one needs to realize that while there is meaning to be derived from the text that an actor delivers onstage, but that isn't the only medium of meaning. In a theatrical production, the space in where the performance is taking place, or the soundscape of the performance along with the costumes that the actor is wearing, all of these elements produce affects.

    Traditionally, when it comes to theatre, the script is very often privileged as the starting point for the process of making theatre. However, since the onset of the 20th century in Europe this tradition has been challenged by many avant-garde artists. Since the 1980s in India too, we have seen the emergence of a new language of theatre based on collaboration not just between the director and the playwright but between directors, musicians, visual artists, writers, actors etc. This hybrid nature of theatre requires a specific set of collaborative skills where all the various aspects of theatre are brought together in a ***non hierarchical*** structure.

The process will pit the students to try and engage with this variety of perspectives that are brought together. Theatre, throughout its history has always been considered to be a space of learning. Also it must be said that the learning through our experiences is not the same register as theoretical learning, but the practice of theatre with its emphasis on research and its dealings with materials is a rich tapestry of knowledge to gain from. Through these sessions, one will be challenged to look at practice as a mode of knowledge creation and learning.

b. Objectives: The aim of the course is to introduce the students to contemporary modes of theatre making where they will go through the experience of structuring short performances and executing them. The course will take the students through three modules dealing with **Text**, **Body** and **Space**.

   The students will consider what writing for theatre encapsulates, and how the process of writing itself may be decentralized in the process of performance making. It'll challenge traditional notions of art making by introducing them to the new discourses in performing arts. The course will try and engage the students to try out improvisations with gestures and text to orient them towards an understanding of play making process wherein the body of the performer becomes a prime driver of meaning. Along with text and body, the course will also deal with the question of spatiality of a performance. The students will engage with space as a fundamental concern of performance making and how a difference of spaces can give different meanings to a performance. While the modules will be followed through on week by week basis, the interdependence of the three elements of Text, Body and Space will mean that from the very first week, the students will be engaged in the interaction between the three in the workshops.

   The students will be encouraged to collaborate with their peers in these practical explorations and performances. The course will strive to create a critical appreciation for performing arts by taking the students through a process where they will be creatively engaged in making a piece of performance themselves.

c. Learning Outcome: At the end of the course, the students will have a basic understanding of the tools that is required to craft a performance. The course will also equip the students with a conceptual grasp of performance making in the contemporary times.

   Moreover, the semester long process will orient the students towards a more critical understanding of performances as well as rituals around them. At the same

time, it will create an appreciation for 'practice' as a mode of knowledge creation and transmission.

d. Overall structure: This course structure is predominantly workshop mode where students will write and execute short performances. Class room lectures, video screenings of theatre performances, student-led discussions will aid the learning process by providing a framework for the students to help them to critically reflect on their own work. Since this course includes performance practice the structure and the requirements of this course will be different from existing theoretical courses. Besides the typical four hours lecture sessions in alternative weeks students will have to spend several hours to take part of the performance making process. The extra hours students will spend will be deducted from class room lectures and it will be considered as normal teaching hours.

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

Schedule/ Tentative Course Outline: Lectures along with reading material

Week 1

Introduction

Readings:

1. Hamilton, James R., "Theatrical Performance is an Independent Form of Art" in *The Art of Theatre*, 2007: 23-40
2. Leach, Robert, "Drama and Society" in *Theatre Studies – The Basics*, 2008: 80-91

The introductory classes will frame the course and the process to follow with emphasis on the basic elements constitutive of theatre. It'll also present a few ideas on theatre and why it matters in society.

Assignment: To observe any performance around in their surrounding and write a description of the event.

Week 2

Workshop: Making a Performance

After the introductions, in these two classes students will be made to go through a short process of theatre making. Students will be divided into groups and they will have to come up with a short 2 to 3 minute performance based on any story or experience or

memory etc. This will be more of an impromptu, makeshift performance in order to see what questions and solutions the students come up with.

Week 3, 4 and 5

Workshop: Text and Gesture

Reading:

1. Brecht, Bertold. "Alienation Affect in Chinese Theatre" in *Brecht on Theatre* (ed. Willett, John): 91-99 (1978)

Suggested Reading:

1. Hodge, Alison. *Actor Training*, Routledge (2010)

The previous workshop will be followed by reflections on each other's performances. This will be followed by discussions on some basic forms of text like monologues, dialogues, soliloquies etc. Taking off from the previous workshop, the students will be asked to rework their previous pieces and they will be made to work on the relationship between the text and their bodies and how meaning is conveyed through this relationship.

Performance viewing:

1. Snippets of Kudiyattam and Cirque du Soleil.
2. Snippet from Kathakali-King lear directed by Annette Leday and David McRuvie
3. Snippet from Romeo and Juliet in Kathak by Saraswati Sen.

Week 6

Seminar: A Dramaturgical Perspective on Performance

Readings:

1. Barba, E., "The Nature of Dramaturgy: Describing Actions at Work" in *New Theatre Quarterly*. 1 (1): 75–78. (1985)

2. Peter Eckersall, Paul Monaghan, Melanie Beddie, *The Dramaturgies Project*, RealTime issue 70: 25- 32 (2005)

It will introduce the idea of dramaturgy as a structuring of a performance piece. It'll also shed some light on contemporary performance practices and the role of 'text' therein.

Assignment: Are actors writers as well and if so how do they write?

Week 7 and 8

Workshop: Spaces and Narratives

Readings:

1. Howard, Pamela, "Space" and "Text" in *What is Scenography?* (2002): 1-16, 17-34

The workshop will explore the relationship between space and text. The students will be first asked locate a space where they would like to present their previous work with modifications. These classes will also introduce to students a brief history of theatre architecture and how it has moved outside of the European Proscenium spaces.

Week 9, 10 and 11

Workshop: Space and Co-Presence

Readings:

1. Fischer-Likhte, Erica. "Shared bodies, shared spaces: the bodily co-presence of actors and spectators" in *The Transformative Power of Performance* (2008): 38-74

Carrying on from the previous workshop, these three weeks will expose the students to ideas like site specificity, found spaces and promenade performances etc, in order to explore the relationship between spaces and performance. In the workshop, students will be asked to first locate a space and then respond to that space. This could be a 2-3 minutes short performance or an installation. The relationship between the 'spectator' and 'performance' will also be introduced as a critical intervention of spatiality of performance.

Performance Viewing:

1. Snippets from Peter Brook's *Marat Sade.*
2. Snippets from Deepan Sivaraman's *Khasakinte Itihasam* and other works.

Week 12, 13, 14

Final student led performances based on a piece of text or film. Students will adapt it to a performance in a specific space.

Possible texts: Stories of Saadat Hasan Manto, RK Narayan, Paul Zacharia and films of Mani Kaul or Adoor Gopalakrishnan.

Week 15

Reflections and Concluding remarks --

Bibliography

Suggested Readings:
Artaud, Antonin, *Theatre and Its Double*, Grove Press, 1958
Brook, Peter, *The Empty Space* , Penguin, 1968
Carlson, Marvin. *Performance: A Critical Introduction.* London: Routledge, 2003.
Drain, Richard (editor), *Twentieth Century Theatre: A Sourcebook of Radical Thinking* Routledge, 1995.
Edgar, David. *How Plays Work.* London: Nick Hern Book, 2009.
Fischer-Likhte, Erika, *The transformative Power of Performance*, Routledge, 2008
Fortier, Mark. *Theory/Theatre: An Introduction.* London and New York: Routledge, 1997.
Heddon, Deidre and Milling, Jane, *Devising Performance: a critical history* Palgrave Macmillan, 2005.
Radosavljevic, Duska (Editor), *The Contemporary Ensemble: Interviews with Theatre-Makers*, Routledge, 2013.

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

Students will be assessed for their overall understanding of the course and their contribution towards performances, classroom discussions and knowledge sharing.
Attending weekly classes and workshops are vital and any absence may affect the grades.

Attendance (20%)*
Home Assignments (15%) *
Short Classroom Performances (20%)*
End Term Performances (25%)*
End Term Reflective Paper (20%)*

*All students must participate in all course assessments to obtain a passing course grade.

8. Pedagogy:

    a. Instructional design: The course will be composed mostly of practical workshops and a few class room seminars to frame their practice
    b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Audio-visual classroom and a studio space
    c. Expertise in AUD faculty or outside: In-house 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 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

Appendix-36

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 Culture and Creative Expressions
Programme(s)	Social Sciences and Humanities
Course title	Introduction to Dance Movement Analysis
Course code	NSUS1GE919
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Generic Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Proposed date of launch	Monsoon Semester 2019
Course coordinator and team	Dr. Benil Biswas and SCCE Faculty team.

1. How does the course link with the vision of AUD?
   The process of any undergrad degree enables a student to strengthen their academic skills. AUD's vision fully covers every aspect to accomplish and provide an enriched experience to such a process. This particular course will add more to the experience of the students. It will specially be helpful for students who have had some prior training to dance, but the scope is not just limited to them and is open for anyone who is interested in understanding dance.

2. How does the course link with the specific programme(s) where it is being offered?
   The students will have to think and analyze dance by being in the field. The process of collectively thinking about dance will help in contributing to the mission of the university. It will give a space for collective decision-making process; promoting equality and aiming at creating a common ground to realize the idea of excellence. It will try and reinforce AUD's vision of a 'non-hierarchical functioning, team work and creativity' based training and pedagogy for creating a strong foundation for higher education. It will be driven on the basis of the student-centered approach envisaged by the university.

3. How does the course connect to, build on or overlap with any other courses offered in AUD?
   This course is connected to the current ongoing course offered; Introduction to Culture and Creative Expressions. It will also help undergrad students to venture into preparing

for a M.A. in Performance Studies or M.A. in Dance (Practice) offered at the School of Culture and Creative Expressions (SCCE).

4. Specific requirements on the part of students who can be admitted to this course: No prior knowledge is required. It is open for all students with a keen interest in understanding dance and performance.

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Up to 20 students, given the nature of the course, considering it will include practice – oriented workshops and activities as an integral part of learning and analysis.

6. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify) Monsoon semester, lecture, workshop and discussion mode, Semester-long Course.

7. Course Details:

    a. Summary: Any given work of art is an expression or an embodiment of various elements put together as a whole to be experienced. The elements used are diverse, and yet compatible. The work is created with an intention to communicate. With dance in particular, it is about a body, or multiple bodies, moving together; responding to elements in a given space and time. The meaning of dance is made by analyzing it as a result of a relationship between the public display of bodily motion vis-à-vis its perception, transformation, transmission and enactments of social categories. This course aims to bring in a wide range of dances and its understanding to develop a sensitivity towards the devices and methods used to create a dance. The foundation of this course is based on practice. The practice-based nature of the course is deliberated so that the students can think of this as a methodology to grasp theories and histories of dance making. This will enable students to think through movements and its possible analysis. Aiming at helping the students to think beyond the regular notions of dance practice, the course will open up the discourses on traditional and the contemporary forms of practice, especially within the context of Indian dances.
    The course will attempt to enhance the cohort in understanding the basic aspects and principles of dance – making; history of its various forms, occasions and events of such performances as expected within a cultural milieu, using three frameworks in relation to dance. The tentative frameworks are as below:
    Dance and Communication: Dance allows itself to become a medium of various kinds of communication. It has been greatly influenced by literary texts, since performance is perceived traditionally as some form of *re-presentation.* It is important to engage with how dance responds through text or can lead in creation

of a text. Dance allows possibilities for various kinds of communications. Using just literature, as a mode of communication we will use excerpts from various textual source such as epics, poetry, manifestos or memoirs to foreground an understanding of the possibilities of creating movement as a form of representation.

Dance and Music: Dance has an intimate relationship with rhythm and music, historically emerging in tandem and continuing to remain like that till date. Music enables the mind to visualize a movement, even if one cannot dance. With music, one can sway their bodies, clap their hands, stamp their feet or express an emotion through gestures and these all are movements being unconsciously facilitated by music. The purpose of this framework is to enable the students to think of movements as emotions through music.

Dance and Space: Movements entail multiple meanings. These meanings are transformed as dance moves from one space to the other. It changes its meaning when existing in a social space to a ritual space. It is crucial for students to understand this multifarious aspect embedded in performance practice and its meaning. Understanding dance in relation to the space will work as a window to introduce students to new ideas of contemporary performance making. Space, in the context of the course, is just one aspect being used to navigate through a creative process so that students equip themselves with similar approaches to create work.

b. Objectives: The aim of the course is to equip the students to demonstrate a critical understanding of the larger meaning, potential and responsibility of dance. This course is designed to develop a critical appreciation and awareness of various forms and motions in dance to further delve in questions regarding dance and its importance.

   The course will introduce students to the existing discourse on dance. It will be achieved through a combination of lectures, discussions, student led seminars, video screenings of few practitioners and their work. It will also be working around its practice-based modules. The course will include introduction to the concept of choreography, composition, critical questions on spectatorship, and critical analysis as possible engagements vis-à-vis dance. The course will aim at an understanding of dance not just as a bodily movement rather as a form of expression that represents various cultures, regions, languages, music and anatomies from different parts of the world. The students will gain a critical understanding of how dance responds to each of these aforementioned categories and the ways in which it can affect the personal, social and the political.

c. Course Goals/Learning Outcomes

The students, on completion of this particular course will be able to understand the basic method/process that exists in creating/making performances. They will be enabled to investigate and create their own framework to explore the meaning of practice in the context of their own engagements. It will try to equip students to create an alternate mode of inquiry which is driven mostly by practice. Dance, in this course will be used as a medium to enter into a more nuanced understanding of performance and its effect on the self, society and other realms of being. It will be achieved through the three coordinates used in the course; text, music and space.

- Through the experience of the course, the students will develop inquisitiveness or awareness to recognize movements not just as something which is a given; rather recognize the spectrum to which the meaning of the dances or the movements can be extended for it to be relevant.
- Students will develop competency to critically analyze and question the forms of knowledge attached to the practice of dance and its making. They will learn how to make connections among the similarities and difference of various choreographic choices.
- The goal of the course is to make students aware of the various vantage points through which one can understand the relevance of 'practice'. It will help them to identify the mechanism and thought-process behind creating a choreographic work and its relationship with everything around.

Overall structure: This course comprises of class room lectures, student-led seminar sessions and practice-based workshops and short performances created by the students. Since this course includes thinking of the discourse using body and practice, the requirements of this course will be different from existing theoretical courses. The extra hours students will spend will be deducted from class room lectures and it will be considered as normal teaching hours.

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

Schedule/ Tentative Course Outline:

- Week 1 & 2

Introductions

Assignment: Write a short abstract on *'why do you dance?'* or *'What do you understand by dance?'*

Readings: Graham, Martha, "I am a dancer" in *The Routledge Dance Research Journal II Edition*, 2008: *66-72.*

Redfern, Betty, "What is art?" in *The Routledge Dance Research Journal II Edition* 2008: *125-35.*

The reading and assignment will help the class to focus on opening up the discussions on dance with respect to their individual interests, engagements, prior practice and exposure to dance.

- Week 3 & 4

On Choreography: Body(ies) in motion – moving through time and space

Workshop – Creating, Viewing and Analyzing

The students will engage with the concept of body in motion and its various interpretations. The first part of the workshop will be to create a short movement routine. The movements will be created by the students and will be organically knitted together like a dance routine. The second session of the workshop will enable the students to work in pairs, trios and or small group to see how the created routine changes (or does not) when danced; using multiple bodies. This module will introduce the concept of choreography and its relation to body and affect.

Viewing/Video screenings: The cohort will simultaneously view works of choreographers like Chandralekha and Akram Khan who have dealt multiple inquiries vis-à-vis choreography, bodies and affect.

- *Sharira* by Chandralekha
- *Dust* by choreographer – Akram Khan/ can also be substituted with any live performance happening at the same time.

- Week 5 & 6

Understanding 'WHY DANCE?'

Seminar – Brief introduction to Dance Studies / Dance related research.

The seminar will focus on discussions that will be brought forth by the students through their experience from the earlier week's exercise. The introduction to dance related research and dance studies will help the students to understand the various possibilities of thinking through/of dance and movement. This will be crucial since the practical engagement within the course will be critically perceived rather than just as general compositions. The brief introductions to methods and frameworks will help in understanding the practical purpose of creating dance and the process of meaning making. It will also help them to understand the discourses around how dance is written or is analyzed as a broader field. The seminar will be anchored through some excerpts from the following readings which contextualizes dance studies and historiography.

O' Shea, Janet, "Roots/Routes of Dance Studies", in *The Routledge Dance Research Journal II Edition* 2008: *1-17*

Fraleigh, H. Sondra, "Family Resemblance", in *Researching Dance: Evolving modes of inquiry,* 1999: *3-22.*

Assessment for learning: Will incorporate a critical dialogue between Week 1 – 6.

The process of the conducted workshop in week 3&4, will be discussed in detail with reference to the readings. The students will be divided in two groups. They will create a short choreographic piece of their choice using the methods from the movement-based workshop. Each group will create a short piece and perform. As assignments, each individual student will write a short critical analysis of the choreography viewed and a short reflection on the choreography created.

- Week 7

'Performing Dance' – Possibilities

Workshop: Identifying choreographic approaches – working along with three frameworks *– Dance and Communication; Dance and Music; Dance and Space.*

The students will be given a particular text and music and will be asked to either in groups or as individuals to create a movement based short piece in a given space. The exercise will become the source of analyzing the initial questions related to the frameworks. It will work around identifying the important approaches towards dance – making, through the referred readings and discussions. The recognized analysis will facilitate and open various ways of engaging with the three pre-determined frameworks of the course.

Viewing/Video Screening:

- *FOLI (there is no movement without rhythm)* by Thomas Roebers and Floris Leeuwenberg.

Choices for students to view videos as home assignments: -

- *Kalpana* – A film directed by Dancer Uday Shankar, the pioneer modern dancer of India.
- *Drava Kavya* – by Navtej Johar – A performance exploring dance and yoga.
- *Caught* – a choreography by David Parson of New York from 1982.

- Week 8 & 9

Making Dance I

Dance and Communication: explorations in movement and choreography through the idea of representation

Students will be divided in 2 groups and given two separate pieces of text to explore and create a choreographic narrative. They will have to involve the text in a way that they maximize using approaches from the earlier two workshops and showcase the choreographed piece as an assignment.

- Week 10 & 11

Making Dance II

Dance and Music: understanding the relationship between music and dance.

The choreographed piece from week 9 & 10 will respond various pieces of music. This workshop will help the students to negotiate between the two coordinates; of text and of music. It will enable them to think through how dance accommodates two varied kinds of field within itself to create a larger meaning. The choreography might change according to the requirements or the limitation of the music. The challenge for the student will be to make sure that the context of the choreography from the past week remains similar and it only responds to the nuances of the given or the selected piece of music.

- Week 12 & 13

Making Dance III

Dance and Space: Contextualizing dance vis-à-vis spaces and places.

The choreographic piece from week 11 & 12 will be brought to public spaces for it to respond to a specific site which for instance can be a stairway or a corridor or a found space. The workshop will enable to students to understand how bringing in a framework of the space will have an impact on the choreography both structurally and experientially further leading them to layering it on the choreography itself as a devising element.

- Week 14

Performance Showcase

- Week 15 & 16

Concluding remarks

Final presentations and submissions

The students will have to conclude the course by presenting a short reflection on their understanding of the process and will have to submit an end term paper. It will be a response to any of one the three frameworks used to create the performance in relation to the earlier modules on choreography and dance analysis.

Bibliography

Essential Readings:

Graham, Martha. "I am a dancer" in *The Routledge Dance Research Journal II Edition*, 2008: *66-72.*

O' Shea, Janet. "Roots/Routes of Dance Studies", in *The Routledge Dance Research Journal II Edition* 200

Redfern, Betty, "What is art?" in *The Routledge Dance Research Journal II Edition* 2008: *125-35.*

Royce, P Anya, "The Dance" in *The Anthropology of Dance, Indiana University Press,* 1977, *3-17*

Sarkar, M Urmimala, "Another time, Another space – Does the dance remain the same?" in *Dance Matter Performing India,* Routledge, 2010: *26-40*

Srinivasan, "Priya, Sweating Saris: Indian Dance as Transnational Labor", Philadelphia: Temple University Press, *Project MUSE,* 2011.

Additional Reference Readings: (*only for reference if required*)

Bringinshaw, A Valerie. *Dance, Space and Subjectivity,* Palgrave Macmilan, 2001.

Foster, Leigh Susan, "Thirteen Ways of Looking at Choreographing Writing," in *Choreographing History*, Bloomington, Ind.: Indiana University Press, 1995, 200–10

Katrak, Ketu H. *Contemporary Indian Dance – New Creative choreography in India and the Diaspora,* Studies in International Performance, Palgrave Macmilan, 2011.

Sarkar, Urmimala. *Dance: Transcending Borders*, Tulika Books, World Dance Alliance, 2008

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

Students will be assessed for their overall understanding of the course and their contribution in the workshop and discussions. It will also include their participation in creating performances, group discussions and knowledge sharing. Attending weekly lectures and presentations are vital and any absence may affect the grades.

Attendance & Class room presentations (20%)*
Home assignments (20%)*
Participation and Contribution in workshops and performance (30%)*
End Term paper (30%)*

*All students must participate in all course assessments to obtain a passing course grade.

8. Pedagogy:
    a. Instructional design: The course will be a mix of class room seminars and practical workshops.
    b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Audio-visual classroom and a studio space
    c. Expertise in AUD faculty or outside: In-house 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 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

Appendix-37

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

School/Centre proposing the course	School of Culture and Creative Expressions
Programme(s)	Social Sciences and Humanities
Course title	Critical Perspectives on Creative Explorations
Course code	NSUS1GE904
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Generic Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter Semester 2015
Course coordinator and team	Dr. Benil Biswas and SCCE Faculty team

1. How does the course link with the vision of AUD?
   AUD's pedagogical emphasis has been on both theory and practice component of learning. In that sense the course resonates with the vision of the university to capacitate a critical layer of intervention in the civil society and the vision of the school of culture and creative expressions to mould talents with social awareness the course will nurture conceptual and critical awareness among students about the role of creative expressions in the development of culture, the bedrock of human society.

2. How does the course link with the specific programme(s) where it is being offered?
   This course will help students to understand the phenomenon of creative potential of humanity as foundational to its dreams and hopes, which also echoes the vision of AUD, especially Social Science and Humanities program offered at the Undergraduate level.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   It is an elective course focusing on the special exploration of Culture and Creative Expressions, i.e. Film, Performance, Visual Art and Literary Art.

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 prior knowledge is required. It is also open for students of all UG disciplines.

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Ideally 10-15 students, given the intense nature of the course and pedagogy, with performance workshop, performance viewing at multiple venues.

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Winter Semester, lecture, workshop and discussion mode, Semester-long Course

7. **Course Details:**

a. Summary: This course is meant to be an advanced level orientation and engagement with the creative practices namely visual art, literary art, performance art and cinematic art to third year undergraduate students (sixth semester) in the context of the historical evolution of cultural practices. While the course is restrained in terms of the philosophical depths to which questions about culture and creative expressions can reach, it will not just offer provocative insights into such explorations through carefully chosen exhibits, reading material and lecture, but also introduce and prepare students to understand the disciplinary underpinnings of the creative explorations. The primary aim is not only to help students re-imagine the role of creative expressions as foundational to human civilization rather than as supplementary to other areas of material progress, but also to provide advanced training in the academic pursuits of creative explorations.

b. Objectives: The course offers windows of perspectives into the issues of representation, narration, abstraction, affect, experimentation, interpretation and subjectivity. In other words, a short map or an exposure will be provided about the academic engagement with arts in its conceptual, creative and critical dimensions.

c. Expected learning outcomes:

   i. Basic familiarity with various genres of Creative Expressions, namely Performance, Film, Visual Art and Creative Writing.
   ii. An initiation into the cultivation of conceptual and critical awareness regarding the study of various expressions as mentioned above with a special focus on Historiography.
   iii. Understanding of the issues like representation, narration, abstraction, affect, experimentation, interpretation and subjectivity.
   iv. This course will help students to understand the phenomenon of creative potential of humanity as foundational to its dreams and hopes.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

   The course is divided into four modules (3 weeks per module) which will be handled by faculty members of the four streams of the School of Culture and Creative Expressions. The first two sessions are planned as introductory lectures; the final week will be used for recapitulation of things learnt.

e. Contents (week wise plan with readings):

   This course is intended to be completed in 56 hours of direct classroom teaching including time for assessments, presentations etc. The course is divided into four modules which will be handled by faculty members of the four streams of the School of Culture and Creative Expressions. Following are the preliminary structures of the modules, each of which will run for three weeks. The first two weeks will be spent in introductory lectures; the final week will be used for recapitulation of things learnt.

   Key areas of Discussions

   <u>Weeks 1 and 2</u>

1. Cultural Studies and Its Theoretical Legacies
2. The Culture Industry: Enlightenment as Mass Deception

Key Readings: (Excerpts)

- Bennett, Tony., Grossberg, Lawrence., Morris, Meaghan. (Eds.) New Keywords: A Revised Vocabulary of Culture and Society. Blackwell Publishing, 2005.
- Williams, Raymond. Keywords: A Vocabulary of Culture and Society (Revised Edition). New York: Oxford University Press, 1967. Reprint. 1983.
- During, Simon. The Cultural Studies Reader (Second Edition). New York: Routledge, 1993.

Weeks 3 and 4
Module I: Performance Art

A) What is to perform and Performance?
B) Performance and the Social
C) Performance as a Symbology of power in the Post-modern/Post dramatic turn.

Key Readings: (Excerpts)

- Geertz, C. Negara: The Theatre State in Nineteenth Century Bali. New Jersey: Princeton University Press, 1980.
- Schechner, Richard. Performance Studies: An Introduction. London and New York: Routledge, 2002.
- Zarrilli, Phillip B. Bruce McConachie, Gary Jay Williams, Carol Fisher Sorgenfrei. (eds). Theatre Histories: An Introduction, 2nd Edition. London and New York: Routledge, 2010.
- Lehmann, Hans Thies. Post-Dramatic Theatre. New York: Routledge, 2006
- Pavis, P. Post-Dramatic Theatre (essay)

Screenings: Peter Brook's Mahabharata,

Week 5 and 6
Module II: Cinematic Art

A) Introduction to Film Studies. What is Film Studies? Questions of Film History.
B) Reading Film: Language of Cinema
C) Film Genre.

Key Readings: (Excerpts)

- John Gibbs "Elements of the Mise-en scene" Chapter 1 from Mise-en-scene: Film Style and Interpretation. London and New York. Wallflower, 2002, 1-26.
- Rick Altman "Cinema and Genre" in Robert Stam and Toby Miller ed. Film and Theory: An Anthology. Blackwell Publishers: 2000, 157-178.
- Paul Schraeder "Notes on Film Noir" in John Belton ed. Movies and Mass Culture. New Brunswick, New Kersey: Rutgers University Press: 1996, 153-170.

Screenings as Case Study: Citizen Kane/Dir. Orson Welles/Year: 1941
(Film Genre) Film Noir- The Cabinet of Dr. Caligari/Dir. Robert Wiene/Music: Giuseppe Becce/Year: 1920

Week 7

Survey of Mise-en-Scene in Various Creative Expressions

- Pavis, Patrice. 'Where did mise en scène come from? Origins and theory' in Contemporary Mise en Scène: Staging theatre today. New York: Routledge, 2013.

- Martin, Adrian. Mise en Scène and Film Style: From Classical Hollywood to New Media Art. London: Palgrave Macmillan UK, 2014 (Excerpts)

Week 8 to 10
Module III: Visual Art Practices

A) Conceptual paradigms of Modern (Western) Art: Realism to Conceptual Art
B) Modern Art: Questions of Representation (Gender, Race, Ethnicity and Class)
C) Ant-Art and Anti-Aesthetics: The Conceptual Turn

Key Readings: (Excerpts)

- Berger, John. Ways of Seeing_ Based on the BBC Television Series. London: Penguin,1990.
- Clark, T. J. Image of the People: Gustave Courbet and the 1848 Revolution. Berkeley: University of California Press, 1973.
- Clark, T.J. The Painting of Modern Life: Paris in the Art of Manet and his Followers. Princeton, NJ: Princeton University Press, 1985.
- Pollock, Griselda. Vision and Difference: Femininity, Feminism, and Histories of Art, London: Routledge, and New York: Methuen, 1987.
- Harrison, Charles. Conceptual Art and Painting: Further Essays on Art & Language, MIT Press, 2003.

Week 9 to 14
Module IV: Creative Writing

A) The definitional aspect of literature and introduction to the various theoretical tools to understand the nature of critical mapping in literature.
B) The role of author, the changing concepts of author in a through spatio-temporal realities and something about the act of writing.
C) The gender aspect, the questions of feminist/ gyno-criticism and talk about the recent experimentation of gender-neutral texts.

Key Readings: (Excerpts)

- Terry Eagleton, "What is Literature?" Literary Theory: An Introduction. London: Blackwell Publishing, 1996. (Selections)
- Levi-Strauss, Claude. The Structural Study of Myth. The Journal of American Folklore, Vol.68, No.270, Myth: A symposium (Oct.- Dec. 1955), pp.428-444.
- Freud, Sigmund. "Dreams of the death of persons of whom the dreamer is fond" in The Interpretation of Dreams, 1900.
- Winterson, Jeanette. Written on the Body. London: Vintage, 1993.

- Deborah Cameron. The Feminist Critique of Language: A Reader. London: Routledge,1998. (Selections) Luce Irigaray, Linguistic Sexes and Genders, Virginia Woolf, Women and Fiction.
- Sandra M. Gilbert and Susan Gubar, The Madwoman in the Attic: The Woman Writer and the Nineteenth Century Literary Imagination. London: Yale University Press, 1979. (Selections)

(ii) Assessment Plan (weight, mode, scheduling) for the course:
The course may be conducted as a seminar/ ethnographic trip to a performance/art site, where students are required to take interviews/do AV documentation/have performance workshop.

The activities for each week will include four important steps:
1. Lecture and assigned readings
2. Weekly presentations
3. Class discussion and critique of assigned readings and presentations.
4. Discussion and analysis of video screenings and performances watched/experienced.

Tentative Assessment schedule with details of weightage:

S. No.	Assessment	Date/period in which Assessment will take place	Weightage
1	Class Presentation	End February and Early March	15%
2	Presentation Write up	Turned in within a week of Presentation	10%
3	Visual Arts workshop Eval.	Mid-March	20%
4	Creative Writing workshop	Early April	20%
5	Term Paper Abstract with Bibliography & Citation	Mid-April	05%
6	Term Paper/End term exam (2500 words)	April End	30%

8. **Pedagogy:**
   a. Instructional strategies: This course requires reading, writing, viewing performance/films (video and live). Each week we will read, respond to theoretical approaches and address some specific issues about studying various Creative Expressions.
   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Rooms with AV facility.
   c. Expertise in AUD faculty or outside: Benil Biswas and Faculty at SCCE
   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Official Linkages N/A, Short visit to Sangeet Natak Akademi (SNA) and National Gallery of Modern Art (NGMA) may be arranged. A field immersion to a cultural site also might be arranged as done in past for engaged learnings.

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

Signature of the Dean of the School

Appendix-38

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)	Social Sciences and Humanities
Course title	Introduction to Culture and Creative Expressions
Course code	NSUS1AEO36
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Ability Enhancement Optional
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon 2015
Course coordinator and team	Benil Biswas and SCCE Faculty

1. How does the course link with the vision of AUD?
   AUD's pedagogical emphasis has been on both theory and practice component of learning. In that sense the course resonates with the vision of the university to capacitate a critical layer of intervention in the civil society and the vision of the school of culture and creative expressions to mould talents with social awareness the course will nurture conceptual and critical awareness among students about the role of creative expressions in the development of culture, the bedrock of human society. This course will help students to understand the phenomenon of creative potential of humanity as foundational to its dreams and hopes, which also echoes the vision of AUD, especially Social Science and Humanities program offered at the Undergraduate level.

2. How does the course link with the specific programme(s) where it is being offered?
   This course will help students to understand the phenomenon of creative potential of humanity as foundational to its dreams and hopes, which also echoes the vision of AUD, especially Social Science and Humanities program offered at the Undergraduate level.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   It is an elective course focusing on the special exploration of Culture and Creative Expressions, i.e. Film, Performance, Visual Art and Literary Art.

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 prior knowledge is required. It is also open for students of all other disciplines.

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Ideally 20- 25 students, given the intense nature of the course and pedagogy, with performance workshop, performance viewing at multiple venues.

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Monsoon semester, lecture, workshop and discussion mode, Semester-long Course

7. **Course Details:**

a. Summary: This course is meant to introduce the creative practices to first year undergraduate students in the context of the historical evolution of cultural practices. While the course is restrained in terms of the philosophical depths to which questions about culture and creative expressions can reach, it will offer some provocative insights into such explorations through carefully chosen exhibits, reading material and lectures.

b. Objectives: The primary aim is to help students re-imagine the role of creative expressions as foundational to human civilization rather than as supplementary to other areas of material progress.

c. Expected learning outcomes:

i. Basic familiarity with various genres of Creative Expressions, namely Performance, Film, Visual Art and Creative Writing.
ii. An initiation into the cultivation of conceptual and critical awareness about the role of creative expressions in the development of culture, the bedrock of human society.
iii. This course will help students to understand the phenomenon of creative potential of humanity as foundational to its dreams and hopes.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

The course is divided into four modules (3 weeks per module) which will be handled by faculty members of the four streams of the School of Culture and Creative Expressions. The first two sessions are planned as introductory lectures; the final week will be used for recapitulation of things learnt.

e. Contents (week wise plan with readings):

Week I :

Two Lectures.
Introductory Sessions/ Concept of Culture/Creative Expressions,

Familiarization of the Basic concepts, it will try and introduce the students to the four branches of creative arts and will give them a brief overview of the complete course structure, before we begin the modules. The two lectures will touch upon very brief sections of the following texts.

Berger, John. Ways of Seeing, London and New York: Penguin Books, 1977
Jain, Nemichandra. Indian Theatre: Tradition, Continuity and Change. New Delhi: Vikas Publishing House, 1992. Print
Ramanujan, A.K., Folk Tales from India: A Selection of Oral Tales from Twenty-Two Languages. New Delhi: Oxford University Press, 1993.
Schechner, Richard. Performance Studies: An Introduction. London and New York: Routledge, 2002.
Zarrilli, Phillip B. Bruce McConachie, Gary Jay Williams, Carol Fisher Sorgenfrei. (eds). Theatre Histories: An Introduction, 2nd Edition. London and New York: Routledge, 2010.

Week II | Module I: Performance Studies (Special focus Theatre)

Lecture 1: Performing Arts, Performance & Entertainment

What do we mean by entertainment? How does this concept relate to theatre? Should theatre be for pleasure or instruction? Can it not be both?
Reading: Davis, Jim. "Defining Entertainment" & "Melodrama" in *Theatre and Entertainment*, Jim Davis, Palgrave Publications, 2016. pp. 1- 13

Zarrilli, Phillip B. Bruce McConachie, Gary Jay Williams, Carol Fisher Sorgenfrei. (eds). Theatre Histories: An Introduction, 2nd Edition. London and New York: Routledge, 2010, pp. 1-30.

Lecture 2: Theatre & the Audience

This lecture will be focused on the belief in theatre's potential to influence impact and transform. It seeks to problematize any simple equation between audience participation and empowerment. What does theatre do for – and to – those who witness, watch, and participate in it?

Reading: Weaver, Lois, Helen Freshwater, *Theatre and Audience*, Palgrave publications, 2009, pp. 1-25

Week III | Lecture 3: Theatre & the Gendered Body

Bodies are vital elements of theatre production and spectatorship. But the body is not just physical, it is also conceptual. What do we mean when we talk about bodies in theatre? And how does theatre affect the way we think about the human body? This session will be supplemented with a workshop to have an embodied understanding of the embodiment, spatiality and temporality in performance.

Reading: Conroy, Colette. *Theatre and The Body*, Palgrave Publications, 2010, pp.9-27, 73-75.

Lecture 4: Theatre & Visual

This lecture will focus on the history of textual hierarchy of words in theatre. It will examine the role of spectatorship exploring pleasure, difficulty and spectacle, to consider the implications for visual experience in the theatre.

Reading: Johnson, Dominic. *Theatre and the Visual*, Palgrave Publications, pp. 1-39.

Week IV | Lecture 5: Theatre and Mind

All performance depends upon our abilities to create, perceive, remember, imagine and empathize. This lecture will provide an introduction to the evolutionary and cognitive foundations of theatrical performing and spectating and will take on some of the major assumptions about what takes place in the theatre.

Reading: Mc Conachie, Bruce. *Theatre & the Mind*, Palgrave publication, 2013. pp. 1-29.

Lecture 6: Theatre and Protest

Theatre and protest are often closely interlinked in the contemporary cultural and political landscape, and the line between protest and performance can be difficult to draw. Yet this relationship is also beset with doubts about theatre's capacity to intervene in the social world. How does protest engage with theatre? What does theatre have to gain from protest?

Reading: Kelleher, Joe. Theatre and Politics, Palgrave Publications, 2009, pp. 1-32.

The mode of assessment in this module will be class presentation and write up.

Week V | Module II: VISUAL ART

The lectures are divided as follows: the first dealing with the historical component of the artistic field. The second will connect historical examples of image making practice with examples from our time.

Lecture 1
To provide a historical understanding about notions of modernity, modernism, and modern art in an art historical context. We won't provide a general account. Rather we will use select examples to complicate modernist ideological categories such as primitivism, avant-garde, indigenism, alternatives, etc. We will explore the historical conditions of their emergence and their contemporary relevance. We will also keep in mind the modernist appropriation of various "pre-modern" artistic expressions.
Similarly, we will also look at representation in terms of formal categorisations such as 'simple form' and 'complex form', 'spiritual form' and 'material form,' and so on.

Readings: Gombrich, E.H. The Story of Art, London and New York: Phaidon, 1969. Pp.1- 40.

Lecture 2
We also look at making or breaking images, or image-making, as a crucial aspect of subject formation. To illustrate this point, we may use traditional image making from Greco-Roman, early Christian, and Byzantine to Renaissance and thereafter the modern period where these questions acquired a secular dimension.
In short, the question of representation is addressed through a glimpse of artistic culture where we discuss how images operate in a specific field and the way in which artists have tried to interrupt the 'normal' flow of meaning-making.

Readings: Hauser, Arnold. The Social History of Art, London: Routledge & K. Paul, 1951. pp. 42-58.

Week VI | PRACTICAL MODULE ICCE UG

Objective:
To understand Representation/Non-representation and Re-presentation through the practices of looking and making: Art practice as a mode of perceiving, organizing, positing as well as questioning a particular world view or sensorial matrix through the use of various elements and techniques of art.

METHODOLOGY
Session 3. Looking:
at select examples from contemporary art to unravel and discuss various aspects and techniques of representation.

Areas that could be addressed through discussions on particular examples from contemporary art practice include but are not limited to:
Space (perspectival, aperspectival, 2D surface and environment), form (mimetic, abstract, symbolic etc.), medium/materiality (meaning making through use of collage, photography, sound, found object, internet, code, smell, ephemerality among others), archive based practices, interventional practices, community based practices.)

Class 4 and 5 Making:
Practical exercises in framing and reframing through the use of photography and/or collage. (Exercises may vary depending on the person offering the course as long as they respond to the stated objective of the course)

Week VII | Module III: Film Studies
Cinema and the question of Representation: understanding the mechanically reproduced movement images.
The purpose of the module is to help student understand the ways in which the so called reality is represented or constructed through film narrative. Beginning with Plato's cave, the debate on illusion and the real and ending with censorship the module will help introduce the key questions in the development of cinema as art and its inalienable, indexical commitment to the actual and the real.

Lecture 1: Cinema in Thought – the long gestation of movement images:
1.Plato's cave – moving shadows, screen & Truth. Is that a philosophical analogy for film experience? What connects and what differs?
2. Camera Obscura – Inversion of images through passage of light through pinhole. The realist impulse of 15th century Europe & quattracento persepctivalism.
3. The invention of camera and static mechanically produced images.
4. The desire to capture motion: Magic Lantern, Edward Muybridge, Zoostrope
5. Edison and Lumeirre – the mechanics of projection as control of movement. The birth of cinema or kinema.

Readings: Ellis, Jack C. A History of Film, New York: Allyn & Bacon, 1995. pp. 1- 25

Lecture 2: Early cinema and directions:
1. Realism and Magic: Lumierre – Melies (Projection of Clippings)
2. Fair ground projections, touring cinema, Cinema of Attractions.
3. Nickolodeons in US. Pathe Films
4. Alice Guy Blache = Woman pioneer; questions of historiography.

Readings: Mast, Gerald. and Bruce Kevin, A Short History of Movies, New York: Pearson, 2011, pp. 1- 30

Week VIII | Lecture 3:
1. Birth of Film Narrative
2. Screening Cabiria
3. Kuleshov Experiment and Generation of meaning in sequence.

Readings: Skaler, Robert. A World History of Film, New York: Harry N. Abrams, 2002.

Lecture 4:
1. Griffith and the invention of close up
2. Griffith – Eisenstein

3. Clippings from Birth of the Nation, Battleship Potemkin
4. Birth of Hollywood – film industry, Culture industry
5. Walt Disney

Readings: Kups'c', Jarek. *The History of Cinema for Beginners*. Hyderabad: Orient Blackswan Impression, 2010. pp. 1-40.

Week IX | Lecture 5:
1. Invention of sound synchronization
2. Silent Film – sound synchronized film distinctions
3. Charlie Chaplin excerpts from City Lights
4. Sound Track and Emergence of National and Regional markets

Readings: Kups'c', Jarek. *The History of Cinema for Beginners*. Hyderabad: Orient Blackswan Impression, 2010. pp. 41-51.
Robertson, Robert. "The Audiovisual Imagination Beyond the European Tradition" in *Cinema and The Audio-Visual Imagination: Music, Image, Sound.* I.B.Tauris & Co. Ltd. 2015, pp.81-88.

Lecture 6:
1. What is national cinema?
2. Cinema and cultural boundaries
3. Industrial, Commercial Cinema and Art Cinema
4. Film Festivals, Film Societies
5. Censorship

Readings: Nelmes, Jill. "Indian Cinema" in *Introduction to Film Studies, 5th Edition.* New York: Routledge, 1992, 2012. pp. 399-425.
Rajadyaksha, Ashish. Phalke Era: Conflict of Traditional Form with Modern Technology, http://cscs.res.in/dataarchive/textfiles/textfile.2008-02-06.6750403959/file

Week X | Module IV: Creative Writing
Reading and Writing Literature
Lecture 1: The class will read Guy de Maupassant's short story "A Piece of String" as an introduction to the elaboration of character through setting and plotting. After discussing how Maupassant develops his character the class will be introduced to the guidelines E.M. Forster lays down in his chapter on "People" in 'Aspects of the Novel.' The class will be given a take-home-assignment in character creation.

Reading: Forster, E.M. "People" in *Aspects of the Novel.* 1927, Rosetta Books LLC, 2002, pp.35-46

Lecture 2: Building on what has been established the class will read J.L. Borges' "The Shape of the Sword" as an example of an intricately plotted story. The class will discuss the merits of the techniques used and their effect on the reader's reception of character. The discussion of point-of-view and focalization will be guided by excerpts from Gerard Genette's chapter on "Mood." The class will revisit the characters created and begin thinking about the plot of their short story.

Readings: Borges, Jorge Luis. "The Shape of the Sword" in *Collected Fictions*, translated by Andrew Hurley, Scanned AFMG 2004/12/11, Allen Lane: The Penguin Press.

Week XI | Lecture 3 & 4: To complicate all that has been said about character and plot the class will read Angela Carter's reworking of the story of Little Red Riding Hood as an example of an attempt to write women into a genre that normally denies them agency. If time permits the class will then progress to a discussion on Gilbert and Gubar's "A Dialogue of Self and Soul: Plain Jane's Progress". The class will begin discussing the stories they are planning.
Readings: Gilbert, Sandra M., Gubar, Susan., *The madwoman in the attic: the woman writer and the nineteenth-century literary imagination.* New Haven: Yale University Press, 2000. pp. 336-371

Week XII | Lecture 5 & 6: As an example of writing character and states that cannot be classified as normal the class will read and discuss S.H. Manto's "Toba Tek Singh" and then continue workshopping their stories.
Readings: Manṭo, Saʿādat Ḥasan, Tahira Naqvi. *Toba Tek Singh*
Manoa, Volume 19, Number 1, 2007, University of Hawai'i Press. pp. 14-19.
Singh, Namvar. and Harish Trivedi, Decolonising the Indian Mind in Indian Literature, Vol. 35, No. 5 (151) (Sept.-Oct., 1992), pp. 145-156

Assessment- The class will present their stories and critique each other based on the topic discussed.

Week XIII | Recapitulation of course learning and interactive session.

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

- There will be a short assessment at the end/during each of the four modules (4 x 15% = 60%). Most of the modular assessments are continuous in class evaluation situations, which encourages active participation of the students in class room activities for an engaged learning.
- There will be a time bound term end exam covering all modules (40%).

8. **Pedagogy:**

a. Instructional strategies:

The course will run for 2 hours per day for 2 days a week. One of the 2 hours' session may be conducted as a seminar/workshop (which will be longer than usual session) , where students are required to make presentations. Given the intense nature of the course, with 20 students, their progress will be continuously monitored. Specific specimens will be chosen and Special care will be taken to introduce the various creative expressions to PWD students. The activities for each week will include four important steps:
1. Lecture and Assigned Readings
2. Weekly presentations
3. Class Discussion and Critique of assigned readings and presentations.
4. Discussion and analysis of video screenings and performances watched

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Audio-visual classroom and a studio space
c. Expertise in AUD faculty or outside: In house 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 may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Annexure XXXIX

B.A. Economics

Course Title	Subject / Discipline	Course Coordinator Name	Host University /Institute	Level UG/PG	NCrF Level	Duration in weeks	Credits	Instruction Language	Translation or Subtitle Language	Course URL	DSE/VBE/GE
Labour Economics-	Economic Sciences	Prof. Falguni	IIT Roorkee	UG/PG	4.5 to 8.0	8 Weeks	2	English		https://onlinecourses.nptel.ac	DSE
Economics of IPR	Humanities and	Prof. Nalin Bharti	IIT Patna	UG/PG	4.5 to 8.0	4 Weeks	1	English		https://onlinecourses.nptel.ac	DSE
Handling Large-Scale Unit Level Data	Humanities and Social Sciences	Prof. Pratap C. Mohanty	IIT Roorkee	UG/PG	4.5 to 8.0	8 Weeks	2	English		https://onlinecourses.nptel.ac.in/noc25_hs163/preview	DSE
International Trade - Theory And Empirics	Humanities and Social Sciences	Prof. Pratap C. Mohanty	IIT Roorkee	UG/PG	4.5 to 8.0	12 Weeks	3	English		https://onlinecourses.nptel.ac.in/noc25_hs164/preview	DSE
Introduction to	Humanities and	Prof. Amarjyoti	IIT Guwahati	UG/PG	4.5 to 8.0	12 Weeks	3	English		https://onlinecourses.nptel.ac	DSE
Mathematics For	Humanities and	Prof. Debarshi	IIT Guwahati	UG	4.5 to 8.0	12 Weeks	3	English		https://onlinecourses.nptel.ac	DSE
Economics of Health	Humanities and	Prof. Rajshree	IIT Guwahati	UG/PG	4.5 to 8.0	12 Weeks	3	English		https://onlinecourses.nptel.ac	DSE
Ordinary Differentia	Mathematics	Prof. Kaushik	IIT Kanpur	UG/PG	4.5 to 8.0	12 Weeks	3	English		https://onlinecourses.nptel.ac	DSE
Principles of Behavioral Economics	Management/ Economics	Prof. Sujata Kar	IIT Roorkee	UG/PG	4.5 to 8.0	12 Weeks	3	English		https://onlinecourses.nptel.ac.in/noc25_mg156/preview	DSE
Contemporary Political Economy	Public Administration	Dr. Wahida Shaikh	Savitribai Phule Pune University, Pune	UG	6	13 Weeks	5	English	NA	https://onlinecc	DSE
Agricultural	Economics	Dr. Sarmistha	KKHSOU	UG		12	4	English		https://onlinecourses.swaya	DSE
Research Methodol	Humanities & Social	Prof. Smita Jha	IIT Roorkee	UG/PG	4.5 to 8.0	8 Weeks	2	English		https://onlinecourses.nptel.ac	GE
Environment and	Humanities and	Prof. Ngamjaha	IIT Guwahati	UG/PG	4.5 to 8.0	12 Weeks	3	English		https://onlinecourses.nptel.ac	GE
A Primer to	Mathematics	Prof. Debdas	IIT(BHU) Varanasi	UG/PG	4.5 to 8.0	12 Weeks	3	English		https://onlinecourses.nptel.ac	GE
Linear Algebra	Mathematics	Prof. Dilip P. Patil	IISc Bangalore	UG/PG	4.5 to 8.0	12 Weeks	3	English		https://onlinecourses.nptel.ac	GE
Introductory Course	Mathematics	Prof. P D Srivastava	IIT Kharagpur	UG/PG	4.5 to 8.0	12 Weeks	3	English		https://onlinecourses.nptel.ac	GE

Essential Mathemat	Mathematics	Prof. S. K. Gupta	IIT Roorkee	UG/PG	4.5 to 8.0	12 Weeks	3	English		https://onlinecourses.nptel.ac	GE
Introduction to	Mathematics	Prof. S Dharmaraj	IIT Delhi	UG	4.5 to 8.0	12 Weeks	3	English		https://onlinecourses.nptel.ac	GE
Probability Theory for Data Science	Mathematics	Prof. Ishapathik Das	IIT Tirupati	UG	4.5 to 8.0	12 Weeks	3	English		https://onlinecourses.nptel.ac.in/noc25_ma95/preview	GE
Research Methods	Research Methodol	V R Uma	CHRIST Deemed	UG	5.5	6	3	English	English	https://onlinecourses.swaya	GE
Fundamentals of Behaviuor	Humanities and Social	Prof. Nagendra Kumar	BHU	UG/PG/PhD	4.5 to 8.0	12	3	English and Hindi	English	https://onlinecourses.swayam2.ac.in/ini25	GE
Basic Statistics	Economics,	Dr. Harsh Pradhan	BHU	UG, PG, and Ph.D.	4.5 to 8	8	2	English and Hindi	English / Hindi	https://onlinecourses.swaya	GE
Climate and	Multidisciplinary	Prof. BS Balaji,	Jawaharlal Nehru	UG/PG	4.5-7.0	15	4	English	NA	https://onlinecc	VBE
Community	Multidisciplinary	Prof. Akshay	Dayalbagh Education	UG/PG	4.5 - 8.0 (suitable	10	2	English	NA	https://onlinecc	VBE
Fundamentals of Insurance	Commerce	Dr.K.Uma	M.K.Univer	UG	5.5	12	4	English	NA	https://onlinecc	DSE

B.A. Mathematics

Course Name	Discipline	SME Name	Institute	Duration	UG/PG	Credit	NCrF Level	Instruction Langu.	Translation or Subtitle Language	Course URL	Type
Programming, Data Structures and Algorithms using Python	Mathematics	Prof. Madhavan Mukund	Chennai Mathematical Institute	8 weeks	UG/PG	2	4.5-8	English	English	https://onlinecourses.nptel.ac.in/noc25_cs89/preview	Research Methodology
Programmi	Mathematics	Prof. Viraj K	IISc Bangalore		UG/PG	2	4.5-8	English	English	https://onlinecc	Research Methodology

B. A. Political Science

Sr. No.	Course Title	Subject / Discipline	Course Coordinator Name	Host University /Institute	Level UG/PG	NCrF Level	Duration in weeks	Credits	Instruction Language	Translation or Subtitle Language	Course URL	
1	DEMOCRATIC AWARENESS WITH LEGAL LITERACY	B.A. (Honors) Political Science	DR. PARTHA PRATIM PAUL	St. Xavier's College (Autonomous), Kolkata	UG	5	10	2	English	N/A	https://onlinecourses.swayam2.ac.in/cec25_hs128/preview	DSE

2	Administration and Public Policy: Concepts and Theories	B.A. Political Science	Dr. Esita Sur	St. Xavier's College (Autonomous), Kolkata	UG	5.5	8	2	English	NA	https://onlinecourses.swayam2.ac.in/cec25_hs126/preview	DSE
3	Introduction to Comparative Government and Politics	Political Science	DR. RAGHU B T	University of Mysore	UG	4.5	14	5	English	NO	https://onlinecourses.swayam2.ac.in/cec25_hs96/preview	DSE
4	Indian Political Thought - I	Political Science	Dr. Jhumpa Mukherjee	St. Xavier's College (Autonomous), Kolkata	UG	5.5	14	5	English	English	https://onlinecourses.swayam2.ac.in/cec25_hs125/preview	DSE
5	Human Rights and Humanitarian law	Political Science	Dr. N. Pramod	Manipur University	UG	5.0	10	4	English	nil	https://onlinecourses.swayam2.ac.in/cec25_hs143/preview	DSE
6	Feminism: Theory & Practice	Political Science	Ningombam Shreema Devi	Manipur University	UG	5.0	15	5	English	nil	https://onlinecourses.swayam2.ac.in/cec25_hs145/preview	DSE
7	United Nations and Global Conflict	Political Science	Dr. Arambam Noni Meetei	Manipur University	UG	5.0	15	5	English	nil	https://onlinecourses.swayam2.ac.in/cec25_hs148/preview	DSE
8	Youth, Gender and Identity	Political Science	Dr. Naziya Hasan	Manipur University	UG	5.0	15	5	English	nil	https://onlinecourses.swayam2.ac.in/cec25_hs149/preview	DSE
							IGNOU					
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	MPS-02: Approaches to International Relations	Political Science	Prof Satish Kumar	IGNOU	PG		12	4	English		https://onlinecourses.swayam2.ac.in/nou25_hs71/preview	DSE

2	MPS-02:Contemporary Issues in International Relations	Political Science	Prof Satish Kumar	IGNOU	PG		12	4	English		https://onlinecourses.swayam2.ac.in/nou25_hs72/preview	DSE
							AMU					
Sr.No.	**Course Name**	**Discipline**	**SME Name**	**Institute**	**Duration**	**UG/PG**	**Credit**	**NCrF Level**	**Instruction Langu.**	**Translation or Subtitle Language**	**Course URL**	
1	Understanding Human Rights	Political Science	Prof. Mohammad Mohibul Haque	AMU	12 weeks	UG	4	6	English	English	https://onlinecourses.swayam2.ac.in/ini25_hs25/preview	DSE
2	UN & the World Peace	Political Science	Prof. Iqbalur Rehman Dr. Mohd. Amin Mir	AMU	12 weeks	UG/PG	4	6	English	English	https://onlinecourses.swayam2.ac.in/ini25_hs26/preview	DSE
3	Nationalism and Constitutional Growth in India: 1858 to 1920	Political Science	Dr. Parvez Alam	AMU	12 weeks	UG	4	6	English	English	https://onlinecourses.swayam2.ac.in/ini25_hs27/preview	DSE
4	Understanding Politics	Political Science	Dr. Iftekhar Ahmad Ansari	AMU	12 weeks	UG	4	6	English	English	https://onlinecourses.swayam2.ac.in/ini25_hs28/preview	DSE
5	Introduction to International Relations	Political Science	Prof. Upendra Choudhury	AMU	12 weeks	UG	4	6	English	English	https://onlinecourses.swayam2.ac.in/ini25_hs30/preview	DSE
6	International Relations in a changing world	Political Science	Prof. Mirza Asmer Beg Md Rahat Hasan	AMU	12 weeks	UG/PG	4	6.5	English	English	https://onlinecourses.swayam2.ac.in/ini25_hs31/preview	DSE
							BHU					
SR.NO	**Course Title**	**Subject/Discipline**	**Course Coordinator Name**	**Host University/Instt.**	**Level UG/PG**	**NCrF Level**	**Duration in Weeks**	**No. of Credits**	**Instruction Langu.**	**Translation or Subtitle Language**	**Course URL**	

1	Politics in India: Contemporary Issues	Political Science, Multidisciplinary	Dr. Manisha Misra	BHU	UG, PG	4.5 to 7	8	2	Hindi	English / Hindi	https://onlinecourses.swayam2.ac.in/ini25_hs40/preview	DSE

B.A. History

Sr. No.	Course Title	Subject / Discipline	Course Coordinator Name	Host University /Institute	Level UG/PG	NCrF Level	Duration in weeks	Credits	Instruction Language	Translation or Subtitle Language	Course URL	
1	History of India - VI (C.1750-1875)	History	Dr Vikas Rathee	Central University of Punjab, Bathinda	UG	5	15	5	English	No	https://onlinec	DSE
2	Aspects of European History (1780-1939)	Humanities and Social Sciences	Prof. Subhas Ranjan Chakrobarty	EMRC, St Xavier's College, Kolkata	UG	5.5	8	3	English	N/A	https://onlinec	DSE
NPTEL Final												
1	Social History Of Medicine In Colonial India	Humanities and Social Sciences	Prof. John Bosco Lourdusamy	IIT Madras	8 Weeks	UG/PG	2	English	-	4.5 to 8.0	https://onlinecourses.nptel.ac.in/noc25_hs152/preview	DSE
INI BHU Final												
1	Introduction to Museum and Museology	Museology	Dr. Arati Pandey	BHU	UG/PG	4.5 to 7	8	2	English and Hindi	English	https://onlinecourses.swayam2.ac.in/ini25_hs37/preview	DSE

B. A. Sociology

Social welfare Administration	**Sociology /Social Work**	Dr.V.Bhaskaran	Osmania University	UG	5.5	12	4	English	NA	https://onlinecourses.swayam2.ac.in/cec25_hs138/preview	DSE
Social Case Work	**Sociology /Social Work**	Dr.Kanakadurga	Osmania University	UG	4.5	12	4	English	NA	https://onlinecourses.swayam2.ac.in/cec25_hs139/preview	DSE

Agrarian sociology	**Sociology /Social Work**	**Prof.Ganesh Chinta**	**Osmania University**	**UG**	**5.5**	**15**	**5**	**English**	**NA**	https://onlinecourses.swayam2.ac.in/cec25_hs140/preview	DSE
Sociology of Health	**Sociology**	Prof. Mohammad Akram	AMU	12 weeks	UG/PG	4	6	English	English	https://onlinecourses.swayam2.ac.in/ini25_hs24/preview	DSE
Digital Sociology	**Sociology**	Dr. Mohammad Swalehin	AMU	12 weeks	PG	4	6.5	English	English	https://onlinecourses.swayam2.ac.in/ini25_hs35/preview	DSE
Urban Sociology and Urban Development	**Sociology**	Dr. Vinita Pandey	Osmania University	UG	5.5	15	5	English	NA	https://onlinecourses.swayam2.ac.in/cec25_hs136/preview	DSE
Ecology and Environmental Pollution	Environmental Studies	Prof. Zafar A. Reshi	University of Kashmir	UG	4	12 Weeks	4	English	NA	https://onlinecourses.swayam2.ac.in/cec25_es04/preview	GE
Understanding Heritage	History (BA Hons)	Dr. Yogambar Singh Farswan	H.N.B Garhwal University (A Central University) Srinagar, Garhwal	UG	5	6 weeks	2	English		https://onlinecourses.swayam2.ac.in/cec25_hs123/preview	GE
Enhancement of Vocal Skills	Music	Dr.Shashank	Goa University	UG		15	4	English	nil	https://onlinecourses.swayam2.ac.in/cec25_as06/preview	VBE
Soft Skill Development	Humanities and Social Sciences	Prof. Priyadarshi Patnaik, Prof. V. N. Giri, Prof. D. Suar	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_hs142/preview	VBE
Yoga	Bachelor of Physical Education (B.P.E)	Dr. Jagdish Singh	Punjabi University, Patiala	UG	5.5	8	2	English	No	https://onlinecourses.swayam2.ac.in/cec25_ed19/preview	VBE

Developing Life Skills	B.Ed., ITEP B.Sc B.Ed, BA. B.Ed, Intigrated B.A.B.Ed. B.Sc. B.Ed. As per the ugc guidelines corse course Jeevan Koushal	Prof.(Dr) M N Musthafa	University of Calicut	UG/PG	5.5	12	4	English	English	https://onlinecourses.swayam2.ac.in/cec25_ed20/preview	VBE

B. A. SSH

Skill Enhancement Courses (SE)												
Sr. No.	**Course Title**	**Subject / Discipline**	**Course Coordinator Name**	**Host University/Institute**	**Level UG/PG**	**NCrF Level**	**Duration in weeks**	**Credits**	**Instruction Language**	**Translation or Subtitle Language**	**Course URL**	**Course Basket**
1	Negotiation and Conflict Management	Public Administration	Dr. Sachin Surve	Savitribai Phule Pune University, Pune	UG	6	11 Weeks	4	English	NA	https://onlinecourses.swayam2.ac.in/cec25_hs84/preview	Skill Enhancement
2	Personality Development	Management	Dr. Sweta Sanjog Metha	Savitribai Phule Pune University, Pune	UG	5.5	8 Weeks	4	English	NA	https://onlinecourses.swayam2.ac.in/cec25_mg12/preview	Skill Enhancement
3	Business Ethics	Management	Archana Vechalekar	Savitribai Phule Pune University, Pune	UG	5.5	8 Weeks	4	English	NA	https://onlinecourses.swayam2.ac.in/cec25_mg14/preview	Skill Enhancement
4	Communication and Business Correspondence	Commerce	Bageshree Deo	Savitribai Phule Pune University, Pune	UG	5.5	10 Weeks	3	English	NA	https://onlinecourses.swayam2.ac.in/cec25_cm13/preview	Skill Enhancement
5	ICT Skills in Education	Education	Dr. Ismail Thamarasseri	Mahatma Gandhi University	UG/PG	7	12	4	English	English	https://onlinecourses.swayam2.ac.in/cec25_ed22/preview	Skill Enhancement

6	Organizational Behaviour	BBA/BCOM/UG Psychology/ UG Management/ MBA/PG Psychology/PG Management/ Mcom	Prof Rishipal	Shri Vishwakarma Skill University, Dudhola, Palwal, Haryana	UG & PG	N/a	15	4	English	N/a	https://onlinecourses.swayam2.ac.in/cec25_mg24/preview	Skill Enhancement
7	BEGE-145: Soft Skills	Management Communication	Prof. Parmod Kumar	IGNOU	UG		12	4	English		https://onlinecourses.swayam2.ac.in/nou25_mg23/preview	Skill Enhancement
8	BEGLA-135:English in Daily Life	Language	Dr. Vibhuti Gaur	IGNOU	UG		15	6	English		https://onlinecourses.swayam2.ac.in/nou25_lg65/preview	Skill Enhancement
9	BEGLA-136: English at the Workplace	Language	Dr. Vibhuti Gaur	IGNOU	UG		15	6	English		https://onlinecourses.swayam2.ac.in/nou25_lg66/preview	Skill Enhancement
10	BEGS-186: Business Communication	Management Communication	Prof. Parmod Kumar	IGNOU	UG		12	4	English		https://onlinecourses.swayam2.ac.in/nou25_mg24/preview	Skill Enhancement
11	Creative Writing	English	Dr. Chayanika Roy	KKHSOU	UG		12	4	English		https://onlinecourses.swayam2.ac.in/nou25_hs65/preview	Skill Enhancement
12	DCE- 04: Writing for Media: Radio and Television	Language	Dr. Rajesh Kumar and Dr. Anamika Shukla	IGNOU	Diploma	5	16	4	English		https://onlinecourses.swayam2.ac.in/nou25_lg55/preview	Skill Enhancement
13	DCE- 01: General Principles of Writing	Language	Dr. Anamika Shukla and Dr. Rajesh Kumar	IGNOU	Diploma		16	4	English		https://onlinecourses.swayam2.ac.in/nou25_lg52/preview	Skill Enhancement
14	DCE- 02: Feature Writing	Language	Dr. Rajesh Kumar and Dr. Anamika Shukla	IGNOU	Diploma	5	16	4	English		https://onlinecourses.swayam2.ac.in/nou25_lg53/preview	Skill Enhancement
15	DCE- 03: Short Story	Language	Dr. Rajesh Kumar and Dr. Anamika Shukla	IGNOU	Diploma	5	16	4	English		https://onlinecourses.swayam2.ac.in/nou25_lg54/preview	Skill Enhancement
16	Introduction to Cyber Security	Computer Science and Engineering	Dr. Jeetendra Pande	UOU	UG		12	4	English		https://onlinecourses.swayam2.ac.in/nou25_cs18/preview	Skill Enhancement

17	Introduction to Distance and Digital Education	Multidisciplinary	Dr. Ritimoni Bordoloi	KKHSOU	UG		12	4	English		https://onlinecourses.swayam2.ac.in/nou25_ge76/preview	Skill Enhancement
18	Research and Publication Ethics	Multidisciplinary	Dr Anirban Ghosh	NSOU	PG	5.5	8	4	English		https://onlinecourses.swayam2.ac.in/nou25_ge91/preview	Skill Enhancement
19	Research and Publication ethics in Humanities and Social Sciences	Humanities and social Science	Dr. Nisha Sunil Joshi	BAOU	UG	4.5		4	Gujrati		https://onlinecourses.swayam2.ac.in/nou25_hs73/preview	Skill Enhancement
20	Skill Development of the youths and their Livelihood	Multidisciplinary	Dr. Ritimoni Bordoloi	KKHSOU	Certificate		12	4	English		https://onlinecourses.swayam2.ac.in/nou25_ge68/preview	Skill Enhancement
21	Workplace Skills for 21st Century Learners	Multidisciplinary	Prof. (Dr.) Jeetendra Pande Prof. (Dr.) Gagan Singh Dr. Gopal Datt Dr. Megha Pant	UOU	UG	4.5		4	Hindi		https://onlinecourses.swayam2.ac.in/nou25_ge94/preview	Skill Enhancement
22	Essential Leadership Communication	Communication	Dr. Surabhi Basotia/ Dr. Bharti	Manipal University Jaipur	PG	6.5	9	4	English	English	https://onlinecourses.swayam2.ac.in//imb25_mg215/preview	Skill Enhancement
23	Softskills for Business	Entrepreneurship	Dr Harshitha Y.S	CHRIST Deemed to be University	UG	5.5	9	4	English	English	https://onlinecourses.swayam2.ac.in//imb25_mg174/preview	Skill Enhancement
24	Startegic Corporate Communication in the Digital Age	Communication	Dr. Amit Verma	Manipal University Jaipur	PG	6.5	9	4	English	English	https://onlinecourses.swayam2.ac.in//imb25_mg187/preview	Skill Enhancement
25	Verbal Aptitude	Communication	Preetham K	Jain University	PG	6.5	9	4	English	English	https://onlinecourses.swayam2.ac.in//imb25_mg160/preview	Skill Enhancement
Value Based Education/VAC Courses												
Sr. No.	**Course Title**	**Subject / Discipline**	**Course Coordinator Name**	**Host University/Institute**	**Level UG/PG**	**NCrF Level**	**Duration in weeks**	**Credits**	**Instruction Language**	**Translation or Subtitle Language**	**Course URL**	**Course Basket**

1	Development of Psychological Thought	Psychology	Dr. Pallavi Kasande	Savitribai Phule Pune University, Pune	UG	6	12 Weeks	5	English	NA	https://onlinecourses.swayam2.ac.in/cec25_hs87/preview	Value based education /VAC
2	Developing Life Skills	B.Ed., ITEP B.Sc B.Ed, BA. B.Ed, Intigrated B.A.B.Ed. B.Sc. B.Ed. As per the ugc guidelines corse course Jeevan Koushal	Prof.(Dr) M N Musthafa	University of Calicut	UG/PG	5.5	12	4	English	English	https://onlinecourses.swayam2.ac.in/cec25_ed20/preview	Value based education /VAC
3	NGO'S and Sustainalble Development	PUBLIC ADMINISTRATION	Dr. L. Suganthi	Anna University	UG	5.5	12	5	ENGLISH	NIL	https://onlinecourses.swayam2.ac.in/cec25_hs114/preview	Value based education /VAC
4	Psychology For Health And Well-Being	Psychology	Dr. Yasir Hamid Bhat	University of Kashmir	UG	5.5	14 Weeks	5	English	NA	https://onlinecourses.swayam2.ac.in/cec25_hs121/preview	Value based education /VAC
5	Indian Culture & History	Discipline Specific BCH-DSC Group A(f)	Prof. Shiv Shankar Mishra	Sri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth	PG	5.5	15	4	English	N/a	https://onlinecourses.swayam2.ac.in/cec25_hs124/preview	Value based education /VAC
6	Introduction to Functional English	Multidisciplinary	Dr. Prasenjit Das	KKHSOU	UG		12	4	English		https://onlinecourses.swayam2.ac.in/nou25_ge71/preview	Value based education /VAC
7	Introduction to Indigenous Knowledge System	Multidisciplinary	Prof. Nandini Singa Kapoor	IGNOU	PG	5.5		4	English		https://onlinecourses.swayam2.ac.in/nou25_ge95/preview	Value based education /VAC
8	Geography of Health and Well Being	Multidisciplinary	Dr. Aakriti Grover	Dr B R Ambedkar University Delhi, New Delhi	UG		12	4	English		https://onlinecourses.swayam2.ac.in/nou25_ge77/preview	Value based education /VAC
9	Introduction to Virtual Reality	Certificate	Dr Ramesh C Sharma	Dr B R Ambedkar University Delhi, New Delhi	UG		12	4	English		https://onlinecourses.swayam2.ac.in/nou25_hs59/preview	Value based education /VAC
10	Life style and non-communicable diseases	Multidisciplinary	Life style and non-communicable diseases	IGNOU	UG		12	4	English		https://onlinecourses.swayam2.ac.in/nou25_ge90/preview	Value based education /VAC

11	Essential Values and Ethics: Cultivating Professional Excellence and Career Advancement	Multidisciplinary	Dr. Anand Pandey	Manipal University Jaipur	PG	6.5	9	4	English	English	https://onlinecourses.swayam2.ac.in//imb25_mg195/preview	Value based education /VAC
12	Indian Knowledge System (IKS) and Human Resource Management (HRM): Work, Wisdom and Wellbeing"	IKS	Ramachandra N U	Jain University	PG	6.5	9	4	English	English	https://onlinecourses.swayam2.ac.in//imb25_mg211/preview	Value based education /VAC
13	Indian Knowledge Sysytem: Humanities and Social Sciences	ESS	Venkata Raghavan,Dr. Vinayak Rajat Bhat,B. Mahadevan	IIMB	PG	6.5	10	4	English	English	https://onlinecourses.swayam2.ac.in//imb25_mg110/preview	Value based education /VAC
14	Sociology of Health	Sociology	Prof. Mohammad Akram	AMU	12 weeks	UG/PG	4	6	English	English	https://onlinecourses.swayam2.ac.in/ini25_hs24/preview	Value based education /VAC

Generic Elective Courses

Sr. No.	Course Title	Subject / Discipline	Course Coordinator Name	Host University/Institute	Level UG/PG	NCrF Level	Duration in weeks	Credits	Instruction Language	Translation or Subtitle Language	Course URL	Course Basket
1	Environmental Issues In India	B. A. Hons History	Dr. Javid A Parray	University of Kashmir	UG	4	14 Weeks	5	English	NA	https://onlinecourses.swayam2.ac.in/cec25_ge10/preview	Generic Elective
2	Understanding South Asia	BA/BSC/BCOM	Dr Khalid Wasim Hasan	University of Kashmir	UG	4.5	12 Weeks	5	English	NA	https://onlinecourses.swayam2.ac.in/cec25_hs116/preview	Generic Elective
3	Feminism: Theory & Practice	Political Science	Ningombam Shreema Devi	Manipur University	UG	5	15	5	English	nil	https://onlinecourses.swayam2.ac.in/cec25_hs145/preview	Generic Elective
4	Youth, Gender and Identity	Political Science	Dr. Naziya Hasan	Manipur University	UG	5	15	5	English	nil	https://onlinecourses.swayam2.ac.in/cec25_hs149/preview	Generic Elective
5	BGS-002: Gender, Science, Technology and Society	Multidisciplinary	Dr. Sunita Dhal	IGNOU	PG		12	6	English		https://onlinecourses.swayam2.ac.in/nou25_ge88/preview	Generic Elective

6	BGS-011: Understanding Gender and Law	Interdisciplinary	Dr. Smita M. Patil and Dr. Gurmeet Kaur	IGNOU	Certificate	8	8	4	English		https://onlinecourses.swayam2.ac.in/nou25_ge65/preview	Generic Elective
7	BGS-012: Gender Based Violence	Multidisciplinary	Dr. Smita M Patil	IGNOU	PG		10	6	English		https://onlinecourses.swayam2.ac.in/nou25_ge87/preview	Generic Elective
8	BGSE-001: Gender Sensitisation: Society, Culture and Change	Humanities and Social Sciences	Prof. Nilima Srivastav and Dr. G. Uma	IGNOU	Diploma		16	8	English		https://onlinecourses.swayam2.ac.in/nou25_hs47/preview	Generic Elective
9	Digital Media Literacy	Multidisciplinary	Prof. K S Arul Selvan	IGNOU	UG/PG		16	4	English		https://onlinecourses.swayam2.ac.in/nou25_ge75/preview	Generic Elective
10	Gender and the Media	Journalism (Mass Media)	Dr. Trisha Dowerah Baruah Dr. Juri Hazarika	KKHSOU	PG		12	4	English		https://onlinecourses.swayam2.ac.in/nou25_hs67/previe	Generic Elective
11	MEG-13: Writings from the Margins	Language	Dr. Mridula Rashmi Kindo	IGNOU	PG		16	8	English		https://onlinecourses.swayam2.ac.in/nou25_lg64/preview	Generic Elective
12	MGSE-002: Gender Auditing and Gender Budgting	Multidisciplinary	Dr. G Uma	IGNOU	PG		12	4	English		https://onlinecourses.swayam2.ac.in/nou25_ge89/preview	Generic Elective
13	MJM-024: Media, Information and Empowerment	Multidisciplinary	Prof. K. S. Arul Selvan	IGNOU	PG		12	4	English		https://onlinecourses.swayam2.ac.in/nou25_ge53/preview	Generic Elective
14	MSD 019: Global Strategies to Sustainable Development	Multidisciplinary	Dr. Y. S. C. Khuman	IGNOU	PG		12	4	English		https://onlinecourses.swayam2.ac.in/nou25_ge70/preview	Generic Elective
15	Reading and Reflecting on Text	Education/Teacher Education	Dr. Papiya Upadhyay	NSOU, Kolkata	Certificate		8	4	English		https://onlinecourses.swayam2.ac.in/nou25_ed40/preview	Generic Elective
16	Emotional Intelligence and Effective Change Management	Multidisciplinary	Dr. Shweta Gakhreja	Manipal University Jaipur	PG	6.5	9	4	English	English	https://onlinecourses.swayam2.ac.in//imb25_mg194/preview	Generic Elective

17	Studies in Theatre	English	Prof. Vibha Sharma	AMU	12 weeks	UG/PG	4	6.5	English	English	https://onlinecourses.swayam2.ac.in/ini25_hs29/preview	Generic Elective
18	International Relations in a changing world	Political Science	Prof. Mirza Asmer Beg Md Rahat Hasan	AMU	12 weeks	UG/PG	4	6.5	English	English	https://onlinecourses.swayam2.ac.in/ini25	Generic Elective
19	Women and Entrepreneurship	Women's Studies	Dr. Juhi Gupta	AMU	12 weeks	UG/PG	4	6	English	English	https://onlinecourses.swayam2.ac.in/ini25_hs36/preview	Generic Elective

Appendix-40

Dr B R Ambedkar University Delhi

Proposal for Launch of a Course

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

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Honours Psychology
Course title	Understanding Love from Psychosocial Perspectives
Course code	NSUS1PS735
Credits	4
Course type (core/compulsory/optional/any other – please specify)	DSE5
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Mamatha Karollil (coordinator), Bibinaz Thokchom, Anshumita Pandey

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
   The course connects to BA and MA Psychology courses in AUD that develops psychosocial thinking - the cultural, social, relational and symbolic world in which human subjectivity is constituted. These include but is not limited to the BA courses Identity Through Popular Narratives, Understanding Personality, Understanding Childhood and the MA courses, Family and Identity in India, Ways of Humans, Politics, Resistance, Transformation and Gender and Psychology

2. **Specific requirements on the part of students who can be admitted to this course:** No prerequisites

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

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

4. **Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify) Monsoon 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 reflects AUD's vision of fostering critical inquiry and social justice. By exploring love and belonging across individual, social, and ecological dimensions, it aligns with the University's commitment to inclusive, interdisciplinary, and ethical engagement.

7. Course Details:

a. **Summary:**

The course takes theoretical inroads drawing from psychoanalysis, cultural studies, anthropology and geography to consider the question of the nature of love, what facilitates love, connection and what erodes love, relating and belonging. This is about love between human-individuals, between humans who are socially, culturally and politically located, between communities, and between human and more than human entities such as animals, and nature.

b. Objectives

1. Students will gain an understanding of the developmental and social production of the notion of love and the capacity for love.
2. Students will become familiar with historically/culturally specific idioms of love - how love is represented, experienced, imagined, done.
3. Students will understand the mechanics of how love is an antidote to othering- the religious other, cultural other, sexual other.
4. Students will learn to expand notions of love from its typical imaginations as between people to see it as that which reveals an erased connection with a larger whole that includes more-than-human entities such as animals and nature.

c. Expected Learning outcomes:

1. Ability to articulate the basis of the capacity for love from a psychoanalytic and a sociological lens that places this in particular relational and social-historical dynamics.
2. Ability to delineate the mechanics of love in practice - what works, what does not and link these to both relational and socio-political dynamics.
3. Ability to read closely complex theoretical texts from around the world and India and learn via personal associations, and imaginative elaborations close to one's social and cultural context.

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

Unit 1: Ontogeny of Love: From Psychoanalysis

Routing itself through the writings of D. W. Winnicott and John Bowlby, the unit examines the origins of love as informed by one's biographical and familial context. What is the relationship between early emotional history and one's modalities of attachment and intimacy? What is the role of early care in shaping relational experiences like concern for the other ? Does intimacy require the capacity to be alone? Questions such as these are explored at length.

Compulsory Readings:

Easterlin, Nancy. "Psychoanalysis and 'The Discipline of Love'." Philosophy and Literature 24.2 (2000):261-279.

Bowlby J. (1988) The origins of attachment theory. In *A secure base: Parent-child attachment and healthy human development* (pp.19-37). Basic Books:USA

Winnicott D.W. (1965). The capacity to be alone. In *The maturational processes and the facilitating environment: Studies in the theory of emotional development* (pp. 28-36). London, UK: Hogarth Press

Suggested Readings:

Winnicott D.W. (2005). Mirror Role of the Mother and Family in Child Development. In *Playing and Reality* (pp. 149 - 159). London, UK: Routledge.

Winnicott D.W. (1965). The Development for the Capacity for Concern. In *The maturational processes and the facilitating environment: Studies in the theory of emotional development* (pp. 72-81). London, UK: Hogarth Press

Stephen A.MitchellPh.D. (1997) Psychoanalysis and the degradation of romance, Psychoanalytic Dialogues, 7:1, 23-41, DOI: 10.1080/10481889709539165

Unit 2 : Love, Loneliness and Other 'Modern' Challenges

What is the language within which we understand love in contemporary times? Is 'self-less' love possible? Is intimacy with the self important to be able to love? Where does this intimacy with self and the other become anti-thetical to love and what is the potential of 'impersonality' in nurturing love? This unit explores questions related to love, intimacy and self in times where commodification is the dominant currency of experience.What are some challenges to love, relating and belongingness that individualism and neoliberalism creates?

Compulsory Readings:

Fromm, E. (1995). The practice of love. In *The art of loving* (pp.84 - 104). London, UK: Thorsons

Adrian Franklin & Bruce Tranter (2021) Loneliness and the cultural, spatial, temporal and generational bases of belonging, Australian Journal of Psychology, 73:1, 57-69, DOI: 10.1080/00049530.2020.1837007

Bersani L, Phillips A. "On a More Impersonal Note" In *Intimacies / Leo Bersani & Adam Phillips.* 1st ed. University of Chicago Press; 2008. doi:10.7208/9780226043562

Suggested Readings:

Klein, M. (1975) 16. On the Sense of Loneliness (1963). Envy and Gratitude and Other Works 1946–1963 104:300-313

Wilkinson, E. (2022). Loneliness is a feminist issue. Feminist Theory, 23(1), 23–38. https://doi.org/10.1177/14647001211062739

Unit 3: Love in a Cultural Crucible

Drawing from anthropological and historical examinations of the idioms of love - linguistic, religious, practical, poetic- this module explores the vicissitudes of love in cultural and historical contexts - An exploration of the lived meanings surrounding “anpu” (Tamil), “amae” (Japanese) and “ishq” (Urdu) places the vicissitudes of love in specific cultural-historical crucibles

Compulsory Readings:

Trawick, M. (1990). “The Ideology of Love” in *Notes on Love in a Tamil Family* (1st ed.). University of California Press. https://doi.org/10.2307/jj.8441762 (pp. 89-116)

Doi, T. (1992), On the concept of *amae*. Infant Ment. Health J., 13: 7-11. https://doi.org/10.1002/1097-0355(199221)13:1

Orsini, F., (Ed) (2006). “Introduction” In *Love in South Asia: A Cultural History*. Cambridge: Cambridge University Press.(p. 1 to 21)

Kakar, S. (1990). *Intimate relations: Exploring Indian sexuality*. University of Chicago Press.

Kakar, S. (1997). *Tales of love, sex, and danger*. Oxford University Press.

Suggested Readings:

Yamaguchi, S. (2004). Further Clarifications of the Concept of *Amae* in Relation to Dependence and Attachment. *Human Development*, *47*(1), 28–33. https://www.jstor.org/stable/26763779

Lomas, T. (2018). The flavours of love: A cross-cultural lexical analysis. *Journal for the Theory of Social Behaviour, 48*(1), 134–152. https://doi.org/10.1111/jtsb.12158

Unit 4: Forbidden Love: How do couples love against social sanction?

The social sanction against inter-faith, inter-caste and same-sex unions and marriages, to name a few, suggests the political purpose often served by

'normative' love. In this section we consider how couples -both contemporary and historical, in India and elsewhere- connect and fail to connect across difference and otherness and the dominant political imperative towards if not hate, then, non-relatedness.

Compulsory Readings

Smelson-Kanwal, Bari. (2018). Intimacy and Otherness in Multicultural/ Interracial/Interfaith Couples. In Kanwal, G. & Akhtar, S, Intimacy. Routledge.

Roy, A. (2024). Intimacy in Alienation: A Psychoanalytic Study of Hindu-Muslim Relationships. New Delhi: Yoda Press (pp.91-117; 160-197)

Vanita, R. Love's Rite: Same-Sex Marriage in India and the West. New Delhi: Penguin Books. (pp.

Suggested Readings

Unit 5 : Finding lost love for the Other: The hated others, the more-than-human others, the (dying) planet

Questions of how to co-exist and more importantly, mutually thrive in one's commonality and difference from alienated and hated others is an important question in these times of great ontological insecurity. How is love an anti-dote to domination, to myopic imaginations of home and belonging when one includes in the relational framework - more-than-human entities humans live with/alongside?

Compulsory Readings

hooks, bell. "Love as the Practice of Freedom." In Outlaw Culture: Resisting Representations. New York: Routledge, 1994. 289-98

Will McKeithen (2017) Queer ecologies of home: heteronormativity, speciesism, and the strange intimacies of crazy cat ladies, Gender, Place & Culture, 24:1, 122-134, DOI: 10.1080/0966369X.2016.1276888

Pohl, L. & Helbrecht, I. (2022) The love of nature: Imaginary environments and the production of ontological security in postnatural times. *Geo:*

Geography and Environment. Available from: https://doi.org/10.1002/geo2.106

Suggested Readings:

Berlant, L. (2011), A Properly Political Concept of Love: Three Approaches in Ten Pages. Cultural Anthropology, 26: 683-691. https://doi.org/10.1111/j.1548-1360.2011.01120.x

Hayes, Grahame. (2017). Love as radical politics. Psychology in Society, (53), 76-86. https://doi.org/10.17159/2309-8708/2017/n53a4

Fletcher, R. (2018) Beyond the end of the world: Breaking attachment to a dying planet. In: I. Kapoor (Ed.) Psychoanalysis and the Global.Lincoln, NE: University of Nebraska Press, pp. 48–69.

8. Assessment structure (modes and frequency of assessments)

1. Class Participation : 10%
2. Essay : 40%
3. Practical- Small Research Project :50%

9. Pedagogy:

a. Instructional design: lectures and project activities

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

c. Expertise in AUD faculty or outside – All existing psychology faculty of AUD

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

The course enables linkages with external agencies such as NGOs, cultural institutions, and ecological organizations, offering students applied learning opportunities and extending the University's vision of socially responsive education.

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

Corrigendum No. 1

ITEP Curriculum Framework: 2.1.3 Disciplinary/Interdisciplinary Courses: (Courses within this curricular component will be as per the student choice of subjects) (Semester - 1 to 6, 64 Credits) of Page No. 29 and 30.

Para 2.1.3 of ITEP Curriculum Framework at Page No. 29 and 30	Corrigendum No. 1 by NCTE 25th July, 2025
The ITEP provides student-teachers opportunities to pursue rigorous specialization through a chosen **Major (48 Credits or 64 Credits)** in a discipline associated with one of the curricular areas in the school education curriculum. The major will be based on a discipline from one of the curricular areas included in the school education curriculum such as Languages, Arts Education, Physical Education, Vocational Education, Social Science & Humanities, Interdisciplinary Area, Mathematics and Computational Thinking, and Science. Student-teachers opting for the Foundational, or Preparatory, or Middle Stage specialization are encouraged to take up courses of study relating a chosen Major (48 Credits) relating to an academic discipline and courses relating to another academic discipline (16 Credits) which would enable them to teach two subjects at these stages of school education. The courses (relating to a discipline other than the discipline chosen as the Major) will also be based on one of the curricular areas included in the school education curriculum such as Languages, Arts Education, Physical Education, Vocational Education, Social Science and Humanities, Interdisciplinary Area, Mathematics and Computational Thinking, and Science. The study of these courses helps student-teachers gain a broader understanding beyond the discipline chosen as the Major area of study and enable them to teach at least two subjects prescribed for study at a particular Stage of school education.	The ITEP provides student-teachers opportunities to pursue rigorous specialization through a chosen ***Major (64 Credits)*** in a discipline associated with one of the curricular areas in the school education curriculum viz. Languages, Arts Education, Physical Education, Vocational Education, Social Science & Humanities, Interdisciplinary Area, Mathematics and Computational Thinking, and Science. Student-teachers opting for the *Foundational / Preparatory / Middle / Secondary Stage* specialization are encouraged to take up courses of study relating to *a chosen Major (64 Credits) from disciplinary/interdisciplinary courses*. The major provides student-teachers the opportunity to acquire in- depth knowledge in one academic discipline or an interdisciplinary area. In terms of UGC – Curriculum and Credit Framework for Undergraduate Programmes- "UG Degree Programmes with Double Major: A student has to secure a minimum of 40% credits from the second major discipline for the 3-year /4-year UG degree to be awarded a double major. For example: In a 3-year UG Programme, if the total number of credits to be earned is 120, a student of Physics with a minimum of 48 credits will be awarded a B.Sc. in Physics with a double major. Similarly, in a 4-year UG Programme, if the total number of credits to be earned is 160, a student of Physics with a minimum of 64 credits will be awarded a B.Sc. (Hons. /Hon. with Research) in Physics in a 4-year UG programme with double major. (Page 10, Curriculum and Credit Framework for Undergraduate Programmes, UGC 2022)."

Meeting -I

SES Faculty meeting to discuss NCTE corrigendum related to ITEP credits restructuring (31 July, 2025, 1:00 pm, venue: Room No. 306, Third Floor, Lodhi Road Campus)

The following members were present in person:

Prof.Arun Kumar (Dean SES)
Dr.Sunita Singh
Dr.Rishabh Kumar Mishra
Dr.Ambika Ram
Dr.Nidhi
Dr.Neema Chaurasiya
Dr.Prachi Nadda

Following members joined online:

Dr.Bhageshwari Sharma
Dr.Neha Goswami
Ms.Nirjumoni Bora

Agenda : Structure of the ITEP courses:

The ITEP Curriculum Framework at Page No.29 and 30 mentions to provide student-teachers opportunities to pursue rigorous specialization through a chosen *Major (48 Credits or 64 Credits)* in a discipline associated with one of the curricular areas in the school education curriculum. Student-teachers opting for the Foundational, or Preparatory, or Middle Stage specialization are encouraged to take up courses of study relating a chosen *Major (48 Credits)* relating to an academic discipline and courses relating to another academic discipline (16 Credits) which would enable them to teach two subjects at these stages of school education. The study of these courses helps student - teachers gain a broader understanding beyond the discipline chosen as the Major area of study and enable them to teach at least two subjects prescribed for study at a particular Stage of school education.

***Corrigendum No.1 released by NCTE on 25th July,* 2025 states that The ITEP provides student-teachers opportunities to pursue rigorous specialization through a chosen *Major (64Credits)* in a discipline associated with one of the curricular areas in the school education curriculum. Student - teachers opting for the Foundational / Preparatory/ Middle/ Secondary Stage specialization are encouraged to take up courses of study relating to a chosen *Major (64 Credits)* from disciplinary/interdisciplinary courses.**

It further mentions that the in terms of *UGC–Curriculum and Credit Framework for Undergraduate Programmes*- "UG Degree Programmes with Double Major: A student has to secure a minimum of 40% credits from the second major discipline for the 3-year

/4-year UG degree to be awarded a double major. For example: In a 3-year UG Programme, if the total number of credits to be earned is 120, a student of Physics with a minimum of 48 credits will be awarded a B.Sc. in Physics with a double major. Similarly, in a 4 year UG Programme, if the total number of credits to be earned is 160, a student of Physics with a minimum of 64credits will be awarded a B.Sc. (Hons./Hon. with Research) in Physics in a 4-year UG programme with double major. (Page 10, Curriculum and Credit Framework for Undergraduate Programmes, UGC 2022).''

Considering the changes made by NCTE in the credit structure of the ITEP programme, the following issues were needed to be addressed:

(1) Structure of credits to be offered in ITEP

(2) Number of CCPC courses to be offered

As directed by Prof. Arun Kumar, Dean SES, Prof. Gaurav Rao and Prof. Vandana Saxena from CIE, University of Delhi were also consulted for the same. These two professors deal with issues related to ITEP at University of Delhi.

Meeting II

Consultative meeting on structuring of the ITEP Programme as per New NCTE Guidelines (07/08/2025, 11:30 am, AUD, SES Lodhi Road Campus)

Meeting Presided by: Prof. Arun Kumar, Dean, School of Education Studies (SES)

External Experts

Prof. Vandana Saxena *(Department of Education, University of Delhi)*
Prof. Gaurav Rao *(Department of Education, University of Delhi)*

Faculty Members Present:

Dr. Sunita Singh
Dr. Manish Jain
Dr. Monimalika
Dr. Shivani Nag
Dr. Mansi Thapliyal
Dr. Nivedita Sarkar
Dr. Rishabh Kumar Mishra
Dr. Ambika Ram
Dr. Nidhi
Dr. Neha Goswami
Dr. Prachi Nadda
Dr. Bhageshwari Sharma
Dr. Neema Chaurasiya
Ms. Nirjumoni Bora

Major Points Discussed-

1. Design of Curriculum cum Pedagogy Course (CCPC)
2. Change in Credit Structure as per NCTE Guidelines
3. Clarification on 64-Credit Model and Multidisciplinarity
4. Alignment of School Internship and Experience Programme (for 2023 batch)

Key Inputs:

1. Curriculum cum Pedagogy Course (CCPC):

- **Epistemological Framing:**
    - It was suggested that the **first CCPC course of Social Science (Semester 4)** should focus on **epistemological foundations**, including **history, philosophy, and sociological underpinnings** of the subject.

    - A similar **epistemological grounding** should also be integrated into **language pedagogy courses**.
- **Semester-wise Structuring:**
    - Semester 4 will offer **discipline specific CCPC courses anchoring a multidisciplinary perspective as proposed in NEP-2020 and NCFSE-2023**.
    - From Semesters 5 and 6, it will become more **subject-specific**—e.g., **Pedagogy of Social Sciences** and **Pedagogy of Language**.
- **2023 Batch Specificity:**
    - Students of the 2023 batch have already taken **two CCPC courses**, so **no issues arise** in terms of credit overlap.

2. Credit Structure and Minor Subject Inclusion:

- Prof. Vandana Saxena highlighted that we are currently in a **transition and pilot phase**, and changes should be expected.
- The ITEP introduces a **dual-major structure**, aligning with global standards and enabling **vertical mobility**.
- The **UGC guidelines** define second major criteria, and ITEP adheres to these.
- **Minor Subject Clarification (2023 Batch):**
    - The **minor subject offered in the 4th semester will be removed and replaced by a major in Semester 6** , which will consist of **24 credits(due to addition of 4 credits from one major)**
    - These 4 credits of the minor taken will appear in the **mark sheet with an asterisk**, but will **not be included in the grand total**.(These 4 credits will be **accrued** in the final mark sheet).
- **Liberal Discipline Courses:**
    - Prof. Saxena stated that **liberal discipline courses** from the **80 honours and 32 minor (grid of the university)** can be selected and adapted based on the needs of the ITEP programme and school requirement.
    - Examples: Papers like Political History, Social Policy, Cultural Geography etc., from other **social science disciplines**.
    - These **multidisciplinary courses** will enrich the programme and can be **accommodated** into the structure.
- **MOOCs and Academic Bank of Credits (ABC):**
    - A **MOOC course** can be taken by students **on a voluntary basis**, and the credits can be added to their **Academic Bank of Credits (ABC)**.
- **Credit Accounting:**
    - **ITEP vertical mobility** is based on **160 credits**.
    - Any **additional courses** (e.g., MOOC) will be **optional and student-driven**.

3. Multidisciplinarity and 64-Credit Course Load:

- A concern was raised about whether the **64-credit structure** of the major restricts the **multidisciplinary vision** of NEP 2020.
- Prof. Saxena clarified:

    - The current structure is part of a **pilot rollout** for batches **2023, 2024, and 2025**.
    - These batches will follow the **160-credit cap**, as prescribed by NCTE.
    - The structure allows **multiple entry and multiple exit options (MEME)**, supporting **flexibility**.
    - Any curriculum change impacts multiple components; thus, integration must be holistic.
- Emphasis was placed on both **content integration and thought integration** to ensure that **teacher education** remains multidisciplinary in nature.

4. School Internship & Experience Programme (2024 Batch):

- **School Experience Programme** and **School Internship Programme** will be **aligned with the student's major discipline**.
- These experiential components are in sync with the **NCTE 160-credit framework**.
- **Observation and practice teaching** should occur across **diversified school settings**, ensuring broad exposure and contextual understanding.
- Prof. Saxena confirmed that **for batches 2023 to 2025**, the **credit limit remains 160**, and **any expansion beyond that will be decided by the NCTE** post-pilot phase.

Conclusion and Action Points:

1. School Experience Programme design will be aligned with **disciplinary specialisation**.
2. Further clarification from the **Ministry of Education and NCTE** is awaited on **recruitment rules of graduates passing out with ITEP degree.**
3. The **course grid (80 honours + 32)** to be reviewed to identify **relevant liberal and multidisciplinary papers**.

Meeting III

A meeting of ITEP faculty members was held on August 8, 2025 to discuss the recommendations of the consultative meeting on ITEP course restructuring. Following decisions have been taken:

1. Considering the job aspects at school level in various school systems of India, it was decided that at least two CCPC courses in sem-III and IV will be offered by ITEP, SES, AUD.
2. Considering the UG credit frameworks of AUD and University of Delhi, it was decided that there should be credits for research work in the ITEP programs.
3. Keeping these points in mind it was decided that 176 credits may be offered to ITEP students to fulfill NCTE's conditions. Where ITEP, SES, AUD was offering 160 currently, now 16 more credits may be added comprising the minor courses and research work. In this framework, the major discipline will have 64 credits, as recommended by NCTE. Besides, students will have 8 credits each for minor and research work.

Proposed structure of BABEd (Preparatory & Secondary) (2023-2027)

In light of the corrigendum issued by NCTE a consultative meeting was held on August 7, 2025. To deliberate upon the suggestions of the experts, a meeting of the ITEP faculty was held on August 8, 2025. In this meeting the following ITEP course structure was proposed:

Existing Structure	**Proposed change**
Total number of credits: 160	Total number of credits: 176
Sem-I : 20 credits Sem-II: 20 credits Sem-III: 20 credits Sem-IV: 20 credits Sem-V: 20 credits Sem-VI: 20 credits Sem-VII: 20 credits Sem-VIII: 20 credits	Sem-I : 20 credits Sem-II: 20 credits Sem-III: 20 credits Sem-IV: 20 credits **Sem-V: 26 credits (one minor (4 credits)+ Basics of Research Methods (2 credits) is added)** **Sem-VI: 26 credits (one major (4 credits)+ Basics of Research Project-I (2 credits) is added)** **Sem-VII: 24 credits (Research Project-II (4 credits) is added)** Sem-VIII: 20 credits
Major in Disciplinary/Interdisciplinary Subjects: 64 credits Major: 48 credits Minor: 16 credits	Major in Disciplinary/Interdisciplinary Subjects: 80 credits Major: 64 Minor: 08 credits Research in Major (liberal discipline and

	pedagogy): 08 credits
CCPC courses: (Secondary) Basics of Pedagogy: 4 credits (sem-III) CCPC of two discipline 2 credits each (sem-IV, V, VI)	CCPC courses: (Secondary) Basics of Pedagogy: 4 credits (sem-III) CCPC of major 4 credits each (sem-IV, V, VI): CCPC Social Science/Language-I/Langauge-II

160+ 16 credits (8 Research methodology and projects in Major+ 8 Minor (2 courses of 4 credits)

Total credits: 176
Credits till semester IV: 80
Credits in next semesters:
Sem V: 26 credits (**Three majors (12 credits) +1 Minor (4 credits)+ Basics of Research Methodology (2 credits)**+ CCPC (4 credits)+ PIP (2 credits)+ ICT in education (2 credits)
Sem VI: 26 credits (**Three majors (12 credits) + Research Project I (2 credits)**+ CCPC (4 credits)+ Education 6 credits
Sem VII: 24 credits (**Research Project II (4 credits)**+ Education 20 credits
Sem VIII: 20 credits (as proposed earlier)

Proposed structure of BABEd (Secondary) (2023-2027)

Table 1: ITEP Structure

S.No.	Curricular Component	Courses	Credits per semester								Total Credits per course	Total Credits
			S-1	S-2	S-3	S-4	S-5	S-6	S-7	S-8		
1.	1. Student Induction Programme	Two-Week Student Induction Programme		--	--	--	--	--	--	--	--	--
2.1	2. Foundations of Education	Evolution of Indian Education	**4**	--	--	--	--	--	--	--	4	
2.2		Child Development & Psychology	--	--	**4**	--	--	--	--	--	4	
2.3		Philosophical & Sociological Perspective I	--	--	--	**4**	--	--	--	--	4	

2.4		Assessment & Evaluation	--	--	--	--		**2**	--	--	2	30
2.5		Inclusive Education	--	--	--	--	--	**2**	--	--	2	
2.6		Perspectives on School Leadership and Management	--	--	--	--	--	--	**2**	--	2	
2.7		Curriculum Planning & Development	--	--	--	--	--	--	**2**	--	2	
2.8		Philosophical & Sociological Perspective II	--	--	--	--	--	--	--	**4**	4	
2.9		Education Policy Analysis	--	--	--	--	--	--	--	**2**	2	
2.10		Elective (4): Education for Mental Health; Adolescence; Education for Sustainable Development; Gender and Education; Peace Education; Happiness Curriculum; Schools, Schooling & Education; Digital Storytelling	--	--	--	--	--	--	--	**4**	4	

3.1	Disciplinary Interdisciplinary (Major) (DSC)	English Hindi Political Science Geography History Economics	**8**	**12**	**12**	**8**	**12+4 Minor**	**12**	**--**	**--**	64	64 (Major in one discipline)
4.1	Stage Specific Content-cum-Pedagogy	Stage Specific Content-cum-Pedagogy Courses	**-**	**-**	**4**	**4 (CCPC Social Science/Language I/ Language II)**	**4 (CCPC Social Science/Language I/ Language II)**	**4 (CCPC Social Science/Language I/ Language II)**	**-**	**-**	16	16
5.1	Ability Enhancement/ Value Added Courses (AEC/VAC)	Language 1	**4**	**--**	**--**	**--**	**--**	**--**	**--**	**--**	4	
5.2		Language 2	**--**	**4**	**--**	**--**	**--**	**--**	**--**	**--**	4	
5.3		Art Education	**2**	**--**	**--**	**--**	**--**	**--**	**2**	**--**	4	
5.4		Understanding India	**2**	**2**	**--**	**--**	**--**	**--**	**--**	**--**	4	
5.5		Teacher and Society	**--**	**2**	**--**	**--**	**--**	**--**	**--**	**--**	2	
5.6		ICT in Education	**--**	**--**	**--**	**--**	**2**	**--**	**--**	**--**	2	
5.7		Mathematical and Quantitative reasoning	**--**	**--**	**--**	**--**	**--**	**2**	**--**	**--**	2	
5.8		Sports, Nutrition and Fitness	**--**	**---**	**--**	**---**	**--**	**--**	**2**	**--**	2	
5.9		Yoga and Understanding Self	**--**	**--**	**--**	**--**	**--**	**--**	**--**	**2**	2	
5.10		Citizenship Education, Sustainability and Environment Education	**--**	**--**	**--**	**--**	**--**	**--**	**--**	**2**	2	
6.1	6. School Experience	Pre-internship Practice	**--**	**--**	**--**	**--**	**2**	**-**	**--**	**--**	2	
6.2		School	**--**	**--**	**--**	**--**	**--**	**2**	**--**	**--**	2	

		Observation										
6.3		School Based Research Project	--	--	--	--	--	--	**2**	--	2	
6.4		Internship in Teaching	--	--	--	--	--	--	**10**	--	10	
6.5		Post Internship	--	--	--	--	--	--	--	**2**	2	
6.6		Creating Teaching Learning Material/ Work Experience	--	--	--	--	--	--	--	**2**	2	
7.1	Community Engagement and Services	Community Engagement and Services	--	--	--	-	--	-	--	**2**	2	2
8.1	Research Engagement						**2 (basics of RM**	**2 Research Project-I**	**4 Research Project-II**			
		Total	**20**	**20**	**20**	**20**	**26**	**26**	**24**	**20**	176	

School of Education Studies

Minutes of the Board of Studies (SES) Meeting for School of Education Studies

Date: 21 August, 2025. Thursday
Time: 10:00 AM
Venue: Room No. 308, Third Floor, Lodhi Road Campus

The following members were present in person:

1.	**Prof. Arun Kumar Singh** Head & Dean, SES, AUD	Chairperson
2.	**Prof. Satyaketu Sanskrit** Dean Academic Affairs, AUD	Special Invitee
3.	**Prof. Jyoti Raina** Gargi College, University of Delhi	External Member
4.	**Prof. Jyoti Dalal** Institute of Home Economics, University of Delhi	External Member
5.	**Dr. Sunita Singh,** SES, AUD	Member
6.	**Dr. Manish Jain,** SES, AUD	Member
7.	**Dr. Gunjan Sharma,** SES, AUD	Member
8.	**Dr. Monimailika Dey,** SES, AUD	Member
9.	**Dr. Mansi Thapliyal Navani,** SES, AUD	Member
10.	**Dr. Shivani Nag,** SES, AUD	Member
11.	**Dr. Rishabh Kumar Mishra,** SES, AUD	Member
12.	**Dr. Nidhi,** SES, AUD	Member
13.	**Dr. Prachi Nadda,** SES, AUD	Member
14.	**Dr. Bagheshwari Sharma,** SES, AUD	Member
15.	**Dr. Neha Goswami,** SES, AUD	Member
16.	**Ms. Nirjumoni Bora,** SES, AUD	Member
17.	**Dr. Partha Saha,**SPPG, AUD	Member
18.	**Dr. Krishna Kalayan Dixit,** SoLAUD,	Member

Members Regret

1.	**Dr. Ambika Ram,** SES, AUD	Member
2.	**Dr. Neema Chaurasia,** SES, AUD	Member

- At the outset, Prof. Arun Kumar Singh, as Chairperson of the BoS (Education Studies) extended a warm welcome to the External Members, and also welcomed all the esteemed members of the BoS (Education Studies).

The list of members present in the meeting and leave of absence is annexed.

- After the welcome to all the External and Internal members for their valuable presence and participations in the meeting the PC explained the objectives and concern of the BoS. The body is empowered to take decisions regarding all academic matters including the decisions on permitting to offere syllabus in compliance to norms regulations prescribed by the NCTE and/ or the University. Thereafter, the agenda items were taken up for discussion.

Agenda Items presented

Agenda 1: Course structure of BABEd (Preparatory)

Agenda 2: Course structure of BABEd (Secondary)

Agenda 3: CCPC courses of BABEd (Preparatory)

Agenda 4: CCPC courses of BABEd (Secondary)

Agenda 5: SCP and SIP related discipline domains of BABEd (Preparatory)

Agenda 6: SCP and SIP related discipline domains of BABEd (Secondary)

Agenda 7: Presentation of the courses according to proposed structure of ITEP programs

S.No.	Course	Credits	Semester to be offered	
1.	Research Method I - Introduction to Research	2	V	Rishabh, Nidhi
2	Research Method II - Review of related literature and proposal writing	2	VI	Bhageshwari and Neha
3	Research Method III - Dissertation and Research Paper	4	VII	Prachi and Nirju

S.No.	Course	Credits	Semester to be offered	
1.	Content cum Pedagogy Course (Social Science-I)	4	IV	RKM
2	Content cum Pedagogy Course (Social Science-II)	4	V	BS
3	Content cum Pedagogy Course (Social Science-III)	4	VI	PN
4	Content cum Pedagogy Course (Language-I)	4	IV	NG
5	Content cum Pedagogy Course (Language-I)	4	V	NG
6	Content cum Pedagogy Course (Language-I)	4	VI	NG
7	Content cum Pedagogy Course (Language-II)	4	IV	NB
8	Content cum Pedagogy Course (Language-II)	4	V	NB
9	Content cum Pedagogy Course (Language-II)	4	VI	NB

Agenda and Key Decisions

BoS:1	**Course structure of BABEd (Preparatory)**
BoS:2	**Course structure of BABEd (Secondary)**
	The credit structure for the ITEP programme was finalized at 176 credits. It was agreed that no further increase in credits will be made to avoid overburdening students. If any changes/modifications are made by NCTE, then further discussion will be held accordingly. **Resolution/Action Taken** Maintain final ITEP credit structure at 176 credits.
BoS:3	**Content cum Pedagogy Course – Hindi (1, 2 & 3)**
	● Revision of terminology to align with appropriate Hindi meaning and context. ● Courses to be revised to remove content overlap across levels. ● Essential readings to be updated with references from Hindi Literature. ● Both essential and suggested readings must be written in Hindi. **Resolution/Action Taken** ● Revise Hindi Content cum Pedagogy Courses as per recommendations. ● Update essential and suggested readings (with Hindi Literature references where relevant) ● Workshop mode for hands-on experience.

BoS:4	**Content cum Pedagogy Course – English (1, 2 & 3)**
	● Courses to be aligned with the Hindi courses. ● Necessary changes in essential and suggested readings to be incorporated. **Resolution/Action Taken** ● Revise English Content cum Pedagogy Courses as per recommendations. ● Workshop mode for hands-on experience.
BoS:5	**Content cum Pedagogy Course – Social Science (1, 2 & 3)**
	Essential readings to be revised to five comprehensive references. **Suggested inclusion of:** ● Education for Sustainable Development ● Citizenship Education **Course structuring:** ● First Course: to be conducted in generic mode. ● Second & third courses: to be conducted in workshop mode for hands-on learning. ● Third course: to include a viva voce component in assessment. **Resolution/Action Taken** ● Revise Social Science Content cum Pedagogy Courses as per recommendations. ● Update essential and suggested readings (with Sustainable Development Citizenship Education references where relevant). ● Incorporate Viva voce for Social Science Pedagogy III. ● Workshop mode for hands-on experience.

BoS:6	**Presentation of the courses according to proposed structure of ITEP programs** **1. Research Courses**
	● Suggested renaming as Research Methodology I, II, III or Introduction to Research. ● Courses to be integrated with internship and CCPC courses. ● Research component should be broad in scope, not limited to action research. ● Modules may be restructured and mixed, with addition of reflective readings. ● Learning outcomes and assessment to be redefined clearly. **Possible mapping with the University of Delhi pattern:** ● Honours with Academic Project ● Honours with Entrepreneurship ● Honours with Dissertation **Resolution/Action Taken** ● Rename and restructure Research Methodology courses with broader scope and clear mapping. ● Incorporate the Reflective readings in Research courses.

The meeting concluded with a consensus to undertake the suggested revisions and updates. The meeting ended with a vote of thanks to and by the chair.

Dr. B.R. Ambedkar University Delhi

Undergraduate Curriculum and Credit Framework 2022 modified in 2025

1. Introduction

In light of the National Education Policy (NEP) 2020, the draft National Higher Education Qualification Framework (NHEQF) 2022, and the Credit and Curriculum Framework for Undergraduate Programmes UGC December 2022, this document, AUD Undergraduate Curriculum Framework, is being proposed. While these three public documents are the immediate context for the proposed transformations imagined in UG education at the Dr. B. R. Ambedkar University Delhi, it is important to note a few features that have always been a part of undergraduate education at AUD since its inception. Some of these features are:

a) Students do a combination of Foundation, Language-based, Discipline-specific, Electives, and Special interest courses across six semesters, indicating an interdisciplinary focus at the core of UG education.

b) Students undertake field visits, write research-based term papers, and do job training and internships /apprenticeship as part of their UG curriculum, indicating a rich diversity in skill sets developed among students.

c) A combination of both discipline-specific as well as interdisciplinary UG degrees are offered like Mathematics, Sociology, Business Management or Hindi on the one hand and Law, Politics, Society, Global Studies, Social Sciences, and Humanities or Vocational Studies on the other hand.

d) Opportunities for placement post Undergraduate degree created through the Training and Placement Cell at the university.

e) The continuous assessment system with multiple types of assessments, both formative and summative, has also been a positive factor.

While the NEP, NHEQF, and the UGC FYUP have been the reference documents in preparing this document, the specific pedagogy practiced at AUD has not been compromised. The NEP, the NHEQF and UGC FYUP, envisage an extremely flexible education model with multiple entry and exit options and also allow students to customize their education. It provides students with a wide-ranging, holistic, interdisciplinary educational experience.

A relevant descriptor from NEP 2020 is excerpted below with key terms highlighted.

"11.8. Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include **credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education**. Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and

biodiversity, forest and wildlife conservation, and sustainable development and living. Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values of truth (*satya*), righteous conduct (*dharma*), peace (*shanti*), love (*prem*), nonviolence (*ahimsa*), scientific temper, citizenship values, and also life-skills; lessons in *seva*/service and participation in community service programmes will be considered an integral part of a holistic education. As the world is becoming increasingly interconnected, Global Citizenship Education (GCED), a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies. Finally, as part of a holistic education, students at all HEIs will be provided with opportunities for **internships** with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability."

Below is an excerpt from the draft NHEQF that is relevant at the UG level.
Table 1:

Type of qualification	Qualification title/nomenclature and programme duration
Undergraduate Certificate	Undergraduate Certificate (Field of study/discipline). (Programme duration: First year (first two semesters) of the undergraduate programme, followed by an exit 10-credit bridge course(s) lasting two months, including at least 6-credit job-specific internship/apprenticeship that would help the graduates acquire job-ready competencies required to enter the workforce.
Undergraduate Diploma	Undergraduate Diploma (Field of study/discipline). (Programme duration: First two years (first four semesters) of the undergraduate programme, followed by an exit 10-credit bridge course(s) lasting two months, including at least 6-credit job-specific internship/apprenticeship that would help the graduates acquire job-ready competencies required to enter the workforce.
Bachelor's degree	Bachelor of (Field of study/discipline) (Programme duration: First two years (first four semesters) of the undergraduate programme, followed by an exit 10-credit bridge course(s) lasting two months, including at least 6-credit job-specific internship/apprenticeship that would help the graduates acquire job-ready competencies required to enter the workforce. Examples:
Bachelor's degree (Honours/Research)	Bachelor of (Field of study/discipline) (Honours/Research). Programme duration: Four years (eight semesters).

The Credit requirement for exits at various levels are provided by the draft NHEQF as given below.

Table 2: Credit requirement for exits at various levels are provided by the draft NHEQF

NHEQF levels	Qualification title/nomenclature	Credit requirements
Level 5	Undergraduate Certificate (in the field of learning/discipline) for those who exit after the first year (2 semesters) of undergraduate programme. (Programme duration: First year or 2 semesters of the undergraduate programme)	40 credits
Level 6	Undergraduate Diploma (in the field of learning/discipline) for those who exit after the first two years (4 semesters) of undergraduate programme (Programme duration: First two years or 4 semesters of the undergraduate programme)	80 credits
Level 7	Bachelor's Degree (Programme duration: Three years or 6 semesters).	120 credits
Level 7	Bachelor of Vocation (B.Voc). (Programme duration: 3 years or 6 semesters).	120 credits
Level 7	Bachelor's Degree programme in Engineering & Technology. (Programme duration: Four years or 8 semesters.	160 credits
Level 8	Bachelor' Degree (Honours/Research). (Programme duration: Four years or 8 semesters).	160 credits

1. Major and Minor disciplines

a. **Major discipline**

Major discipline is the discipline or subject of main focus and the degree will be awarded in that discipline. Students should secure the prescribed number of credits (about 50% of the total credits) through core courses in the major discipline.

b. **Minor discipline**

Minor discipline helps a student to gain a broader understanding beyond the major discipline. For example, if a student pursuing an Economics major obtains a minimum of 24 credits for 3 year programme and 32 for 4 year programme credits from a bunch of courses in Statistics, then the student will be awarded B.A. degree in Economics with a Minor in Statistics.

2. Curricular Components of the Undergraduate Programme

The curriculum consists of major stream courses, minor stream courses and courses from other disciplines, language courses, skill courses, and a set of courses on Environmental education, understanding India, Digital and technological solutions, Health & Wellness, Yoga education, and sports and fitness. At the end of the second semester, students can decide to either continue with the chosen major or request a change of major. The minor stream courses include vocational courses which will equip students with job- oriented skills.

a. **Disciplinary/interdisciplinary major: (60/ 80 credits)**

The major would provide the opportunity for a student to pursue in-depth study of a particular subject or discipline. The students may be allowed to change major within broad discipline at the end of the second semester by giving her/him sufficient time to explore interdisciplinary courses during the first year. Advanced-level disciplinary/interdisciplinary courses, a course in research methodology, and a project/dissertation will be conducted in the seventh semester. The final semester will be devoted to seminar presentation, preparation, and project report/dissertation

submission. The project work/dissertation will be on a topic in the disciplinary programme of study or an interdisciplinary topic.

b. **Disciplinary/interdisciplinary minors: (24/32 credits)**
Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses relating to a chosen vocational education programme. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. A student may declare the choice of the minor and vocational stream at the end of the second semester after exploring various courses.

i. ***Vocational Education and Training:*** Vocational Education and Training will form an integral part of the undergraduate programme to impart skills along with theory and practical. A minimum of 12 credits will be allotted to the 'Minor' stream relating to Vocational Education and Training and these can be related to the major or minor discipline or choice of the student. These courses will be useful to find a job for those students who exit before completing the programme.

c. **Courses from Other Disciplines (Multidisciplinary) 8 Credits:**

All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students are not to choose or repeat courses already undergone at the higher secondary level (12th class) in the proposed major and minor stream under this category.

i. **Natural and Physical Sciences:** Students can choose basic courses from disciplines such as Natural Science, for example, Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy and Astrophysics, Earth and Environmental Sciences, etc.
ii. **Mathematics, Statistics, and Computer Applications:** Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor disciplines. The course may include training in programming software like Python among others and applications software like STATA, SPSS, Tally, etc. Basic courses under this category will be helpful for science and social science in data analysis and the application of quantitative tools.
iii. **Library, Information, and Media Sciences:** Courses from this category will help the students to understand the recent developments in information and media science (journalism, mass media, and communication).
iv. **Commerce and Management:** Courses include business management, accountancy, finance, financial institutions, fintech, etc.
v. **Humanities and Social Sciences:** The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, Sociology, etc. will enable students to understand the individuals and their social behaviour, society and nation. Students will be introduced to survey methodology and available large-scale databases for India. The courses under humanities include, for example, Heritage Management, Archaeology, History, Comparative Literature, Arts & Creative Expression, Creative Writing and Literature, language(s), Philosophy, etc., and interdisciplinary courses relating to humanities. The list of Courses that

can include interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Women's and Gender Studies, etc., will be useful in understanding society.

d. **Ability Enhancement Courses (AEC) (08 credits): Modern Indian Language (MIL) & English language, focused on language learning and communication skills.**
Students are required to achieve competence in a Modern Indian Language (MIL) and in the English language with special emphasis on language learning and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity. They would also enable students to acquaint themselves with the cultural and intellectual heritage of the chosen MIL and English language, as well as to provide a reflective understanding of the structure and complexity of the language/literature related to both the MIL and English language. The courses will also emphasize the development and enhancement of skills such as communication and the ability to participate/conduct discussion and debate.

e. **Skills Enhancement Courses (SEC): 8 Credits**
These courses aim to impart practical skills, hands-on training, soft skills, etc., to enhance students' employability. The courses may be designed as per the students' needs and available resources.

f. ***Value-Added Courses (VAC) Common to All UG Students 8 credits***

i. ***Understanding India:*** The course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties. The course would also focus on developing an understanding among student-teachers of the Indian knowledge systems, the Indian education system, and the roles and obligations of teachers to the nation in general and to the school/community/society. The course will attempt to deepen knowledge about an understanding of India's freedom struggle and of the values and ideals that it represented to develop an appreciation of the contributions made by people of all sections and regions of the country and help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.

ii. ***Environmental science/education:*** The course seeks to equip students with the ability to apply the acquired knowledge, skills, attitudes, and values required to take appropriate actions for mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, its interactive processes, and its effects on the future quality of people's lives.

iii. ***Digital and technological solutions***: Courses in cutting-edge areas that are fast gaining prominence, such as Artificial Intelligence (AI), 3-D machining, big data analysis, machine learning, drone technologies, and Deep learning with important applications to health,

environment, and sustainable living will be woven into undergraduate education for enhancing the employability of the youth.

iv. ***Health & Wellness, Yoga education, sports, and fitness:*** Course components relating to health and wellness seek to promote an optimal state of physical, emotional, intellectual, social, spiritual, and environmental well-being of a person. Sports and fitness activities will be organized outside the regular institutional working hours. Yoga education would focus on preparing the students physically and mentally for the integration of their physical, mental, and spiritual faculties, equipping them with basic knowledge about one's personality, maintaining self- discipline and self-control, to learn to handle oneself well in all life situations. The focus of sports and fitness components of the courses will be on the improvement of physical fitness including components of physical and skills-related fitness like strength, speed, coordination, endurance, and flexibility; acquisition of sports skills including motor skills as well as basic movement skills relevant to a particular sport; improvement of tactical abilities; and improvement of mental abilities.

The University may introduce other innovative value-added courses relevant to the discipline or common to all UG programmes.

g. **Summer Internship /Apprenticeship**

A key aspect of the new UG programme is induction into actual work situations**.** All students will also undergo internships / Apprenticeships in a firm, industry, or organization or Training in labs with faculty and researchers in their own or other higher educational institutes/research institutions during the summer term. Students will be provided with opportunities for internships with local industry, business organizations, health, and allied areas, local governments (such as panchayats, municipalities), Parliament or elected representatives, media organizations, artists, crafts persons, and a wide variety of organizations so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability. Students who wish to exit after the first two semesters will undergo a 4-credit work-based learning/internship during the summer term in order to get a UG Certificate.

h**. Community Engagement and Service (CES):** The curricular component of 'community engagement and service' seeks to expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems. This can be part of courses offered by the programmes.

i. **Field-based learning/minor project:** The field-based learning/minor project will attempt to provide opportunities for students to understand the different socio-economic contexts. It will aim at giving students exposure to development-related issues in rural and urban settings. It will provide opportunities for students to observe situations in rural and urban contexts, and to observe and study actual field situations regarding issues related to socioeconomic development. Students will be given opportunities to gain a first-hand understanding of the policies, regulations, organizational structures, processes, and programmes that guide the development process. They would have the opportunity to gain an understanding of the complex socio-economic problems in the community, and innovative practices required to generate solutions to the identified problems. This may be a summer term project or part of a major or minor course depending on the subject of study.

j. **Research Project / Dissertation (12 Credits):** Students choosing a 4-Year Bachelor's degree (Honours with Research) are required to take up research projects under the guidance of a faculty

member. The students are expected to complete the Research Project in the eighth semester. The research outcomes of their project work may be published in peer-reviewed journals or may be presented in conferences /seminars or may be patented.

3. Awarding UG Certificate, UG Diploma, and Degrees

i. **UG Certificate:** Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course/internship of 4 credits and Community engagement service of 2 credits during the summer vacation of the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

ii. **UG Diploma**: Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma if, in addition, they complete one vocational course /internship of 4 credits and Community engagement service of 2 credits during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.

iii. **3 year UG Degree:** Students who wish to undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 120 credits and satisfying the minimum credit requirement as given in table 2.

iv. **4 year UG Degree (Honours):** A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits and have satisfied the credit requirements as given in table 2.

v. **4-year UG Degree (Honours with Research):** Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a faculty member of the University/College. The research project/dissertation will be in the major discipline. The students who secure 160 credits, including 12 credits from a research project/dissertation, are awarded UG Degree (Honours with Research).

Infrastructure Requirement

The Schools/ Programmes offering a 4-year UG Degree (Honours with Research) must have the required infrastructure such as the library, access to journals, computer lab and software, laboratory facilities to carry out experimental research work, and at least two permanent faculty members who are recognized as Ph.D. supervisors.

a. **UG Degree Programmes with Single Major**

A student has to secure a minimum of 50% credits from the major discipline for the 3-year/4-year UG degree to be awarded a single major. For example, in a 3-year UG programme, if the total number of credits to be earned is 120, a student of Sociology with a minimum of 60 credits will be awarded a B. A. in Sociology with a single major. Similarly, in a 4-year UG programme, if the total number of credits to be earned is 160, a student of Sociology with a minimum of 80 credits will be awarded a B.A. (Hons. /Hon. With Research) in Sociology in a 4-year UG programme with a single major.

b. **UG Degree Programmes with Double Major:**

A student has to secure a minimum of 40% credits from the second major discipline for the 3-year/4-year UG degree to be awarded a double major. For example, in a 3-year UG programme, if the total number of credits to be earned is 120, a student of History with a

minimum of 48 credits will be awarded a BA in History with a double major. Similarly, in a 4-year UG programme, if the total number of credits to be earned is 160, a student of History with a minimum of 64 credits will be awarded a B.A. (Hons./ Hon. With Research) in History in a 4-year UG programme with double major.

c. **Multidisciplinary UG Programmes**:
In the case of students pursuing a multidisciplinary programme of study, the credits to core courses will be distributed among the broad disciplines such as Life sciences, Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc. For example, a student who opts for a UG program in Life sciences will have the total credits to core courses distributed across Botany, Zoology and Human biology disciplines. The degree will be awarded as B.Sc. in Life Sciences for a 3-year programme and B.Sc. (Honours) in Life Sciences or B.Sc. (Honours with Research) for a 4-year programme without or with a research component respectively.

The statutory bodies of the Universities and Colleges such as the Board of Studies and Academic Council will decide on the list of courses under major category and credit distribution for double major, interdisciplinary and multidisciplinary programmes.

4. Credit hours for different types of courses

The workload relating to a course is measured in terms of credit hours. A credit is a unit by which the coursework is measured. It determines the number of hours of instruction required per week over the duration of a semester (minimum 15 weeks).

Each course may have only a lecture component or a lecture and tutorial component or a lecture and practicum component or a lecture, tutorial, and practicum component, or only practicum component. For example, a three-credit lecture course in a semester means three one-hour lectures per week with each one-hour lecture counted as one credit. In a semester of 15 weeks' duration, a three-credit lecture course is equivalent to 45 hours of teaching. One credit for tutorial work means one hour of engagement per week. In a semester of
15 weeks' duration, a one-credit tutorial in a course is equivalent to 15 hours of engagement.
A one-credit course in practicum or lab work, community engagement and services, and fieldwork in a semester mean two-hour engagement per week. In a semester of 15 weeks' duration, a one-credit practicum in a course is equivalent to 30 hours of engagement.

A one-credit of Seminar or Internship or Studio activities or Field practice/projects or Community engagement and service means two-hour engagements per week. Accordingly, in a semester of 15 weeks' duration, one credit in these courses is equivalent to 30 hours of engagement.

A course can have a combination of lecture credits, tutorial credits, and practicum credits. For example, a 4–credit course with three credits assigned for lectures and one credit for practicum shall have three 1-hour lectures per week and one 2-hour duration field-based learning/project or lab work, or workshop activities per week. In a semester of 15 weeks' duration, a 4-credit course is equivalent to 45 hours of lectures and 30 hours of practicum. Similarly, a 4 –credit course with 3- credits assigned for lectures and one credit for tutorial shall have three 1-hour lectures per week and one 1-hour tutorial per week. In a semester of 15 weeks' duration, a four-credit course is

equivalent to 45 hours of lectures and 15 hours of tutorials.

The following types of courses/activities constitute the programmes of study. Each of them will require a specific number of hours of teaching/guidance and laboratory/studio/workshop activities, field-based learning/projects, internships, and community engagement and service.

- ***Lecture courses:*** Courses involving lectures relating to a field or discipline by an expert or qualified personnel in a field of learning, work/vocation, or professional practice.
- ***Tutorial courses:*** Courses involving problem-solving and discussions relating to a field or discipline under the guidance of qualified personnel in a field of learning, work/vocation, or professional practice.
- ***Practicum or Laboratory work:*** A course requiring students to participate in a project or practical or lab activity that applies previously learned/studied principles/theory related to the chosen field of learning, work/vocation, or professional practice under the supervision of an expert or qualified individual in the field of learning, work/vocation or professional practice.
- ***Seminar:*** A course requiring students to participate in structured discussion/conversation or debate focused on assigned tasks/readings, current or historical events, or shared experiences guided or led by an expert or qualified personnel in a field of learning, work/vocation, or professional practice.
- ***Internship:*** A course requiring students to participate in a professional activity or work experience, or cooperative education activity with an entity external to the education institution, normally under the supervision of an expert of the given external entity. A key aspect of the internship is induction into actual work situations**.** Internships involve working with local industry, government or private organizations, business organizations, artists, crafts persons, and similar entities to provide opportunities for students to actively engage in on-site experiential learning.
- ***Studio activities:*** Studio activities involve the engagement of students in creative or artistic activities. Every student is engaged in performing a creative activity to obtain a specific outcome. Studio-based activities involve visual- or aesthetic- focused experiential work.
- ***Field practice/projects*****:** Courses requiring students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity.
- ***Community engagement and service*****:** Courses requiring students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity. The curricular component of 'community engagement and service' will involve activities that would expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems.

5. Number of Credits by Type of Course

The hallmark of the new curriculum framework is the flexibility for the students to learn courses of their choice across various branches of undergraduate programmes.

Table 3: Minimum Credit Requirements to Award Degree under Each Category as Per UGC

S. No.	Broad Category of Course	Minimum Credit Requirement	
		3-year UG	4-Year UG
1	Major (Core)	60	80
2	Minor Stream	24	32
3	Multidisciplinary	09	09
4	Ability Enhancement Courses (AEC)	08	08
5	Skill Enhancement Courses (SEC)	09	09
6	Value Added Courses common for all UG	06-08	06-08
7	Summer Internship	02-04	02-04
8	Research Project / Dissertation	-	12
	Total	**120**	**160**

Table 4: Courses and credits as adopted at Dr. B.R. Ambedkar University Delhi

	Broad Category of Course	Minimum credit requirement for 3-year UG	Minimum credit requirement for 4-year UG
1	Major (Core)	60	80
2	Minor Stream	24	32
3	Ability Enhancement Courses (AEC)	08	08
4	Multidisciplinary (MD)	08	08
5	Skill Enhancement Courses (SEC)	08	08
6	Environment Course (EIC)	04	04
7	Community Engagement Services (CES)*	02*	02*
8	Universal Human Values (UHV)*	02*	02*
9	Value Added Courses (VAC)	08	08
10	Research Project / Dissertation	-	12
11	Internship	04-06	06 (2+2+2 or 4+2)
	Total	**120 (excluding internship CES and UHV courses)**	**164 (excluding internship, CES and UHV courses)**

* School may include additional credits by way of UHV, CES courses, as well as creditize, co-curricular, and extracurricular activities as facilitated by the NCrF.

a. Major and Minor Courses:

All discipline-specific courses (major or minor) may be 4 credits or as appropriate. An additional one to two credits may be allotted for tutorials or practicals. DSC shall include both core disciplinary courses and erstwhile disciplinary electives, the latter may be considered as core courses.

Minor shall include both core disciplinary courses and disciplinary electives from other programmes. Erstwhile Elective courses may be considered for meeting the requirement of courses under Minor or in the 7th or 8th semesters offered to meet the course requirement in place of a dissertation.

b. Other Courses:

i. All courses under the Ability Enhancement (language), Multi-disciplinary, and Skill Enhancement categories shall be of 4-credits.

ii. Ability Enhancement courses (AEC) courses will include existing approved foundational and advanced English and Hindi language courses. In the case of those students who may be required to do basic language proficiency course like English Proficiency Course and mandatory language course like EAP based on proficiency test, the 4-credit English Proficiency Course shall be considered as fulfilling the requirement of skill enhancement. Therefore, such students should be required to do only 1 more skill enhancement category course of 4 credits to meet the requirements.

iii. For Multidisciplinary (MD) and Skill Enhancement Courses (SEC) – The programmes may offer two courses of 4 credit each.

iv. Skill Enhancement Courses (SEC) may include the existing passed courses (IT Networking Fundamentals, Introduction to Cyber security, Logic and Reasoning, etc.) and the Programme Committees may design more courses in this basket.

v. Environment: Issues and Challenges (EIC): Since EIC is a mandatory course its 4 credit requirement shall be fulfilled over and above the mandatory requirement of the programme as prescribed under various category of courses in the UGC regulations.

vi. Universal Human Values (UHV): Universal Human Values (UHV): The Schools may also prescribe courses from the list of AICTE approved Minor Degree in Universal Human Values or the course outline by MULYA PRAVAH 2.0 Inculcation of Human Values and Professional Ethics in Higher (UGC 2023, Pg 27-28) after approval of the Board of Studies and Academic Council.

vii. Community Engagement and Service (CES): A 2-credit course on Community Engagement and Services may be offered by respective Schools. The choice and format of Community Engagement Course may be worked out based on the nature of their programs and requirements.

c. Value-Added Courses: Courses under Value Added may be of 4-credits or as appropriate; The requirement of VAC courses may be fulfilled by the students by completing one Bharatiya Knowledge System course and one any other course of 4 credits from the existing courses approved under Value based education (VBE) basket and now to be considered under Value Added Courses (VAC).

d. Internship: The requirement of internship may be fulfilled in summer or winter break. Summer Internship shall be of 2+2+2 or 4+2 (total 6) credits to be completed during the vacations or end of first three years. The nature of internship shall be – industry, civil society and academic.

e. Final year Research project / Dissertation shall be 12 credits for students who secure 75% marks or equivalent grade point and above in the first six semesters. However, students not eligible or not opting for research degree may complete equivalent courses of 12 credits in the fourth year.

f. The Programme committees may also identify MOOC courses for inclusion under various baskets after seeking the approval of the statutory bodies, i.e. Board of Studies and Academic Council.

The following types of UG curriculum framework models are being proposed based on the different kinds of UG programme currently on offer:

1. UGCF for Single Discipline Major (Table 5)
2. UGCF for BA Social Sciences and Humanities Major (Table 6)
3. UGCF for Dual or Multi-Discipline Major (Table 7)

Table 5: UGCF for a Single Major Discipline

Sem	**DSC (credits)**	**Minor (credits)**	**AEC/EIC (credits)**	**SE/VAC/MD (credits)**	**Total Credits**
I	DSC1(4) DSC2(4)	Minor 1 (4)	AEC1(4)/AEC2(4)	SE1(4)/VAC1(4)	20
II	DSC3(4) DSC4(4)	Minor 2 (4)	AEC2(4)/AEC1(4)	VAC1(4)/SE1(4)	20
Total credit: 40 + Internship = 44 credits					
Students exiting the programme after securing 40 credits will be awarded UG Certificate in the relevant Discipline /Subject provided they secure additional 4 credits of Internship/Apprenticeship during summer/winter term.					
III	DSC5(4) DSC6(4)	Minor 3 (4)	EIC (4)	SE2(4)/VAC2(4)	20
IV	DSC7(4) DSC8(4) DSC9(4)	Minor 4 (4)		VAC2(4)/SE2(4)	20
Total credits: 80 + Internship (4) = 84 credits					

Students exiting the programme after securing 80 credits will be awarded UG Diploma in the relevant Discipline /Subject provided they secure additional 4 credits of Internship/Apprenticeship during summer/winter term.					
V	DSC10(4) DSC11 (4) DSC12(4)	Minor 5(4)		MD1 / MD2 (4)	20
VI	DSC13(4) DSC14 (4) DSC15(4)	Minor 6 (4)		MD2 / MD1 (4)	20
Total credits: 120 + Internship = 126 credits (excluding Community Engagement Service and Universal Human Value course)					
Students who want to undertake a 3-year UG programme will be awarded a Bachelor's Degree in the relevant Discipline/Subject upon securing 120 credits (excluding Community Engagement Service and Universal Human Value course), provided they secure additional 4+2 or 2+2+2 credits of Internship/Apprenticeship during the summer/winter term.					
VII	DSC16(4) DSC17(4) DSC18(4)	Minor 7 (4)	Dissertation 1/ 1 Seminar paper /1 DSE (4)		20
VIII	DSC19(4) DSC20(4)	Minor 8 (4)	Dissertation 2/ 2 Seminar papers /2 DSE (8)		20
Total credits: 164 + Internship (6) = 170 credits (excluding Community Engagement Service and Universal Human Value course)					
The Students who secure 75% marks or equivalent grade points and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a faculty member of the University/College. The research project/dissertation will be in the major discipline. The students who secure 170 credits, including 12 credits from a research project/dissertation, are awarded UG Degree (Honours with Research). Internship/Apprenticeship of 2+2+2 or 4+2 credits is mandatory.					

Students will be awarded a Bachelor's Degree (Honours) in the relevant discipline /Subject provided they secure 170 credits. The Honours students not undertaking research will either do 3 DSE courses or seminar papers equivalent to 12 credits in lieu of a research project / Dissertation.

Notes:

1. Those students who have been diagnosed with requiring extra help in English will be compulsorily assigned the English Proficiency Course (EPC) of 4 credits as SE1 under the SE course category. Such students will have to complete only 1 more SE course of 4 credits.
2. Under AEC category students will have to complete one Hindi 4 credit course (at the appropriate diagnostic level) and one English for Academic Purposes 4 credit course.
3. The students may complete the mandatory requirement of the EIC 4-credit course either in semester 3 through offline classroom mode or SWAYAM online mode MOOCs online courses on the SWAYAM portal when it is offered on the portal by the end of the 4th semester.
4. The students may earn a minor in a discipline if they choose DSCs worth 24 credits from a single discipline different from their major for a three-year degree and 32 credits for a four-year degree. Further, change of Major may be facilitated after the 2nd Semester if the concerned student has completed at least two DSC of the major he/she wishes to change to, based on prior application and meeting all requirements prescribed by the school, if needed.
5. **In the case of School of Global Affairs for the programmes of BA in Global Studies, Sustainable Urbanism and Social Sciences, the students may complete the requirement of minor discipline from either of these three disciplines: History, Political Science or Geography.**

The above framework maintains a strong disciplinary core while at the same time allowing the student to have a broad base through compulsory language and environment components. Community service and value-based education are also taken care of via compulsory components. The large number of choices available in Ability Enhancement Optional courses, Skill Enhancement courses, Multidisciplinary courses will allow the student to build their knowledge of social sciences and humanities, the natural sciences and provide an interdisciplinary flavour. This structure, while admitting a student to a major, is also flexible to allow the student to change their major during the programme of study. It takes care of the core ideals of the NEP, NHEQF, UGC FYUP while ensuring that disciplinary major requirements are not diluted.

Table 6: UGCF for a Multidisciplinary Programme i.e. BA (SSH) Programme

Sem	**DSC (credits)**	**Minor (credits)**	**AEC/EIC (credits)**	**SE/VAC/MD (credits)**	**Total Credits**
I	DSC1(4) DSC2(4) From either discipline A/B/C	Minor 1 (4)	AEC1(4)/AEC2(4)	SE1(4)/VAC1(4)	20
II	DSC3(4) DSC4(4) From either discipline A/B/C	Minor 2 (4)	AEC2(4)/AEC1(4)	VAC1(4)/SE1(4)	20
Total credit: 40 + Internship = 44 credits					
Students exiting the programme after securing 40 credits will be awarded UG Certificate in the relevant Discipline /Subject provided they secure additional 4 credits of Internship/Apprenticeship during summer/winter term.					
III	DSC5(4) DSC6(4) From either discipline A/B/C	Minor 3 (4)	EIC (4)	SE2(4)/VAC2(4)	20
IV	DSC7(4) DSC8(4) DSC9(4) From either discipline A/B/C	Minor 4 (4)		VAC2(4)/SE2(4)	20
Total credits: 80 Internship (4) = 84 credits					
Students exiting the programme after securing 80 credits will be awarded UG Diploma in the relevant Discipline /Subject provided they secure additional 4 credits of Internship/Apprenticeship during summer/winter term.					

V	DSC10(4) DSC11 (4) DSC12(4) From either discipline A/B/C	Minor 5(4)		MD1 / MD2 (4)	20
VI	DSC13(4) DSC14 (4) DSC15(4) From either discipline A/B/C	Minor 6 (4)		MD2 / MD1 (4)	20
Total credits: 120 + Internship = 126 credits (excluding Community Engagement Service and Universal Human Value course)					
Students who want to undertake a 3-year UG programme will be awarded a Bachelor's Degree in the relevant Discipline/Subject upon securing 120 credits (excluding Community Engagement Service and Universal Human Value course), provided they secure additional 4+2 or 2+2+2 credits of Internship/Apprenticeship during the summer/winter term.					
VII	DSC16(4) DSC17(4) DSC18(4)	Minor 7 (4)	Dissertation 1/1 Seminar paper /1 DSE (4)		20
VIII	DSC19(4) DSC20(4)	Minor 8 (4)	Dissertation 2/ 2 Seminar papers /2 DSE (8)		20
Total credits: 164 + Internship (6) = 170 credits (excluding Community Engagement Service and Universal Human Value course)					
The Students who secure 75% marks or equivalent grade points and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a faculty member of the University/College. The research project/dissertation will be in the major discipline. The students who secure 170 credits, including 12 credits from a research project/dissertation, are awarded UG Degree (Honours with Research). Internship/Apprenticeship of 2+2+2 or 4+2 credits is mandatory. Students will be awarded a Bachelor's Degree (Honours) in the relevant discipline /Subject provided they secure 170 credits. The Honours students not undertaking research will either do 3 DSE courses or seminar papers equivalent to 12 credits in lieu of a research project / Dissertation.					

Notes:

1. Those students who have been diagnosed with requiring extra help in English will be compulsorily assigned the English Proficiency Course (EPC) of 4 credits as SE1 under the SE course category. Such students will have to complete only 1 more SE course of 4 credits.
2. Under AEC category students will have to complete one Hindi 4 credit course (at the appropriate diagnostic level) and one English for Academic Purposes 4 credit course.
3. The students may complete the mandatory requirement of the EIC 4 credit course either in semester 3 through offline classroom mode or SWAYAM online mode MOOCs online courses on the SWAYAM portal when it is offered on the portal by the end of the 4th semester.
4. The students may earn a minor in a discipline if they choose DSCs worth 24 credits from a single discipline different from their major for a three-year degree and 32 credits for a four-year degree. Further, change of Major may be facilitated after the 2nd Semester if the concerned student has completed at least two DSC of the major he/she wishes to change to, based on prior application and meeting all requirements posited by the respective programme committees.
5. SSH students will have to identify three disciplines A, B, C and complete 5 DSC courses each in the disciplines/discipline areas A, B, C by the end of three years and minimum 6 courses each by the end of four years in the disciplines/discipline areas A, B, C. However, the student may complete the requirement of minor from one discipline other than the A, B and C discipline.
6. For the **Bachelor's Degree (Hons) (in SSH)** the student will be required to do 3 seminar papers or 3 DSEs worth 12 credits in the fourth year.
7. For the **Bachelor's degree with Research (in SSH)** the student will be required to submit a dissertation worth 12 credits in one of the disciplines i.e A, B or C.

Table 7: UGCF for Dual Discipline Major Degree

Sem	**DSC (credits)**	**Minor (credits)**	**AEC/EIC (credits)**	**SE/VAC/MD (credits)**	**Total Credits**
I	DSC1(4) DSC2(4) From either discipline A/B	Minor 1 (4)	AEC1(4)/AEC2(4)	SE1(4)/VAC1(4)	20
II	DSC3(4) DSC4(4) From either discipline A/B	Minor 2 (4)	AEC2(4)/AEC1(4)	VAC1(4)/SE1(4)	20
Total credit: 40 + Internship = 44 credits					
Students exiting the programme after securing 40 credits will be awarded UG Certificate in the relevant Discipline /Subject provided they secure additional 4 credits of Internship/Apprenticeship during summer/winter term.					
III	DSC5(4) DSC6(4) From either discipline A/B	Minor 3 (4)	EIC (4) To be completed though offline classroom or SWAYAM online mode	SE2(5)/VAC2(4)	20/21
IV	DSC7(4) DSC8(4) DSC9(4) From either discipline A/B	Minor 4 (4)		VAC2(4)/SE2(5)	20/21
Total credits: 80 Internship (4) = 84 credits					
Students exiting the programme after securing 80 credits will be awarded UG Diploma in the relevant Discipline /Subject provided they secure additional 4 credits of Internship/Apprenticeship during summer/winter term.					
V	DSC10(4) DSC11 (4) DSC12(4) From either discipline A/B	Minor 5(4)		MD1 / MD2 (4)	21

VI	DSC13(4) DSC14 (4) DSC15(4) From either discipline A/B	Minor 6 (4)		MD2 / MD1 (4)	20
Total credits: 120 + Internship = 126 credits (excluding Community Engagement Service and Universal Human Value course)					
Students who want to undertake a 3-year UG programme will be awarded a Bachelor's Degree in the relevant Discipline/Subject upon securing 120 credits (excluding Community Engagement Service and Universal Human Value course), provided they secure additional 4+2 or 2+2+2 credits of Internship/Apprenticeship during the summer/winter term.					
VII	DSC16(4) DSC17(4) DSC18(4) From either discipline A/B	Minor 7 (4)	Dissertation 1/ 1 Seminar paper /1 DSE (4)		20
VIII	DSC19(4) DSC20(4) From either discipline A/B	Minor 8 (4)	Dissertation 2/ 2 Seminar papers /2 DSE (8)		20
Total credits: 164 + Internship (6) = 170 credits (excluding Community Engagement Service and Universal Human Value course)					
The Students who secure 75% marks or equivalent grade points and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a faculty member of the University/College. The research project/dissertation will be in the major discipline. The students who secure 170 credits, including 12 credits from a research project/dissertation, are awarded UG Degree (Honours with Research). Internship/Apprenticeship of 2+2+2 or 4+2 credits is mandatory. Students will be awarded a Bachelor's Degree (Honours) in the relevant discipline /Subject provided they secure 170 credits. The Honours students not undertaking research will either do 3 DSE courses or seminar papers equivalent to 12 credits in lieu of a research project / Dissertation.					

Notes:

1. Those students who have been diagnosed with requiring extra help in English will be compulsorily assigned the English Proficiency Course (EPC) of 4 credits as SE1 under the SE course category. Such students will have to complete only 1 more SE course of 4-credits.
2. Under AEC category students will have to complete one Hindi 4-credit course (at the appropriate diagnostic level) and one English for Academic Purposes 4 credit course.
3. The students may complete the mandatory requirement of the EIC 4-credit course either in semester 3 through offline classroom mode or SWAYAM online mode MOOCs online courses on the SWAYAM portal when it is offered on the portal by the end of the 4th semester.
4. The Dual Major students will have to identify two disciplines A and B and complete a minimum of 40% credits from the second major discipline for the 3-year/4-year UG degree to be awarded a double major. For example, for fulfilling the requirements of the second major a student must complete minimum 24 credits for 3-year and 32 credits for 4-year UG degree. The student may complete the requirement of minor from any other discipline other than the A and B.
5. The students may earn a minor in a discipline if they choose DSCs worth 24 credits from a single discipline different from their major for a three-year degree and 32 credits for a four-year degree. Further, change of Major may be facilitated after the 2nd Semester if the concerned student has completed at least two DSC of the major he/she wishes to change to, based on prior application and meeting all requirements posited by the respective programme committees.
6. For the **Bachelor's Degree (Hons) (in Dual major)** the student will be required to do 3 seminar papers or 3 DSEs worth 12 credits in the fourth year from the discipline A or B.
7. For the **Bachelor's degree with Research (in Dual major)** the student will be required to submit a dissertation worth 12 credits in one of the disciplines i.e A or B.

6. Eligibility for the UG Programmes

Senior Secondary School Leaving Certificate or Higher Secondary (12th Grade) Certificate obtained after successful completion of Grade 12 or equivalent stage of education corresponding to Level-4.

7. Duration of the Programme

i. The duration of the UG programme is 4 years or 8 semesters. Students who desire to undergo a 3-year UG Programme will be allowed to exit after completion of the 3rd year. If a student wants to leave after the completion of the first or second year, the student will be given a UG Certificate or UG Diploma, respectively, provided they secure the prescribed number of credits (as given in table 4). Students who exit with a UG certificate or UG diploma are permitted to re-enter within three years and complete the degree programme.

ii. Students may be permitted to take a break from the study during the period of study but the total duration for completing the programme shall not exceed 7 years.

iii. **Change of Major:** Students can opt for a change of major within the broad discipline (Natural and Physical Sciences, Mathematical, Statistics, and Computational Sciences, Library, Information and Media Sciences, Commerce and Management, and Humanities and Social Sciences) at the end of the first year.

iv. **Additional Seats:** The university may create 10% additional seats over and above the sanctioned strength to accommodate the request for a change of major. Any unfilled or vacant seats may be filled with those seeking a change of Major. Preference will be given to those who have got highest CGPA with no arrears in the first year.

8. Outcomes-Based Approach to Higher Education

The National Higher Education Qualifications Framework (NHEQF) envisages that students must possess the quality and characteristics of the graduate of a programme of study, including learning outcomes relating to the disciplinary area(s) in the chosen field(s) of learning and generic learning outcomes that are expected to be acquired by a graduate on completion of the programme(s) of study.

The graduate attributes include capabilities that help broaden the current knowledge base and skills, gain and apply new knowledge and skills, undertake future studies independently, perform well in a chosen career, and play a constructive role as a responsible citizen in society. Graduate attributes are fostered through meaningful learning experiences made available through the curriculum and learning experience, the total college/university experience, and a process of critical and reflective thinking.

Graduate attributes include learning outcomes that are specific to disciplinary areas relating to the chosen field(s) of learning within broad multidisciplinary/interdisciplinary/ transdisciplinary contexts and generic learning outcomes that graduates of all programmes of study.

9. Other Activities:

This component will include participation in activities related to National Service Scheme (NSS), National Cadet Corps (NCC), adult education/literacy initiatives, mentoring school students, and other similar activities.

10. Pedagogical approaches

The *Learning Outcomes-Based Approach* to curriculum planning and transaction requires that the pedagogical approaches are oriented towards enabling students to attain the defined learning outcomes relating to the courses within a programme. The outcome- based approach, particularly in the context of undergraduate studies, requires a significant shift from teacher-centric to learner-centric pedagogies, and from passive to active/participatory pedagogies. Every programme of study lends itself to the well- structured and sequenced acquisition of knowledge and skills. Practical skills, including an appreciation of the link between theory and practice, will constitute an important aspect of the teaching-learning process. Teaching methods, guided by such a framework, may include lectures supported by tutorial work; practicum and field-based learning; the use of prescribed textbooks and e-learning resources and other self-study materials; field- based learning/project, open-ended project work, some of which may be team-based; activities designed to promote the development of generic/transferable and subject- specific skills; and internship and visits to field sites, and industrial or other research facilities etc.

11. Transition of Old Three year Programme to FYUGP

Since the students enrolled in three year programme have already passed out, the requirement of bridge courses for transition to FYUGP is not needed.

Additional recommendations:

1. Currently, we have 13 DSC in 3 years and 15 DSC in 4 years. The DSC requirement according to the UGC curriculum and credit framework for undergraduate programmes is 15 courses of 4 credit each in 3 years and 20 courses of 4 credit each in 4 years. The erstwhile DSEs of the disciplines may be considered for inclusion in the DSC category through due process of Board of Studies approval. The erstwhile Elective courses may also be considered for meeting the requirement of courses under Minor or in the 7th or 8th semesters in place of dissertation.
2. Even though Multidisciplinary Course (MD) category has a requirement of 9 credits but the same may be capped at 8 credits for smooth pedagogical and curriculum design purpose. The already approved courses under Generic Elective (GE) and Ability Enhancement Optional (AEO) may be included in the MD Course category and a few courses may be added to this basket.
3. Logic and Reasoning and Quantitative methods courses under the AEO basket may be shifted to the SE course basket.
4. The Bharatiya Knowledge System course may be included in the Value Added Courses (VAC) basket. Under the VAC basket of courses the students must complete one Bharatiya Knowledge System Foundation course and one more 4 credit course.
5. The Minor shall include both core disciplinary courses and disciplinary electives from other programmes.
6. **For the award of degree, the students would have earned 60 per cent of the credits from the discipline in which they major, and these credits may be earned from any basket of the courses provided such courses are offered by major discipline.**
7. Skill enhancement courses may include the existing passed courses (IT Networking Fundamentals, Introduction to Cyber security, Logic and Reasoning, EPC and its equivalent Hindi Course, etc.). This basket needs more courses and the SSH programme committee may propose more courses under this basket.
8. The Programme Committees may also identify SWAYAM MOOC courses under various baskets and propose the same for consideration in the Board of Studies.

Appendix-45A

Dr B.R. Ambedkar University Delhi

Undergraduate Curriculum and Credit Framework 2022, modified in 2025

1. Introduction

In light of the National Education Policy (NEP) 2020, the draft National Higher Education Qualification Framework (NHEQF) 2022, and the Credit and Curriculum Framework for Undergraduate Programmes, UGC December 2022, this document, Dr B.R. Ambedkar University Delhi Undergraduate Curriculum Framework, is being proposed. While these three public documents are the immediate context for the proposed transformations imagined in UG education at the Dr B. R. Ambedkar University Delhi, it is important to note a few features that have always been a part of undergraduate education at Dr B.R. Ambedkar University Delhi since its inception. Some of these features are:

a) Students have been taking a combination of Foundation, Language-based, Discipline-specific, Electives, and Special Interest courses across six semesters, indicating an interdisciplinary focus at the core of undergraduate education.

b) Students have been undertaking field visits, writing research-based term papers, and doing job training and internships /apprenticeships as part of their UG curriculum, indicating a rich diversity in skill sets developed among students.

c) A combination of both discipline-specific as well as interdisciplinary UG degrees is being offered, like Mathematics, Sociology, Business Management or Hindi on the one hand and Law, Politics, Society, Global Studies, Social Sciences, and Humanities or Vocational Studies on the other hand.

d) Opportunities for placement post Undergraduate degree created through the Training and Placement Cell at the University.

e) The continuous assessment system with multiple types of assessments, both formative and summative, has also been a positive factor.

While the NEP, NHEQF, and the UGC FYUP have been the reference documents in preparing this document, the specific pedagogy practiced at the University has not been compromised. The NEP, the NHEQF and UGC FYUP envisage an extremely flexible education model with multiple entry and exit options and also allow students to customise their education. It provides students with a wide-ranging, holistic, interdisciplinary educational experience.

A relevant descriptor from NEP 2020 is excerpted below with key terms highlighted.

"11.8. Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include **credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education**. Environmental education will include areas such as climate change, pollution, waste

management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living. Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values of truth (*satya*), righteous conduct (*dharma*), peace (*shanti*), love (*prem*), nonviolence (*ahimsa*), scientific temper, citizenship values, and also life-skills; lessons in *seva*/service and participation in community service programmes will be considered an integral part of a holistic education. As the world is becoming increasingly interconnected, Global Citizenship Education (GCED), a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies. Finally, as part of a holistic education, students at all HEIs will be provided with opportunities for **internships** with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability."

Below is an excerpt from the draft NHEQF that is relevant at the UG level.
Table 1:

Type of qualification	Qualification title/nomenclature and programme duration
Undergraduate Certificate	Undergraduate Certificate (Field of study/discipline). (Programme duration: First year (first two semesters) of the undergraduate programme, followed by an exit 10-credit bridge course(s) lasting two months, including at least 6-credit job-specific internship/apprenticeship that would help the graduates acquire job-ready competencies required to enter the workforce.
Undergraduate Diploma	Undergraduate Diploma (Field of study/discipline). (Programme duration: First two years (first four semesters) of the undergraduate programme, followed by an exit 10-credit bridge course(s) lasting two months, including at least 6-credit job-specific internship/apprenticeship that would help the graduates acquire job-ready competencies required to enter the workforce.
Bachelor's degree	Bachelor of (Field of study/discipline) (Programme duration: First two years (first four semesters) of the undergraduate programme, followed by an exit 10-credit bridge course(s) lasting two months, including at least 6-credit job-specific internship/apprenticeship that would help the graduates acquire job-ready competencies required to enter the workforce. Examples:
Bachelor's degree (Honours/Research)	Bachelor of (Field of study/discipline) (Honours/Research). Programme duration: Four years (eight semesters).

The Credit requirement for exits at various levels are provided by the draft NHEQF as given below.

Table 2: Credit requirement for exits at various levels are provided by the draft NHEQF

NHEQF levels	Qualification title/nomenclature	Credit requirements
Level 5	Undergraduate Certificate (in the field of learning/discipline) for those who exit after the first year (2 semesters) of undergraduate programme. (Programme duration: First year or 2 semesters of the undergraduate programme)	40 credits
Level 6	Undergraduate Diploma (in the field of learning/discipline) for those who exit after the first two years (4 semesters) of undergraduate programme (Programme duration: First two years or 4 semesters of the undergraduate programme)	80 credits
Level 7	Bachelor's Degree (Programme duration: Three years or 6 semesters).	120 credits
Level 7	Bachelor of Vocation (B.Voc). (Programme duration: 3 years or 6 semesters).	120 credits
Level 7	Bachelor's Degree programme in Engineering & Technology. (Programme duration: Four years or 8 semesters.	160 credits
Level 8	Bachelor' Degree (Honours/Research). (Programme duration: Four years or 8 semesters).	160 credits

The following section summarises the **salient features of the University Grants Commission Curriculum and Credit Framework for Undergraduate Programmes – 2022**:

1. Major and Minor disciplines

a. **Major discipline**

The major discipline is the discipline or subject of main focus, and the degree will be awarded in that discipline. Students should secure the prescribed number of credits (about 50% of the total credits) through core courses in the major discipline.

b. **Minor discipline**

Minor discipline helps a student to gain a broader understanding beyond the major discipline. For example, if a student pursuing an Economics major obtains a minimum of 24 credits for 3 3-year programme and 32 for 4 4-year programme credits from a bunch of courses in Statistics, then the student will be awarded B.A. degree in Economics with a Minor in Statistics.

2. Curricular Components of the Undergraduate Programme

The curriculum consists of major stream courses, minor stream courses and courses from other disciplines, language courses, skill courses, and a set of courses on Environmental education, understanding India, Digital and technological solutions, Health & Wellness, Yoga education, and sports and fitness. At the end of the second semester, students can decide to either continue with the chosen major or request a change of major. The minor stream courses include vocational courses which will equip students with job- oriented skills.

a. **Disciplinary/interdisciplinary major: (60/ 80 credits)**

The major would provide the opportunity for a student to pursue in-depth study of a particular subject or discipline. The students may be allowed to change major within broad discipline at the end of the second semester by giving her/him sufficient time to explore interdisciplinary courses during the first year. Advanced-level disciplinary/interdisciplinary courses, a course in research methodology, and a project/dissertation will be conducted in the seventh semester. The final semester will be devoted to seminar presentation, preparation, and project report/dissertation submission. The project work/dissertation will be on a topic in the disciplinary programme of study or an interdisciplinary topic.

b. **Disciplinary/interdisciplinary minors: (24/32 credits)**
Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses relating to a chosen vocational education programme. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. A student may declare the choice of the minor and vocational stream at the end of the second semester after exploring various courses.

i. ***Vocational Education and Training:*** Vocational Education and Training will form an integral part of the undergraduate programme to impart skills along with theory and practical. A minimum of 12 credits will be allotted to the 'Minor' stream relating to Vocational Education and Training and these can be related to the major or minor discipline or choice of the student. These courses will be useful to find a job for those students who exit before completing the programme.

c. **Courses from Other Disciplines (Multidisciplinary) (08 Credits)**
All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students are not to choose or repeat courses already undergone at the higher secondary level (12th class) in the proposed major and minor stream under this category.

i. **Natural and Physical Sciences:** Students can choose basic courses from disciplines such as Natural Science, for example, Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy and Astrophysics, Earth and Environmental Sciences, etc.
ii. **Mathematics, Statistics, and Computer Applications:** Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor disciplines. The course may include training in programming software like Python among others and applications software like STATA, SPSS, Tally, etc. Basic courses under this category will be helpful for science and social science in data analysis and the application of quantitative tools.
iii. **Library, Information, and Media Sciences:** Courses from this category will help the students to understand the recent developments in information and media science (journalism, mass media, and communication).
iv. **Commerce and Management:** Courses include business management, accountancy, finance, financial institutions, fintech, etc.
v. **Humanities and Social Sciences:** The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, Sociology, etc. will enable students to understand the individuals and their social behaviour, society and nation. Students will be introduced to survey methodology and available large-scale databases for India. The courses under humanities include, for example, Heritage Management, Archaeology, History, Comparative Literature, Arts & Creative Expression, Creative Writing and Literature, language(s), Philosophy, etc., and interdisciplinary courses relating to humanities. The list of Courses that can include interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Women's and Gender Studies, etc.,

will be useful in understanding society.

d. **Ability Enhancement Courses (AEC) (08 credits): Modern Indian Language (MIL) & English language, focused on language learning and communication skills.**
Students are required to achieve competence in a Modern Indian Language (MIL) and in the English language with special emphasis on language learning and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity. They would also enable students to acquaint themselves with the cultural and intellectual heritage of the chosen MIL and English language, as well as to provide a reflective understanding of the structure and complexity of the language/literature related to both the MIL and English language. The courses will also emphasize the development and enhancement of skills such as communication and the ability to participate/conduct discussion and debate.

e. **Skills Enhancement Courses (SEC) (08 credits):**
These courses aim to impart practical skills, hands-on training, soft skills, etc., to enhance students' employability. The courses may be designed as per the students' needs and available resources.

f. **Value-Added Courses (VAC) (08 credits): Common to All UG Students**
   i. ***Understanding India:*** The course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties. The course would also focus on developing an understanding among student-teachers of the Indian knowledge systems, the Indian education system, and the roles and obligations of teachers to the nation in general and to the school/community/society. The course will attempt to deepen knowledge about an understanding of India's freedom struggle and of the values and ideals that it represented to develop an appreciation of the contributions made by people of all sections and regions of the country and help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.
   ii. ***Environmental science/education:*** The course seeks to equip students with the ability to apply the acquired knowledge, skills, attitudes, and values required to take appropriate actions for mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, its interactive processes, and its effects on the future quality of people's lives.
   iii. ***Digital and technological solutions***: Courses in cutting-edge areas that are fast gaining prominence, such as Artificial Intelligence (AI), 3-D machining, big data analysis, machine learning, drone technologies, and Deep learning with important applications to health, environment, and sustainable living will be woven into undergraduate education for enhancing the employability of the youth.

iv. ***Health & Wellness, Yoga education, sports, and fitness:*** Course components relating to health and wellness seek to promote an optimal state of physical, emotional, intellectual, social, spiritual, and environmental well-being of a person. Sports and fitness activities will be organized outside the regular institutional working hours. Yoga education would focus on preparing the students physically and mentally for the integration of their physical, mental, and spiritual faculties, equipping them with basic knowledge about one's personality, maintaining self-discipline and self-control, to learn to handle oneself well in all life situations. The focus of sports and fitness components of the courses will be on the improvement of physical fitness including components of physical and skills-related fitness like strength, speed, coordination, endurance, and flexibility; acquisition of sports skills including motor skills as well as basic movement skills relevant to a particular sport; improvement of tactical abilities; and improvement of mental abilities.

The University may introduce other innovative value-added courses relevant to the discipline or common to all UG programmes.

g. **Summer Internship /Apprenticeship (02-04 credits)**
A key aspect of the new UG programme is induction into actual work situations**.** All students will also undergo internships / Apprenticeships in a firm, industry, or organization or Training in labs with faculty and researchers in their own or other higher educational institutes/research institutions during the summer term. Students will be provided with opportunities for internships with local industry, business organizations, health, and allied areas, local governments (such as panchayats, municipalities), Parliament or elected representatives, media organizations, artists, crafts persons, and a wide variety of organizations so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability. Students who wish to exit after the first two semesters will undergo a 4-credit work-based learning/internship during the summer term in order to get a UG Certificate.

h**. Community Engagement and Service (CES) (02 credits):** The curricular component of 'community engagement and service' seeks to expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems. This can be part of courses offered by the programmes.

i. **Field-based learning/minor project:** The field-based learning/minor project will attempt to provide opportunities for students to understand the different socio-economic contexts. It will aim at giving students exposure to development-related issues in rural and urban settings. It will provide opportunities for students to observe situations in rural and urban contexts, and to observe and study actual field situations regarding issues related to socioeconomic development. Students will be given opportunities to gain a first-hand understanding of the policies, regulations, organizational structures, processes, and programmes that guide the development process. They would have the opportunity to gain an understanding of the complex socio-economic problems in the community, and innovative practices required to generate solutions to the identified problems. This may be a summer term project or part of a major or minor course depending on the subject of study.

j. **Research Project / Dissertation (12 Credits):** Students choosing a 4-Year Bachelor's degree (Honours with Research) are required to take up research projects under the guidance of a faculty member. The students are expected to complete the Research Project in the eighth semester. The research outcomes of their project work may be published in peer-reviewed journals or may be

presented in conferences /seminars or may be patented.

3. Awarding UG Certificate, UG Diploma, and Degrees

i. **UG Certificate:** Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course/internship of 4 credits and Community engagement service of 2 credits during the summer vacation of the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

ii. **UG Diploma**: Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma if, in addition, they complete one vocational course /internship of 4 credits and Community engagement service of 2 credits during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.

iii. **3 year UG Degree:** Students who wish to undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 120 credits and satisfying the minimum credit requirement as given in table 2.

iv. **4 year UG Degree (Honours):** A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits and have satisfied the credit requirements as given in table 2.

v. **4-year UG Degree (Honours with Research):** Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a faculty member of the University/College. The research project/dissertation will be in the major discipline. The students who secure 160 credits, including 12 credits from a research project/dissertation, are awarded UG Degree (Honours with Research).

Infrastructure Requirement

The Schools/ Programmes offering a 4-year UG Degree (Honours with Research) must have the required infrastructure such as the library, access to journals, computer lab and software, laboratory facilities to carry out experimental research work, and at least two permanent faculty members who are recognized as PhD supervisors.

a. **UG Degree Programmes with Single Major**

A student has to secure a minimum of 50% credits from the major discipline for the 3-year/4-year UG degree to be awarded a single major. For example, in a 3-year UG programme, if the total number of credits to be earned is 120, a student of Sociology with a minimum of 60 credits will be awarded a BA in Sociology with a single major. Similarly, in a 4-year UG programme, if the total number of credits to be earned is 160, a student of Sociology with a minimum of 80 credits will be awarded a B.A. (Hons./Hon. With Research) in Sociology in a 4-year UG programme with a single major.

b. **UG Degree Programmes with Double Major:**

A student has to secure a minimum of 40% credits from the second major discipline for the 3-year/4-year UG degree to be awarded a double major. For example, in a 3-year UG programme, if the total number of credits to be earned is 120, a student of History with a minimum of 48 credits will be awarded a BA in History with a double major. Similarly, in a 4-year UG programme, if the total number of credits to be earned is 160, a student of

History with a minimum of 64 credits will be awarded a B.A. (Hons./Hon. With Research) in History in a 4-year UG programme with double major.

c. **Multidisciplinary UG Programmes**:
In the case of students pursuing a multidisciplinary programme of study, the credits to core courses will be distributed among the broad disciplines such as Life sciences, Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc. For example, a student who opts for a UG program in Life sciences will have the total credits to core courses distributed across Botany, Zoology and Human biology disciplines. The degree will be awarded as B.Sc. in Life Sciences for a 3-year programme and B.Sc. (Honours) in Life Sciences or B.Sc. (Honours with Research) for a 4-year programme without or with a research component respectively.

The statutory bodies of the Universities and Colleges such as the Board of Studies and Academic Council will decide on the list of courses under major category and credit distribution for double major, interdisciplinary and multidisciplinary programmes.

4. Credit hours for different types of courses

The workload relating to a course is measured in terms of credit hours. A credit is a unit by which the coursework is measured. It determines the number of hours of instruction required per week over the duration of a semester (minimum 15 weeks).

Each course may have only a lecture component or a lecture and tutorial component or a lecture and practicum component or a lecture, tutorial, and practicum component, or only practicum component. For example, a three-credit lecture course in a semester means three one-hour lectures per week with each one-hour lecture counted as one credit. In a semester of 15 weeks duration, a three-credit lecture course is equivalent to 45 hours of teaching. One credit for tutorial work means one hour of engagement per week. In a semester of
15 weeks duration, a one-credit tutorial in a course is equivalent to 15 hours of engagement.
A one-credit course in practicum or lab work, community engagement and services, and fieldwork in a semester mean two-hour engagement per week. In a semester of 15 weeks duration, a one-credit practicum in a course is equivalent to 30 hours of engagement.

A one-credit of Seminar or Internship or Studio activities or Field practice/projects or Community engagement and service means two-hour engagements per week. Accordingly, in a semester of 15 weeks duration, one credit in these courses is equivalent to 30 hours of engagement.

A course can have a combination of lecture credits, tutorial credits, and practicum credits. For example, a 4–credit course with three credits assigned for lectures and one credit for practicum shall have three 1-hour lectures per week and one 2-hour duration field-based learning/project or lab work, or workshop activities per week. In a semester of 15 weeks duration, a 4-credit course is equivalent to 45 hours of lectures and 30 hours of practicum. Similarly, a 4 –credit course with 3- credits assigned for lectures and one credit for tutorial shall have three 1-hour lectures per week and one 1-hour tutorial per week. In a semester of 15 weeks duration, a four-credit course is equivalent to 45 hours of lectures and 15 hours of tutorials.

The following types of courses/activities constitute the programmes of study. Each of them will require a specific number of hours of teaching/guidance and laboratory/studio/workshop activities, field-based learning/projects, internships, and community engagement and service.

- ***Lecture courses:*** Courses involving lectures relating to a field or discipline by an expert or qualified personnel in a field of learning, work/vocation, or professional practice.
- ***Tutorial courses:*** Courses involving problem-solving and discussions relating to a field or discipline under the guidance of qualified personnel in a field of learning, work/vocation, or professional practice.
- ***Practicum or Laboratory work:*** A course requiring students to participate in a project or practical or lab activity that applies previously learned/studied principles/theory related to the chosen field of learning, work/vocation, or professional practice under the supervision of an expert or qualified individual in the field of learning, work/vocation or professional practice.
- ***Seminar:*** A course requiring students to participate in structured discussion/conversation or debate focused on assigned tasks/readings, current or historical events, or shared experiences guided or led by an expert or qualified personnel in a field of learning, work/vocation, or professional practice.
- ***Internship:*** A course requiring students to participate in a professional activity or work experience, or cooperative education activity with an entity external to the education institution, normally under the supervision of an expert of the given external entity. A key aspect of the internship is induction into actual work situations**.** Internships involve working with local industry, government or private organizations, business organizations, artists, crafts persons, and similar entities to provide opportunities for students to actively engage in on-site experiential learning.
- ***Studio activities:*** Studio activities involve the engagement of students in creative or artistic activities. Every student is engaged in performing a creative activity to obtain a specific outcome. Studio-based activities involve visual- or aesthetic- focused experiential work.
- ***Field practice/projects*****:** Courses requiring students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity.
- ***Community engagement and service*****:** Courses requiring students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity. The curricular component of 'community engagement and service' will involve activities that would expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems.

5. Number of Credits by Type of Course

The hallmark of the new curriculum framework is the flexibility for the students to learn courses of their choice across various branches of undergraduate programmes.

Table 3: Minimum Credit Requirements to Award Degree under Each Category as Per UGC

S. No.	Broad Category of Course	Minimum Credit Requirement	
		3-year UG	4-Year UG
1	Major (Core)	60	80
2	Minor Stream	24	32
3	Multidisciplinary	09	09
4	Ability Enhancement Courses (AEC)	08	08
5	Skill Enhancement Courses (SEC)	09	09
6	Value Added Courses common for all UG	06-08	06-08
7	Summer Internship	02-04	02-04
8	Research Project / Dissertation	-	12
	Total	**120**	**160**

In light of the stipulations of the University Grants Commission Curriculum and Credit Framework for Undergraduate Programmes – 2022, Dr. B.R. Ambedkar Delhi Credit and Curriculum Framework for Undergraduate Programmes shall be as follows:

Table 4: Courses and credits as adopted at Dr. B.R. Ambedkar University Delhi

	Broad Category of Course	Minimum credit requirement for 3-year UG	Minimum credit requirement for 4-year UG
1	Major (Core)	60	80
2	Minor Stream	24	32
3	Ability Enhancement Courses (AEC)	08	08
4	Multidisciplinary (MD)	08	08
5	Skill Enhancement Courses (SEC)	08	08
6	Environment Course (EIC)	04	04
7	Community Engagement Services (CES)*	02	02
8	Universal Human Values (UHV)[#]	02	02
9	Value Added Courses (VAC)	08	08
10	Research Project / Dissertation	-	12
11	Internship**	If exit up to 2 years - 2 credits If exit after 3rd or 4th year - 4 credits to be completed by 3rd Year only.	04
	Total	128	168

* 2 credits of CES will be offered by the Outreach and Extension Division and to be completed by the 3rd year.

The Schools shall offer courses from the list of AICTE approved Minor Degree in Universal Human Values or the course outline by MULYA PRAVAH 2.0 Inculcation of Human Values and Professional Ethics in Higher Education (UGC 2023, Pg 27-28) after approval of the Board of Studies and Academic Council OR an equivalent course designed by the faculty and duly approved by the Statutory Bodies.

***** 2 credits of internship required for exit up to 2 years, and 4 credits of internship if exit after 3rd or 4th year, but the requirement of Internship to be completed by 3rd year.***

a. Major and Minor Courses:

All discipline-specific courses (major or minor) may be 4 credits or as appropriate. An additional one to two credits may be allotted for tutorials or practicals. Discipline Specific Core (DSC) shall include both core disciplinary courses and erstwhile disciplinary electives.

Minor shall include courses from other programmes (core as well as elective in case of Degree Programmes with Single Major) or Courses completed from emerging areas of knowledge / sub-fields / sub-specializations within the discipline, for instance, a student doing major in Economics may do minor in Econometrics or Applied Game Theory, a student doing major in Sociology may do a minor in urban sociology, sociology of religion, gender studies, medical sociology, a student doing a major in English may do a minor in cultural studies, or literary theory, a student doing major in Geography may do a minor in Disaster management and a student doing major in psychology may do a minor in ethnography or clinical psychology.

Alternatively, in the case of multidisciplinary or interdisciplinary programmes, the student may complete a minor in a single discipline. For example, a BA in Global Studies with a minor in Political Science.

The student may complete the requirement of a minor from within the school or outside the school.

b. Other Courses:

i. All courses under the Ability Enhancement (language), Multi-disciplinary, and Skill Enhancement categories shall be of 4-credits.

ii. Ability Enhancement courses (AEC) courses will include existing approved foundational and advanced English and Hindi language courses. In the case of those students who may be required to do a basic language proficiency course like English Proficiency Course and a mandatory language course like the English for Academic Purposes (EAP) course based on proficiency test, the 4-credit English Proficiency Course shall be considered as fulfilling the requirement of skill enhancement (SEC). Therefore, such students will be required to complete only one additional skill enhancement category course, worth 4 credits, to meet the requirements.

iii. For Multidisciplinary (MD) and Skill Enhancement Courses (SEC) – The programmes may offer two courses of 4 credits each.

iv. Skill Enhancement Courses (SEC) may include the existing passed courses (IT Networking Fundamentals, Introduction to Cybersecurity, Logic and Reasoning, etc.), and the Programme Committees may design more courses in this basket.

v. Environment: Issues and Challenges (EIC) (04 credits): Since EIC is a mandatory course, its 4 credit requirements shall be fulfilled over and above the mandatory requirement of the programme as prescribed under various categories of courses in the UGC regulations.

vi. Universal Human Values (UHV) (02 credits): The Schools shall offer courses from the list of AICTE approved Minor Degree in Universal Human Values or the course outline by MULYA PRAVAH 2.0 Inculcation of Human Values and Professional Ethics in Higher Education (UGC 2023, Pg 27-28) after approval of the Board of Studies and Academic Council OR an equivalent course designed by the faculty and duly approved by the Statutory Bodies.

vii. Community Engagement and Service (CES): A 2-credit course on Community Engagement and Services shall be offered by the Outreach and Extension Division. The mode of transaction/format of the Community Engagement and Service Course shall be worked out by the Director, Outreach and Extension Division. The Programme Coordinator / Course Coordinator from each programme shall coordinate with the Outreach and Extension Division.

viii. Value-Added Courses **(VAC)** (08 credits)**:** Courses under Value Added may be of 4-credits or as appropriate; The requirement of VAC courses may be fulfilled by the students by completing one *Bharatiya Knowledge System* (BKS) course and one any other course of 4 credits offered under the VAC category. The existing courses approved under Value-based education (VBE) basket may be considered under Value Added Courses (VAC).

c. Internship: The requirement of an internship may be fulfilled during summer or winter break. Summer Internship shall be of 2 credits for exit up to 2 years and 4 credits for exit after 3rd or 4th year, but the requirement of internship will have to be completed by the 3rd year. The **internship** may be with local industries, businesses, artists, craftspeople, and other relevant entities, as well as research internships with faculty and researchers at the university or other academic / research institutions. This allows students to actively engage with the practical aspects of their learning and, as a byproduct, further improve their employability.

d. Final year Research project / Dissertation shall be 12 credits for students who secure 75% marks or equivalent grade point and above in the first six semesters. However, students not eligible or not opting for a research degree may complete equivalent courses of 12 credits in the fourth year.

e. The Programme committees may also identify MOOC courses for inclusion under various baskets after seeking the approval of the statutory bodies, i.e. Board of Studies and Academic Council.

The following types of UG curriculum framework models are being proposed based on the different kinds of UG programmes currently on offer:

1. UGCF for Degree Programmes with Single Major (Table 5)
2. UGCF for BA Social Sciences and Humanities Major (Table 6)
3. UGCF for Dual or Multi-Discipline Major (Table 7)

Table 5: UGCF for Degree Programmes with Single Major

Sem	**DSC (credits)**	**Minor (credits)**	**AEC/EIC/UHV/CES (credits)**	**SEC/VAC/MD (credits)**	**Total Credits**

I	DSC1(4) DSC2(4)	Minor 1 (4)	AEC1(4)/AEC2(4)	SEC1(4)/VAC1(4)	20
II	DSC3(4) DSC4(4)	Minor 2 (4)	AEC2(4)/AEC1(4)	VAC1(4)/SEC1(4)	20
Total credit: 40 + Internship (2) = 42 credits					
Students exiting the programme after securing 40 credits will be awarded a UG Certificate in the relevant Discipline /Subject, provided they secure an additional 2 credits of Internship/Apprenticeship during the summer/winter term.					
III	DSC5(4) DSC6(4)	Minor 3 (4)	EIC* (4) UHV* (2)	SEC2(4)/VAC2(4)	22
IV	DSC7(4) DSC8(4) DSC9(4)	Minor 4 (4)		VAC2(4)/SEC2(4)	20
Total credit: 82 + Internship (2) = 84 credits					
Students exiting the programme after securing 84 credits will be awarded a UG Diploma in the relevant Discipline /Subject. * The students may complete the EIC and UHV course either through physical classroom mode or through online SWAYAM/ MOOCs.					
V	DSC10(4) DSC11 (4) DSC12(4)	Minor 5 (4)	CES** (2)	MD1 / MD2 (4)	22

VI	DSC13(4) DSC14 (4) DSC15(4)	Minor 6 (4)		MD2 / MD1 (4)	20
Total credit: 124 + Internship (4) = 128 credits					
Students who want to undertake a 3-year UG programme will be awarded a Bachelor's Degree in the relevant Discipline/Subject upon securing 128 credits. ** The mode of transaction/format of the CES shall be worked out by the Director, Outreach and Extension Division. The Programme Coordinator / Course Coordinator from each programme shall coordinate with the Outreach and Extension Division.					
VII	DSC16(4) DSC17(4) DSC18(4)	Minor 7 (4)	Dissertation 1/ 1 Seminar paper /1 DSE (4)		20
VIII	DSC19(4) DSC20(4)	Minor 8 (4)	Dissertation 2/ 2 Seminar papers /2 DSE (8)		20
Total credits: 168 credits					
The Students who secure 75% marks or equivalent grade points and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a faculty member of the University/College. The research project/dissertation will be in the major discipline. The students who secure 168 credits, including 12 credits from a research project/dissertation, are awarded a UG Degree (Honours with Research). Students will be awarded a Bachelor's Degree (Honours) in the relevant discipline /Subject provided they secure 168 credits. The Honours students not undertaking research will either do 3 DSE courses or seminar papers equivalent to 12 credits in lieu of a research project / Dissertation. Note: 2 credits of internship are required for exit up to 2 years, and 4 credits of internship if exit is after 3rd or 4th year, but the requirement of Internship to be completed by the 3rd year.					

Notes:

1. Those students who may need extra help in English (based on the language proficiency test) will be compulsorily assigned the English Proficiency Course (EPC) of 4 credits as SEC1 under the SEC category. Such students will have to complete only 1 more SEC of 4 credits.
2. Under the AEC category, students must complete one Hindi 4-credit course (at the appropriate diagnostic level) and one English for Academic Purposes 4-credit course.
3. Students may fulfil the mandatory requirement of the EIC 4-credit course in either semester 3 through offline physical classroom mode or by completing online courses on the SWAYAM portal, such as SWAYAM or MOOCs. This credit requirement may be completed by the end of the 4th semester.
4. Students may earn a minor according to the criteria mentioned in 5(a) by choosing courses from either DSC / DSE, worth 24 credits for a 3-year degree and 32 credits for a 4-year degree.
5. **In the case of the School of Global Affairs for the programmes of BA in Global Studies, Sustainable Urbanism and Social Sciences, the students may complete the requirement of a minor discipline from either of these three disciplines: History, Political Science or Geography.**

The above framework maintains a strong disciplinary core while also allowing students to have a broad base through compulsory language and environment components. The large number of choices available in Ability Enhancement Optional courses, Skill Enhancement courses, and Multidisciplinary courses will allow students to build their knowledge of the social sciences and humanities, as well as the natural sciences, and provide an interdisciplinary flavour. It addresses the core ideals of the NEP, NHEQF, and UGC FYUP, while ensuring that disciplinary major requirements are not diluted.

Table 6: UGCF for a Multidisciplinary Programme i.e. BA (SSH) Programme

Sem	**DSC (credits)**	**Minor (credits)**	**AEC/EIC/UHV/CES (credits)**	**SEC/VAC/MD (credits)**	**Total Credits**
I	DSC1(4) DSC2(4) From either discipline A/B/C	Minor 1 (4)	AEC1(4)/AEC2(4)	SEC1(4)/VAC1(4)	20
II	DSC3(4) DSC4(4) From either discipline A/B/C	Minor 2 (4)	AEC2(4)/AEC1(4)	VAC1(4)/SEC1(4)	20
Total credit: 40 + Internship (2) = 42 credits					

Students exiting the programme after securing 40 credits will be awarded a UG Certificate in the relevant Discipline /Subject, provided they secure an additional 2 credits of Internship/Apprenticeship during the summer/winter term.					
III	DSC5(4) DSC6(4) From either discipline A/B/C	Minor 3 (4)	EIC (4) * UHV (2)*	SEC2(4)/VAC2(4)	22
IV	DSC7(4) DSC8(4) DSC9(4) From either discipline A/B/C	Minor 4 (4)		VAC2(4)/SEC2(4)	20
Total credit: 82 + Internship (2) = 84 credits					
Students exiting the programme after securing 84 credits will be awarded a UG Diploma in the relevant Discipline /Subject. * The students may complete the EIC and UHV course either through physical classroom mode or through online SWAYAM/ MOOCs.					
V	DSC10(4) DSC11 (4) DSC12(4) From either discipline A/B/C	Minor 5(4)	CES (2)**	MD1 / MD2 (4)	22
VI	DSC13(4) DSC14 (4) DSC15(4) From either discipline A/B/C	Minor 6 (4)		MD2 / MD1 (4)	20
Total credit: 124 + Internship (4) = 128 credits					
**The mode of transaction/format of the CES shall be worked out by the Director, Outreach and Extension Division. The Programme Coordinator / Course Coordinator from each programme shall coordinate with the Outreach and Extension Division.					

VII	DSC16(4) DSC17(4) DSC18(4)	Minor 7 (4)	Dissertation 1/1 Seminar paper /1 DSE (4)	20
VIII	DSC19(4) DSC20(4)	Minor 8 (4)	Dissertation 2/ 2 Seminar papers /2 DSE (8)	20
Total credits: 168 credits				
The Students who secure 75% marks or equivalent grade points and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a faculty member of the University/College. The research project/dissertation will be in the major discipline. The students who secure 168 credits, including 12 credits from a research project/dissertation, are awarded a UG Degree (Honours with Research). Students will be awarded a Bachelor's Degree (Honours) in the relevant discipline /Subject provided they secure 168 credits. The Honours students not undertaking research will either do 3 DSE courses or seminar papers equivalent to 12 credits in lieu of a research project / Dissertation. Note: 2 credits of internship are required for exit up to 2 years, and 4 credits of internship if exit is after 3rd or 4th year, but the requirement of Internship to be completed by the 3rd year.				

Notes:

1. Those students who may need extra help in English (based on the language proficiency test) will be compulsorily assigned the English Proficiency Course (EPC) of 4 credits as SEC1 under the SEC category. Such students will have to complete only 1 more SEC of 4 credits.
2. Under the AEC category, students must complete one Hindi 4-credit course (at the appropriate diagnostic level) and one English for Academic Purposes 4-credit course.
3. Students may fulfil the mandatory requirement of the EIC 4-credit course in either semester 3 through offline classroom mode or by completing online courses on the SWAYAM portal, such as SWAYAM or MOOCs. This credit requirement may be completed by the end of the 4th semester.
4. Students may earn a minor according to the criteria mentioned in 5(a) by choosing courses from either DSC / DSE, worth 24 credits for a 3-year degree and 32 credits for a 4-year degree.
5. SSH students will have to identify three disciplines, A, B, and C and complete 5 DSC courses each in the disciplines/discipline areas A, B, C by the end of three years and minimum 6 courses each by the end of four years in the disciplines/discipline areas A, B, and C to complete the requirement of 20 DSC courses. However, the student may complete the requirement of a minor as stipulated above in point 4 (Notes).
6. For the **Bachelor's Degree (Hons) (in SSH),** the student will be required to do 3 seminar papers or 3 DSEs worth 12 credits in the fourth year.
7. For the **Bachelor's degree with Research (in SSH),** the student will be required to submit a dissertation worth 12 credits in one of the disciplines, i.e. A, B or C.

Table 7: UGCF for Dual Discipline Major Degree

Sem	**DSC (credits)**	**Minor (credits)**	**AEC/EIC/UHV/CES (credits)**	**SEC/VAC/MD (credits)**	**Total Credits**
I	DSC1(4) DSC2(4) From either discipline A/B	Minor 1 (4)	AEC1(4)/AEC2(4)	SEC1(4)/VAC1(4)	20
II	DSC3(4) DSC4(4) From either discipline A/B	Minor 2 (4)	AEC2(4)/AEC1(4)	VAC1(4)/SEC1(4)	20
Total credit: 40 + Internship (2) = 42 credits					
Students exiting the programme after securing 40 credits will be awarded a UG Certificate in the relevant Discipline /Subject, provided they secure an additional 2 credits of Internship/Apprenticeship during the summer/winter term.					
III	DSC5(4) DSC6(4) From either discipline A/B	Minor 3 (4)	EIC (4) * UHV (2) *	SEC2(5)/VAC2(4)	22
IV	DSC7(4) DSC8(4) DSC9(4) From either discipline A/B	Minor 4 (4)		VAC2(4)/SEC2(5)	20
Total credit: 82 + Internship (2) = 84 credits					
Students exiting the programme after securing 84 credits will be awarded a UG Diploma in the relevant Discipline /Subject. * The students may complete the EIC and UHV course either through physical classroom mode or through online SWAYAM/ MOOCs.					

V	DSC10(4) DSC11 (4) DSC12(4) From either discipline A/B	Minor 5(4)	CES (2)**	MD1 / MD2 (4)	22
VI	DSC13(4) DSC14 (4) DSC15(4) From either discipline A/B	Minor 6 (4)		MD2 / MD1 (4)	20
Total credit: 124 + Internship (4) = 128 credits					
**The mode of transaction/format of the CES shall be worked out by the Director, Outreach and Extension Division. The Programme Coordinator / Course Coordinator from each programme shall coordinate with the Outreach and Extension Division.					
VII	DSC16(4) DSC17(4) DSC18(4) From either discipline A/B	Minor 7 (4)	Dissertation 1/ 1 Seminar paper /1 DSE (4)		20
VIII	DSC19(4) DSC20(4) From either discipline A/B	Minor 8 (4)	Dissertation 2/ 2 Seminar papers /2 DSE (8)		20
Total credits: 168 credits					
The Students who secure 75% marks or equivalent grade points and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a faculty member of the University/College. The research project/dissertation will be in the major discipline. The students who secure 170 credits, including 12 credits from a research project/dissertation, are awarded a UG Degree (Honours with Research). Students will be awarded a Bachelor's Degree (Honours) in the relevant discipline /Subject provided					

they secure 168 credits. The Honours students not undertaking research will either do 3 DSE courses or seminar papers equivalent to 12 credits in lieu of a research project / Dissertation.

Note: 2 credits of internship are required for exit up to 2 years, and 4 credits of internship if exit is after 3rd or 4th year, but the requirement of Internship to be completed by 3rd year.

Notes:

1. Those students who may need extra help in English (based on the language proficiency test) will be compulsorily assigned the English Proficiency Course (EPC) of 4 credits as SEC1 under the SEC category. Such students will have to complete only 1 more SEC of 4 credits.
2. Under the AEC category, students must complete one Hindi 4-credit course (at the appropriate diagnostic level) and one English for Academic Purposes 4-credit course.
3. Students may fulfil the mandatory requirement of the EIC 4-credit course in either semester 3 through offline classroom mode or by completing online courses on the SWAYAM portal, such as SWAYAM or MOOCs. This credit requirement may be completed by the end of the 4th semester.
4. Students may earn a minor according to the criteria mentioned in 5(a) by choosing courses from either DSC / DSE, worth 24 credits for a 3-year degree and 32 credits for a 4-year degree.
5. The Dual Major students will have to identify two disciplines A and B and complete a minimum of 40% credits from the second major discipline for the 3-year/4-year UG degree to be awarded a double major. For example, for fulfilling the requirements of the second major a student must complete a minimum of 24 credits for a 3-year and 32 credits for a 4-year UG degree. The student may complete the requirement of minor from any other discipline other than the A and B.
6. For the **Bachelor's Degree (Hons) (in Dual major),** the student will be required to do 3 seminar papers or 3 DSEs worth 12 credits in the fourth year from either discipline A or B.
7. For the **Bachelor's degree with Research (in Dual major),** the student will be required to submit a dissertation worth 12 credits in one of the disciplines, i.e. A or B.

6. Eligibility for the UG Programmes

Senior Secondary School Leaving Certificate or Higher Secondary (12th Grade) Certificate obtained after successful completion of Grade 12 or equivalent stage of education corresponding to Level-4.

7. Duration of the Programme

i. The duration of the UG programme is 4 years or 8 semesters. Students who wish to pursue a 3-year undergraduate programme will be permitted to exit after completing the third year. If a student wishes to leave after completing the first or second year, they will be awarded a UG Certificate or UG Diploma, respectively, provided they have secured the prescribed number of credits (as listed in Table 4). Students who exit with a UG certificate or UG diploma are permitted to re-enter within three years and complete the degree programme. The provisions

of Multiple Entry Multiple Exit as approved by the University, shall be applicable.

ii. Students may be permitted to take a break from their studies during the period of study, but the total duration for completing the programme **shall not exceed 7 years**.

8. Outcomes-Based Approach to Higher Education

The National Higher Education Qualifications Framework (NHEQF) envisages that students must possess the quality and characteristics of the graduate of a programme of study, including learning outcomes relating to the disciplinary area(s) in the chosen field(s) of learning and generic learning outcomes that are expected to be acquired by a graduate on completion of the programme(s) of study.

The graduate attributes encompass capabilities that help broaden the current knowledge base and skills, gain and apply new knowledge and skills, undertake future studies independently, excel in a chosen career, and play a constructive role as a responsible citizen in society. Graduate attributes are fostered through meaningful learning experiences made available through the curriculum and learning experiences, as well as the total college/university experience, and a process of critical and reflective thinking.

Graduate attributes include learning outcomes that are specific to disciplinary areas relating to the chosen field(s) of learning within broad multidisciplinary/interdisciplinary/ transdisciplinary contexts, as well as generic learning outcomes that are applicable to graduates of all programmes of study.

9. Other Activities:

This component will include participation in activities related to National Service Scheme (NSS), National Cadet Corps (NCC), adult education/literacy initiatives, mentoring school students, and other similar activities.

10. Pedagogical approaches

The *Learning Outcomes-Based Approach* to curriculum planning and transaction requires that the pedagogical approaches are oriented towards enabling students to attain the defined learning outcomes relating to the courses within a programme. The outcome-based approach, particularly in the context of undergraduate studies, requires a significant shift from teacher-centric to learner-centric pedagogies, and from passive to active/participatory pedagogies. Every programme of study lends itself to the well-structured and sequenced acquisition of knowledge and skills. Practical skills, including an appreciation of the connection between theory and practice, will constitute a crucial aspect of the teaching-learning process. Teaching methods, guided by such a framework, may include lectures supported by tutorial work; practicum and field-based learning; the use of prescribed textbooks and e-learning resources and other self-study materials; field- based learning/project, open-ended project work, some of which may be team-based; activities designed to promote the development of generic/transferable and subject-specific skills; and internship and visits to field sites, and industrial or other research facilities etc.

11. Transition of the Old Three-Year Programme to FYUGP

Since the students enrolled in the three three-year programmes have already passed out, the requirement of bridge courses for transition to FYUGP is not needed.

Additional recommendations:

1. Currently, we have 13 DSC in 3 years and 15 DSC in 4 years. According to the UGC Curriculum and Credit Framework for Undergraduate Programmes, the DSC requirement is 15 courses of 4 credits each over 3 years or 20 courses of 4 credits each over 4 years. The erstwhile DSEs of the disciplines may be considered for inclusion in the DSC category through the due process of approval from Statutory Bodies. The erstwhile elective courses may also be considered for meeting the requirement of courses under Minor or in the 7th or 8th semesters in place of a dissertation.
2. Although the Multidisciplinary Course (MD) category requires 9 credits, it has been capped at 8 credits for smooth pedagogical and curriculum design purposes. The already approved courses under the Generic Elective (GE) and Ability Enhancement Optional (AEO) may be included in the MD Course category, and a few courses may be added to this basket.
3. Logic and Reasoning and Quantitative methods courses under the AEO basket may be shifted to the SE course basket.
4. The *Bharatiya Knowledge System* (BKS) course may be included in the Value Added Courses (VAC) basket. **Under the VAC basket of courses, the students must complete one *Bharatiya Knowledge System*** (BKS) **course and one more 4-credit course**.
5. In addition to the criteria stipulated in 5 (a), the Minor shall include both core disciplinary courses and disciplinary electives from other programmes.
6. **For the award of a degree, the students would have earned 60 per cent of the credits from the discipline in which they major, and these credits may be earned from any basket of the courses provided such courses are offered by the major discipline.**
7. Skill enhancement courses (SEC) may include the existing passed courses (IT Networking Fundamentals, Introduction to Cybersecurity, Logic and Reasoning, EPC and its equivalent Hindi Course, etc.). This basket requires additional courses, and the SSH programme committee may propose more courses under this category.
8. The Programme Committees may also identify SWAYAM / MOOC courses under various categories and propose them for consideration by the Statutory Bodies.

Annexure I

Modalities for implementation of the Multiple Entry and Multiple Exit Scheme (ME-ME) in the Undergraduate Programmes

Modalities for implementation of the Multiple Entry and Multiple Exit Scheme (ME-ME) in the Undergraduate Programmes of the University for compliance by the students desirous to avail the facilities extended under this scheme in line with the National Education Policy 2020 (NEP 2020) read with the Undergraduate Curriculum Framework (UGCF)-2022.

A. Definitions:

1. Academic Credit - An academic credit is a unit by which the course work is measured. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work / field work per week, or three hours of experiential learning per week (as per National Credits Framework). The total National Learning Hours for one year of education/ learning shall be 1200 hours per year.

2. Levels of study and corresponding qualification: Qualification Type and Credit Requirement is as mentioned below (as per National Credit Framework) Levels

Levels	Qualification title
Level 4.5	Undergraduate Certificate (in the field of learning/ discipline) for those who exit after the first year (two semesters) of the undergraduate Programme (Programme duration : first year or two semesters of the undergraduate Programme)
Level 5	Undergraduate diploma (in the field of learning/discipline) for those who exit after the two years (four semesters) of the undergraduate programme. (Programme duration: first two years or four semesters of the undergraduate programme)
Level 5.5	Bachelor's Degree (Programme duration: Three years or six semesters).
Level 6	Bachelor's Degree (Hons./ Research) (Programmme duration: Four years or eight semesters)
Level 6 *	Post-graduate Diploma for those who exit after the successful completion of the first year or two semesters of the two year Master's degree programme. (Programme duration: One year or two semesters)
Level 6.5	Master's Degree (Programme duration: Two years or four semesters after obtaining Bachelor's Degree)
Level 6.5	Master's Degree (Programme duration : One year or two semesters after obtaining a four years Bachelor's Degree (Honours. / Research)

Note: The levels of study and qualifications stated above are as per National Credit Framework of UGC)

* This shall be applicable from the day the University adopts one-year post-graduate programme.

3. Re-entry: Re-entry refers to the process of entry into the next level of study by a student already enrolled in a programme of study of the University or its colleges, who exited after completion of the preceding level of study.

B. Multiple Exit

The Multiple Entry and Exit Scheme is required to be implemented as part of NEP 2020. Accordingly, UGCF, 2022 provides multiple exists) at the end of every even semester in line with the guidelines provided by UGC in this regard.

(i) After successful completion of Semester II (Earned 40 credits + 6 credit internship + 4 credit VBE course = **50 mandatory credits**), a student can exit with an Undergraduate Certificate (in the field Study/Discipline).

ii) After successful completion of Semester IV (Earned 80 + 6 credit internship + 4 credit VBE course = **90 mandatory credits**), a student can exit with an Undergraduate Diploma (in the field Study/Discipline).

(iii) After successful completion of Semester VI (Earned 120 + 6 credit internship + 4 credit VBE course = **130 mandatory credits**), a student can exit with a degree, depending upon the programme he/she chooses to study.

(iv) After successful completion of Semester VIII (Earned 162 + 6 credit internship + 4 credit VBE course = **172 mandatory credits**), a student can exit with honours/ honours with research, depending upon the programme and choice of the student.

Table 1: Total credits to be earned at the end of respective semester

Semester	Credits to be earned	Total credits	Transcript for Exit Award under FYUP Curriculum Framework
Semester II	40 credits + 6 credit internship + 4 credit VBE course	50	Undergraduate Certificate in Economics
Semester IV	80 + 6 credit internship + 4 credit VBE course	90	Undergraduate Diploma in Economics
Semester VI	120 + 6 credit internship + 4 credit VBE course	130	Bachelor of Arts Degree
Semester VIII	162 + 6 credit internship + 4 credit VBE course	172	Bachelor of Arts (with Honours) in Economics / Bachelor of Arts (Honours with Research) in Economics

Student should apply in the prescribed format (Annexure II) well in advance for exit before the start of the next academic session.

Note: If a student discontinues the programme in between an academic session

rather than at the end of such academic year, he/ she shall be awarded the relevant qualification, as stated in table 1.

C. Re-entry allowed in the same School and same Programme

a) Students are allowed re-entry into the same programme of study in which he/she has been enrolled, after exiting in between the Four Year Undergraduate Programme for which the University may frame regulations from time to time.

b) The student shall be allowed to re-enter the Degree Programme within three years and complete the requirements of the degree programme within stipulated period of seven years.

Note:

a) In case of any differences or dispute in the interpretation or implementation of these guidelines, the decision of the Honourable Vice Chancellor, Dr. B.R. Ambedkar University Delhi shall be final and binding.

b) A detailed guideline for lateral entry of students from other Universities shall be issued separately.

Annexure II

Format for Application for Exit

Name of Student	:	
Enrolment number	:	
Year of admission	:	
Programme	:	
School	:	
Email Id	:	
Phone Number	:	
Details of Courses Completed / Credits Earned	:	
VBE course Completed (Yes/ No)	:	
Internship completed (Yes / No)	:	
Exit after semester II / IV / VI If otherwise, specify	:	
Signature of Programme Coordinator	:	
Signature of Dean of School	:	

(01)

डॉ. बी.आर. अंबेडकर वि[illegible] दिल्ली Dr. B.R. Ambedkar University Delhi

Established by Legislative Assembly of National Capital Territory of Delhi

AUD/15-8(3)/Plg./ ME-ME/735 Date: 06 Aug 2025

Notification

Sub: - Constitution of Committee to Formulate Guidelines for the Multiple Entry and Multiple Exit (ME-ME) Scheme in Undergraduate Programmes

In alignment with the vision of the **National Education Policy (NEP) 2020** and the **Undergraduate Curriculum Framework (UGCF) 2022**, the University is pleased to constitute a Committee to develop comprehensive implementation guidelines for the ME-ME framework across all undergraduate programmes.

Committee Composition - The Committee shall comprise the following members: -

1. Dean Academic Affairs – Chairperson
2. Dean AES – Member
3. Director IQAC – Member
4. Dr. Gunjan Sharma, Deputy Dean Planning – Member
5. Dr. Akriti Grover, Deputy Dean Planning – Member Secretary

Terms of Reference –

The Committee shall draft detailed guidelines for the operationalization of the ME-ME scheme, including academic, administrative, and procedural aspects.

This notification shall come into effect immediately. The Committee is expected to submit the draft guidelines within **two weeks** of issuance.

11/8

Prof Kartik Dave
Dean Planning

Copy to: -

1. Office of the Vice Chancellor, Dr. B.R. Ambedkar University Delhi
2. Registrar, Dr. B.R. Ambedkar University Delhi
3. All Deans of School/ Divisions
4. All Directors of Centers/ Director IT Services
5. Librarian, Dr. B.R. Ambedkar University Delhi
6. Webmaster- for uploading the Notification on AUD intranet
7. Office Copy

Appendix-47

Dr. B. R. Ambedkar University Delhi

Concept Note for a Proposed Centre

Centre for Transformative Pedagogies in Higher Education (CTPHE)

1. Background and Rationale

Dr. B. R. Ambedkar University Delhi (AUD) was established with the mandate to reimagine higher education in India - as a space that advances equity, interdisciplinarity, and excellence, while remaining deeply connected to social realities. Over the years, the University has built a reputation for pedagogic innovation, critical inquiry, and an inclusive institutional culture, rooted in the conviction that education is both an intellectual and a transformative social act.

Today, Indian higher education stands at a crucial juncture. The National Education Policy (NEP) 2020 envisions a fundamental shift in how universities conceive of teaching, learning, and knowledge - from rigid and fragmented structures to flexible, holistic and learner-centred frameworks. It calls for universities to move beyond rote learning and create spaces for creativity, critical thinking, and ethical reflection. While the policy's transformative aspirations have set an important direction for higher education reform, the pedagogic and epistemic foundations of these changes continue to require deeper exploration and institutional attention.

India's higher education ecosystem, with over 1,338 universities and 52,081 colleges, now serves nearly 45 million learners (AISHE 2024), the world's second-largest system. However, only a handful of these institutions have dedicated units focusing on research and innovation in university teaching and learning. Studies on Indian higher education (Agarwal, 2020; Joshi, 2022) show that faculty development often remains training-oriented rather than research- or inquiry-driven, focusing on skill transmission rather than the design and philosophy of pedagogy. Moreover, less than 3% of research publications in the field of higher education from India (Scopus data, 2018–2024) directly address curriculum, pedagogy, or assessment. It's a vast terrain of research with several unexplored possibilities.

This reveals a critical gap: while India is reforming the structures of higher education, it is yet to bring focus on the experience of higher learning. There is thus an urgent need for institutional spaces that can experiment with new forms of teaching and learning, study and

theorise pedagogic practice, and contribute to national conversations on how higher education can become truly transformative, both intellectually and socially.

2. About the Centre

The Centre for Transformative Pedagogies in Higher Education (CTPHE) is conceived as a space that will serve as an interdisciplinary and cross-cutting hub at AUD to consolidate, deepen and expand the university's ongoing work in curriculum design, pedagogy, and reflective educational research. The Centre will also connect institutional practice with national and global discourses on higher education transformation, contributing to emerging frameworks on the "scholarship of teaching and learning" (SoTL) and the vision of education for sustainable futures.

"Transformative pedagogies" recognise that the purpose of higher education is not only to transmit knowledge but to change the relationship between knowledge, learner, and society. Such pedagogies nurture consciousness, imaginative understanding, and reflective agency - capacities essential for democratic and sustainable futures.

The CTPHE will therefore focus on developing and researching domain-specific pedagogies that speak to the diversity of higher education:

- Practice-based and inquiry-led learning in the social sciences and education;
- Design-based and studio pedagogies in the creative disciplines;
- Case-based and problem-oriented pedagogies in management and policy studies; and
- Place-based and experiential pedagogies that connect knowledge to community, ecology, and sustainability.

By documenting, theorising, and disseminating these innovations, the Centre will help shape a new vocabulary for higher education in India - one that situates teaching and learning as sites of transformation, not mere delivery. In doing so, the CTPHE will enable AUD to extend its institutional imagination and leadership, making it a national reference point for rethinking the purpose and practice of higher education in the 21st century.

4. Objectives

- Encourage creative, participatory, and interdisciplinary curricular, pedagogic and assessment approaches that connect disciplinary learning to real life contexts.

- Support experimentation in *domain-specific pedagogies* (for example, studio-based learning in design and visual studies, case-based and simulation pedagogies in management and public policy, inquiry-based learning in education, on-the-job learning in vocational studies, community-based learning in development studies, public health and environment, and place-based pedagogies in history and heritage studies.)
- Promote practitioner research, self-study of teaching practice (S-STEP) research, action research, and the Scholarship of Teaching and Learning (SoTL) to cultivate a culture of inquiry among faculty and students.
- Develop pedagogic frameworks that engage with diversity, including development of universal design for learning (UDL) resources for teachers and students.
- Experiment with digital pedagogy, blended learning, and field-based designs that combine critical use of technology with reflective engagement (for example, digital storytelling and immersive virtual studios).
- Equip faculty to design, lead and sustain institutional innovation through leadership workshops, peer-mentoring clusters, and innovation labs.
- Generate evidence, models, and position papers that inform national higher-education reforms, and strengthen AUD's role as a thought leader in socially responsive and contextually grounded higher education.

5. Conceptual Thrust Areas

a. Pedagogic and curricular innovation

- Communities of practice, workshops, and pilot projects on transformative, domain-specific pedagogies.
- Exploration of case-based, place-based, project-based, studio-based, and problem-oriented learning models across disciplines.
- Action research on the pedagogic use of AI, simulation, and digital tools.
- Support for curriculum renewal aligned with NEP 2020, AUD's interdisciplinary ethos, and IKS/BKS.

b. Scholarship of Teaching and Learning (SoTL)

- Faculty-led inquiries into learning processes, assessment methods, and classroom innovation.

- Annual SoTL symposium and publication series documenting pedagogic experiments at AUD and partner institutions.
- Collaborative studies on discipline-specific epistemologies.

c. Leadership and Institutional Development

- Programmes for academic leadership in quality assurance in teaching-learning.
- Innovation labs to develop solutions for student engagement, mentoring systems, and assessment reform.

6. Proposed Activities

- Teaching-learning labs: The **Teaching–Learning Labs** will serve as creative, experimental spaces where faculty and students collaboratively explore new approaches to teaching, learning, and assessment. Each Lab will focus on a specific pedagogic question or challenge, for instance: *How can dialogue shape large-class learning? How to support multilingual classrooms?* Labs will function as **living classrooms**, hosting short, reflective experiments that generate case studies of classroom challenge and innovation. The Labs will include "pedagogy dialogues" series where faculty collaboratively explore pedagogic questions within and across domains.
- Faculty development workshops: Regular workshops, certification programmes, and mentorships on curriculum design, reflective practice, and educational research.
- Research and documentation: Mentor and facilitate projects that document classroom practice, analyse student learning evidence, and disseminate outcomes through working papers and seminars.
- Innovation certificates: Certificates to encourage and validate faculty and student-led experimentation in curriculum, teaching and assessment.
- Student-led initiatives: Peer-learning networks, idea challenges, and innovation fellowships that recognise student agency in co-creating learning experiences.
- Policy and outreach: Conferences, dialogues, and collaborative projects with other institutions to share models and insights from AUD.

7. Structure and Governance

- Director / Coordinator (Faculty Leadership)

- Advisory Committee comprising internal and external experts in pedagogy and higher-education reform
- Faculty Fellows and Associates drawn from across Schools and Centres
- Administrative Support Team

The Centre will work closely with the Planning Division and collaborate with HRDC and other Schools for joint programmes and research.

8. Expected Outcomes

- Strengthened institutional culture of reflection, innovation, and pedagogic inquiry.
- Enhanced faculty capacity in curriculum design, assessment, and leadership.
- Documented and disseminated models of inclusive, domain-specific, and transformative pedagogies.
- Improved student engagement and learning outcomes through experiential and reflective designs.
- Recognition of AUD as a national reference point for socially committed, pedagogically vibrant higher education.

9. Institutional Significance

The CTPHE will consolidate AUD's pioneering work in teaching-learning reform, transforming individual efforts into a coherent institutional framework.
It will enable the University to articulate a distinct contribution to national conversations on the future of higher education. By documenting and theorising innovative practices, building faculty and student capacity, and engaging policy and community partners, the Centre will advance AUD's vision of higher education as a site of creativity and transformation.

Minutes of the Board of Studies

Date: 30th July, 2025 **Time:** 9:30 am **Venue:** Room 117, Karampura Campus

Attendees

External Members:

- Prof. Ranbir Singh
- Prof. Ujjwal Kumar Singh
- Prof. Shiv Swaminathan (online)
- Prof. Vasudha Bhatnagar (online)
- Prof. Queeny Pradhan (online)
- Prof. Prabhakar Singh (online)
- Dr. Siddharth Narrain (online)
- Prof. Lawrence Liang (Dean, SLPS)
- Prof. Nakkeeran Nanjappan
- Prof. Amit Mishra
- Prof. Krishna Menon
- Prof. Honey Oberai Vahali (online)
- Dr. Latika Vashist
- Dr. Anushka Singh
- Dr. Arjun

Special invitee:

- Dr. Salvin Paul
- Dr. Javed Wani

Regrets: Prof. G.S. Bajpai

The agenda for the BoS was as follows:

1. Introduction to the School and the Programmes
a) Overview of Admissions

2. B.A. in Law and Politics: Introduction to programme structure:
a) Discussion on logistics of course transaction for BA 7th semester cohort of 2025.
b) Approval of the fourth-year programme structure for future batches
c) Proposed Course Outline ‘An introduction to International Law and its practice in India’

3. M.A. Criminology: Introduction to programme structure

a) Proposed changes in the Programme Structure and integration with MA Law Politics and Society

b) Proposed Course Outline 'Legal History and Crimes in India'

c) Proposal seeking approval for introduction of 'Postgraduate Diploma in Criminology' duly approved by the BoS

4. M.A. Law Politics and Society:

a) Proposed Course Outline 'International Law and Crimes'

5. PhD: Introduction to the programme

a) Proposed changes in the Programme Structure and rationalization of the Credit structure

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1. Introduction to the School and Programmes

a) Overview of Admissions

The Board discussed the admission process for its programmes, focusing on the use of standardized tests versus other evaluation methods.

- Prof. Lawrence Liang began with giving an overview of the experience of the school over the last three years, subsequent to the decision of the university to adopt CUET as the preferred admission process for the B.A and the M.A
- While observing at the undergraduate level, the transition had been relatively smooth; there were challenges that have arisen at the M.A. level. We have seen a considerable drop in the number of students as well as a significant impact on the quality. There is consistency in the three years that the school has used the CUET exam as the basis of admission, and the Dean reported that there have also been discussions at the University level with some schools, such as the School of Management and SLPS that it is perhaps better to think about another kind of admission process.
- The Dean invited the members of the BoS to offer their suggestions on what alternatives we could think of
- A general consensus emerged on the need to review the current entry process. It was felt that the existing challenges faced due to CUET and the suitability of standardized tests for specialized programs, necessitate a re-evaluation. This is to ensure the admission modality is effective in identifying candidates who possess the aptitude that the School's programmes demand and an interest in the interdisciplinary approaches to studying Law and allied disciplines.

- Prof. Ranbir Singh suggested that for admissions, the school could consider adopting the CLAT or AILET examinations, where possible, or alternatively, continue with its own customized test for the programme. He was of the firm belief that interdisciplinary programmes, particularly in the domain of legal studies, requires a customized entrance exam and interview that tests the students, as well as evaluate their fit within the academic design of the programme. Giving the example of NLUD, he said that despite their being a standard entrance exam such as the CLAT, NLUD had decided to opt out of the CLAT consortium and conduct its own entrance exam. This was a move that was necessary to move out of the generic examination that any major entrance exam ends up becoming.
- Prof. Shiv Swaminathan suggested incorporating an interview process, stating that the interview process is rigorous enough to ensure a high-quality intake. The BoS members from the other Schools of AUD noted that other schools are also experiencing issues with CUET and cautioned that while interviews can be a useful tool, they must be implemented with care to avoid gatekeeping and elitism. In the discussion, it was also mentioned that there should be a review of CUET, and that some autonomy should be kept in the hands of the school. Prof. Queeny Pradhan pointed out that CUET can lead to delays in the admission process. Prof. Ujjwal Kumar Singh suggested that while an option like CLAT could be considered for undergraduate programmes, a separate, customized exam might be more appropriate for postgraduate admissions.
- The Board endorsed an independent examination framework. This approach was favored as it allows for a more tailored assessment that aligns directly with the specific skills and knowledge required for the School's unique interdisciplinary programmes. It was also agreed that incorporating an interview component would be beneficial, as it provides an opportunity to evaluate candidates more holistically.

2. BA in Law and Politics:

a) Discussion on logistics of course transaction for BA 7th semester cohort of 2025

Prof. Lawrence explained that the school had conducted a survey and only four students had shown an interest initially in the option for the fourth year of the program, and subsequently did not show preference for a fourth year. However, in June, one student had wished to pursue the 4th year. Keeping in mind that it will be a single-student cohort, the School has created a plan for her which will enable her to pursue the fourth years, with courses drawn from MA first year Law, Politics and Society, and BA fourth year courses being offered by SGA. The school proposed to the BoS that the structure be followed for this student, and in the coming weeks, if there are any other students who opt for the fourth year, it will be made applicable to them in the same manner.

- This will be a one-time plan created only for the current semester where we have only one or two students interested in pursuing a fourth year. The proposed structure is the following:

Semester 7	Jurisprudence and Legal Philosophy (MA first semester course to be approved as BA 7th semester course) DSC	Indian Constitutionalism: Law, History & Politics (MA first semester course to be approved as BA 7th semester course) DSC	Research Methods (7th semester SGA course) DSE	Non- state actors (7th semester SGA course) DSE	Global migration (7th semester SGA course) GE
Semester 8	Sociology of Law (MA first semester course to be approved as BA 7th semester course) DSC	Law, State and Politics (MA first semester course to be approved as BA 7th semester course) DSC	Electives on offer DSE	Electives on offer DSE	Electives on offer GE

BoS recommendations:

- The Board formally approved the proposed BALP structure and the specific academic plan for the cohort of 2025, confirming its support for the school's curricular arrangements. The inclusion of additional skill enhancement courses within the BA structure was also noted as a positive development.

b) Approval of the fourth-year programme structure for future batches

- Dr. Anushka and Dr. Arjun presented the Board with the structure and design of the existing three-year B.A. Programme and the proposed four-year framework. Dr. Singh providing an overview of the current structure, offering a synoptic outline of the courses across all semesters of the BALP programme. During the discussion on the B.A. course structure, several recommendations were made to enrich the curriculum. Prof. Ujjwal Kumar Singh suggested broadening the Modern Indian Political Thought (MIPT) course into Indian Political Thought (IPT), thereby incorporating ancient, medieval, and modern

dimensions to provide a more comprehensive historical perspective. Prof. Krishna Menon recommended that the Reading Gandhi and Reading Ambedkar courses be reclassified as Discipline-Specific Electives (DSEs). This change would give students greater flexibility in course selection while retaining the courses' core academic importance. Dr. Siddharth Narrain proposed introducing an advanced version of the Introduction to Law course to create a layered and progressive learning experience. Adding further depth, Prof. Queeny Pradhan advocated for the inclusion of the Indian Knowledge System at the undergraduate level to formally acquaint students with India's diverse historical and philosophical traditions.

- The School noted that the suggestion to broaden the MIPT course will be incorporated into the course transaction, particularly in the introductory module.

- The recommendation regarding the classification of DSC courses will also be implemented.

- The School further resolved to take the suggestions on new courses to the drawing board and consider designing elective courses in the future to address some of the proposed themes. In addition, the proposed fourth-semester structure already reflects some of the recommendations, and more electives can be developed for the seventh and eighth semesters to incorporate the suggestions.

- The fourth-year structure was tabled before the BoS for approval as below:

B.A. Fourth Year Structure:

Semester 7	DSC13 Public Institutions and Law in India (4 credits)	DSC14 Introduction to Critical Legal Theory: 'Life-Death' in Law (4 credits)	DSC15 Research Methodology in Legal Studies (4 credits)	DSE9 Writing as Thinking: Advanced Socio-Legal Analysis (4 credits)	GE 7 South Asia and the Indian Ocean: Culture, Society and Political Economy (4 credits)
Semester 8 (Hons)	DSC16 Law, Technology and	DSC17 Feminism, Law and Justice:	DSE10 Global Governance: Histories and	GE 8 Philosophy, Literature, and Law	GE9 Open Elective (4 credits)

	Regulation (4 credits)	Contemporary Debates (4 credits)	Futures (4 credits)	(4 credits)	
Semester 8 (Hons with research)				Thesis (8 credits)	Thesis

It follows a two-track model, which manifests itself in the eighth semester-

(i) Hons with research degree: available only to students with a minimum GPA of 8 and mandates a thesis worth eight credits

(ii) Hons degree: available to all students, regardless of the GPA, mandates two GE courses in lieu of a thesis.

BoS Recommendations: BoS approved the programme structure. A suggestion was made by Prof. Oberoi to have a course on Law and Subjectivity. It was discussed that the proposed course DSC14 may address the need for a Law and Subjectivity course and the BoS can revisit the suggestion in the next meeting.

c) Proposed Course Outline 'An introduction to International Law and its practice in India'

Proposed Course Outline was presented by Dr. Salvin Paul

BoS recommendations:

- Inclusion of Indian Perspectives: Members emphasized the need to include more literature authored by Indian scholars and reflecting Indian perspectives.
- Simplification of Language: Since the course is at the B.A. level, members recommended that the language used in the syllabus be simplified for better comprehension. Dr. Menon, raised concerns about the use of long and complex sentences in the current draft. It was agreed that simplification of language would be undertaken, and the revised draft will reflect this during the minutes circulation.
- Clarification on Rights of States: Dr. Menon also raised a conceptual question regarding the rights of States. Dr. Paul clarified and offered to tweak the course description accordingly.

Follow-up action on BoS recommendations:

Dr. Paul incorporated works of prominent Indian scholars into the syllabus, including Chimni, B. S. (2003), Mani, V. S. (1998), Hegde, V. G. (2021), Anand, R. P. (2007), Baxi, U. (2007; 2015), Menon, P. K. (1991; 1992), Noorani, A. G. (1991), Narlikar, A. (2017), Rajput, A. (2016), Patel, B. N. (2016), Aggarwal, A. (2020), Usha Ramanathan (2013), Aggarwal, M. & Kanchuboyina, B. (2023)

All other suggestions have been attempted to be incorporated by Dr. Paul. The course outline with necessary changes is attached [Annexure 1].

3. M.A. in Criminology

a) Proposed changes in the Programme Structure & Integration with MA Law, Politics and Society

Dr. Latika Vashist began by sharing the existing programme structure of the MA Criminology.

She then shared that School has felt a pressing and urgent need to revise the existing structure. The integration of the MA Criminology and MA Law, Politics and Society (LPS) programmes was a necessary and strategic decision driven by multiple overlapping concerns. First, both programmes share core thematic concerns, particularly the need for a comprehensive understanding of the criminal justice system from historical and sociological perspectives. This overlap naturally lends itself to an interdisciplinary approach that is essential for effectively addressing complex issues of crime, law, and justice. Additionally, the integration facilitates rationalisation and maximisation of institutional efficiency, particularly in terms of workload distribution and time-tabling—an important consideration in the current context of no permanent faculty for the Criminology programme. The integration also aims to reduce the programme's heavy reliance on guest faculty, which has become unsustainable given the absence of dedicated permanent faculty. Overall, the merger strengthens academic coherence and administrative sustainability while maintaining the intellectual integrity of both fields.

The revised structure for the Criminology programme was shared wherein MA Criminology will be integrated with MA Law Politics and Society.

The key changes proposed in the MA Criminology programme are as follows:

- Courses: 7 Core and 7 Electives (on the lines of MALPS; all courses for 5 credits)
- Dissertation to remain at 8 credits

- Internship credits reduced from 3 to 2 credits; mandatory credit-based field visits removed
- Total credits: 80

The integrated programme structure for MALPS and MA Criminology (along with the credit requirement) is as follows:

	Type of course	**M.A. LPS Title of Subject**	**Credits**
Semester 1 (4 Core courses- 16 Credits)			
1.	Core	Jurisprudence	4
2.	Core	Legal History and Crimes in India: Colonial Legacies and Contemporary Challenges	4
3.	Core	Legal Methods	4
4.	Core	Indian Constitutionalism: Law, Politics and History	4
Semester 2 (2 Core and 2 Electives, 16 Credits)			
5.	Core	Sociology of Law and Crime	4
6.	Core	Law, State and Politics	4
7.	Elective 1	Discipline specific/ General electives	4
8.	Elective 2	Discipline specific/ General electives	4
Semester 3 (1 Core, 1 Internship (mandatory) and 3 Electives, 18 Credits)			
9.	Core	Research Methods	4

10.	Elective 3	Discipline Specific	4
11.	Elective 4	Discipline specific	4
12.	Elective 5	Discipline specific/ General electives	4
13.	Core	Internship (during summer break)	2
Semester 4 (2 Electives and 1 Dissertation, 14 Credits)			
14.	Elective 6	Discipline specific/ General electives	4
15.	Elective 7	Discipline specific/ General electives	4
16.	Core	Dissertation	6
Total Credits			64

	Type of course	**M.A. CRIMINOLOGY** **Title of Subject**	**Credits**
Semester 1 (4 Core course- 20 Credits)			
1.	Core	General Principles of Criminal Law	5
2.	Core	Legal History and Crimes in India: Colonial Legacies and Contemporary Challenges	5
3.	Core	Introduction to Criminology	5

4.	Core	Penology and Corrections	5
Semester 2 (2 Core and 2 Electives, 20 Credits)			
5.	Core	Forensic Imaginations	5
6.	Core	Sociology of Law and Crime	5
7.	Elective 1	Discipline specific/ General electives	5
8.	Elective 2	Discipline specific/ General electives	5
Semester 3 (1 Core, 1 Internship (mandatory) and 3 Electives, 22 Credits)			
9.	Core	Research Methods	5
10.	Elective 3	Discipline Specific	5
11.	Elective 4	Discipline specific	5
12.	Elective 5	Discipline specific/ General electives	5
13.	Core	Internship (during summer break)	2
Semester 4 (2 Electives and 1 Dissertation, 18 Credits)			
15.	Elective 6	Discipline specific/ General electives	5
16.	Elective 7	Discipline specific/ General electives	5

17.	Core	Dissertation	8
Total Credits			80

Following common courses for LPS/ Criminology integration will be presented and placed for BOS approval:

- Legal History and Crimes in India: Colonial Legacies and Contemporary Challenges (Sem 1, Common Core for MALPS and MA Criminology)
- International Law and Crimes (Sem 3, Common elective for MALPS and Criminology)

- **BOS Recommendation:** The revised programme structure, and its integration with the MALPS programme was approved by the BOS. It was noted that the revised and integrated course structure will address the persisting difficulties that arise due to absence of permanent faculty for MA Criminology programme.

b) Proposed Course Outline: Legal History and Crimes in India: Colonial Legacies and Contemporary Challenges

The course structure was presented by Dr. Javed Wani.

BOS Recommendations:

- The use of book reviews as part of the assessment was appreciated.
- The BOS suggested that decoloniality as a theme should be deployed to foreground the course and following texts may be added to the list of suggested readings for the course:

  (i) Arudra Burra's text on what is 'colonial' in colonial law (incorporated in Week 5)
  (ii) Arup Surendranath's 'Of Law, Justice and People' (incorporated in Week 12)
  (iii) Arudra Burra's Forum discussion: 'Decolonising the Law: The wrong answer to the wrong question' (incorporated in Week 12).

Follow-up action on BOS recommendations:

All the above suggestions with respect to suggested readings have been taken into account by Dr. Javed Wani [Annexure 2]

c) Proposal seeking approval for introduction of 'Postgraduate Diploma in Criminology' duly approved by the BoS

SLPS is proposing an early exit option for students enrolled in the MA programme in 'Criminology' in the form of a Postgraduate diploma at the end of the first year (after successful completion of semesters I and II). It will be called a 'Postgraduate Diploma in Criminology.'
Such an early exit option in the form of a PG diploma already exists in SLPS for MA programme in 'Law and Politics' which aligns with the New Education Policy's vision of multiple exit options for students. In line with the PG diploma for 'Law and Politics' and as per the suggestions of 17th Academic Council, the Diploma exit should be extended to a student for upto 2 years. That is, a student should be able complete the diploma requirements in maximum upto 2 years.

BoS recommendation: BoS approved the diploma.

4. M.A. Law Politics and Society:

Proposed Course Outline: International Law and Crimes

The course structure was presented by Dr. Arjun.

BoS Recommendations:
The Board of Studies provided the following recommendations:

- It was suggested to consider changing the course title from International Law and Crimes to International Law and International Crimes.
- The Board recommended the inclusion of the concept of 'Ecocide' within the final module of the course.
- It was suggested to highlight the contributions of Indian International law scholars and judges throughout the curriculum.
- Inclusion of UNSCR 1325: The Board advised incorporating a discussion on UN Security Council Resolution 1325, particularly focusing on its role concerning women, peace, and security.

Follow-up action on BOS recommendations:

The course title has been retained as presented. All the other above suggestions have been attempted to be incorporated by Dr. Arjun and necessary changes have been made to the course [Annexure 3].

5. PhD in Law/Legal Studies

a) Change in Programme Structure: Rationalization of credits

- Dr. Anushka Singh proposed revised programme structure was proposed to reassign credits in the second semester of the course. At present, the students are required to do a core course on Indian Constitutionalism in the second semester. It was proposed that this

course is not an absolute requirement, especially for those scholars who join after an LLM degree. The four credits of this course may be utilized better if it is replaced by a Seminar Course, in order to better accommodate the specific requirements of students based on their individual research topics. The change proposed does not alter the credit structure.

- The course outline for the Seminar course Seminar Course in Socio-Legal Research was tabled (Annexure 4).

Proposed structure

Total Course Work Credits: 18

	Core	**Elective**	**Elective**
Semester 1	Interdisciplinary Methods in Legal Studies (4 Credits)		One Elective (4 credits)
Semester 2	Research Publication and Ethics (2 Credits)	Seminar course Seminar Course in Socio-Legal Research (4 Credits)	One Elective (4 credits)

BoS recommendation: The proposed structure and the course outline were approved.

The Chair thanked the BoS members for their time and insightful suggestions and the School resolved to incorporate them at the earliest.

Latika Vashist <lvashist@aud.ac.in>

Minutes of the BoS for your approval

9 messages

DEAN SLPS <deanslps@aud.ac.in> Sun, Aug 31, 2025 at 2:18 PM
To: Latika Vashist <lvashist@aud.ac.in>, Anushka Singh <anushka@aud.ac.in>, Arjun <arjun1@aud.ac.in>
Cc: Ujjwal Singh <ujjwalksingh@gmail.com>, Honey Oberoi Vahali <honey@aud.ac.in>, Krishna Menon <krishnamenon@aud.ac.in>, Nakkeeran Nanjappan <nakkeeran@aud.ac.in>, Amit Kumar Mishra <amitmishra@aud.ac.in>, "Prof. G S BAJPAI" <gsbajpai@gmail.com>, Ranbir Singh <ranbirsingh2107@gmail.com>, "Prof. Queeny Pradhan" <queeny.pradhan@ipu.ac.in>, prabhakar.singh@bmu.edu.in, Shivprasad Swaminathan <shiv.swaminathan@gmail.com>, vbhatnagar@cs.du.ac.in, siddharth@aud.ac.in

Dear Members of the BoS

I am attaching the minutes of the BoS meeting that we had. Apologies for taking a little time on this. Immediately after the meeting, we headed straight into the new semester, along with all of the infrastructural challenges arising out of three additional schools moving into the Karampura campus.

We have now compiled the final minutes, along with changes made by faculty members in charge of individual courses.

I am attaching the minutes as well as the Annexure for your perusal and approval. A line confirming your approval would be highly appreciated as we will require them for our records

best

Lawrence

5 attachments

- **Annex 1_An introduction to International Law and its Practice in India.docx** 39K
- **Annex 4_Seminar course.docx** 20K
- **Annex 2_LHCI_SLPS_MA_Crim_2025syllabus.docx** 40K
- **Minutes of the Board of Studies_July '25.docx** 41K
- **Annex. 3_International Law and Crimes_updated.docx** 29K

Ranbir Singh <ranbirsingh2107@gmail.com> Sun, Aug 31, 2025 at 6:11 PM
To: DEAN SLPS <deanslps@aud.ac.in>
Cc: Latika Vashist <lvashist@aud.ac.in>, Anushka Singh <anushka@aud.ac.in>, Arjun <arjun1@aud.ac.in>, Ujjwal Singh <ujjwalksingh@gmail.com>, Honey Oberoi Vahali <honey@aud.ac.in>, Krishna Menon <krishnamenon@aud.ac.in>, Nakkeeran Nanjappan <nakkeeran@aud.ac.in>, Amit Kumar Mishra <amitmishra@aud.ac.in>, "Prof. G S BAJPAI" <gsbajpai@gmail.com>, "Prof. Queeny Pradhan" <queeny.pradhan@ipu.ac.in>, prabhakar.singh@bmu.edu.in, Shivprasad Swaminathan <shiv.swaminathan@gmail.com>, vbhatnagar@cs.du.ac.in, siddharth@aud.ac.in

Approved.Best wishes
[Quoted text hidden]

Krishna Menon <krishnamenon@aud.ac.in> Mon, Sep 1, 2025 at 10:46 AM
To: Ranbir Singh <ranbirsingh2107@gmail.com>

Cc: DEAN SLPS <deanslps@aud.ac.in>, Latika Vashist <lvashist@aud.ac.in>, Anushka Singh <anushka@aud.ac.in>, Arjun <arjun1@aud.ac.in>, Ujjwal Singh <ujjwalksingh@gmail.com>, Honey Oberoi Vahali <honey@aud.ac.in>, Nakkeeran Nanjappan <nakkeeran@aud.ac.in>, Amit Kumar Mishra <amitmishra@aud.ac.in>, "Prof. G S BAJPAI" <gsbajpai@gmail.com>, "Prof. Queeny Pradhan" <queeny.pradhan@ipu.ac.in>, prabhakar.singh@bmu.edu.in, Shivprasad Swaminathan <shiv.swaminathan@gmail.com>, vbhatnagar@cs.du.ac.in, siddharth@aud.ac.in

Thank you. The minutes reflect the decisions taken during the BOS meeting. I am fine with the minutes.

Approved.

Best Regards
Krishna
[Quoted text hidden]
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Krishna Menon
Professor, Gender Studies, Ambedkar University Delhi
(Former) Co-Editor-in-Chief, International Feminist Journal of Politics
Editorial Board Member, Asian Women
http://e-asianwomen.org/

Alternate email: menonk97@gmail.com

https://orcid.org/0000-0002-7682-5442
https://aud.ac.in/faculty/dr-krishna-menon

Honey Oberoi Vahali <honey@aud.ac.in> Mon, Sep 1, 2025 at 10:52 AM
To: Krishna Menon <krishnamenon@aud.ac.in>
Cc: Ranbir Singh <ranbirsingh2107@gmail.com>, DEAN SLPS <deanslps@aud.ac.in>, Latika Vashist <lvashist@aud.ac.in>, Anushka Singh <anushka@aud.ac.in>, Arjun <arjun1@aud.ac.in>, Ujjwal Singh <ujjwalksingh@gmail.com>, Nakkeeran Nanjappan <nakkeeran@aud.ac.in>, Amit Kumar Mishra <amitmishra@aud.ac.in>, "Prof. G S BAJPAI" <gsbajpai@gmail.com>, "Prof. Queeny Pradhan" <queeny.pradhan@ipu.ac.in>, prabhakar.singh@bmu.edu.in, Shivprasad Swaminathan <shiv.swaminathan@gmail.com>, vbhatnagar@cs.du.ac.in, siddharth@aud.ac.in

The minutes are fine. Pl go ahead to finalize the same
warm regards,
honey
[Quoted text hidden]

Shivprasad Swaminathan <shiv.swaminathan@gmail.com> Mon, Sep 1, 2025 at 10:56 AM
To: Krishna Menon <krishnamenon@aud.ac.in>
Cc: Ranbir Singh <ranbirsingh2107@gmail.com>, DEAN SLPS <deanslps@aud.ac.in>, Latika Vashist <lvashist@aud.ac.in>, Anushka Singh <anushka@aud.ac.in>, Arjun <arjun1@aud.ac.in>, Ujjwal Singh <ujjwalksingh@gmail.com>, Honey Oberoi Vahali <honey@aud.ac.in>, Nakkeeran Nanjappan <nakkeeran@aud.ac.in>, Amit Kumar Mishra <amitmishra@aud.ac.in>, "Prof. G S BAJPAI" <gsbajpai@gmail.com>, "Prof. Queeny Pradhan" <queeny.pradhan@ipu.ac.in>, prabhakar.singh@bmu.edu.in, vbhatnagar@cs.du.ac.in, siddharth@aud.ac.in

Approved.

Best wishes,

Shiv Swaminathan

On Mon, Sep 1, 2025 at 10:46 AM Krishna Menon <krishnamenon@aud.ac.in> wrote:
[Quoted text hidden]

Prabhakar Singh <prabhakar.singh@bmu.edu.in> Mon, Sep 1, 2025 at 11:17 AM
To: DEAN SLPS <deanslps@aud.ac.in>
Cc: lvashist@aud.ac.in, anushka@aud.ac.in, arjun1@aud.ac.in

Dear Lawrence,

The minutes of the BoS meeting are fine. I approve it.

I have two suggestions about literature:

1. I suggest that Emily Jones & Elina Cusato's co-authored paper (https://www.cambridge.org/core/journals/leiden-journal-of-international-law/article/imbroglio-of-ecocide-a-political-economic-analysis/1CB9CF8019B82ACCA6D85BEB6DF766D7) be added to the module on ecocide.

2. For Dr. Paul's course, RP Anand's paper titled "The Formation of International Organisations and India: A historical study" may be added in the early 2 weeks. (https://www.cambridge.org/core/journals/leiden-journal-of-international-law/issue/4A32F827F9A57CD936A310BFC13247DB)

Best,

Prabhakar

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[Quoted text hidden]
<Annex 1_An introduction to International Law and its Practice in India.docx><Annex 4_Seminar course.docx><Annex 2_LHCI_SLPS_MA_Crim_2025syllabus.docx><Minutes of the Board of Studies_July '25.docx><Annex. 3_International Law and Crimes_updated.docx>

Vasudha Bhatnagar <vbhatnagar@cs.du.ac.in> Mon, Sep 1, 2025 at 11:19 AM
To: DEAN SLPS <deanslps@aud.ac.in>
Cc: Latika Vashist <lvashist@aud.ac.in>, Anushka Singh <anushka@aud.ac.in>, Arjun <arjun1@aud.ac.in>, Ujjwal Singh <ujjwalksingh@gmail.com>, Honey Oberoi Vahali <honey@aud.ac.in>, Krishna Menon <krishnamenon@aud.ac.in>, Nakkeeran Nanjappan <nakkeeran@aud.ac.in>, Amit Kumar Mishra <amitmishra@aud.ac.in>, "Prof. G S BAJPAI" <gsbajpai@gmail.com>, Ranbir Singh <ranbirsingh2107@gmail.com>, "Prof. Queeny Pradhan" <queeny.pradhan@ipu.ac.in>, prabhakar.singh@bmu.edu.in, Shivprasad Swaminathan <shiv.swaminathan@gmail.com>, siddharth@aud.ac.in

Fine with me.

Thanks and Regards
Vasudha
[Quoted text hidden]

Prof. Queeny Pradhan <queeny.pradhan@ipu.ac.in> Thu, Sep 4, 2025 at 5:49 PM
To: DEAN SLPS <deanslps@aud.ac.in>
Cc: Latika Vashist <lvashist@aud.ac.in>, Anushka Singh <anushka@aud.ac.in>, Arjun <arjun1@aud.ac.in>, Ujjwal Singh <ujjwalksingh@gmail.com>, Honey Oberoi Vahali <honey@aud.ac.in>, Krishna Menon <krishnamenon@aud.ac.in>, Nakkeeran Nanjappan <nakkeeran@aud.ac.in>, Amit Kumar Mishra <amitmishra@aud.ac.in>, "Prof. G S BAJPAI" <gsbajpai@gmail.com>, Ranbir Singh <ranbirsingh2107@gmail.com>, Prabhakar Singh <prabhakar.singh@bmu.edu.in>, Shivprasad Swaminathan <shiv.swaminathan@gmail.com>, vbhatnagar@cs.du.ac.in, siddharth@aud.ac.in

Approved as proposed.

Thanks and best wishes,

Queeny

Queeny Pradhan, Ph.D.
Professor of History
Dean, University School of Law and Legal Studies
In-Charge, University School of Liberal Arts
GGS Indraprastha University
New Delhi
INDIA
ICCR Visiting Professor at University of Vienna (2018)
Author: Empire in the Hills, OUP, 2017.
Editor: Identities in South Asia: Conflicts and Assertions. Ed. Vivek Sachdeva, Queeny Pradhan and Anu Venugopalan; Routledge, 2019
Author: *Ranis and the Raj: The Pen and the Sword*, Penguin, 2022
[Quoted text hidden]

Nakkeeran Nanjappan <nakkeeran@aud.ac.in> Fri, Sep 5, 2025 at 9:48 AM
To: "Prof. Queeny Pradhan" <queeny.pradhan@ipu.ac.in>
Cc: DEAN SLPS <deanslps@aud.ac.in>, Latika Vashist <lvashist@aud.ac.in>, Anushka Singh <anushka@aud.ac.in>, Arjun <arjun1@aud.ac.in>, Ujjwal Singh <ujjwalksingh@gmail.com>, Honey Oberoi Vahali <honey@aud.ac.in>, Krishna Menon <krishnamenon@aud.ac.in>, Amit Kumar Mishra <amitmishra@aud.ac.in>, "Prof. G S BAJPAI" <gsbajpai@gmail.com>, Ranbir Singh <ranbirsingh2107@gmail.com>, Prabhakar Singh <prabhakar.singh@bmu.edu.in>, Shivprasad Swaminathan <shiv.swaminathan@gmail.com>, vbhatnagar@cs.du.ac.in, siddharth@aud.ac.in

I am fine with the minutes. Approved.

Nakkeeran
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Appendix-49

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 Legal and Socio-Political Studies
Programme(s)	BA
Course title	An introduction to International Law and its practice in India
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator	Dr. Salvin Paul

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

In a globalized world, international law both constrains and enables state and non state action. The course introduces the origins, sources, and structures of public international law and examines India's practice through constitutional provisions, legislation, case law, treaty practice, and diplomacy. Students learn why and how actors comply; how peace and security are pursued through institutions such as the United Nations and the International Court of Justice; and how competing values—sovereignty, justice, fairness—are negotiated in practice. The course culminates with India's dualism–monism debate and the evolving role of Indian courts.

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

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:**

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 commitment to critical, interdisciplinary legal education. This course equips students to understand how international legal rules are made, interpreted, and implemented, and how those rules shape everyday life—from food standards and trade to human rights and the use of force. A distinctive emphasis is placed on India's engagement with international law—sources of law, institutional mechanisms for peace and security, the rights and duties of different actors, and the interface between international and municipal law in India.

7. Course Details:

Summary

In a globalised society, "an introduction to international law and its practice in India" helps to equipe students to understand how global rules shape and transform international law that makes meaning to all realms of life including the food we eat, the products we buy, the rights we hold, and the wars that are fought. This course enables students to explain where international law comes from, how actors decide whether to follow international law, and how international law is upheld using legal and political tools in India. Thus, the students comprehend to draw connections between theoretical concepts and real-world situations.

Course Objectives

1. Explain the historical evolution and sources of public international law.
2. Analyse the institutional architecture for international peace and security (UN, ICJ) and assess India's participation.
3. Evaluate how globalization reshapes international law (trade, investment, technology, environment).
4. Compare the rights and duties of key actors—states, international organizations, NGOs, peoples, and individuals.
5. Assess the interface between international law and Indian municipal law, including constitutional provisions and judicial approaches.
6. Develop and defend legal arguments using case law, treaties, and scholarly literature with attention to India's practice.

Learning Outcomes

- Identify and apply the sources of international law to factual scenarios.
- Distinguish monism and dualism and evaluate how Indian courts use international law as an interpretive aid.
- Interpret UN Charter provisions relevant to peace and security; assess ICJ jurisdiction and remedies.
- Assess state responsibility and compliance, including due diligence and reparation.
- Draft short case briefs and problem answers demonstrating doctrinal accuracy and critical perspective.

Over all structure

This course introduces students to the making, operation, and practice of international law, with a sustained focus on India. It traces how rules emerge, change, and are upheld (or contested) by a range of actors—states, international organisations, non-governmental organisations, peoples, and individuals—and offers a clear framework for understanding the origins, evolution, and contemporary challenges of international law in the Indian context. Across the term, we examine debates on the development of international law, international peace and security, and the rights and duties of key actors, culminating in how India engages

with and applies international law. We consider both formal instruments (treaties, legislation, judicial decisions) and informal norms (custom, practice, soft law) that create order in international society, while critically assessing how power asymmetries shape rule-making and compliance.

A central theme is the relationship between international and domestic law. Are they the same in practice? In India, the answer is nuanced: the state is formally dualist—treaties generally require legislative incorporation—yet Indian courts often adopt functional monist approaches by using international norms as interpretive aids. The course explores the grounds on which international rules are adopted, resisted, or internalised in India, the roles of Parliament and the executive, and the evolving judicial contribution to implementation.

By the end of the course, students will have a nuanced, India-centred understanding of how international law is made and applied, and how global and domestic legal processes interact in shaping legal outcomes.

This is substantially a research-oriented lecture-based course, which incorporates debates, perspectives and class activities for hands-on experience.

Module 1: Development of International Law **Weeks 1-3**	The first module traces the development of international law over three weeks. Week 1 introduces the classical debates on the foundations of international legal obligation—why states comply and how norms are made, interpreted, and enforced. Week 2 contrasts claims about the law's intrinsic normative force with instrumental views that treat international law as a tool of statecraft, while also foregrounding non-Western traditions that complicate a largely Euro-American discourse. Week 3 critically examines the marginalisation of African and Asian societies during the positivist turn, showing how nationalism-centred sovereignty constrained universalist claims and how expanding cross-border trade and mobility spurred the rise of private international law (conflict of laws). **Topics** • Origin and the developments of international law • Colonial and postcolonial realities of International Law • Inter-civilizational Perspective of international Law
Week 1 Origin and the Developments of international law	**Essential Readings** Ruddy, F. S. (1968). The Origin and Development of the Concept of International Law. *Colum. J. Transnat'l L.*, *7*, 235. Slaughter, A. M. (1995). International law in a world of liberal states. *European journal of international law*, *6*(3), 503-538. **Additional Readings:** Chimni, B. S. (2003). Third world approaches to international law: a manifesto. In *The third world and international order* (pp. 47-73). Brill Nijhoff. Mani, V. S. (1998). Human Rights and the United Nations: A Survey. *Journal of the Indian Law Institute*, *40*(1/4), 38-66.
Week 2: International Law: colonial and postcolonial realities	**Essential Readings** Anghie, A. (2006). The evolution of international law: colonial and postcolonial realities. *Third World Quarterly*, *27*(5), 739-753. Chimni, B. S. (2018). Customary international law: A third world perspective. *American Journal of International Law*, *112*(1), 1-46. **Additional Readings** Henkin, L. (1995). International law: politics and values. *Developments*

	in International Law, 18. Chimni, B. S. (2010). International law scholarship in post-colonial India: coping with dualism. *Leiden Journal of International Law, 23*(1), 23-51. Hegde, V. G. (2021). State Practice of Asian Countries in International Law: India. In *Asian Yearbook of International Law, Volume 25 (2019)* (pp. 233-246). Brill Nijhoff.
Week 3: Inter-civilizational Perspective of international Law	**Essential Readings** Anand, R. P. (2007). Universality of International Law: An Asian Perspective. *Essays in International Law*, (23), 21-40. Chesterman, S. (2016). Asia's ambivalence about international law and institutions: past, present and futures. *European Journal of International Law, 27*(4), 945-978. **Additional Readings** Baxi, U. (2015). Remaking Progressive Global Governance: Some Reflections with Reference to the Judiciary and the Rule of Law. In *Critical Perspectives on the Crisis of Global Governance: Reimagining the Future* (pp. 162-180). London: Palgrave Macmillan UK. Menon, P. K. (1992). The International Personality of Individuals in International Law: A Broadening of the Traditional Doctrine. *J. Transnat'l L. & Pol'y, 1*, 151. Yasuaki, O. (2000). When Was the Law of International Society Born-An Inquiry of the History of International Law from an Intercivilizational Perspective. *J. Hist. Int'l L., 2*, 1.
Module 2: **Peace, Security and Globalization** **Weeks 4-6**	Week 4 surveys modern approaches to international peace and security, tracing the failures surrounding the two World Wars through the League of Nations and the creation of the Permanent Court of International Justice (PCIJ), and then the post-1945 settlement with the United Nations (UN) and the International Court of Justice (ICJ). Emphasis on mandates, collective security, and the limits of judicial settlement. Week 5 explores how the end of the Cold War accelerated globalisation, broadening international law's agenda (trade, investment, technology, environment) and elevating the role of multiple actors—individuals, states, international organisations, and transnational groups—in advancing community interests and public goods beyond narrow, parochial preferences. Week 6 examines the rise of community-oriented values—consensus, fairness, and justice—and how they constrain pure consent-based models of obligation. Discussion includes the pull of communitarian norms (e.g., jus cogens, erga omnes obligations) and the evolution from state consent to state responsibility and reparation. Topics • The United Nations • Globalization • From State Consent to State Responsibility
Week 4: Maintenance of International Peace	**Essential Readings** Lissitzyn, O. J. (2006). *The International Court of Justice: Its Role in the Maintenance of International Peace and Security*. The Lawbook

security through The United Nations	Exchange, Ltd.. Akande, D. (1997). The International Court of Justice and the Security Council: Is there room for judicial control of decisions of the political organs of the United Nations?. *International & Comparative Law Quarterly*, *46*(2), 309-343. **Additional Readings** Coplin, W. D., & Rochester, J. M. (1972). The Permanent Court of International Justice, the International Court of Justice, the League of Nations, and the United Nations: A Comparative Empirical Survey. *American Political Science Review*, *66*(2), 529-550. Noorani, A. G. (1991). Imperialist Intrigue and International Law.
Week 5: Challenges of globalization to international law	**Essential Readings** Yudi, P., & Berlian, B. (2023). The Development of International Law in the Age of Globalization: Challenges and Opportunities. *International Journal of Social Service and Research*, *3*(8), 2004-2008. Hobe, S. (2001). The Era of Globalisation as a Challenge to International Law. *Duq. L. Rev.*, *40*, 655. Narlikar, A. (2017). India's role in global governance: a Modification?. *International Affairs*, *93*(1), 93-111.
Week 6: From State Consent to State responsibility	**Essential Readings** Perkins, J. A. (1997). The Changing Foundations of International Law: From State Consent to State Responsibility. *BU Int'l LJ*, *15*, 433. Abass, A. (2004). Consent precluding state responsibility: a critical analysis. *International & Comparative Law Quarterly*, *53*(1), 211-225. **Additional Readings:** Brilmayer, L. (1995). International justice and international law. *W. Va. L. Rev.*, *98*, 611. Sloss, D. L. (2009). Treaty enforcement in domestic courts: a comparative analysis. Rajput, A. (2016). India's shifting treaty practice: a comparative analysis of the 2003 and 2015 Model BITs. *Jindal Global Law Review*, *7*(2), 201-226.
Module 3 **Rights and Duties of International Actors** **Weeks 7-9**	Module 3 examines how international law allocates rights and responsibilities among states, international organizations, non-governmental organizations, peoples, and individuals. Week 7 surveys criteria and consequences of statehood; recognition of states and governments; continuity, secession, and non-recognition. Week 8 reviews International legal personality of IOs; delegated authority, rule-making, and accountability; participation of NGOs in norm creation and compliance monitoring. Week 9 evaluates doctrines and practice of self-determination; the rights of indigenous peoples; the evolving position of the individual in international law (rights, duties, and responsibility). **Topics** • Recognition and the law of statehood • International organizations and non-governmental organizations as law-makers • Self-determination and indigenous peoples • The position of the individual
Week 7:	**Essential Readings**

Recognition and Law for states	Lauterpacht, H. (1943). Recognition of states in international law. *Yale LJ*, *53*, 385. Slaughter, A. M. (1995). International law in a world of liberal states. *European journal of international law*, *6*(3), 503-538. **Additional Readings** Sandholtz, W., & Sweet, A. S. (2004). 10 Law, politics, and international governance. *The politics of international law*, *96*, 238. Goldsmith, J., & Levinson, D. (2009). Law for states: international law, constitutional law, public law. *Harvard Law Review*, 1791-1868. Menon, P. K. (1991). Some Thoughts about the Law of Recognition. *Sri Lanka J. Int'l L.*, *3*, 87.
Week 8: International organizations and Nongovernmental organizations as law-makers	**Essential Readings** Daugirdas, K. (2016). How and why international law binds international organizations. *Harv. Int'l LJ*, *57*, 325. Charnovitz, S. (2006). Nongovernmental organizations and international law. *American Journal of International Law*, *100*(2), 348-372. Patel, B. N. (2016). *The state practice of India and the development of international law: dynamic interplay between foreign policy and jurisprudence* (Vol. 4). Martinus Nijhoff Publishers.
Week 9: Self-determination of indigenous people and position of Individual	**Essential Readings** Orakhelashvili, A. (2000). The position of the individual in international law. *Cal. W. Int'l LJ*, *31*, 241. Brownlie, I. (1985). The rights of peoples in modern international law. *Bull. Austl. Soc. Leg. Phil.*, *9*, 104. Cirkovic, E. (2006). Self-determination and Indigenous peoples in international law. *American Indian Law Review*, *31*(2), 375-399. **Additional Readings** Holder, C. (2008). Culture as an activity and human right: An important advance for indigenous peoples and international law. *Alternatives*, *33*(1), 7-28. Baxi, U. (2007). *The future of human rights*. Oxford University Press. Ramanathan, U. (2019). The Bhopal case: retrospect and prospect. In *Research Handbook on Law, Environment and the Global South* (pp. 138-145). Edward Elgar Publishing.
Module 4 International Law in India — Institutions, Courts, and Doctrine **Weeks 10-12**	Module 4 examines how India implements and interprets international law within its domestic legal system. While India is formally dualist (requiring legislative incorporation), Indian courts often display functional monist tendencies by using international norms as interpretive aids. Week 10 explores interface between International and Municipal Law in India Constitutional framework (Arts. 51, 73, 246, 253), treaty-making and incorporation, the roles of Parliament and the executive, and judicial use of international law in statutory and constitutional interpretation. Week 11 examines India's Practice: Constitution and Courts. Survey of case law and institutional practice: when courts rely on treaties and customary international law; limits of direct application; separation of powers and democratic legitimacy; practice across the Supreme Court and High Courts. Week 12 analyses Dualism in Form, Monism in Function. How India balances dualist commitments with judicial openness to international norms; implications for compliance, rights protection, and policy design;

	prospects for reform. Topics • Interface between International and Municipal Law in India • Practice of International Law in India • Dualist and Monist Practices in India
Week 10: Interface between International Law and Municipal Law in India	**Essential Readings** Chimni, B. S. (2010). International law scholarship in post-colonial India: coping with dualism. *Leiden Journal of International Law*, *23*(1), 23-51. Ganguli, A. K. (2008). Interface between International Law and Municipal Law: Role of the Indian Judiciary. In *India and International Law, Volume 2* (pp. 11-48). Aggarwal, A. (2020). Domestic Implementation of International Laws in India. *Supremo Amicus*, *21*, 700. Aggarwal, M., & Kanchuboyina, B. (2023). Indian domestic courts ascertaining of customary international law. , *No. 1 Int'l JL Mgmt. & Human.*, *6*, 1068. **Class activities:** a) Explore the scope of UDHR in Indian constitution. **b)** Explore the activities of the Legal & Treaties Division in the Ministry of External Affairs, Government of India. **c)** Explore the scope of following provisions in the Indian Constitution: 51, 53, 73, 246 and 253.
Week 11: **Practice of International law in India**	**Essential Readings** Sehrawat, V. (2019). Implementation of International Law in Indian Legal System. *Fla. J. Int'l L.*, *31*, 97. Singh, N. K. (2000). The Indian Constitution and Customary International Law: Problems and Perspectives. *Student Advoc.*, *12*, 81. Ranjan, P. (2022). The Supreme Court of India and International Law: A topsy-turvy Journey from Dualism to Monism. *Liverpool Law Review*, *43*(3), 571-595. **Additional Readings:** Nawaz, M. K. (1963). International Law in the Contemporary Practice of India: Some Perspectives. In *Proceedings of the American Society of International Law at its annual meeting (1921-1969)* (Vol. 57, pp. 275-290). Cambridge University Press. Choudhuri, S. R. (2022). Harmonizing Municipal and International Law: An Analysis from the Lens of the Decision Rendered in Jeeja Ghosh v. UOI. *Issue 1 Indian JL & Legal Rsch.*, *4*, 1. **Class activities:** Prepare a case study on any one of the following issues; a) extradition treaties with foreign countries, b) asylum issues, c) international cyber-security d) issues of financial crimes e) and the role of Standing Committee on External Affairs.
Week 12: **Dualism vs Monism in India**	**Essential Readings:** Chandra, A. (2017). India and international law: Formal Dualism, functional monism. *Indian Journal of International Law*, *57*(1-2), 25-45.

	Choukroune, L. (2018). From without to within: Indian international law as modernizer. *Exploring Indian Modernities: Ideas and Practices*, 37-57. Diwan, P. (1953). Recent Indian Decisions on Public International Law. *International & Comparative Law Quarterly*, *2*(3), 459-466. **Additional Readings** Ahmad, N. (2021). Protecting the Rights of Minorities under International Law and Implications of COVID-19: An Overview of the Indian Context. Laws 10: 17. *The Crisis of Religious Freedom in the Age of COVID-19 Pandemic*, *127*. Kapur, R. (2013). Gender, sovereignty and the rise of sexual security regime in international law and postcolonial India. *Melb. J. Int'l L.*, *14*, 317. **Class activities**: write a case study on any one of the following; *a) P.N. Krishna Lal v. Government of Kerala (the Apex court held that domestic courts can seek to implement international laws as an external aid for the construction and upsurge for municipal legislation)* *b) Keshavnanda Bharti v. State of Kerala (the importance of interpreting the constitution in the presence of the United Nations Charter)* *c) Visakha v. State of Rajasthan (the court relied of international law in the absence of effective domestic laws to deal with the crimes related to sexual harassment in work places for women)* d) Neelabati Behera v. State of Orissa (scope of ICCPR). e) *Jolley George Varghese v. The Bank of Cochin*, (the scope of Article 11 of International Covenant on Civil and Political Rights in light of the contractual provisions of domestic law to safeguard the personal liberty of civil debtors in regard to the human rights). f) *Gramophone co. of India Ltd. V. Birendra bahadur pandey, (The international treaties do not become binding on a nation just by the act of ratification but have to be enacted in the domestic legal system under proper executive powers).* **Open hour** **Revision** **Feedback and evaluation**

8. Pedagogy:

a. Instructional design
The course will be a combination of lectures, thematic discussions, class activities and presentations.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)
None

c. Expertise in AUD faculty or outside

The core faculty has academic training in the field of Politics and International Relations.

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

9. Assessment Details with weights:

- Aims to develop comprehensive understanding on International Law and India practice it through discussions, debates, writing and presentations skills.
- Mid-semester 30%
- End- semester exam 40%
  Students will be asked to write essay type answers based on the lectures presented in the class.
- Class activities: 20%
  Students will be judged with regards to their interaction in the classroom which will improve their cognitive skills.
- Paper presentation: 10%

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its .....meeting held on.....30.7.25.....and has been approved in the present form.

Signature of the Dean of the School

School of Legal and Socio-Political Studies

Dr. B.R. Ambedkar University Delhi

Course Outline

Time Slot-_____

Course Code: To Be Generated

Title: Legal History and Crimes in India: Colonial Legacies and Contemporary Challenges

Cohort for which it is compulsory: M.A. Criminology

Cohort for which it is elective: N/A

No. of Credits: 5

Semester and Year Offered: Semester one, August 2025

Course Coordinator and Team: Javed Iqbal Wani

Email of course coordinator: javed@aud.ac.in

Pre-requisites: None

Aim:

Overall, this course aims to provide an alternative narrative of modern Indian history by locating the development and influence of law and questions concerning crime in colonial India. The course is designed to introduce students to the other side of law, which legal formalism often overlooks.

This interdisciplinary course examines the evolution of legal systems and criminal justice in India from pre-colonial times to the present. During the course, students will explore how colonial legal interventions, indigenous legal traditions, and post-independence reforms shaped contemporary understandings of crime, punishment, and justice. In terms of pedagogy, the course integrates critical criminological perspectives to analyse power dynamics, social inequality, and resistance within India's legal framework, emerging and modifying the contemporary mediated by the colonial experience. The legitimacy of colonial rule was continually reframed by the dialectic of experimenting with law in the colonies and drafting law for the colonies.

The tendency to ignore multidimensional aspects of law necessitates the urge to take a fresh look at the establishment of institutions, origins of legal reasoning, and tactics of managing population(s), etc, in India. The course will explore how law in India established and influenced issues of sovereignty, modernity, class, caste, gender and religion. It will provide a

historical foundation for students interested in substantive topics mentioned above as well as those who are interested in exploring possibilities of legal reform in India. The course will engage with the history of legal regime in India by utilising texts from the discipline of history and infusing them with insights from Critical Legal Studies, particularly critical criminology perspectives.

Course Outcomes:

After the successful completion of the course, the students will be able to.

1. Demonstrate a critical understanding of colonial legal history of India.
2. Should be able to discuss what is colonial in colonial law.
3. Critically examine the colonial construction of crime and criminality
4. Apply critical criminological theories to the Indian context with a historical lens.
5. Should be able to explain the relationship between state, law, and society in India that shaped the way it is experienced in contemporary times.

Brief description of modules/ Main modules:

There will be three modules:

Module 1: What is 'Colonial' about Colonial Law?

Module 2: Race, Crime and Colonial Subjectivity

Module 3: The Colonial Legacy and the Criminal Justice System in India

Syllabus with List of Readings	
Module 1: What is 'colonial' about colonial law?	In this module students will be exposed to thinking about History, Law and Crime in the light of Hay-Langbien debate and Peter Linebaugh's defense of Hay's Position. This exercise will enable students to learn about the nature of law, law making and its impact on the lives of its subjects. This will be followed by raising the question 'jurisdiction' in a historical sense by way of a discussion of various propositions made by Lauren Benton. This question will then be vigorously followed by a discussion on the nature of customary laws in India and the way it

	was decoded and re-encoded by the colonial project. Once the debate between tradition and modernity will be triggered by way of evaluating the customary in customary law, the course will progress to locate various political projects such as Conservatism, utilitarianism and strands of liberalism in colonial thought and its impact on the way colonialism defined and engaged with its subjects. This module will conclude with highlighting various necessities embedded in the formation of colonial law that specifically made it modern yet colonial at the same time.
Week 1 **Orientation Lecture** **Why law in history: Crime studies and the Significance of doing legal history**	Hay, Douglas. "Property, Authority and the Criminal Law," *Albion's Fatal Tree* (1975), pp. 17-63 Langbein, John. "AIbion's Fatal Flaw," 98 *Past and Present* (1983), pp. 96-120 Linebaugh, Peter. "(Marxist) Social History and (Conservative) Legal History: A Reply to Professor Langbein," 60 *New York University Law Review* (1985), pp. 212-243 Gordon, Robert W. "Critical legal histories." *Stanford Law Review* (1984): 57-125. **Supplementary readings:** Jha, D.N. "Punishment and Penology in Ancient India." *Proceedings of the Indian History Congress* 42 (1981): 105-115 Olivelle, Patrick. "Penance and Punishment: Marking the Body in Early India." *Journal of Hindu Studies* 4.1 (2011): 23-41
Week 2 **Colonia Legal Transformation and crime Construction**	Benton, Lauren. *Law and colonial cultures: legal regimes in world history, 1400-1900.* Cambridge University Press, 2002. Snyder, Francis. "Colonialism and Legal Form," *Journal of Legal Pluralism*, 1981. Mamdani, Mahmood. *Citizen and subject.*

	Princeton: Princeton University Press, 1996. Rudolph, Lloyd I. and Rudolph, Susanne Hoeber. 1965. Barristers and Brahmans in India: Legal Cultures and Social Change, *Comparative Studies in Society and History*, Vol. 8, No. 1, (Oct., 1965), pp. 24-49
Week 3& 4 **Law as a history of colonial ideas in India (and other colonies)**	**Law as a history of colonial ideas in India (and other colonies)** **(Henry Maine)** Maine, Henry Sumner. *Ancient law, its connection with the early history of society and its relation to modern ideas*. J. Murray, 1906. Mantena, Karuna. *Alibis of Empire: Henry Maine and the Ends of Liberal Imperialism*. Princeton University Press, 2010 Cohn, Bernard S. "From Indian status to British contract" *The journal of economic history*. Vol. 21.1961, 4, p. 613-628 **(Utilitarianism)** Stokes, Eric. 1959. *The English Utilitarians and India*. Oxford: Clarendon Press **(Issue of Property)** Guha, Ranajit. *A rule of property for Bengal: An essay on the idea of permanent settlement*. Orient Blackswan, 1982. Washbrook, David A. "Law, state and agrarian society in colonial India." *Modern Asian Studies* 15.03 (1981): 649-721.
Week 5 **Locating the colonial in colonial law.**	Hussain, Nasser. *The Jurisprudence of Emergency: Colonialism and the rule of law*. University of Michigan Press, 2003. Chatterjee, Partha. *The nation and its fragments: Colonial and postcolonial histories*. Vol. 11. Princeton: Princeton University Press, 1993. Scott, David. "Colonial governmentality." *Social Text* 43 (1995): 191-220.

	Burra Arrudra, What is "colonial" About colonial laws?, American University International Law Review, Vol. 31, Issue 2, Article 1. http://digitalcommons.wcl.american.edu/auilr/vol31/iss2/1
Week 6 **Power of the Word (oral and written): Archival experiments in Indian legal history**	Guha, Ranajit, "Chandra's Death" in *Subaltern Studies V*, Oxford University Press, 1987. Amin, Shahid, *Event, Metaphor, Memory, Chauri Chaura 1922- 1992*, Oxford University Press, 1995. Baxi, Upendra. "'The State's Emissary': The Place of Law in Subaltern Studies", in *Subaltern Studies VII*, pp. 247-264. Chatterjee, Partha. *A Princely Impostor?: The Kumar of Bhawal and the Secret History of Indian Nationalism*. Orient Blackswan, 2004.
Module 2 **Race, Crime and Colonial subjectivity**	The issue of race was central to the colonial project. In India, colonialism entered the lives of its subjects by racializing colonised subjects though racial notions of deviance. This module will discuss how a certain kind of violence that the colonial master promised to eradicate rapidly intensified, as racial definitions of crime and criminality begin to define and essentialise native/indigenous/aboriginal conduct. Discipline through surveillance and fixed identification in a complicated mesh of intelligence collection led to the formation of a unique colonised subjectivity.
Week 7 & 8 **Race, Crime and Justice in Colonial India**	Fisch, Jorg. *Cheap Lives and Dear Limbs: The British Transformation of the Bengal Criminal Law, 1769-1817,* Weisbaden: Franz Steiner Verlag, 1983. Singha, Radhika. *A Despotism of Law: Crime and Justice in Early Colonial India* Delhi: Oxford University Press, 1998. Kolsky, Elizabeth. "Codification and the Rule of Colonial Difference: Criminal Procedure in British India," *Law and history review*, Fall 2005, Vol 23(3)

	Arnold, David. "The Colonial Prison: Power, Knowledge and Penology in Nineteenth Century India", *Subaltern Studies VIII* Yang, Anand. "Disciplining 'Natives': Prisons and Prisoners in Early Nineteenth Century India." South Asia 10.2 (1987): 29-45. Nigam, Sanjay. "Disciplining and Policing the 'Criminals by Birth': The Development of a Disciplinary System, 1871-1900." The Indian Economic & Social History Review 27.2 (1990): 131-164. Sen, Satadru. "The Savage Body: Modernity, Nation, and Difference in India." Positions 7.2 (1999): 301-338 Brown, Mark. "The Political Economy of Colonial Punishment." *Punishment & Society* 3.4 (2001): 517-545
Week 9 **Quotidian legality in colonial India**	Sengoopta, Chandak. 2003. *Imprint of the Raj: How Fingerprinting was born in Colonial India, Macmillan.* Smith, R. 'Rule-by-records and rule-by-reports: complementary aspects of the British imperial rule of law', *Contributions to Indian Sociology* 19 (1985). Singha, Radhika. Settle, Mobilize, Verify: Identification Practices in British India, *Studies in History*, 2000; 16: 151-198 Raman, Bhavani. *Document Raj: Writing and Scribes in Early Colonial South India.* University of Chicago Press, 2012. Radhakrishna, Meena. *Dishonoured by History: Criminal Tribes and British Colonial Policy.* Chapters 3-6 (Orient Longman, 2001) Yang, Anand A. *Crime and Criminality in British India.* Chapters 4-5 (University of Arizona Press, 1985) Nigam, Sanjay. "Disciplining and Policing the 'Criminals by Birth', Part I & II." *The Indian*

	Economic & Social History Review 27.2-3 (1990)
Week 10 **Law and the subjects of law: The personal and the customary in colonial law**	Cohn, Bernard S. 1996. "Law and the Colonial State in India," *Colonialism and its Forms of Knowledge.* Oxford University Press, pp. 57-75. Anderson, M.R, "Islamic law and the Colonial Encounter in British India", Peter Robb & David Arnold (ed.), *Ideologies and Institutions*, pp.165-185 Nair, Janaki. *Women and law in colonial India: a social history.* Kali for Women in collaboration with the National Law School of India University, 1996. Mani, Lata. Contentious Traditions: The Debate on Sati in Colonial India , *Cultural Critique*, No. 7, (Autumn,1987), pp. 119-156 Bhattacharya, Neeladri. "Remaking custom: the discourse and practice of colonial codification.," *Tradition, Dissent, and Ideology: Essays in Honor of Romila Thapar. Delhi: OUP* (1996). Giunchi, Elisa. "The Reinvention of Sharī 'a under the British Raj: In Search of Authenticity and Certainty." *The Journal of Asian Studies* 69.04 (2010): 1119-1142. Gilmartin, D. 1988. "Customary Law and Shari'at in British Punjab," in *Shari'at and Ambiguity in South Asian Islam*. Edited by K. P. Ewing, pp. 43-62. Berkeley: University of California Press Birla, Ritu. *Stages of capital: Law, culture, and market governance in Late Colonial India*. Duke University Press, 2008.
Module 3 **The Colonial Legacy and the Criminal Justice System in India**	With the advent of independence, new promised and expectations gave rise to a renewed vigour in the field of law and various institutions of justice. This module highlights the nuanced engagement of citizens with the categories of

	erstwhile colonial regime that resulted in new possibilities of postcolonial citizenship. Drawing from the earlier modules about locating eh colonial in colonial law, this module will conclude with advanced discussions about the nature of emergency, colonial emergencies and the main thrust of discussion the Indian experience of Emergency in the 1970s.
Week 11 **Transfer of power and the transfer of law: postcolonial institutions and colonial foundations**	De, Rohit. "Rebellion, Dacoity, and Equality: The Emergence of the Constitutional Field in Postcolonial India" *Comparative Studies of South Asia, Africa and the Middle East* (2014) 34(2): 260-278. Burra Arudra. "The Indian Civil Service and the nationalist movement: neutrality, politics and continuity" *Commonwealth and Comparative Politics*, Volume 48, 2010 - Issue 4 (POLITICS AND ADMINISTRATION IN INDIA IN COMPARATIVE PERSPECTIVE: ESSAYS IN HONOUR OF DAVID POTTER) Baxi, Upendra. "Accumulation and Legitimacy: The Indian Constitution and State Formation." *Delhi Law Review* 12 (1991): 72–84. Gould, William, Taylor Sherman, and Sarah Ansari. "The Flux of the Matter: Loyalty, Corruption, and the 'Everyday State' in the Post-Partition Government Services of India and Pakistan c. 1946–1952." *Past and Present* 219 (2013): 237–79. Menon, Nivedita. "Citizenship and the Passive Revolution: Interpreting the First Amendment." In *Politics and Ethics of the Indian Constitution*, edited by Rajeev Bhargava, 189–211. New Delhi: Oxford University Press, 2008.
Week 12 **Making sense of Law and the Making of Modern India (History and the contemporary)**	Frank, A.G. "Emergence of Permanent Emergency in India," *Economic and Political Weekly*, Vol. 12, No. 11 (Mar. 12, 1977), pp. 463-465+467-475 Tarlo, Emma. "From Victim to Agent: Memories of Emergency from a Resettlement Colony in Delhi" Author(s): Emma Tarlo,

	Singh, Ujjwal Kumar. *State Democracy and Anti-Terror Laws in India*, Sage publications 2007, pages 346 Additional readings for further class discussion: 1. Surendranath, Arup. 'Of Law, Justice and People: Analysis of Selected Provisions in the New Criminal Codes, 2023, People Union of Democratic Rights (PUDR), June 2024. 2. Burra, Arrudra. 'Decolonising' the Law: The wrong answer to the wrong question, Socio-Legal Review Forum, 6 September 2024, https://forum.nls.ac.in/slr-forum-blog/decolonising-the-law-the-wrong-answer-to-the-wrong-question/

Assessment Details with weights:

A combination of a book review, its class presentation and discussion, mid-term examination, and, a final exam.

Book review & its class presentation and discussion. Assessment will allow students to stay with the complete text and learn how to deal with a broad array of historical material while making a larger argument. Each presentation is expected to generate class discussion and relate it to themes discussed in the lectures.	20 %
Mid semester exam Assessment will evaluate student's capability to think about conceptual questions about history, law and criem studies	30 %
End semester exam Assessment will evaluate a student's comprehension of the broader thrust of the course, their ability to intertwine learnings of lectures and reflect on them in the light of complex reading material in the course. It will gauge a student's capacity to express complex	50 %

ideas by way of critical thinking and reflection on the subject matter.	

Reading List: Provided above with the module descriptions.

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...30/7/25.....and has been approved in the present form.

Signature of the Dean of the School

Dean
School of Legal and Socio-Political Studies
Dr. B.R. Ambedkar University Delhi
Karampura Campus
New Delhi-110015

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

School/Centre proposing the course	School of Legal and Socio-Political Studies
Programme(s)	MA
Course title	International Law and Crimes
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	PG
Course coordinator and team	Dr. Arjun

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

This course is offered for the MA level. The modules are designed to establish the necessary groundwork, ensuring that students from various academic backgrounds can participate. As a course that examines law through the lenses of history, politics, and economics, it is designed to create alliance with a wide range of other disciplines offered at AUD, including political science, history, and sociology.

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

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:**

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

This course on International Law and Crimes is thematically linked with AUD's and SLPS' vision of fostering critical and interdisciplinary research at the intersection of law, politics, and history. It equips them to analyse how international law and its institutions are shaped by historical power dynamics, colonial legacies, and economic structures, thereby preparing them for advanced research and engagement in a globalised world.

7. **Course Details:**

a. Summary

Within the MA programme, this course is designed to introduce students to the development of modern public international law and the substantive law of international crimes. The course is geared towards fostering a critical perspective. It will introduce students to diversity in critical legal thought to deconstruct the colonial, political, and economic logics that have shaped the discipline.

b. Objectives

- A basic understanding of the field of public international law, its sources, and its core doctrines
- An understanding of the theories and elements of the international crimes
- A critical understanding of the historical evolution of the discipline
- An understanding of the function and politics of key international institutions,
- The analytical tools to engage with contemporary issues and concerns

c. Learning Outcomes:

On the successful completion of the course, the students would be able to

- Gain familiarity with the interdisciplinary nature of international law and the political, historical, and economic forces that shape it.
- Acquire the critical skill set requisite for engaging with and analysing the doctrines of international criminal law and the institutions of international justice.
- Acquire detailed knowledge of the various legal measures and mechanisms designed to deal with international crimes

d. Over all structure

Brief description of modules/ Main modules:
The course is divided into five modules.

Module 1: Foundations of Public International Law **Weeks 1-2**	The first module introduces the fundamental building blocks of international law. It covers the basic questions of where this law comes from, looking at sources like treaties and customs; who the main actors are, including states, international organizations, and individuals and the core rules that govern how they interact. The aim is to provide a solid grasp of the essential legal framework that operates across borders. However, this module goes beyond simply learning the rules. It encourages a critical perspective by asking how these rules were made and whose interests they have served. Using different historical and economic viewpoints, the module challenges the idea that international law is neutral. For example, it will demonstrate how a core concept like sovereignty was historically used as a "standard of civilization" to create a distinction between peoples, providing a legal justification for colonialism. The goal is to equip students from the start with the tools to see how law is shaped by power and history.
Week 1 • Introduction to International Law: characteristics and functions and • Sources of Law: Treaties, Custom and General Principles	**Essential Readings** • Shaw, M. N. (2017). International law. Cambridge university press, Brownlie's Principles of Public International Law, 9th ed. (OUP 2019), Ch-1 • Trachtman, J. P. (2008). The economic structure of international law. Harvard University Press, Ch-1 • Grewe, W. G. (2013). The epochs of international law. Walter de Gruyter, part 1. **Additional Readings** • Lauterpacht, H. (1982). The development of international law by the International Court. Cambridge University Press. • Aust, A. (2013). Modern treaty law and practice. Cambridge University Press.
Week 2: • Statehood, Recognition and Sovereignty in Practice • Jurisdiction, Immunities and State Responsibility	**Essential Readings** • Crawford, J., and Baetens, F. (2023). The creation of states in international law. In Leading Works in International Law, part 1, chapters 1 and 2. • Koskenniemi, M. (2001). The gentle civilizer of nations: the rise and fall of international law 1870–1960 (Vol. 14). Cambridge University Press, Ch-2 **Additional Readings** • Shaw, M. N. (2017). International law. Cambridge university press (chs 5, 10–12) • Crawford, J., and Baetens, F. (2023). The creation of states in international law. In Leading Works in International Law (pp. 37-53). Routledge, Brownlie's Principles (ch. 12)
Module 2:	

History of International Law **Weeks 3-4**	This module shifts focus from what international law is today to how it was historically formed, exploring how colonialism and economic interests shaped its very foundations. Using a critical perspective known as Third World Approaches to International Law (TWAIL), the course examines how concepts like the "standard of civilization" were used not as neutral benchmarks, but as tools to justify conquest. The module then explores the powerful story of resistance, highlighting how newly independent nations at events like the 1955 Bandung Conference cleverly used the language of law to fight for their freedom and solidarity. The overall goal is to connect this critical history to the present. By understanding how the rules were made, students can better analyse today's international systems, from investment treaties to humanitarian interventions. The module provides the tools to see these modern legal regimes not always as neutral arbiters, but as complex structures that can still reflect the historical power imbalances established during the colonial era.
Week 3 and 4: • Colonial Origins of IL and the "Standard of Civilization" and • Capitalism, Imperialism and the Expansion of the Legal Order and • Bandung, Self-Determination and Third-World Approaches (TWAIL)	**Essential Readings** • Anghie, A. (2007). Imperialism, sovereignty and the making of international law (Vol. 37). Cambridge University Press, Ch-1 and 3 • Koskenniemi, M. (2001). The gentle civilizer of nations: the rise and fall of international law 1870–1960 (Vol. 14). Cambridge University Press, (parts II–III) **Additional Reading:** • Chimni, B. S. (2017). International law and world order. Cambridge University Press. Chapter 7 • Tzouvala, N. (2020). Capitalism as civilisation: a history of international law (Vol. 142). Cambridge University Press, Introduction and Ch 1. • Lee, C. J. (Ed.). (2010). Making a world after empire: The Bandung moment and its political afterlives (Vol. 11). Ohio University Press.
Module 3 **Weeks 5-6 Institutions**	This module explores the major institutions of international criminal law, focusing on the International Criminal Court (ICC) as well as the earlier ad-hoc tribunals created for the former Yugoslavia and Rwanda. It investigates a central question: why are some perpetrators of mass atrocities brought to trial while others seem to evade accountability? To answer this, the course examines the practical rules and political realities that determine who faces justice, including the ICC's relationship with national courts and the powerful role of the UN Security Council in referring cases.

	The main goal is to understand that these international courts are not just legal bodies, but deeply political ones where the ideal of impartial justice meets the real world. The module broadens the definition of justice beyond criminal trials, looking at other tools used by societies recovering from conflict. It explores alternatives like truth commissions, reparations for victims, and amnesties, asking the difficult question of what justice truly means for survivors and when reconciliation might be more important than punishment.
Week 5: • The International Criminal Court: Jurisdiction, Complementarity and Procedure • Ad-Hoc and Hybrid Tribunals: ICTY, ICTR, Sierra Leone, Cambodia, Kosovo	**Essential Readings:** • Rangelov, I. (2013). Nationalism and the Rule of Law: Lessons from the Balkans and Beyond. Cambridge University Press. "International Justice in Serbia", Ch-6 **Additional Readings:** • Stahn, C. (Ed.). (2015). The law and practice of the International Criminal Court. Oxford University Press, USA. Chapter 2
Week 6: • Universal Jurisdiction and Domestic Prosecutions of Core Crimes • Transitional Justice: Truth Commissions, Reparations and Amnesties	**Essential Readings:** • Cassese, A., Gaeta, P., and Jones, J. R. (2002). The Rome Statute of the ICC: A Commentary, Volume 1. • Rangelov, I. (2013). Nationalism and the Rule of Law: Lessons from the Balkans and Beyond. Cambridge University Press. Chapter 2 **Additional Readings:** • Langer, M. (2011). The diplomacy of universal jurisdiction: The political branches and the transnational prosecution of international crimes. American Journal of International Law. • Teitel, R. G. (2002). Transitional justice. Oxford University Press, Chapter 4
Module 4 **The Substantive Law of International Crimes** **Weeks 7-10**	This module breaks down the four core international crimes: genocide, crimes against humanity, war crimes, and aggression. It traces their legal development from the post WWII Nuremberg trials to the modern Rome Statute that governs the International Criminal Court. The module deals with the specific legal elements of each offense and the different ways individuals can be held responsible. Using real-world case studies from places like the former Yugoslavia and Rwanda, the module also shows how these legal definitions, particularly for a crime like genocide, are fiercely debated and often politicized within societies

	grappling with violent pasts. Beyond the legal rules, the module offers a deeper, more critical perspective on how these laws evolve to address the nature of modern violence. It also discusses sexual and gender-based violence, exploring how feminist legal theory challenged traditional views of harm in conflict. This is highlighted through a close look at the landmark Akayesu judgment from the Rwanda tribunal, a pivotal moment where the international community officially recognized that rape could be used as a tool of genocide, forever changing the landscape of international justice.
Week 7: • From War to Crime: Nuremberg, Tokyo and Early ICL • Genocide: Legal Elements, Proof of Intent and Key Cases	**Essential Readings** • Sarat, A., Douglas, L., and Umphrey, M. M. (Eds.). (2014). Law and war. Stanford University Press., Introduction • Rangelov, I. (2013). Nationalism and the Rule of Law: Lessons from the Balkans and Beyond. Cambridge University Press., Chapter 5 • Schabas, W. (2000). Genocide in international law: the crimes of crimes. Cambridge University Press., Chapter 3 • United Nations Security Council. (2000). Resolution 1325 [on women and peace and security] **Additional Reading:** • Cassese, A. (2011). International criminal law: cases and commentary. Oxford university press, Chapter 1
Week 8: • Crimes Against Humanity: Evolution from Nuremberg to Rome • War Crimes in International and Non-International Armed Conflicts	**Essential Readings** • Sarat, A., Douglas, L., and Umphrey, M. M. (Eds.). (2014). Law and war. Stanford University Press., Introduction and Ch-3, • Bassiouni, M. C. (2011). Crimes against humanity: historical evolution and contemporary application. Cambridge University Press, Chapter 2 **Additional Readings:** • Cassese, A. (2011). International criminal law: cases and commentary. Oxford university press, Chapter 13
Week 9: • Sexual and Gender-Based Violence and Cultural Property as War Crimes • The Crime of Aggression and the Use of Force Regime	**Essential Readings:** • Sarat, A., Douglas, L., and Umphrey, M. M. (Eds.). (2014). Law and war. Stanford University Press., "Gendered Harm and War" • Falk, R. (2012). The costs of war: international law, the UN, and world order after Iraq. Routledge., Chapter 2 **Additional Readings:** • Prosecutor v Akayesu (ICTR) paras 731-744 • Pahuja, S. (2011). Decolonising international law: development, economic growth and the politics of universality(Vol. 86).

the Use of Force Regime	• Pahuja, S. (2011). Decolonising international law: development, economic growth and the politics of universality(Vol. 86). Cambridge University Press. Chapter 3 • Kress, C., and Barriga, S. (Eds.). (2016). The crime of aggression: A commentary. Cambridge University Press.
Week 10: • Modes of Liability: Command Responsibility and Joint Criminal Enterprise	**Essential Readings:** • Sarat, A., Douglas, L., and Umphrey, M. M. (Eds.). (2014). Law and war. Stanford University Press., "Individualisation of War" **Additional Readings:** • Cassese, A. (2011). International criminal law: cases and commentary. Oxford university press, Chapter 18
Module 5 **Weeks 11-12 Contemporary issues**	This module tests the traditional rules of international law against the realities of the twenty-first century. It examines modern forms of conflict, including the use of armed drones for targeted killings, cyber warfare, and the development of autonomous weapons. The key question running through these topics is whether the classic principles of war, designed for traditional battlefields, are still effective in a world of borderless, high-tech conflict, or if new laws are urgently needed to address these evolving threats. The module moves beyond conflicts between states to investigate other challenges. It also looks to the future by discussing new proposals, such as the push to criminalize massive environmental destruction. The module prepares to think critically about the next phase of international justice and how the law must adapt to hold all powerful actors, from governments to corporations, accountable for the global challenges of our time.
Week 11: **Module 5** • Terrorism, Drones and Targeted Killings under ICL and IHL • Corporate Complicity and Economic Actors in International Crimes	**Essential Readings:** • Crahan, M., Goering, J., and Weiss, T. G. (Eds.). (2004). The Wars on Terrorism and Iraq: Human Rights, Unilateralism and US Foreign Policy. Routledge., Chapter 5 • Trachtman, J. P. (2008). The economic structure of international law. Harvard University Press, Chapter 6 "Linkage and Fragmentation" Additional Readings: • Lubell, N. (2010). Extraterritorial use of force against non-state actors. Oxford University Press, Chapter 6

	• Zerk, J. (2012). Corporate liability for gross human rights abuses. A report prepared for the Office of the UN High, volume 1
Week 12: • Occupation, Apartheid and Settler-Colonial Practices in IL • Ecocide, Climate Change, and Environmental Crimes	**Essential Readings:** • Erakat, N. (2019). Justice for some: Law and the question of Palestine. In Justice for some. Stanford University Press., Introduction and Chapter 2 • Sands, P., & Peel, J. (2012). Principles of international environmental law, Cambridge University Press. **Additional Readings:** • Benvenisti, E. (2012), The International Law of Occupation (2nd ed.), Oxford University Press. • Dinstein, Y. (2024). The International Law of Belligerent Occupation, Cambridge University Press. • Mayer, B. (2018). The international law on climate change. Cambridge University Press, Chapter 8

8. Pedagogy:

a. Instructional strategies:

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

c. Expertise in AUD faculty or outside: SLGC faculty members are equipped to transact this course

d. Linkages with external agencies

No

9. Assessment

- End- semester exam 40%
- Mid-term exam 30%
- Case Study Analysis and Presentation 30%

Signature of Course Coordinator(s)

Note:

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

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

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

Recommendation of the School of Studies:
The proposal was discussed by the Board of Studies in its .....meeting held on....30.7.25.....and has been approved in the present form.

Signature of the Dean of the School

Dean
School of Legal and Socio-Political Studies
Dr. B.R. Ambedkar University Delhi
Karampura Campus
New Delhi-110015

Ambedkar University Delhi

Proposal for Launch of a Course

School / Centre proposing the course	School of Legal and Socio-Political Studies
Programme(s)	PhD in Law and Legal Studies
Course title	Seminar Course in Socio-Legal Research
Course code	
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Elective
Level	Doctoral
Course coordinator and team	

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

This Seminar course is a gradual progression on the courses done by PhD candidates in the first semester of the course work which includes a course on research methods.

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):**

Cohort size

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**: 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 equip the PhD candidates with necessary theoretical knowledge and research and writing skills which will prepare them for their PhD journey. In encouraging students to explore their research questions and engage with contemporary academic scholarship on their research interest, the course aligns with the university's overall vision of imagining students as allies in the process of knowledge production.

7. Course Details:

a. Summary

This 14-week seminar course emphasizes slow and engaged reading, conceptual clarity, and structured academic writing. The idea is to equip students research skill-sets along with conceptual tools with which they will be able to re-visit their research questions and prepare a plan directed towards conducting original legal research. Through a combination of readings curated from socio-legal perspectives, class discussions, written assignments, presentations, and peer feedback, students will refine their research questions, reflect on their archive as well as methodology, prepare an annotated bibliography and a critical literature review, all of which will culminate in their respective research proposals which they will present at the end of the course.

b. Objectives:

This course seeks to enable students to:

- Develop an understanding of the basic elements of academic writing
- Conduct a focused literature review that highlights key debates, identifies gaps in existing literature, and situates their own research within the field
- Formulate research questions and objectives aligned with appropriate methodological frameworks
- Engage with readings relevant to their research topic to deepen their understanding of relevant theoretical, methodological, or empirical material in their field.

c. Expected learning outcomes:

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

- Critically read and analyze academic literature in their field
- Frame coherent research questions and objectives
- Build a well-annotated bibliography that evaluates the relevance and contribution of academic sources
- Create a critical literature review for their own work
- Develop the foundation for thesis writing

d. Overall structure (course organisation, rationale of organisation; outline of each module):

Module 1 (Weeks 1-2): Framing Research Questions and Objectives

The first module introduces students to the process of developing focused research questions and corresponding objectives. We will emphasize the importance of aligning questions with research aims, theoretical frameworks and methodological approaches; and discuss how research interests can be converted into researchable questions. Students will be expected to submit a written brief with finalized research questions and objectives.

Module 2 (Weeks 3-5): Preparing Annotated Bibliography

This module will introduce students to the practice of creating an annotated bibliography which is a systematic, critical, and reflective tool for organizing and synthesizing material. We will discuss how in socio-legal research, annotated bibliography enables the researcher to track conceptual developments, compare key concepts and ideas across disciplines, identify recurring themes, ascertain foundational texts and voices and locate underexplored areas in the field. While underlining the purpose of annotated bibliographies, and enabling them to connect sources to their own research questions, students will also be encouraged to explore different formatting entries through which they will reference their sources.

Module 3 (Weeks 6-8): Conducting Literature Review

Building on the previous module, we will see how an annotated bibliography is a stepping stone towards a critical literature review. This will be a writing intensive module requiring the students to organize and write a coherent, critical literature review tailored to their own research question(s). The discussion will revolve around the purpose and components of an academic literature review, recognizing key debates as well as locating theoretical tensions and empirical gaps in existing scholarship. We will learn the difference between summary and synthesis, understand diverse ways of organising the review (thematic versus chronological), and practice writing strategies to ensure clarity and coherence. Finally, with a focus on the students' research topics, we will work out a conceptual framework for developing a robust literature review for their own research projects.

Module 4 (Weeks 9-12): Directed Reading and Discussion

This module will offer space to each student to engage deeply with selected readings directly related to their research interests. The idea is to promote *active* reading and critical engagement with the texts, and promote reading strategies and scholarly

dialogue through guided reflection and group discussion. The directed reading will be done as both a group exercise by the entire cohort well as self-directed study by each PhD candidate. As a group, the research scholars will identify 4-5 texts addressing a theme that aligns with the academic interest of the cohort, and together deliberate on the texts and synthesise different arguments. As self-directed individual study, all candidates, in consultation with the course instructor, will propose a detailed plan on their specific topic of inquiry which they be expected to work on and present in the final weeks of the course.

Module 5 (13-14): Presentation of Research and Feedback

The students will present their final research proposals outlining the research problem and context, literature review, theoretical framework, research questions, methodology, and ethical considerations. Students will thus be expected to consolidate their theoretical and practical learning from the course. Based on the feedback from peer group and the instructor, they will be encouraged to reflect on the development of their research ideas, and articulate how their research has evolved over the course of the semester. Each student will receive detailed feedback from the course instructor, in the spirit of constructive critique, for scholarly development, and charting a roadmap for strengthening their research proposals.

8. Pedagogy:

a. Instructional strategies:

This is a Seminar course where students will be expected to read and prepare the assigned readings before the class. Every module will begin with a brief lecture where the course instructor will identify and outline the important themes and ideas, along the context(s) to facilitate the flow of discussion in the following classes. There will be in-class presentations and writing exercises based on themes particular to each student's research topic.

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

classroom, projector, library

c. Expertise in AUD faculty or outside:

SLPS faculty members are equipped to transact this course

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): field interaction with practicing lawyers, legal aid projects, civil liberties organizations

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

Research Questions and Objectives memo: 10 %
Annotated Bibliography = 30 %
Review of Literature = 30 %
Presentation of Research Proposal = 30%
If cases of plagiarism come to the light the school will refer the case to the Research Ethics Committee of the school. The Committee will take a decision on the issue based on which the case of the student will be considered, and necessary action will be taken.

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.....20/7/25.....and has been approved in the present form.

Signature of the Dean of the School

Postgraduate Diploma in Criminology

	Type of course	Title of Subject	Credits
Semester 1 (4 Core course- 20 Credits)			
1.	Core	General Principles of Criminal Law	5
2.	Core	Legal History and Crimes in India: Colonial Legacies and Contemporary Challenges	5
3.	Core	Introduction to Criminology	5
4.	Core	Penology and Corrections	5
Semester 2 (2 Core and 2 Electives, 20 Credits)			
5.	Core	Forensic Imaginations	5
6.	Core	Sociology of Law and Crime	5
7.	Elective 1	Discipline specific/ General electives	5
8.	Elective 2	Discipline specific/ General electives	5
Total Credits			40

- Apart from the above courses, the student will be required to complete a **credited Internship.**

Latika Vashist <lvashist@aud.ac.in>

Approval of diploma for MA criminology

7 messages

DEAN SLPS <deanslps@aud.ac.in> Fri, Oct 17, 2025 at 1:58 PM
To: Latika Vashist <lvashist@aud.ac.in>, Anushka Singh <anushka@aud.ac.in>, Arjun <arjun1@aud.ac.in>
Cc: Ujjwal Singh <ujjwalksingh@gmail.com>, Honey Oberoi Vahali <honey@aud.ac.in>, Krishna Menon <krishnamenon@aud.ac.in>, Nakkeeran Nanjappan <nakkeeran@aud.ac.in>, Amit Kumar Mishra <amitmishra@aud.ac.in>, "Prof. G S BAJPAI" <gsbajpai@gmail.com>, Ranbir Singh <ranbirsingh2107@gmail.com>, "Prof. Queeny Pradhan" <queeny.pradhan@ipu.ac.in>, prabhakar.singh@bmu.edu.in, Shivprasad Swaminathan <shiv.swaminathan@gmail.com>, vbhatnagar@cs.du.ac.in, siddharth.narrain@nls.ac.in

Dear Members of the BoS

I hope all of you have been well and are looking forward to the Diwali weekend. I am writing to you to seek your approval over email for a diploma to be granted to students of the MA criminology program in the event that they successfully complete the first year of their MA and are unable to complete the second year or have to drop out of the program for various reasons after the completion of the first year.

In light of the NEP which allows for multiple entry and multiple exit options, and in conformity with the university norms of AUD, we already have in place an approval for the grant of such a diploma in the case of the MA (LPS) program, and over the trajectory of the school, we have indeed granted a few students diplomas after they have successfully completed their first year.

We seek your approval for a similar mechanism to be made available for the MA criminology program. The minimum requirements for the grant of a Diploma are the successful completion of the first year of the program, which currently stands at 40 Credits (8 Courses x 5 credits), plus the successful completion of a credited internship.

Additionally, with your permission, we would also like to include this as an addendum to the minutes of the last BoS meeting, which all of you have already approved. Since there has been no academic council since the last BoS, we intend to present the minutes of the previous BoS in the next academic council. With your permission, we will include this agenda as an addendum

Happy Diwali to all of you
best

Lawrence

Krishna Menon <krishnamenon@aud.ac.in> Fri, Oct 17, 2025 at 3:08 PM
To: DEAN SLPS <deanslps@aud.ac.in>
Cc: Latika Vashist <lvashist@aud.ac.in>, Anushka Singh <anushka@aud.ac.in>, Arjun <arjun1@aud.ac.in>, Ujjwal Singh <ujjwalksingh@gmail.com>, Honey Oberoi Vahali <honey@aud.ac.in>, Nakkeeran Nanjappan <nakkeeran@aud.ac.in>, Amit Kumar Mishra <amitmishra@aud.ac.in>, "Prof. G S BAJPAI" <gsbajpai@gmail.com>, Ranbir Singh <ranbirsingh2107@gmail.com>, "Prof. Queeny Pradhan" <queeny.pradhan@ipu.ac.in>, prabhakar.singh@bmu.edu.in, Shivprasad Swaminathan <shiv.swaminathan@gmail.com>, vbhatnagar@cs.du.ac.in, siddharth.narrain@nls.ac.in

I approve the proposal for the grant of a diploma at the end of the first year for students enrolled in MA Criminology, provided they fulfill all the stipulated requirements.

Thank You
Best Regards
Krishna

Krishna Menon
Professor, Gender Studies, Ambedkar University Delhi
(Former) Co-Editor-in-Chief, International Feminist Journal of Politics
Editorial Board Member, Asian Women
http://e-asianwomen.org/

Alternate email: menonk97@gmail.com

https://orcid.org/0000-0002-7682-5442
https://aud.ac.in/faculty/dr-krishna-menon

[Quoted text hidden]

Siddharth Narrain <siddharth.narrain@nls.ac.in> Mon, Oct 20, 2025 at 10:43 AM
To: Krishna Menon <krishnamenon@aud.ac.in>
Cc: DEAN SLPS <deanslps@aud.ac.in>, Latika Vashist <lvashist@aud.ac.in>, Anushka Singh <anushka@aud.ac.in>, Arjun <arjun1@aud.ac.in>, Ujjwal Singh <ujjwalksingh@gmail.com>, Honey Oberoi Vahali <honey@aud.ac.in>, Nakkeeran Nanjappan <nakkeeran@aud.ac.in>, Amit Kumar Mishra <amitmishra@aud.ac.in>, "Prof. G S BAJPAI" <gsbajpai@gmail.com>, Ranbir Singh <ranbirsingh2107@gmail.com>, "Prof. Queeny Pradhan" <queeny.pradhan@ipu.ac.in>, prabhakar.singh@bmu.edu.in, Shivprasad Swaminathan <shiv.swaminathan@gmail.com>, vbhatnagar@cs.du.ac.in

Hi Lawrence,
Yes , you have my approval for the proposal for the diploma to be granted to students of the MA criminology program, and please do include this in your addendum to the minutes.
regards
siddharth
[Quoted text hidden]

Honey Oberoi Vahali <honey@aud.ac.in> Mon, Oct 20, 2025 at 11:41 AM
To: Siddharth Narrain <siddharth.narrain@nls.ac.in>
Cc: Krishna Menon <krishnamenon@aud.ac.in>, DEAN SLPS <deanslps@aud.ac.in>, Latika Vashist <lvashist@aud.ac.in>, Anushka Singh <anushka@aud.ac.in>, Arjun <arjun1@aud.ac.in>, Ujjwal Singh <ujjwalksingh@gmail.com>, Nakkeeran Nanjappan <nakkeeran@aud.ac.in>, Amit Kumar Mishra <amitmishra@aud.ac.in>, "Prof. G S BAJPAI" <gsbajpai@gmail.com>, Ranbir Singh <ranbirsingh2107@gmail.com>, "Prof. Queeny Pradhan" <queeny.pradhan@ipu.ac.in>, prabhakar.singh@bmu.edu.in, Shivprasad Swaminathan <shiv.swaminathan@gmail.com>, vbhatnagar@cs.du.ac.in

You have my approval too
Honey
[Quoted text hidden]

Nakkeeran Nanjappan <nakkeeran@aud.ac.in> Mon, Oct 20, 2025 at 12:01 PM
To: DEAN SLPS <deanslps@aud.ac.in>
Cc: Latika Vashist <lvashist@aud.ac.in>, Anushka Singh <anushka@aud.ac.in>, Arjun <arjun1@aud.ac.in>, Ujjwal Singh <ujjwalksingh@gmail.com>, Honey Oberoi Vahali <honey@aud.ac.in>, Krishna Menon <krishnamenon@aud.ac.in>, Amit Kumar Mishra <amitmishra@aud.ac.in>, "Prof. G S BAJPAI" <gsbajpai@gmail.com>, Ranbir Singh <ranbirsingh2107@gmail.com>, "Prof. Queeny Pradhan" <queeny.pradhan@ipu.ac.in>, Prabhakar Singh <prabhakar.singh@bmu.edu.in>, Shivprasad Swaminathan <shiv.swaminathan@gmail.com>, vbhatnagar@cs.du.ac.in, siddharth.narrain@nls.ac.in

Dear Lawrence

I approve the proposal for Diploma in Criminology.

I suggest, as part of the minutes or as an annexure, the complete formal title of the diploma programme along with a table giving the diploma programme structure with courses - names, types, credits - be appended when submitted to the AC.

Regards
Nakkeeran
[Quoted text hidden]

Amit Kumar Mishra <amitmishra@aud.ac.in> Mon, Oct 20, 2025 at 12:23 PM
To: Nakkeeran Nanjappan <nakkeeran@aud.ac.in>
Cc: DEAN SLPS <deanslps@aud.ac.in>, Latika Vashist <lvashist@aud.ac.in>, Anushka Singh <anushka@aud.ac.in>, Arjun <arjun1@aud.ac.in>, Ujjwal Singh <ujjwalksingh@gmail.com>, Honey Oberoi Vahali <honey@aud.ac.in>, Krishna Menon <krishnamenon@aud.ac.in>, "Prof. G S BAJPAI" <gsbajpai@gmail.com>, Ranbir Singh <ranbirsingh2107@gmail.com>, "Prof. Queeny Pradhan" <queeny.pradhan@ipu.ac.in>, Singh Prabhakar <prabhakar.singh@bmu.edu.in>, Shivprasad Swaminathan <shiv.swaminathan@gmail.com>, vbhatnagar@cs.du.ac.in, siddharth.narrain@nls.ac.in

I am fine with the proposal and approve it.
Warmly
Amit

On 20 Oct 2025, at 12:01 PM, Nakkeeran Nanjappan <nakkeeran@aud.ac.in> wrote:

[Quoted text hidden]

Vasudha Bhatnagar <vbhatnagar@cs.du.ac.in> Tue, Oct 21, 2025 at 10:43 PM
To: Amit Kumar Mishra <amitmishra@aud.ac.in>
Cc: Nakkeeran Nanjappan <nakkeeran@aud.ac.in>, DEAN SLPS <deanslps@aud.ac.in>, Latika Vashist <lvashist@aud.ac.in>, Anushka Singh <anushka@aud.ac.in>, Arjun <arjun1@aud.ac.in>, Ujjwal Singh <ujjwalksingh@gmail.com>, Honey Oberoi Vahali <honey@aud.ac.in>, Krishna Menon <krishnamenon@aud.ac.in>, "Prof. G S BAJPAI" <gsbajpai@gmail.com>, Ranbir Singh <ranbirsingh2107@gmail.com>, "Prof. Queeny Pradhan" <queeny.pradhan@ipu.ac.in>, Singh Prabhakar <prabhakar.singh@bmu.edu.in>, Shivprasad Swaminathan <shiv.swaminathan@gmail.com>, siddharth.narrain@nls.ac.in

Seems fine to me.

Regards
Vasudha
[Quoted text hidden]

Appendix-54

AUD/52-1/AA/2025/ICSSR-Post Doc/318

Date: 04 Nov 2025

Notification

Sub: Affiliation of ICSSR Post-Doctoral Fellowship

This is to notify that Dr. B R Ambedkar University Delhi (AUD) has agreed to affiliate research scholars for the ICSSR Post-Doctoral Fellowship awarded by the Indian Council of Social Science Research (ICSSR). The fellowship is granted to promising young and mid-career Indian researchers who have completed their Ph.D. and demonstrated potential for conducting globally competitive, evidence-based research in the social sciences.

As per ICSSR norms, the fellowship is a full-time research engagement for a duration of two years, with financial support of ₹31,000/- per month and an annual contingency grant of ₹25,000/-. The scholar will be guided by a senior faculty member not below the Associate Professor.

The University, as an affiliating institution, shall facilitate the scholar's research activities, monitor progress through periodic reports, and ensure compliance with ICSSR's terms and conditions. All funds will be disbursed through the University (Affiliating Institution), which will also be responsible for submitting audited statements and utilization certificates as prescribed.

We look forward to contributing to the advancement of social science research through this academic collaboration.

This is issued with the approval of the Competent Authority.

(Prof Satyaketu Sankrit)
Dean Academic Affairs

Dean
Academic Affairs
Dr. B.R. Ambedkar University Delhi
Lothian Road, Kashmere Gate
Delhi-110006

Copy to: -

1. Office of the Vice Chancellor, Dr. B.R. Ambedkar University Delhi
2. Registrar, Dr. B.R. Ambedkar University Delhi
3. All Deans of School/ Divisions
4. All Directors of Centers/ Director IT Services
5. Librarian, Dr. B.R. Ambedkar University Delhi
6. Webmaster- for uploading the Notification on AUD intranet
7. Office Copy

Office/Division AA
Dairy No. 318
Date 04 Nov 2025

ICSSR

Guidelines

Post-Doctoral Fellowship

Indian Council of Social Science Research (ICSSR)
Ministry of Education (MoE)
JNU Institutional Area, Aruna Asaf Ali Marg, New Delhi - 110067 (INDIA)

Fellowship

1. Introduction

1.1 Post-Doctoral Fellowships are awarded to young and mid-career Indian social science researchers who have completed their Ph.D. and have acumen for conducting globally competitive quality research. The ICSSR promotes and supports evidence-based cutting-edge research having potential to provide solutions to the challenges to development by exploring the themes and subthemes identified by ICSSR.

1.2 The Post-Doctoral Fellowships for the Financial Year 2025-26 shall be awarded in the following areas of Social Sciences:

Sr. no	Broad Domains	Priority Areas
1	Economics / Development Studies	a) Innovations in Agriculture and Rural Development b) Entrepreneurship and Start-ups c) Blue Economy d) Natural Resources and Regional Development e) Sustainable Development f) Green Economy Transition g) Fintech and Fintech-based Solutions for Economic Development h) Cooperatives and Rural Transformation i) Emerging Technologies and Socio-economic Development j) MSMEs and Development k) GST Reforms l) Circular Economy m) Informal Economy n) Gig Economy and Market Dynamics
2	Management	a) Financial Management b) Human Resource Management c) CSR Programs and Business Ethics d) Technology and Management e) Organisational Behaviour f) Sustainability and Management g) Human Capital, Innovation and Management h) Corporate Governance and Inclusive Development
3	Commerce	a) Trade and Commerce b) Fintech and Fintech-based Solutions c) Financial Literacy and Digital Financial Systems d) Digital Assets and Governance e) Financial Inclusion

Sr. no	Broad Domains	Priority Areas
		f) E-Commerce g) Taxation, Reforms and Ease of Doing Business
4	Sociology/ Social Work	a) Development and Empowerment of Vulnerable Sections of Society b) Food and Society c) Rural and urban societies d) Informal Work and Domestic Labour e) Ageing and Social Security f) Education, Technology and Society
5	Social Anthropology	a) Linguistic Anthropology b) Cultural Anthropology c) Ethnographic Studies d) Development and Anthropology e) Religion, Rituals and Social Cohesion f) Anthropology of Infrastructure and Urban Change g) Family and Changing Social Institutions h) Prehistoric Cultures of the Indian Subcontinent i) Cultural Survival and Rights j) Bio-cultural studies of Health and Disease
6	Culture Studies	a) Digital Humanities b) Life, Literature and Thought in India c) Literature and Globalization d) Art Practices and Folk/Oral Forms e) Medical Humanities f) Language, Literature and Popular Culture g) Popular Culture h) Intellectual Traditions and Social Thought in India i) Cultural Heritage and Traditions
7	Sanskrit Studies	a) Grammatical Traditions b) Manuscript Studies c) Poetics d) Literary and Aesthetic Traditions e) Sanskrit and Indian Knowledge Systems f) Sanskrit and Contemporary Discourse g) Commentarial Traditions and Civilisational Discourses h) Computational Sanskrit and Digital Archiving

Sr. no	Broad Domains	Priority Areas
8	Socio-Philosophical Studies	a) Indian Philosophical Systems b) Comparative Ethics c) Artificial Intelligence and Ethics d) Philosophies of Mind and Consciousness e) Decolonizing Philosophy Studies in India f) Philosophy of Ecology and Sustainability g) Intercultural Ideas, Comparative Philosophy and Modernity
9	Sociolinguistics	a) Language, Culture and Society b) Social Concepts and Theories in Indian Languages c) Multilingualism d) Sociolinguistics and Education e) Language, Media and Technology f) Media, Digital Communication and Language Shifts g) Cross-Cultural Aesthetic Dialogues and Linguistic Interface
10	Gender Studies	a) Gender and Society b) Gender and Work: Women in the Informal and Unorganized Sectors c) Gender and Environment d) Women and Digital Transformation: Bridging the Gender Gap in Technology e) Gender, Education and Health f) Gender and Law
11	Health Studies/ Public Health	a) AYUSH & Community Medicine b) Indigenous Healing Methods and Practices c) Food and Nutrition of Children d) 'Zero-Food' Children: Socio-economic and Environmental Aspects e) Sports and Fitness f) Digital Health Services g) Public Healthcare in Rural and Urban Regions h) AI and Public Health i) Ethno-medicines and Integrative Systems j) Mental Health in Post-pandemic Societies
12	Political Science	a) E-Governance b) Human Rights and Legislation c) Contemporary Electoral System d) Participatory Politics e) Politics and Technology f) Indian Political Thought g) Indigenous Polity

Sr. no	Broad Domains	Priority Areas
		h) Rural and Urban Governance i) Indian Constitutionalism j) Climate Politics and Global Governance k) Democracy and Electoral Politics l) Public Policy and Welfare m) Social Media, Digital Interface and Democracy n) Women and Politics
13	International Relations/ Geopolitics	a) Geo-Politics b) Indo-Pacific Strategic Relations c) India's Cultural Diplomacy and Soft Power d) Global South and Diplomacy e) Multilateralism, Plurilateralism and Global Institutions f) Energy Security and Geopolitical Transformations
14	Public Administration	a) Ethical Governance b) Governance Reforms and Bureaucracy c) Public Service Delivery d) Digital Governance e) Decentralization and Local Administration f) Public Policy and Governance
15	Diaspora Studies	a) Role of Indian Diaspora in the Development of Bharat b) Multiculturalism and Migration c) Foreign Policy and Diaspora d) Diaspora and Economic Development e) Diaspora and Identity f) Literature, History and Diaspora
16	National Security and Strategic Studies	a) Defence and National Security b) Defence Manufacturing c) Border Security and Illegal Cross-border Migration d) Information Warfare and Cyber Security e) Maritime Security f) Non-traditional Security Threats g) Emerging Threats and Hybrid Warfare h) Terrorism and Global Security i) Internal Security
17	Education and Skilling	a) Digital Learning & Technology Integration b) National Education Policy 2020: Implementation and Challenges c) Ethics, Values and Innovation in Education d) Artificial Intelligence and Education

Sr. no	Broad Domains	Priority Areas
		e) Skilling Youth for Future Jobs f) Skill Education in HEIs g) Internationalisation and Education h) Academic Governance and Leadership i) Innovation and School Education j) Digital Skilling and Employment k) Early Education and Pedagogy l) Reforms in Higher Education m) Teacher Education and Capacity Building n) Integration of Indian Knowledge Systems in Curriculum
18	Social Psychology	a) Mental Health & Culturally Responsive Interventions b) Social Dimensions of Indian Psychology c) Digital Life, Technology, and Psychological Well-being d) Workplace Well-being e) Community and Inter-group Relations f) Social Influence and Behavioural Changes
19	Legal Studies	a) Legal and Para-legal Systems and Access to Justice b) Legal History of India c) Judicial Reforms and Court Management d) Law, Technology, and Innovation (Including AI and Digital Rights) e) Legal Pluralism and Customary Law in Contemporary Context f) Criminal Justice System and Reforms g) Decolonizing Legal Studies
20	Social and Human Geography	a) Population Studies and Demographic Transitions b) Migration, Displacement, and Spatial Mobility c) Human Capital, Livelihoods, and Holistic Development d) Regional Geography e) Transformations in Rural and Urban Landscapes f) Disaster Management and Spatial Vulnerability Assessment g) Technology, Risk Communication, and Inclusive Governance in Disaster Management in the Global South h) Urban Resilience, Smart Cities, and Sustainable Urban Futures

Sr. no	Broad Domains	Priority Areas
21	Environmental Studies	a) Human-Environment Relationship b) Climate Change: Impacts, Mitigation, and Adaptation c) Sustainable Development Goals (SDGs) in Indian Context d) Renewable and Clean Energy Resources e) Conservation of Biodiversity, Wildlife, Soil, and Natural Resources f) Environmental Policy, Law, and Governance g) Climate Adaptation and Community-Based Preparedness and Resilience h) Traditional Ecological Knowledge and Indigenous Environmental Practices
22	Modern Social History	a) History and Heritage b) Memory, Identity and History c) Maritime and Coastal Histories of India d) Decolonization, Nationalism, and Historiographical Shifts e) Digital History, Public History, and Archival Innovations f) Print Culture, History of Education and Knowledge Systems g) The Partition of India
23	Media Studies	a) Mass Media and its Socio-Cultural Impact b) Mass Media and Society in India c) OTT Platforms, Popular Culture, and Identity Construction d) Regional Language, Media and Journalism
24	Library Science	a) E-Resources and IT Application b) Meta-data Harvesting Techniques and Digital Repository c) Publication and its Social Dimensions d) E-Resources and IT Application e) Artificial Intelligence Applications in Library and Information Services f) Knowledge Curation and Open Access
25	Language Studies	a) Knowledge Traditions in Indian Languages b) Application of Knowledge Contained in the Vernacular Texts c) Technology and Language Interface d) Comparative Grammar and Linguistic Structure of Indian Languages e) Development of Multilingual Pedagogical Resources and Translation Tools

Sr. no	Broad Domains	Priority Areas
26	Indian Knowledge Systems	a) Indian Textual and Oral Traditions b) Development of Pedagogical Materials in Diverse Disciplinary/ Inter-disciplinary Areas based on Indian Knowledge Texts c) Bharatiya Approaches to Ecology and Sustainability d) Indian Concepts of Mind and Consciousness e) Indian Aesthetic and Performative Traditions f) Indian Knowledge Systems and Public Policy Interface g) Indian Knowledge Systems and Law h) Art and Architecture in India
27	Rural Studies	a) Rural Economy and Sustainable Livelihoods b) Dynamics of Rural Society and Social Transformation c) Rural-Urban Migration and Remittance Economy d) Cultural Landscapes and Identity Markers in Rural India e) Digital Transformation and E-Governance in Rural Bharat f) Climate Resilience and Rural Adaptation Strategies g) Health, Education, and Infrastructure in Rural Development
28	*Divyangjan* Studies	*a)* Intersectional /Multidisciplinary Studies on *Divyangjan* b) Policy Research for *Divyangjan* *c)* Rehabilitation, Innovation & Technology for *Divyangjan* d) Financial Empowerment of *Divyangjan* e) Digital Accessibility and the *Divyangjan* *f)* Cultural Representation and Portrayal of *Divyangjan* in popular culture g) Inclusive Infrastructure for *Divyangjan*
29	*Janjatiya Studies*	a) Indigenous/Tribal Knowledge System b) Tribe, Culture and Society c) Tribal Languages and Preservation d) Digital Inclusion and Tribal Youth Aspirations e) Comparative Tribal Development Models f) Tribal Education and Curriculum Inclusion-NEP 2020 g) Intra-tribal and Inter-community Dynamics

Research Proposals that span across disciplinary boundaries also fall within the areas of the Council's interest. The research proposals which may not be reflected in the priority areas shall also be considered if, in the opinion of the Experts Committee, its focus is on an important issue covered under social sciences and adjudged as outstanding, and recommended by the Committee for award.

2 Eligibility

2.1 The researcher should be an Indian citizen and should not be more than 45 years of age as on the last date of application. There shall be an age relaxation of 5 years for SC/ST/Persons with Benchmark Disability candidates.

2.2 The scholar must possess a Ph.D. Degree at the time of application and his/her competence to conduct research must be reflected in his/her publications.

2.3 The researcher must affiliate himself/herself to a public funded Indian university/ deemed-to-be-university/college having approved Ph.D. programme, an ICSSR Research Institute/Institutes of national importance approved by MoE/government research institutes. Funds shall be disbursed to the selected fellows through the affiliating institution.

2.4 The selected fellow has to work under the guidance of a senior social scientist (not below the level of an Associate Professor with proven research supervision experience and publications). The supervisor should be a serving faculty in the affiliating institution. The selection of the supervisor is subject to the approval of the ICSSR.

3 How to apply

3.1 Applications will be invited through open advertisement on ICSSR website and its social media platforms.

3.2 The candidates shall submit online application. The research proposal should be submitted only in the format attached with the application form. No separate research proposal or copies of research papers are to be attached.

3.3 The Research Proposal should either be in Hindi or English (Use Unicode 8 (UTF-8) to fill the form in Hindi)

3.4 One applicant can submit only one application under Post-Doctoral Fellowship scheme. However, he/she can apply separately for another scheme.

4. Procedure for the Award

4.1 The procedure for the award of the fellowships will include evaluation and interaction/presentation of applications by the panel of subject experts in multiple phases.

4.2 The recommendations of the Expert Committee(s) are placed before the requisite Committee(s) of ICSSR for their consent / approval.

4.3 The list of selected applications will be uploaded on ICSSR website. Only the selected candidates and their affiliating universities shall be informed individually through a provisional award letter specifying the formalities and documents required for joining the fellowship.

5. Duration and Value

5.1 Post-Doctoral Fellowship is a full-time research engagement.

5.2 The duration of fellowship shall be for two years and no extension will be considered.

5.3 The value of fellowship is Rs.31,000/- per month and contingency grant of Rs.25,000/- per annum and will be in line with the directives of the Ministry of Education from time to time.

6 Joining & Release of Fellowship

6.1 The scholar has to join the fellowship preferably within the time given in the award letter by submitting all required documents through the affiliating institution. This may be extended by the ICSSR in exceptional circumstances.

6.2 The fellowship will be sanctioned initially for a period of one year, effective from the date of joining Fellowship by the scholar. The renewal of the Fellowship for the subsequent year shall be subject to the receipt of satisfactory Annual Progress Report and statement of account for the fellowship released for first year.

6.3 The first-year fellowship and contingency will be released in two equal instalments. The first instalment will be released after receiving the Grant-in-Aid-Bill (GIB) and the second instalment after receiving a satisfactory Six-Monthly Progress Report in the prescribed format along with the Statement of Account to be issued by the Affiliating Institution.

6.4 The second-year fellowship and contingency grant will be released in three instalments. The first instalment of six-month fellowship will be released on receipt of the Grant-in-Aid Bill (GIB). The second instalment of 03 months fellowship will be released on receipt of a satisfactory Progress Report of next six months in the prescribed format along with the Statement of Account. The final instalment of remaining fellowship along with contingency will be released after receiving the final report and its acceptance by the ICSSR and Statement of Accounts with Utilization Certificate in GFR-12A Form duly signed by the competent authority of the affiliating institution. However, in case of non-public funded institution, the final instalment of fellowship will be released on receipt of the Audited Statement of Accounts with Utilization Certificate in GFR-12A Form and verification of the documents by the ICSSR.

6.5 The 7.5% overhead charges to the public funded affiliating institution will be released only after the submission of the audited statement of accounts with utilization certificate in GFR-12A Form and verification of the documents by the ICSSR.

6.6 The accounts and utilization certificate will be signed by the Finance Officer/Registrar/ Principal/Director in case the accounts of the Institution are audited by the CAG/AG. Otherwise, they need to be signed, both by the competent authority of the affiliating institution along with a Chartered Accountant.

7. Monitoring of Fellowship

7.1 Regular monitoring of Fellowship is done on the basis of Six Monthly and Annual Progress Reports in the prescribed format submitted by the scholar. In case of delayed Progress Reports, the scholar may be asked to give the justification of the delay on which the final decision shall be taken by the ICSSR. The scholar may be asked to furnish an Undertaking specifying the date of final report submission to the ICSSR.

7.2 The fellowship may be discontinued if research progress is found unsatisfactory or any ICSSR rule is violated and the fellow has to reimburse the total fellowship disbursed by the ICSSR till the date of termination of fellowship.

7.3 The ICSSR may ask for annual presentation/mid-term appraisal of the research work.

7.4 During the course of the fellowship, the fellow is required to publish at least two research papers in

peer-reviewed research journals on the theme of the research undertaken.

7.5 The scholars must give due acknowledgement to ICSSR while getting their research papers published.

8 Completion of Fellowship

8.1 If a fellow leaves the fellowship within one year, he/she has to submit a detailed progress report of the work done during that period ensuring the final settlement of account by the affiliating institution up to the period of the fellowship. However, if a fellow leaves the fellowship after one year, he/she may be asked to submit the final report on completion of the duration of fellowship without claiming fellowship of the remaining period. If a candidate leaves the fellowship without completion, he/she will have to refund the entire amount of fellowship to the ICSSR within three months of end of fellowship duration.

The scholar is expected to submit the final report within three months after completion of the duration of the fellowship. However, extension for submission of final reportmay be granted on justified reasons without any additional financial commitment of the ICSSR.

In case the fellow submits the final report late directly after missing submission of periodic progress reports, the ICSSR will decide on accepting the final report and releasing the balance amount of fellowship including contingency.

8.2 On completion of the fellowship tenure, the scholar should submit the following:

a. A book-length final report along with a Summary of the report (3000-4000 words) and two research papers published in peer-reviewed journals on the theme of the research undertaken.

b. These documents are be submitted in hard copy (two copies of final report and two copies each of the Summary and research articles) and a soft copy.

c. Statement of Accounts with Utilization Certificate in GFR-12A Form duly signed by the competent authority of the affiliating institution.

8.3 Every final report needs to be checked for plagiarism before submission. Fellows are required to get their final report checked from the affiliating institution for Similarity Index and attach a report of the same at the time of submission. As a policy, ICSSR does not accept reports that have similar contents beyond 10 percent on Similarity Index.

9 Expectations from the Affiliating Institution

9.1 The affiliating institution is required to provide the requisite research infrastructure to the scholar and maintain proper accounts. For this, the Council shall pay to the affiliating/administering institution overhead charges of seven and a half percent (7.5%) of the total Fellowship (fellowship amount plus contingency).

9.2 The affiliating institution is required to give an undertaking in the prescribed format contained in the Application Form to administer and manage the ICSSR fellowship, including disbursement of fellowship amount to the fellow.

9.3 The affiliating institution shall maintain a dedicated bank account for ICSSR grant (Scheme Code-0877) that is duly registered at PFMS portal for release of the Fellowship Grant.

9.4 The affiliating institution will be under obligation to ensure submission of the final report and audited Statement of Accounts along with Utilization Certificate (in the prescribed Performa GFR 12-A) duly certified by the competent authority of the institution.

9.5 In case a scholar leaves /discontinues his fellowship after one year, he/she will have to refund the entire amount of fellowship to the ICSSR within three months of end of fellowship duration. This clause is not applicable in cases of death. In such cases, the affiliating institution has to submit death certificate to the ICSSR and provide requisite documents to settle the accounts, including the refund of any unspent balance within three months.

9.6 The affiliating institution shall make suitable arrangements for preservation of data such as filled-in schedules, tabulation sheets, manuscripts, reports, etc. relating to the study.

9.7 The ICSSR reserves the right to demand raw data, or such part of it as may be specified, to be transferred to the ICSSR.

9.8 The overhead charges shall be paid only after the completion of the fellowship and on receipt of the final audited Statement of Accounts.

10 Other Conditions

10.1 The post-doctoral research work should not be the same as Ph.D. work.

10.2 The contingency grant may be utilized for books, stationery, computer related costs, and the field work expenses related with the research work.

10.3 The Copyright of the manuscript of final report will rest with the ICSSR. The ICSSR reserves all rights to publish the fellowship report funded by it, provided the work is recommended for publication by Expert/Experts. The scholars can get it published themselves only after seeking permission from ICSSR.

10.4 The scholar shall acknowledge ICSSR's support in all publications resulting from the research output of the fellowship.

10.5 All fellowships are subject to income tax deductions as per the Government of India rules at the level of the affiliating/ administering institution.

10.6 Defaulters of any previous fellowship/project/grant of the ICSSR will not be eligible for consideration.

10.7 A fellow is not entitled for the same fellowship more than once.

10.8 While accepting any fellowship from the ICSSR, a fellow should not accept any other fellowship or research project or regular assignment from any other institution.

10.9 The research proposal/final report of the fellowship cannot be submitted for the award of any University degree/diploma or funding by any other institution. The ICSSR however, will have no objection if the scholar utilizes the research data for research purpose.

10.10 The change of supervisor and the affiliating institution will be considered only in exceptional circumstances. Transfer of fellowship to another affiliating institution will be further subject to submission of the following documents:

(1) Satisfactory progress report;

(2) Acceptance from the new affiliating institution;

(3) Consent letter along with C.V. of the new supervisor;

(4) Audited statement of account and utilization certificate along with unspent balance, if any.

In case of change of affiliating institution, the time lost will be treated as 'without fellowship'. The remaining period of fellowship will be counted w.e.f. the date of joining at the new affiliating institution. However, the total duration of the fellowship will remain 24 months.

10.11 During the tenure of fellowship, the fellow will be governed by the rules of the affiliating institution in all matters including TA/DA, holidays/leave and contingency grant, etc. However, the duration and amount of fellowship will not exceed twenty-four months.

10.12 The selected fellows are expected to do full time research in India. They can, however, undertake data collection outside India in exceptional cases and if warranted by the needs of the proposal. For this they are required to apply separately for consideration under the Data Collection Scheme of the ICSSR International Collaboration Division. However, ICSSR will not be bound to support such data collection from abroad and the decision of the ICSSR will be final in this regard. In either case, the completion of study should not be consequent upon such data collection support.

10.13 The scholar should not have been subjected to any disciplinary/legal action/proceedings/financial penalties in his/her career/ research career.

10.14 The final report submitted by the scholar will be considered satisfactory, only after its evaluation by the ICSSR.

10.15 Books/periodicals/equipment purchased by the scholar out of the contingency grant should be deposited with the affiliating institution.

10.16 Application submitted against one Call will not be considered for the subsequent Calls.

10.17 The Council reserves the right to reject any application/nomination. It is also not responsible for any postal loss/delays in communication.

10.18 Incomplete applications in any respect shall not be considered for fellowship.

10.19 The final authority related to the interpretation of the guidelines or any issue left is vested with the ICSSR.

10.20 Those who have completed their duration of fellowship may use the prefix 'Former' and suffix 'the duration' with the name of the fellowship e.g. Former National/Senior/Post-Doctoral Fellow ICSSR (20xx-xx).

Appendix-55

"STANDING COMMITTEE RESEARCH (SCR) MEETING"

(67th Meeting)

Date : 31st May, 2024 (Friday)

Time : 11:00 Am

VENUE : KASHMERE GATE CAMPUS

DR. B R Ambedkar University, Delhi

The 67th meeting of Standing Committee Research (SCR) was held on Friday, 31st May 2024 at 11.00 am in the Committee Room 3 at Kashmere Gate Campus and the following attended the meeting: -

Prof. Satyaketu Sankrit	Chair, SCR, Dean SOL, Dean Academic Affairs
Dr Kritika Mathur	Co-Convener, SCR
Dr Jyotirmoy Bhattacharya	Dean of Assessment Evaluation and Student Progression
Prof Deepita Chakarvarthy	Dean of School of Development Studies
Prof Lawrence Liang	Dean SLGC
Dr Anita Cherian	Dean of School of Culture Creative Expressions
Prof. Sunita Singh	Dean of School of Education Studies
Prof. N. Nakkeeran	Dean of School of Global Affairs
Prof Oinam Hemlata Devi	Dean SHE
Prof Rukmini Sen	Dean SHRM
Dr Bhawna Bali	Dean R&C
Dr Rachna Chaudhary	Dean SHS
Dr Anita Cherian	Dean SCCE PhD Coordinator Visual Art
Dr Gunjan Sharma	PhD Coordinator Education
Dr Vatsala Saxena	PhD Coordinator Psychology
Dr Sanju Thomas	PhD Coordinator English
Dr Shubhra Nagalia	Convenor, RSC SHS
Dr Shad Naved	PhD Coordinator CLTS
Dr Vebhuti Duggal	Convener, SCCE
Dr Nidhi Kaicker	PhD Coordinator Management
Dr Robin Singhal	PhD Coordinator Economics, SLS
Dr Pooja Satyogi	PhD Coordinator SLGC
Dr Salvin Paul	Director IQAC
Dr Sima Yadav	PhD Coordinator SHRM
Dr Shifa Haq	PC, MPhil, SHS
Dr K K Dixit	PC, English ELE
Prof Dhirendra Dangwal	PC PhD History
Dr Ivy Dhar	PC SDS
Dr Rinju Rasaily	PhD Coordinator Sociology

Following members could not attend the meeting: -

Prof. Kartik Dave	Dean SBPPSE
Dr. Santosh Kr Singh	Dean SLS
Dr Parag Walkins	Dean IAD
Prof Sitanshu S Jena	Dean Vocational Studies
Dr. Urfat Anjem Mir	Convenor, SCR, Dean (O) SUS
Dr Geeta Pandey	PhD Coordinator Hindi, SOL
Dr Anirban Sengupta	PhD Coordinator SDS

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School of Business, Public Policy and Social Entrepreneurship

Item No 1: To discuss and note the recommendation of the Research Studies Committee (RSC) of School of Business, Public Policy and Social Entrepreneurshipon the following:

1.1- Consider and note the six-monthly progress reports of all the PhD Batches of SBPPSE for the period of June 2023 to December 2023.

Batch of 2018

S.no	Name of the Scholar	Enrolment no.	Date of Registration	Supervisor (RAC Members)	RAC Assessment
1	Diwakar Singh	S185F0001	08.08.2018	Dr RichaAwasthy (Dr Rajen K Gupta, Dr Nidhi Kaicker)	Satisfactory
2	Neha Malhotra	S185F0002	06.08.2018	Prof Kartik Dave (Dr PriyashaKaul, Dr KritikaMathur)	Satisfactory
3	Shilpy Malhotra	S185F0006	09.08.2018	DrKanwal Anil (Dr Babu P. Remesh, Dr Valentina Kancharia,)	Satisfactory
4	Varun Sharma	S185F0007	09.08.2018	Dr Kanwal Anil (Dr Saibal Paul, Dr. Anshu Gupta)	Report not submitted
5	RichaKathuria	S185F0007	06.08.2018	Dr RichaAwasthy (Dr Tanuja Sharma, Dr Nidhi Kaicker)	Report not submitted

Batch of 2019

S. No.	Name of Student	Enrolment no.	Date of Registration	Supervisor (RAC members)	RAC Assessment
1	Jaspreet Kaur	S195F0002	09.08.2019	Prof Anu Singh Lather (Prof Kartik Dave, Prof Vijita Agarwal)	Satisfactory
2	Ruchika Bal	S195F0003	09.08.2019	Dr. KanwalAnil (Prof.Babu. P. Remesh, Dr. Valentina Kancharla)	Satisfactory
3	Sarita Singh	S195F0004	09.08.2019	Dr. KritikaMathur (Dr. Nidhi Kaicker, Dr Parag Waknis)	Satisfactory
4	Sheetal Tanwar	S195F0005	09.08.2019	Prof. Kartik Dave Co-supervisor: Prof G.N Patel	Satisfactory

5	Shelly Agarwal	S195F0006	09.08.2019	(Dr. Anshu Gupta). Dr. Nidhi Kaicker (Dr. KritikaMathur, Dr. Jyotirmoy Bhattacharya)	Satisfactory

Batch of 2020

S. No.	Name of Student	Enrolment no.	Date of Registration	Supervisor (RAC members)	RAC Assessment
1	AnshitaBhojwani	S205F0001	25.11.2021	Dr. Anshu Gupta (Prof. K. Mathiyazhagan, Dr. Nidhi Kaicker)	Satisfactory
2	Bharti Sharma	S205F0002	24.11.2021	Prof.Kartik Dave (Dr. Urfat Mir, Dr. Nidhi Kaicker, Dr. Sheetal Jain)	Satisfactory
3	Durga Devi	S205F0003	30.11.2021	Dr. Kanwal Anil, (Prof NakkeeranNanjappan, Dr. K. Valentina, Dr Saibal Paul)	Satisfactory
4	LavishaVerma	S205F0004	29.11.2021	Prof.Kartik Dave (Dr. SnigdhaVishnoi, Dr. Nidhi Kaicker, Dr. Sheetal Jain)	Satisfactory
5	NeeruDhama	S205F0005	24.11.2021	Dr. Kanwal Anil (Prof NakkeeranNanjappan, Dr. K. Valentina, Dr. Saibal Paul)	Satisfactory
6	Sanjana	S205F0006	26.11.2021	Dr. RichaAwasthy Co-supervisor: Dr. Anshu Gupta (Dr. Shuchi Sinha)	Satisfactory
7	SantulanChaubey	S205F0007	08.12.2021	Dr. Kritika Mathur (Dr. Nidhi Kaicker, Dr. Rukmini Sen, Dr. Dinesh Taneja)	Satisfactory
8	Shalki Bansal	S205F0008	24.11.2021	Dr. Nidhi Kaicker (Dr. Kritika Mathur, Dr. Parag Waknis)	Satisfactory

Batch 2021

S. No.	Name of Student	Enrolment no.	Date of Registration	RAC Assessment
1	Amanpreet Kaur	S215F0001	14/09/2022	Satisfactory
2	Pooja Meena	S215F0002	14/09/2022	Satisfactory
3	Sonia	S215F0004	14/09/2022	Satisfactory

The progress reports of all students have been found to be satisfactory. Mr. Varun Sharma (Enrollment Number: S185F0007) and Richa Kathuria (Enrollment Number: S185F0007), for whom the six-monthly progress reports have not been received. These cases are reported in point no 1.2 and 1.3.

The SCR took note of the six-monthly progress reports of the students' batches (2018,2019,2020,2021) listed above for the period (June 2023 to December 2023), except for scholars Mr. Varun Sharma, and Ms. Richa Kathuria of the 2018 batch whose reports have not been received.

1.2- To consider the non-submission of Progress Report of Mr. Varun Sharma (Enrl No. S185F0007)

Mr. Varun Sharma was admitted to the PhD Programme in 2018, and successfully defended his synopsis in 2020. However, the office has not received his progress reports in the last year, and the student has not paid the fees also. The student has also made a representation, that his fee portal be reopened, and has submitted medical certificates explaining his absence from the University.

As per advice received in the last School RSC (held on 28th Feb 2024), the Programme coordinator requested the supervisor to convene an RAC meeting to provide status on the progress of the candidate and provide a recommendation on the candidate's case. The candidate's RAC met on 5th April 2024 and submitted the work status and recommendations on the candidate's medical case and non-payment of fees issue.

It was decided that the candidate's case shall be examined for reconsideration AFTER the candidate returns back to India, and is physically present in the University. An email has been sent by the Programme Coordinator to the candidate stating the same.

As per Clause 14 (Point vi) of PhD regulations notified on 22 September 2017 *- Absence from research work by students, beyond permissible leave, due to illness or other circumstances must be reported by the Supervisor(s) to the RAC and the RSC. Neglect of research work or acts of indiscipline such as plagiarism and misrepresentation of data must be recorded and reported*

to the RSC. In all such cases the RSC should recommend action to the SCR and the decision taken by the SCR in the matter shall be final.

The SCR took note of the case and requested to school to inform the scholar again through email and wait for the reply. Information about this should be given in the next SCR meeting and SCR would be in a position to consider the case only after the scholar returns back to the country.

1.3- To consider and note the discontinuation from the PhD Programme Richa Kathuria (Enrol No.: S185F0005)

As per our records, the student expressed desire for deregistration in December 2022, in the RAC meeting, and consequently submitted an application, which was forwarded to the SCR. The request of the candidate has been noted in the minutes of the 62nd meeting of the SCR and the 32ndmeeting of the Academic Council. The candidate has now expressed her desire to discontinue from the programme, citing personal reasons, and has subsequently sent an email to the supervisor and the programme coordinator. The matter has been taken up by the school RAC, and has also been reported to the RSC.

The SCR considered and accepted the request of deenrollment of Ms. Richa Kathuria (Enroll No.: S185F0005)

1.4: To consider and note the Synopsis Presentation of Ms. Sanjana Singh (Enroll no.: S205F0006)

Ms Sanjana Singh (Enrol. No. S195F0006) working under the joint supervision of Dr. Richa Awasthy and Dr Anshu Gupta presented her synopsis successfully on 2nd February 2024 in front of the school faculty, scholars, RSC members, and an external expert on the topic "**Investing the role of algorithmic management and regulatory approaches on job quality and dignity: In the realm of digital gig work**". The revised synopsis, incorporating changes suggested by the external expert, is being submitted to the SCR.

***The SCR took note of the Synopsis defence presentation of Ms* Sanjana Singh (Enrol no.: S205F0006)**

1.5- To consider and note the synopsis Presentation of Ms. Neeru Dhama (Enrol No. S205F0005)

Ms Neeru Dhama (Enrol No.: S205F0005) registration date 24th November 2021 working under the supervision of Dr Kanwal Anil successfully presented her synopsis on 15th December 2023 in front of the school faculty, scholars, RSC members, and an external expert on the topic "Responsible and sustainable tourism (Respo-Sustainable Tourism) in India: A case study analysis". The revised synopsis, incorporating changes suggested by the external expert, and the attendees shall be submitted to the SCR.

The SCR took note of the Synopsis defence presentation of Ms Neeru Dhama (Enrol No.: S205F0005)

1.6- To consider and note the Pre-Submission Presentation and submission of Thesis of Diwakar Singh (Enrol No.: S185F0001)

Mr Diwakar Singh (Enrol No.: S185F0001) working under the supervision of Dr RichaAwasthy successfully gave the pre-submission presentation on **8th December 2023** in front of the school faculty, scholars, and RSC members on the topic "Understanding Organizational Culture of Social Enterprises Using Case Study Approach".

The SCR took note of the pre-submission Presentation and submission of Thesis of Mr Diwakar Singh (Enrol No.: S185F0001) on the topic "Understanding Organizational Culture of Social Enterprises Using Case Study Approach".

1.7- To consider and note the Pre-Submission Presentation of Shilpy Malhotra (Enrol No.: S185F0006)

Ms Shilpy Malhotra (Enrol No.: S185F0006) working under the supervision of Dr Kanwal Anil successfully gave the pre-submission presentation on **27th March 2024** in front of the school faculty, scholars, and RSC members on the topic "Social Enterprise Ecosystem: The Indian Landscape-A Delhi NCR Based Study". Ms. Shilpy Malhotra has not submitted her thesis yet. She is likely to submit it within 3 months of her pre-submission presentation

The SCR took note of the pre-submission Presentation of Ms. Shilpy Malhotra (Enrol No.: S185F0006)

1.8- To consider and note the New RAC Members from outside the eligible supervisors.

As per the University PhD Regulations dated 2 June 2021 (file number: AUD/26-2(2)/Gov./2021), Clause 11.2 – Rules of RAC composition – "All RAC members should be eligible for PhD supervision". In the case of SBPPSE Research Scholars, there are some scholars whose RAC comprises faculty members who are currently not notified in the Eligible Supervisors list of Dr.B.R. Ambedkar University Delhi. Hence, it was decided that the RACs of such candidates may be reconstituted. The new RAC composition (wherever change was required) is as follows:

S.no	Name of the Scholar	Enrolment no.	Date of Registration	Existing RAC	New RAC
1	Neha Malhotra	S185F0002	06.08.2018	Prof Kartik Dave, **Dr Priyasha Kaul,** Dr Kritika Mathur	Prof Kartik Dave, **Dr Urfat Anjem Mir,** Dr Kritika Mathur
2	Shilpy Malhotra	S185F0006	09.08.2018	Dr Kanwal Anil, Dr Babu P. Remesh, **Dr Valentina Kancharla**	Dr Kanwal Anil, Dr Babu P. Remesh, **Dr Richa Awasthy**
3	Ruchika Bal	S195F0003	09.08.2019	Dr. Kanwal Anil, Prof.Babu. P. Remesh, **Dr. Valentina Kancharla**	Dr. Kanwal Anil, Prof.Babu. P. Remesh, **Dr. Richa Awasthy**
4	Durga Devi	S205F0003	30.11.2021	Dr. Kanwal Anil, Prof Nakkeeran Nanjappan, **Dr. K. Valentina, Dr Saibal Paul**	Dr. Kanwal Anil, Prof Nakkeeran Nanjappan, **Dr. Nidhi Kaicker**
5	Neeru Dhama	S205F0005	24.11.2021	Dr. Kanwal Anil, Prof Nakkeeran Nanjappan, **Dr. K. Valentina, Dr. Saibal Paul**	Dr. Kanwal Anil, Prof Nakkeeran Nanjappan, **Dr. Nidhi Kaicker**

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

1.9- To consider and note the constitution of RAC for students admitted in 2021.

No.	Name of Student	Enrolment no.	Date of Registration	Name of the Supervisor	RAC Members

1	Amanpreet Kaur	S215F0001	14/09/2022	Dr Kanwal Anil	Dr. Kanwal Anil, Dr RichaAwasthy, Dr Saibal Paul
2	Pooja Meena	S215F0002	14/09/2022	Prof Kartik Dave	Prof. Kartik Dave, Dr KritikaMathur, Dr SnigdhaVishnoi (SLS)
3	Sonia	S215F0004	14/09/2022	Prof Kartik Dave	Prof. Kartik Dave, Dr Nidhi Kaicker, Prof Rukmini Sen (SLS)

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

1.10: To consider and note the maternity leave of Ms. Lavisha Verma(S205F0004).

Research Scholar, Ms. Lavisha Verma (S205F0004) has applied for maternity leave with effect from 19th April 2024. *As per PhD regulations notified on 22 September 2017, Clause 12(v), Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of up to of 2 years for Ph.D. In addition, women candidates may be allowed to avail of MaternityLeave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. forup to 240 days.* The same has been reported to the RSC.

The SCR resolved to recommend the maternity leave of Ms. Lavisha Verma(S205F0004) effect from 19th April 2024, as is applicable under AUD 2017 regulations clause 12 (V) *"Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days.*

1.11: To consider and note the supervisor allocation and RAC composition of Foreign Student: Zahra Mohammadi

The University offered admission to PhD SBPPSE for the academic year 2022-23 to Afghanistan national Zahra Mohammadi. This was done through the admission process of the Indian Council for Cultural Relations via the International Affairs Division of the University. The SCR, in the 62nd meeting, resolved that in the interest of the student, admitted in the admission cycle

2022-23 under Indian Council Cultural relation fellowship Scheme, the school may be permitted to allow the student to do course work immediately from the time of her joining, and the same is ongoing. *As per PhD regulation 2021 notified on 3 March 2021, Clause 9 – Allocation of Research Supervisor and Clause 11 – Research Advisory Committee*

Following are the supervisor(s) and RAC members for the candidate
Supervisor: Dr Nidhi Kaicker
Co-Supervisor: Dr Parag Waknis
RAC Members: Dr Nidhi Kaicker, Dr Parag Waknis, Dr KritikaMathur

The SCR took note of the supervisor allocation and RAC composition of Foreign Student Zahra Mohammadi.

1.12: To consider and note the admissions of new students to the PhD in Management Programme:

The interviews for new admissions to the PhD in Management Programme were held on 3rd and 4th April 2024. Based on the merit list and the waiting list released by the PhD cell, the following NINE students have taken admission to the PhD in Management programme. The orientation for the same was held on 8 May 2024, and the classes for the coursework have begun from 9 May 2024.

Name of the Applicant	Enrolment Number
AkritiKrishnatray	S235F0001
AnkurKulshrestha	S235F0002
Divya Singh	S235F0003
Kamod Kumar Gupta	S235F0004
Kashish Gupta	S235F0005
Kavya	S235F0006
Monika	S235F0007
Monika	S235F0008
Rashi Birla	S235F0009

The SCR took note of the above cases.

1.13: To consider and note the extension of one year for PhD candidate Mr Diwakar Singh (S185F0001) from 13th Aug 2023.

The PhD registration date of Mr Diwakar Singh (S185F0001) is 13th August 2018. He completed five years in the PhD Programme in Mangement (SBPPSE) on 12th Aug

2023. His pre-hD presentation was conducted on 08 Dec 2023 and thesis was submitted on 19 Feb 2024. The extension of one year was requested for and the RSC meeting was conducted on 28 Feb 2024 and the same was approved by the Vice Chancellor on 07 Mar 2024 through proper channel (RAC, RSC and SCR) as per the UGC Regulations 2016 and AUD PhD Regulation 2017.

Reason for extension- Data collection could not be undertaken by the PhD scholar due to covid.

The SCR took note of the above case.

1.14: To consider and note the request for two years' relaxation (or extra time) under women category by the following PhD scholar in accordance with Section 12, clause (v) of PhD regulation 2017, which states that, "Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D."

Sl. No	Enrolment No	Name	Registration Date	Date of RSC	Extension details/period of extension sought	Attachments
1	S185F0002	Neha Malhotra	10 Aug 2018 Completed 5 years from date of registration: on 09 Aug 2023	28 Feb 2024	09th August 2023 – 09th August 2025	PhD Scholar application, RSC meeting minutes dated 28 Feb 2024 and approval by the VC
2	S185F0006	Shilpy Malhotra	10 Aug 2018 Completed 5 years from date of registration on 09 Aug 2023	28 Feb 2024	09th August 2023 – 09th August 2025	PhD Scholar application, RSC meeting minutes dated 28 Feb 2024 and approval by the VC

The SCR took note of two-year relaxation for scholars tabled above as per 2017 AUD PhD regulations Section 12, clause (v), which states that, *"Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D.*

School of Culture and Creative Expressions

ITEM NO- 2: To discuss and note the recommendation of the Research Studies Committee (RSC) of School of Culture and Creative Expressions on the following:

2.1 – To consider and note the admission taken into SCCE PhD programmes.

Sr. No	Name of Student	Programme	Date of Enrolment
1	Ridima Sharma	PhD Film Studies	09.05.2024
2	V Aarti	PhD Literary Art Creative Writing	10.05.2024
3	Pranoy Saha	PhD Performance Studies	10.05.2024
4	Sarover Zaidi	PhD Visual Art	13.05.2024

The SCR took note of the above cases.

2.2- To consider the Re-constitution of the SCCE RSC since the term of the previous RSC is over, the SCCE RSC is being reconstituted, as follows:

1. Dean, SCCE (chairperson)
2. PhD programme coordinator Film Studies; Convenor, RSC: Dr Vebhuti Duggal
3. PhD programme coordinator Literary Art Creative Writing: Dr Anita Cherian
4. PhD programme coordinator Performance Studies: Dr Anita Cherian
5. PhD programme coordinator Visual Art: Dr Santhosh Sadanandan
6. VC Nominee (to be reported as approval is received)
7. Special invitee: Dr Rajan Krishnan
8. Special invitee: Dr Benil Biswas

The SCR took note of the re-constitution of RSC once approval is received and information shared in next SCR.

School of Development Studies

ITEM No- 3: To discuss and note the recommendation of the Research Studies Committee (RSC) of School of Development Studies (SDS) on the following:

3.1- To consider and note the six-monthly progress reports (for the Period of July 2023 to December 2023) of the following PhD Development Studies students:

S. N.	Name of Students / Enrolment No.	Date of Registration	Batch	Supervisor (RAC Members)	Date of RAC Meeting	RAC Assessment on the Student's Progress
1	Aakanksha Gautam S185ADS01	02.08.2018	2018-19	Dr. Moggallan Bharti, Assistant Professor, School of Development Studies (Supervisor) Dr. Nandini Nayak, Assistant Professor, School of Development Studies (RAC Member) Dr. Teena Anil, Assistant Professor, School of Global Affairs (RAC Member)	13.03.2024	Satisfactory
2	Anjali Mittal S205ADS01	18.11.2021.	2020-21	Prof. Babu P. Remesh, Professor, School of Development Studies (Supervisor) Dr. Rohit Negi, Associate Professor, School of Global Affairs (Co-Supervisor) Dr. Nandini Nayak, Assistant Professor, School of Development Studies (RAC Member) Dr. Rachna Mehra, Assistant Professor, School of Global Affairs (RAC Member)	21.03.2024	Satisfactory
3.	Anu Rani S185ADS02	02.08.2018	2018-19	Dr. Nandini Nayak, Assistant	10.12.2023	Satisfactory

				Professor, School of Development Studies (Supervisor) Prof. DeepitaChakravarty, Professor, School of Development Studies (RAC Member) Prof. Babu P. Remesh. Professor, School of Development Studies (RAC Member), Prof. SumangalaDamodaran, Professor (Honorary), Institute for Human Development (RAC Member)		
4.	Arfa Anis S195ADS01	02.08.2019	2019-20	Dr. Moggallan Bharti, Assistant Professor, School of Development Studies (Supervisor) Dr. Ivy Dhar Assistant Professor, School of Development Studies (RAC Member), and Dr. Adnan Farooqui, Associate Professor, Department of Political Science (RAC Member)	11.03. 2024	Satisfactory

5.	Arjun Mukherjee S205ADS02	17.11.2021.	2020-21	Prof. DeepitaChakravarty, Professor, School of Development Studies (Supervisor) Dr. Partha Saha, Associate Professor, School of Global Affairs (RAC Member) Dr. Anirban Sengupta, Assistant Professor, School of Development Studies (RAC Member)	27.02.2024	Satisfactory
6.	Behshta Amin S225ADS01	02.01.2023	2022-23	Dr. Ivy Dhar, Assistant Professor, School of Development Studies (Supervisor) Prof. Babu P. Remesh, Professor, School of Development Studies (RAC Member) Dr. Shubhra Nagalia, Assistant Professor, School of Human (RAC Member)	16.04.2024	Satisfactory
7.	Bhuvaneshwari Subramanian S185ADS03	03.08.2018	2018-19	Dr. Anirban Sengupta, Assistant Professor, School of Development Studies (Supervisor) Dr. Manish Jain, Associate Professor, School	26.02.2024	Satisfactory

				of Education Studies (RAC Member) Dr. Nandini Nayak, Assistant Professor, School of Development Studies (RAC Member)		
8.	Elizabeth Alexander S195ADS02	02.08.2019	2019-20	Prof. DeepitaChakravarty, Professor, School of Development Studies (Supervisor) Prof. (Retd.) Mary E. John, Professor (Retd.), Centre for Women's Development Studies (RAC Member) Dr. Nandini Nayak, Assistant Professor, School of Development Studies (RAC Member)	01.01.2024	Satisfactory
9.	GarimaKumari S205ADS05	02.12.2021	2020-21	Prof. Deepita Chakravarty, Professor, School of Development Studies (Supervisor) Prof. Babu P. Remesh, Professor, School of Development Studies (RAC Member) Dr. Snigdha Vishnoi, Assistant Professor, School	12.03.2024	Satisfactory

				of Liberal Studies (RAC Member)		
10.	HadsonSitembo S215ADS01	10.06.2022.	2021-22	Prof. Deepita Chakravarty, Professor, School of Development Studies (Supervisor) Dr. Partha Saha, Associate Professor, School of Global Affairs (RAC member) Dr. Nandini Nayak, Assistant Professor, School of Development Studies (RAC Member)	08.03.2024	Satisfactory
11.	Jasodhara Borthakur S175ADS01	17.08.2017	2017-18	Dr. Ivy Dhar (Supervisor) Prof. Deepita Chakravarty, Professor, School of Development Studies (RAC Member) Dr. Nandini Nayak, Assistant Professor, School of Development Studies (RAC Member)	20.03.2024	Satisfactory
12.	KalyanVemala S215ADS04	14.09.2022	2021-22	Prof. Babu P. Remesh, Professor, School of Development Studies (Supervisor) Dr. Anirban Sengupta, Assistant Professor, School	21.03.2024	Satisfactory

				of Development (RAC Member) Dr. Budhaditya Das, Assistant Professor, School of Human Ecology (RAC Member)		
13.	Megha Rani S205ADS06	17.11.2021.	2020-21	Dr. Moggallan Bharti, Assistant Professor, School of Development Studies (Supervisor) Dr. Anirban Sengupta, Assistant Professor, School of Development Studies (RAC Member) Dr. Snigdha Vishnoi, Assistant Professor, School of Liberal Studies (RAC member)	06.03. 2024	Satisfactory
14.	Rahul Kumar Yaduka S185ADS05*	01.08.2018	2018-19	Dr. Ivy Dhar (Supervisor) Dr. Moggallan Bharti (RAC Member) Dr. Abhay Kumar, Assistant Professor, Central Institute of Educational Technology, National Council of Educational Research and Training (RAC Member)	11.03.20 24	Satisfactory
15.	S Sruti S205ADS08	16.11.2021.	2020-21	Dr. Moggallan Bharti, Assistant Professor, School	14.03. 2024	Satisfactory

				of Development Studies (Supervisor) Prof. Deepita Chakravarty, Professor, School of Development Studies (RAC Member) Dr. Chirashree Dasgupta, Associate Professor, Centre for the Study of Law and Governance, Jawaharlal Nehru University (RAC Member)		
16.	Tigist Getahun Geleta S205ADS10	17.11.2021.	2020-21	Prof. Babu P. Remesh, Professor, School of Development Studies (Supervisor) Dr. Anirban Sengupta, Assistant Professor, School of Development Studies (RAC Member) Dr. Rachna Mehra, Assistant Professor, School of Global Affairs (RAC Member)	21.03.2024	Satisfactory

17	Vini Prerna S205ADS09	17.11.2021.	2020-21	Prof. Deepita Chakravarty, Professor, School of Development Studies (Supervisor) Dr. Partha Saha, Associate Professor, School of Global Affairs (RAC Member) Dr. Nandini Nayak, Assistant Professor, School of Development Studies (RAC Member)	27.02.2024	Satisfactory

The SCR took note of the six-monthly progress reports of the students' batches (2018,2019,2020,2021) listed above for the period (July 2023 to December 2023). The SCR took note that Dr. Moggallan Bharati is not in the list of eligible PhD supervisor vide notification dated 29th Dec 2023. The school RSC is directed to reassign the role of supervisor to an eligible supervisor and reconstitute the RAC for some of the students {Please refer to S.no 1, 4, 13,14 (RAC reconstituted as per point 3.11) and 15}.

3.2: - To consider the synopsis defence by the following PhD Development Studies student Ms Megha Rani (S205ADS06) of 2020-21 batch (admitted in 2021):

S.N.	Name &Enrollment No.	Date of Registration	Date of Synopsis Defence	Final Title of Synopsis	Supervisor and RAC Members
1.	Megha Rani S205ADS06	17.11.2021	03.05.2024	Gender and Caste: Exploring the Experiences of Other Backward Class Students in Higher Education	Dr. Moggallan Bharti, Assistant Professor, School of Development Studies (Supervisor) Dr. Anirban Sengupta, Assistant Professor, School of Development

					Studies (RAC Member) Dr. Snigdha Vishnoi, Assistant Professor, School of Liberal Studies (RAC member)

The RAC of Megha Rani is as per the minutes of the 62nd SCR meetings. It must be noted that at that point of time, it has complied with AUD regulations. Kindly also refer to the 61st SCR minutes, which recommended the re-constitution of Megha Rani's RAC, which SDS has complied with and revised the list of RAC members; and Dr. Moggallan Bharti as Supervisor and one of the RAC members of Megha Rani, thereby approved in the 62nd SCR meeting.

Dr Moggallan Bharti was assigned as Megha Rani's supervisor in late 2022. According to the UGC notification 2016, clause 6. Dr Bharti was eligible to supervise PhD students at that point. SCR had taken note that Dr. Moggallan Bharti is eligible for PhD Supervision in the 60th SCR meeting. Megha Rani's RAC formation was reported to the SCR on 03/03/2023 during its 61st meeting and later approved in the 62nd meeting of SCR (31/03/23). The new notification for eligibility for supervision came on 29/12/23 after almost a year of Megha Rani's RAC formation. In this context the school RSC discussed the matter and suggested that Megha Rani would continue to be supervised by Dr Bharti as Megha was already in her 5th semester and working in an area of Dr Bharti's specialization. Dr Bharti has two publications in reputed journals. As he needed one more publication according to the December, 2023 guideline, he was asked by the RSC to publish one more paper as soon as possible.

The SCR took note that Dr. Moggallan Bharti is not in the list of eligible PhD supervisor vide notification dated 29th Dec 2023. Please refer to observation and direction of SCR for point 3.1 above.

3.3- To consider and note the relaxation in the registration period for the women candidates of PhD Development Studies students Arfa Anis (Enrollment No: S195ADS01) and Elizabeth Alexander (Enrolments No: S195ADS0) of 2019-20 batch:

To consider and note the relaxation for the following women candidates in the normal registration period as endorsed and recommended by their RACs and admissible by **Regulations-2017, clause 12-v** that states *"Women candidates and Persons with Disability (more than 40% disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M. Phil/ Ph.D. for up to 240 days".*

S.N.	Name &Enrollment No.	Date of Registration	Date of Completion of 5 years	RAC	Remark
1.	Arfa Anis S195ADS01	02.08.2019	01.08.2024	Dr. Moggallan Bharti, Assistant Professor, School of Development Studies (Supervisor) Dr. Ivy Dhar Assistant Professor, School of Development Studies (RAC Member), and Dr. Adnan Farooqui, Associate Professor, Department of Political Science (RAC Member)	The student's progress has been found satisfactory
2.	Elizabeth Alexander S195ADS02	02.08.2019	01.08.2024	Prof. Deepita Chakravarty, Professor, School of Development Studies (Supervisor) Prof. (Retd.) Mary E. John, Professor (Retd.), Centre for Women's Development Studies (RAC Member) Dr. NandiniNayak, Assistant Professor, School of Development Studies (RAC Member)	

The SCR resolved to recommend relaxation in the registration period for students tabled above the women candidates as per the AUD PhD regulation 2017 clause 12(V) *"Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days.* ***The SCR also took note that Dr. Moggallan Bharti is not in the list of eligible PhD supervisor vide notification dated 29th Dec 2023. Please refer to observation and direction of SCR for point 3.1 above***

3.4: - To consider and note the application for first six-month extension period for PhD Development Studies student Ms. Jasodhara Borthakur (Enrollment No: S175ADS01) of 2017-18 batch:

PhD Development Studies student Jasodhara Borthakur (Roll no. S175ADS01) has completed five years on 16.08.2022 and was recommended 2 years' relaxations in the registration period in the 65th SCR meeting applicable to women candidate.

The Scholar has applied for an extension of six months stating time required for final completion of field inputs/analysis, and revision of chapters. Based on the status of the thesis progress submitted by the student, the RAC members agree with the recommendation for extension.

The RSC considers and notes the first six-month extension for the following candidate as endorsed and recommended by her RAC according to *AUD PhD 2021 regulations, clause 7.3 that states: "The RSC shall deliberate upon the scholar's application for extension, as forwarded by the Supervisor and RAC, and may recommend the same to the SCR" and PhD regulations-2017, clause 12.4, which state that "the final approval for extension can only be given by the SCR on the recommendation of the RSC of the school."*

Name of Students / Enrolment No.	Date of Registration	Date of Completion of 2 years of relaxation in the registration period, over and above 5 years	RAC	Remark	Reference
Jasodhara Borthakur S175ADS01	17.08.2017	16.08.2024	Dr. Ivy Dhar (Supervisor) Prof. DeepitaChakravarty, Professor, School of Development Studies (RAC Member) Dr. Nandini Nayak, Assistant Professor, School of Development Studies (RAC Member)	Jasodhara has submitted a draft of her main chapters to her supervisor. The student has requested for an extension for the completion of field inputs/	Scholar's Application, submitted on 09.05.2024 & School's RAC report

				analysis which was undertaken in KarbiAnglong, Assam. Some delay in the field work due to accessibility issues is noted. Applied for the first six-month extension of registration period (17.08.2024 to 16.02.2025). The RAC meeting was held on 10th May 2024.The application is supported by a recommendation from the Supervisor and RAC members.	

The SCR resolved to recommend first six-month extension as per AUD 2017 regulation clause 12(iv) which states that *"The normal registration period for a Ph.D. programme shall be five years from the date of enrolment of the student in the programme. No PhD thesis can be submitted before the completion of three years. In case the candidate is not able to complete his/her coursework and/or research requirements within the normal registration period, she/he may apply to the RSC for an extension of six months from the date of completion of five years of enrolment in the programme. The SCR shall not grant more than two such extensions under any circumstances."* ***As per clause 12 (vii), a normal registration period is "Five year from the date of enrolment (for women and PwD candidates' normal registration period is seven years) in the programme."***

3.5: - To consider and note the Reconstitution of RAC for PhD Development Studies student Jasodhara Borthakur (Enrollment No: S175ADS01) of 2017-18 batch:

To consider and note the reconstitution of the RAC committee of Jasodhara Borthakur (Roll No: S175ADS01) in compliance with the **AUD PhD regulations 2017, clause 11. 3**, which state that *"not more than one (01 member) can be external to the School or the University."*

Following is the proposed reconstituted structure of the RAC-

Name of Students/ Enrolment No.	Date of Registration	Batch	Supervisor and RAC Members	Remark
Jasodhara Borthakur S175ADS01	17.08.2017	2017-18	Dr. Ivy Dhar (Supervisor) Prof. Deepita Chakravarty, Professor, School of Development Studies (RAC Member) Dr. Nandini Nayak, Assistant Professor, School of Development Studies (RAC Member) **Dr RachnaChaudhary, Associate Professor, (School of Human Studies)**	The RAC of JasodharaBorthakur was constituted in the 38th Meeting of SCR, held on 6 March 2018. The constituted RAC did not have a member from outside the programme faculty. The RSC is proposing re-constituting of her RAC in compliance with the PhD regulations 2021. Dr. Rachna Chaudhary will be the RAC member from outside the programme faculty and has agreed to this arrangement.

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

3.6: To consider and note the Reconstitution of RAC for PhD Development Studies student Anu Rani (Enrollment No: S185ADS02) of 2018-19 batch:

To consider and note the reconstitution of the RAC committee of Anu Rani (Roll No: S185ADS02) in compliance with the **AUD PhD regulations 2017, clause 11. 3**, which state that *"not more than one (01 member) can be external to the School or the University."*

Following is the proposed reconstituted structure of the RAC-

Name of Students / Enrolment No.	Date of Registration	Batch	Supervisor and RAC Members	Remarks
Anu Rani S185ADS02	02.08.2018	2018-19	Dr. Nandini Nayak, Assistant Professor, School of Development Studies (Supervisor) Prof. Deepita Chakravarty, Professor, School of Development Studies (RAC Member) Prof. Babu P. Remesh. Professor, School of Development Studies (RAC Member), **Dr Rachna Chaudhary, Associate Professor, (School of Human Studies)**	The RAC of Anu Rani was constituted in the 47th Meeting of SCR, held on 29th November 2019. The RSC is proposing re-constituting of her RAC in compliance with the PhD regulations 2021, which state that at least one (01) member shall be from outside the PhD programme faculty. Dr. Rachna Chaudhury will be the RAC member from outside the programme faculty in place of Prof. Sumangala Damodaran (her resignation from AUD is reported). Dr. Chaudhury has agreed to this arrangement.

The SCR took note of the re-constitution of RAC of the scholar, Ms. Anu Rani S185ADS02

3.7: - To consider and note the allotment of PhD Co-supervisor and re-constitution of RAC for the PhD Development Studies student Hadson Sitembo (Enrollment No: S215ADS01) of 2021-22 batch (Admitted in 2022): -

The Supervisor has submitted a proposal to the School RSC stating that a Co-Supervisor's expertise in Public Policy would be beneficial for the research guidance of the Scholar.

The RSC discussed and resolved to recommend the allotment of PhD Co-Supervisor and re-constitution of the RAC of Hadson Sitembo (Enrolment No:

S215ADS01) based on **Clause 9.3 of PhD Regulations 2021** which states that, "*A co-supervisor can be appointed for a PhD scholar from another school or from outside the university with approval by the Academic Council based on the recommendation of the SCR, the School's RSC and the scholar's RAC with the approval of competent authority*"
Following is the proposed reconstituted structure of the RAC-

Name of Students / Enrolment No.	Date of Registration	Batch	Supervisor and RAC Members	Remark
Hadson Sitembo S215ADS01	10.06.2022.	2021-22	Prof. DeepitaChakravarty, Professor, School of Development Studies (Supervisor) Dr. ParthaSaha, Associate Professor, School of Global Affairs (Co-Supervisor) Dr. Nandini Nayak, Assistant Professor, School of Development Studies (RAC Member)	The RAC of Hadson Sitembo was constituted in the 66th SCR meeting. The RSC is proposing allotment of Co-Supervisor and re-constituting of his RAC in compliance with the PhD regulations 2021, clause 9.3.

The SCR took note of the allotment of PhD Co-supervisor and re-constitution of RAC of Hadson Sitembo (S215ADS01) as per Clause 9.3 of PhD Regulations 2021 which states that, *"A co-supervisor can be appointed for a PhD scholar from another school or from outside the university with approval by the Academic Council based on the recommendation of the SCR, the School's RSC and the scholar's RAC with the approval of competent authority"*

3.8: To note the Admission in PhD in Development Studies 2023-24 (Admitted in 2024):

The RSC reports the Admission in PhD in Development Studies 2023-24 of Seven (07) students as per the list of selected candidates declared on 29.04.2024. All the declared seats are filled.

S. No.	Name of Candidate	Date of Registration	Courses (Monsoon Semester 2024)
1	Kriti Bhagat	03.05.2024	Development Perspectives, Contexts and Historical Trends
2	Mohit Pandey	03.05.2024	
	Rahul Kumar	03.05.2024	

3			(SDS3DS101, 4 Credit)
4	Roshan Kumar Singh	03.05.2024	
5	Shivanshu	03.05.2024	Supervised Independent Study Course (SDS3DS107, 4 Credit)
6	ShubhojeetDey	03.05.2024	
7	Srijani Roy	10.05.2024	

The SCR took note of the above.

3.9. To consider and note the maternity leave for PhD Development Studies student Anu Rani (Enrollment No: S185ADS02) of 2018-19 batch:

The agenda item was presented at the end of the 66th SCR meeting with the permission of the Convenor, SCR and submitted on a notesheet dated 5 February 2024. Details are as the following:

Ms. Anu Rani (S185ADS02) has applied for Maternity Leave for a period of six months from 1 January 2024 to 30 June 2024.

To consider and note the RSC recommendation of maternity leave of Anu Rani (Enrollment No: S185ADS02) as per **AUD 2017 rules 12 (V),** which state that *"Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil./ Ph.D. for up to 240 days."*

The SCR resolved to recommend the maternity leave of Ms. Anu Rani (Enrollment No: S185ADS02) of 2018-19 batch as is applicable under AUD 2017 regulations clause 12 (V) *"Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days*

3.10. To consider and note the PhD degree awarded to Dr. Sweta Suman (Roll Number: S135ADS06) in the 12th Annual Convocation.

The agenda item was presented at the end of the 66th SCR meeting with the permission of the Convenor, SCR and submitted on a notesheet dated 5 February 2024. Details are as the following:

To note that Dr. SwetaSuman (Roll Number: S135ADS06), a graduate of School of Development Studies, has been awarded PhD in Development Studies in the 12th Annual Convocation held on 20 December 2023. Her

successful completion of all requirements for the award of PhD has been reported.

The SCR took note of the above.

3.11: To consider the reconstitution of RAC for PhD Development Studies student Rahul Kumar Yaduka (Enrollment No: S185ADS05) of 2018-19 batch:

The agenda item was submitted on a notesheet dated 1 May 2024, given that Rahul Yaduka is undergoing the second six-month extension till 01.08.2024 (and the final) as per **AUD 2017 regulation** clause 12(iv), recommended in the 66th SCR. Details are as the following:

"To consider and note the reconstitution of the RAC committee of Rahul Kumar Yaduka (Roll No: S185ADS05) in compliance with the PhD regulations 2017, clause11.3, which state that *"The RAC must have at least 3 members, of which not more than one can be external to the School or the University."*

Following is the proposed reconstituted structure of the RAC-

Enrolment No.	Name of Students / Enrolment No.	Date of Registration	Batch	Supervisor and RAC Members	Remark
S185ADS05	Rahul Kumar Yaduka	01.08.2018.	2018-19	Dr. Ivy Dhar, Assistant Professor, School of Development Studies (Supervisor) **Prof. Deepita Chakravarty, Professor, School of Development Studies (RAC Member)** Dr. Abhay Kumar, Assistant Professor, National Council of Educational Research and Training (RAC member, External)	Prof. Deepita Chakravarty will be the RAC member from the programme faculty in place of **Dr. Moggallan Bharti.**

The SCR took note of the re-constitution of RAC of the Rahul Kumar Yaduka (Roll No: S185ADS05)

School of Education Studies

Item No 4: To discuss and note the recommendation of the Research Studies Committee (RSC) of School of School of Education Studies on the following:

4.1: To discuss and note the six-monthly progress reports of semester IX PhD in Education scholars 2019-20, July-December 2023.

The RSC discussed and considered the RAC progress reports of the PhD in Education cohort admitted in 2019 for progress from Semester IX to Semester X. It was discussed that the progress of all of the PhD scholars has been satisfactory. A summary of the progress of all the scholars is presented in the table below: -

Sl.	Student name	Enrolment no.	Date of Registration	Supervisor	Date of RAC	RAC Assessment	Remark
1	Aditi Sehrawat	S195H0001	19 August 2019	Dr. Manish Jain	19 January 2024	Satisfactory	RAC Report
2	Alprata Ahuja	S195H0002	20 August 2019	Dr. Manasi Thapliyal Navani Co-supervisor: Professor Haneet Gandhi (University of Delhi)	2 February 2024	Satisfactory	RAC Report
3	Disha Sharma	S195H0003	19 August 2019	Dr. Sunita Singh Co-supervisor: Dr. Anandini Dar	29 January 2024	Satisfactory	RAC Report
4	Harsha Rana	S193H0004	20 August 2019	Dr. Gunjan Sharma	23 January 2024 (already reported in SCR on 2 February	Satisfactory	RAC Report

					2024)		
5	Mincy Ruby Mathew	S195H0005	19 August 2019	Dr. Sunita Singh	De-registration from April 15, 2023	N.A.	NA.
6	Preeti	S195H0006	19 August 2019	Dr. Manish Jain	12 January 2024	Satisfactory	RAC Report
7	Radhika Mittal	S195H0007	19 August 2019	Dr. Gunjan Sharma	17 January 2024	Satisfactory	RAC Report
8	Ruchi Sharma	S195H0008	28 August 2019	Dr. Sunita Singh	24 January 2024	Satisfactory	RAC Report
9	Shanky Chaudhary	S195H0009	21 August 2019	Dr. Monimalika Day	De-registration from September 25, 2022	N.A.	N.A.
10	Shilpa Bajaj	S195H0010	19 August 2019	Dr. Shivani Nag	De-registration from January 01, 2023	N.A.	Application reporting continuation of deregistration

The SCR took note of the Six-monthly progress reports of student's batch ,2019-2020 tabled above for the period (July 2023 to December 2023).

4.2: To discuss and note the six-monthly progress reports of semester V PhD in Education scholars 2020-21 (Admitted in 2021), July-December 2023.

The RSC discussed and considered the RAC progress reports of the PhD in Education programme cohort admitted in 2020 for progression from Semester V to Semester VI. It was discussed that the progress of all the PhD scholars has been

satisfactory. A summary of the progress of all the scholars is presented in the table below: -

Sl.	Student name	Enrolment no.	Date of Registration	Supervisor	Date of RAC	RAC Assessment	Remark
1	Aabha Rawat	S205H0001	16 November 2021	Dr. Sunita Singh	23 January 2024	Satisfactory	RAC Report
2	Karan	S205H0002	16 November 2021	Dr. Gunjan Sharma	18 January 2024	Satisfactory	RAC Report
3	Kunica	S205H0003	22 November 2021	Dr. Monimalika Day	7 December 2023	Satisfactory	RAC Report
4	Mansa	S205H0004	16 November 2021	Dr. Manasi Thapliyal Navani	18 January 2024	Satisfactory	RAC Report
5	P. Parandama Reddy	S205H0005	17 November 2021	Dr. Manish Jain	13 January 2024	Satisfactory	RAC Report: Deregistration application under consideration
6	Priyanka	S205H0006	16 November 2021	Dr. Gunjan Sharma	19 January 2024	Satisfactory	RAC Report
7	Ridhima Garg	S205H0007	19 November 2021	Dr. Manish Jain	18 January 2024	Satisfactory	RAC Report
8	ThemhorchanShadang	S205H0009	17 November 2021	Dr. Shivani Nag	22 January 2024	Satisfactory	RAC Report

The SCR took note of the Six-monthly progress reports of student's batch ,2020-2021 tabled above for the period (July 2023 to December 2023).

4.3: To discuss and note the six-monthly progress reports of semester III PhD in Education scholars 2021-22 (Admitted in 2022), July-December 2023

The RSC discussed and considered the RAC progress reports of the PhD in Education programme cohort 2021-22 for progression from Semester III to Semester IV. The progress of all of the PhD scholars has been satisfactory. A summary of the progress of all the scholars is presented in the table below: -

Sl.	Student name	Enrolment no.	Date of Registration	Supervisor	Date of RAC	RAC Assessment	Remark
1	Abhishek Srivastava	S215H0001	15 September 2022	Dr. Manish Jain	20 January 2024	Satisfactory	RAC Report
2	Ebanna Edison	S215H0002	16 September 2022	Dr. Sunita Singh	29 January 2024	Satisfactory	RAC Report
3	Ekta Mishra	S215H0003	29 September 2022	Dr. Manasi Thapliyal Navani	16 January 2024	Satisfactory	RAC Report
4	Isha Joshi	S215H0004	27 September 2022	Dr. Manasi Thapliyal Navani	17 January 2024	Satisfactory	RAC Report
5	Kuldeep Singh	S215H0005	16 September 2022	Dr. Nivedita Sarkar	22 January 2024	Satisfactory	RAC Report
6	Sneha Bharti	S215H0006	17 September 2022	Dr. Shivani Nag	22 January 2024	Satisfactory	RAC Report

The SCR took note of the Six-monthly progress reports of student's batch ,2021-2022 tabled above for the period (July 2023 to December 2023)

4.4: To discuss and note the successful synopsis defense of Ms. Priyanka [S205H0006] semester V PhD (Education) scholar 2020 (admitted in 2021)

The research proposals/synopsis of the following scholar of 2020-21 cohort was assessed by the RAC and found to be satisfactory.

Student name	Enrolment no.	Date of Registration	Supervisor	Date of RAC &Synopsis Approval	Proposal Title as Approved
Priyanka	S205H0006	16 November 2021	Dr. Gunjan Sharma	19 January 2024	Teacher Professional Development in Delhi Government Schools: Policies, Practices and Experiences

***The SCR took note of the Synopsis defence presentation of* Ms. Priyanka [S205H0006].**

4.5: To report the status of the pending coursework courses of two scholars of 2021 cohort (Admitted in 2022)

Two students of the 2021 cohort had not cleared some components of the coursework in the first attempt [AES semester closing date: 19 September 2023]. In view of the PhD Regulations 2021; clause 10.3., the RSC had resolved to recommend that the two scholars be provided 12 months (until 18 September 2024) to complete the pending courses. The progress of the two students in the pending coursework is reported below:

Sl.	Student Name	Enrolment No	Date of Registration	Perspectives in Education (SES301101)	Research Methodology I – Nature of Inquiry in Social Science Research [SES301103, 2 Credits, Core]	Politics and Education in India [SES301202, 2 Credits, Elective]	Mapping Education Studies [SES301102, 2 Credit, Core]	Research Methods II [SES301104, 2 Credit, Core]	Guided Reading [SES301105, 2 Credit, Core Course]	Qualitative Case Study course Elective [SES301203/SES301206; 2 Credits]	Notes

1	Ekta Mishra	S215H0003	29 September 2022	Pass	Not passed	Not passed	Not passed	Not passed	Passed (in January 2024)	Pass	Not passed in 04 courses (8 credits)
2	Sneha Bharti	S215H0006	17 September 2022	Pass	Pass	Pass	Pass (in January 2024)	Pass (in January 2024)	Pass	Pass	Passed in all courses. Coursework completed in January 2024.

The RSC noted the status of the pending coursework courses of two scholar of 2020 cohort (Admitted in 2021). In view of the PhD Regulations 2021 clause 10.3., the RSC recommended that a student who is unable to pass the coursework courses in the first attempt, be provided two chances for re-test/repetition within 12 months for each course. After two chances if the student does not pass, the RAC should discuss the course of action as per the provisions of the PhD Regulations 2021.

The SCR took note of the pending coursework of the students tabled above.

4.6: To discuss the reconstitution of the RACs of Ms. Shanky Choudhary [S195H0009] and Ms. Shilpa Bajaj [S195H0010].

a) Ms. Shanky Choudhary [S195H0009] is a student of PhD in Education 2019 cohort. She is working in the area of inclusive education. Her supervisor is Dr. Monimalika Day and her approved RAC constitution included Dr. Gunjan Sharma (internal member) and Professor Anita Ghai (external member from SHS). Professor Anita Ghai has retired from the University. Thus, there is a need for change in the RAC constitution of Ms. Shanky Choudhary. Her supervisor has suggested that Professor Anita Ghai's change in affiliation be noted and she be allowed to continue to be on the RAC given her expertise in inclusive education. In addition to Professor Ghai, it is suggested that Dr. Krishna Ram, Assistant Professor, SUS, be included as an external member.

b) Ms. Shilpa Bajaj [S195H0010] is a student of PhD in Education 2019 cohort. Her supervisor is Dr. Shivani Nag and her approved RAC constitution included Dr. Anandini Dar (internal member) and Dr. Mamatha Karollil (external member). Dr. Anandini Dar has been relieved from AUD w.e.f. 1 June 2023. Thus, there is a need for change in the RAC constitution of Ms. Shilpa Bajaj. Her supervisor has suggested that Dr. Sunita Singh, Associate Professor SES, be included as an internal RAC member, in place of Dr. Anandini Dar. Dr. Sunita Singh has agreed to this arrangement. With this change the RAC compositions will be as follows:

Name of the scholar	**RAC Constitution**	**Old RAC Constitution**	**New RAC Constitution**
Ms. Shanky Choudhary [S195H0009]	Supervisor	Dr. Monimalika Day, Associate Professor, SES, AUD	Dr. Monimalika Day, Associate Professor, SES, AUD
	Co-Supervisor	None	None
	Internal RAC member	Dr. Gunjan Sharma, Assistant Professor, SES, AUD	Dr. Gunjan Sharma, Associate Professor, SES, AUD
	External RAC member (outside SES)	**Professor Anita Ghai, SHS, AUD**	1. **Professor Anita Ghai (formerly with AUD)** 2. **Dr. Krishna Ram, Assistant Professor, SUS, AUD**
Ms. Shilpa Bajaj [S195H0010]	Supervisor	Dr. Shivani Nag, Assistant Professor, SES, AUD	Dr. Shivani Nag, Assistant Professor, SES, AUD
	Co-Supervisor	None	None
	Internal RAC member	**Dr. Anandini Dar**	**Dr. Sunita Singh, Associate Professor,**

		(formerly with AUD)	SES, AUD
	External RAC member (outside SES)	Dr. Mamatha Karollil Assistant Professor, SHS, AUD	Dr. Mamatha Karollil Assistant Professor, SHS, AUD

AUD 2017 Regulation clause 11(iii) may please be applied. *The RAC constitution is in consonance with AUD 2017 Regulation clause 11(iii) that states, "The RAC must have at least 3 members, of which not more than one can be external to the School or the University" the RSC resolved to recommend the change in the RAC constitution of Ms. Shanky Choudhary [S195H0009] and Ms. Shilpa Bajaj [S195H0010] for the consideration of SCR.*

The SCR took note of the reconstitution of the RAC for Ms. Shanky Choudhary [S195H0009] and Ms. Shilpa Bajaj [S195H0010].

4.7: To consider and note the change in the PhD programme total credit load for students in view of the UGC PhD Regulations 2022.

In view of the UGC PhD Regulations 2022, the total credit structure of the PhD in Education programme was discussed. This has been approved by BOS (minutes are available)

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

Existing Structure:

Semester	Core/Compulsory Courses	Electives	Total Credits
I	Education Studies I: Perspectives in Education (4 credits) Research Methodology I: Nature of Inquiry in Social Science Research (2 credits)	Elective I (to be chosen from the PhD elective basket offered at SES or from any other school at AUD). (2 credits)	8 credits
II	Education Studies II: Mapping Education Studies (2 credits) Research Methodology II: Methodologies in Education Research (2 credits) **Guided Reading Course (2 credits)**	Elective II (to be chosen from the PhD elective basket offered at SES or from any other school at AUD (2 credits)	8 credits
I or II	Research & Publication Ethics (2 credits)		2 credits
	(Total credits in Semesters I & II)		**18 credits**

Proposed New Structure:

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

I or II	Research & Publication Ethics (2 credits)		2 credits
(Total credits in Semesters I & II) ***Can be opted only once by a scholar during the coursework**			**16 credits**

The RSC resolved to recommend the change in the overall credits of the PhD in Education programme coursework from 18 credits to 16 credits by shifting the Guided Reading course to the elective basket. It was recommended that the revised programme structure and course outline for the Guided Reading course be discussed at the SES Board of Studies meeting. The RSC recommended the agenda for noting to SCR.

The SCR took note of the above case.

4.8: To consider and note the receipt of No Objection Certificate for Ms. Alprata Ahuja [S195H0002] from the employer.

Ms. Alprata Ahuja (S195H0002) of the PhD in Education programme (2019 cohort) was selected as Assistant Professor (permanent) at the Shyama Prasad Mukherjee College, University of Delhi in December 2023. A No Objection Certificate has been issued by the scholar's employer permitting her to continue the PhD programme. *The recommendation is based on **AUD 2017 Regulation clause 14(vii)** that states, "Any registered research scholar in regular employment outside the University shall be required to provide a certificate/letter from the employer permitting him/her to pursue research. Recipients of fellowships, whether from the University or externally, are not permitted to take up full time employment outside the University. Any violations of the norms shall be reported to the SCR."*

The RSC noted the receipt of NOC for Ms. Alprata Ahuja [S195H0002] from the employer and recommended the same for the consideration of SCR.

The SCR took note of the above case.

Item 4.9: To discuss the grant of extra time or relaxation for PhD in Education scholars of cohort 2019.

The following SES PhD scholar of 2019 cohort who will be completing five years from the date of registration in August 2019, have requested for a grant of relaxation (extra-time) available for women scholars under section 12 (v) (p.7), AUD Regulations concerning degrees of Doctor of Philosophy (PhD) 2017. The grant of relaxation has been recommended by the RACs of the scholars. The details are as follows:

Sl.	Name of the Scholar	Enrolment No.	Supervisor	Date of Registration	RAC Meeting Date	Relaxation under 12 (v), AUD regulation 2017	Remark
1	Aditi Sehrawat	S195H0001	Dr. Manish Jain	19 August 2019	22 April 2024	2 years	RAC Minutes
2	Alprata Ahuja	S195H0002	Dr. Manasi Thapliyal Navani (Co-supervisor: Professor Haneet Gandhi)	20 August 2019	11 May 2024	2 years	RAC Minutes
3	Disha Sharma	S195H0003	Dr. Sunita Singh (Co-supervisor: Dr. Anandini Dar)	19 August 2019	14 May 2024	2 years	RAC Minutes
4	Preeti	S195H0006	Dr. Manish Jain	19 August 2019	22 April 2024	2 years	RAC Minutes
5	Radhika Mittal	S195H0007	Dr. Gunjan Sharma	19 August 2019	29 April 2024	2 years	RAC Minutes

The RSC examined section 12 (v) (p.7), AUD Regulations concerning degrees of Doctor of Philosophy (PhD) 2017, that states, "Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D." The same relaxation for women students is also given in section 4(4.4) of UGC (Minimum Standards and Procedures for Award of M. Phil/ PhD Degree) Regulations 2016 (p.8): "The women candidates and Persons with Disability (more than 40% disability) may be allowed a relaxation of one year for M. Phil and two years for Ph.D. in the maximum duration."

Based on the review of section 12 (v) (p.7), AUD Regulations concerning degrees of Doctor of Philosophy (PhD) 2017, and section 4(4.4) of UGC (Minimum Standards and Procedures for Award of M. Phil/ PhD Degree) Regulations 2016, the RSC recommended the grant of relaxation of two years to the five doctoral scholars of PhD in Education cohort 2019 to the SCR for consideration.

The SCR resolved to recommend two-year relaxation of above scholars as per 2017 AUD PhD regulations Section 12, clause (v), which states that, *"Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D.*

Item 4.10: To consider and note the continuation of deregistration/leave of four scholars of 2019 cohort.

The following PhD in Education scholar of 2019 cohort continue to be on de-registration:

Sl.	Student name	Enrolment no.	Date of Registration	Supervisor	Remark/ Date of RAC
1	Mincy Ruby Mathew	S195H0005	19 August 2019	Dr. Sunita Singh	De-registration from 15 April 2023 (Note-The PhD Scolar has successfully completed the course work in the first attempt and synopsis had been approved as per point 12 (vi) of AUD RSR 2017)
2	Shanky Chaudhary	S195H0009	21 August 2019	Dr. Monimalika Day	De-registration from 25 September 2022 (Note-The PhD Scolar has successfully completed the course work in the first attempt and synopsis had been approved as per point 12 (vi) of AUD RSR 2017)
3	Shilpa Bajaj	S195H0010	19 August 2019	Dr. Shivani Nag	De-registration from 1 January 2023 (Note The PhD Scolar has successfully completed the course work in the first attempt and synopsis had been approved as per point 12 (vi) of AUD RSR 2017)

4	Harsha Rana	S195H0004	20 August 2019	Dr. Gunjan Sharma	On Child Care Leave of 240 days from 1 February 2024

The RSC noted that the period of de-registration (AUD PhD Regulation 2017, clause 12(vi)) and Child Care Leave (AUD PhD Regulation 2017, clause 12(v) of the scholars is within the stipulated time of the PhD regulations applicable for the scholars. The RSC recommended the reporting of the continuation of the deregistration/child care leave of four PhD in Education scholars to the SCR.

The SCR resolved to recommend continue de-registration to all four scholars as per the AUD PhD regulation 2017 clause 12(vi), which is reproduced here: *"The de-registered candidate cannot re-register sooner than one year after the date of deregistration and may re-register no later than four years after the date of de-registration. The total active registration period of a doctoral scholar will not exceed six years (including the two possible extensions of six months each)".* **The SCR took note of the continuation of Child Care Leave of Ms. Harsha Rana start from 1st February 2024. *as per the AUD PhD regulation 2017 clause 12(v)*** *"Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days"*

Item 4.11: To discuss the results of pending coursework Semester I courses of Ms. Ekta Mishra [S215H0003], 2021 cohort (Admitted in 2022).

In its meetings held on 18 September 2023 and 14 February 2024, the RSC had noted the status of the pending coursework courses of Ms. Ekta Mishra of 2021 cohort (Admitted in 2022). In view of the PhD Regulations 2021 clause 10.3., the RSC had recommended that the scholar who was unable to pass the coursework courses in the first attempt, be provided two chances for re-test/repetition within 12 months for each course until 18 September 2024 [AES semester closing date was: 19 September 2023] to complete the pending courses. After two chances if the scholar does not pass, the RSC recommended that the RAC should discuss the course of action as per the provisions of the PhD Regulations 2021.

Ms. Ekta Mishra was provided two additional/repetition chances (after the closing of the semester) to pass her pending Semester I courses. However, she has not passed the courses in the two repetition attempts. The progress in the pending coursework is reported below:

Sl.	Student Name	Enrolment No	Date of Registration	Perspectives in Education (SES301101)	Research Methodology I – Nature of Inquiry in Social Science Research [SES301103, 2 Credits, Core]	Politics and Education in India [SES301202, 2 Credits, Elective]	Mapping Education Studies [SES301102, 2 Credit, Core]	Research Methods II [SES301104, 2 Credit, Core]	Guided Reading [SES301105, 2 Credit, Core Course]	Qualitative Case Study course Elective [SES301203/SES301206; 2 Credits]	Notes
1	Ekta Mishra	S215H0003	29 September 2022	Pass	Not passed in two additional /repeat attempts	Not passed in two additional /repeat attempts	Not passed (repeat attempts due)	Not passed (repeat attempts due)	Pass	Pass	Not passed in 04 courses (8 credits out of 18 credits (including RPE course)

The results of the scholar were discussed in the RAC. The RAC of the scholar recommended that the case be discussed in RSC and also presented the request made by the scholar to the RAC to allow time to pass the Semester 1 courses.

Based on the discussion and the PhD Regulations 2021 clause 10.3., the RSC recommended the following:

- *Ms. Ekta Mishra be provided time till the completion of 12 months from the closing date of the PhD coursework (19 September 2023), i.e. till 18 September 2024, to complete both Semester 1 and 2 courses.*
- *The exams for Ms. Ekta Mishra for the pending courses of Semester 1 and 2 be completed by 18 September 2024. An exam schedule be provided to the student in advance along with the list of readings on which the exam will be based.*

- *The student may be allowed the opportunity to attend some classes of Semester 1 courses (commenced in May 2024) within this period of 12 months. The student may consult the faculty members for other courses.*
- *The results of Ms. Ekta Mishra in Semester 1 and 2 courses should be discussed in RAC and presented to RSC for discussion.*

SCR returned the case to the school and present it in the next SCR meeting along with the relevant rules if the candidates have not completed their coursework within the full 2-year period.

Item 4.12: To consider and note the successful synopsis defense of Ms. Isha Joshi [S215H0004] (admitted in 2022).

The research proposals/synopsis of the following scholar of 2021-22 cohort was assessed by the RAC and found to be satisfactory.

Student Name	Enrolment No. & Date of Registration	Supervisor	Date of RAC	Title of the Synopsis	Remark
Isha Joshi	S215H0004 Date of Registration 27.09.2022	Dr. Manasi Thapliyal Navani	13 May 2024	Cultivating an educational ideal: An ethnographic case study of a primary school in Delhi	RAC Minutes & Synopsis

The SCR took note of the Synopsis defence presentation of Ms. Isha Joshi [S215H0004] (admitted in 2022).

Item 4.13: To discuss the matter of deregistration of Mr. P. Parandama Reddy [S205H0005] (admitted in 2021)

Mr. P. Paranadama Reddy, 2020 cohort, had requested for deregistration after the completion of coursework and synopsis defence. The reason for deregistration cited was his appointment in a government job in August 2023. He was unable to procure an NOC from his employer immediately after joining the service. His deregistration request as recommended by his supervisor, Dr. Manish Jain, was considered in the RAC and RSC meetings and then discussed in the 66th SCR meeting held on 25 August 2023. The deregistration related agenda of Mr. P. Paranadama Reddy was withdrawn from 66th SCR meeting based on the advice of the SCR that there is no provision for the grant of deregistration to a scholar for a government job. The reason for the withdrawal of the agenda was to inform the

scholar and his supervisor about the lack of such a provision – so that they have the opportunity to consider alternative courses of action. After this, the scholar has been asked by his supervisor to submit a No Objection Certificate from the employer. The scholar has sought time of about three months to explore study leave and/or procurement of NOC from the employer.

Based on the PhD Regulations 2021 clause 15.6, ***The relevant clause has been stated above. AUD 2021 Regulation clause 15.6*** *states, "A PhD scholar in regular employment outside the University shall be required to produce a No objection certificate and permission from the employer permitting him/ her to pursue research."*

the RSC recommended to the SCR the request of P. Parandama Reddy for a grant of three months' time to procure a No Objection Certificate.

The SCR returned the case to the school providing all the details including summary, rescue date and progress report.

Item 4.14: To consider and note the change of affiliation of one RAC member for Ms. Aabha Rawat (S205H0001), 2020 cohort (Admitted in 2021).

Professor Amol Padwad is an external RAC member for Ms Aabha Rawat. At the time of the approval of his name as an RAC member, Professor Padwad was a faculty member at Dr. B. R. Ambedkar University Delhi. In 2024, Professor Padwad resigned from the University and is currently not affiliated with any institution. It was discussed that given the expertise of Professor Padwad in the area of language and literacy and for continuity in the advice given to the scholar, the RAC of the scholar may continue after noting the change in the affiliation of Professor Padwad.

This RAC minute is to report the change in the affiliation of RAC members whose names were already duly approved. The RAC constitution is in consonance with **AUD 2021 Regulation clause 11.2** *that states, "The RAC must have at least (03) members. The thesis supervisor is the convenor of the RAC and the co-supervisor (if any). At least two (02) members shall be within the PhD programme faculty. At least (01) member shall be from outside the PhD programme faculty. At most two (02) members may be from outside the PhD programme faculty. All RAC members should be eligible for PhD supervision".*

Particulars	**RAC (approved by SCR on November 30, 2022)**	**Proposed RAC**
Scholar: Ms Aabha Rawat (S205H0001)		
Supervisor	Dr. Sunita Singh, SES	Dr. Sunita Singh, SES

RAC member 2 (from SES)	Dr. Shivani Nag, SES	Dr. Shivani Nag, SES
RAC member 3 (from outside SES programme faculty)	**Professor Amol Padwad, Centre for English Language Education, School of Letters, Dr. B. R. AUD**	**Professor Amol Padwad (Formerly with Dr. B. R. AUD)**

The SCR took note of the change of affiliation of one RAC member for Ms. Aabha Rawat (S205H0001)

Item 4.15: To report the admission of PhD in Education programme 2023-24

The admissions to the PhD in Education programme 2023-24 are complete. Nine scholars have been offered admission to the programme. The names of the scholars are given below:

Form Number	Name	Enrolment Number
AUDJL230001563	Ragini Lalit	S235H0001
AUDJL230002879	Bhumika	S235H0002
AUDJL230002916	Vagish K Jha	S235H0003
AUDJL230003038	Isha Sharma	S235H0004
AUDJL230001612	Mansi	S235H0005
AUDJL230001053	Mayanka Kashyap	S235H0006
AUDJL230001855	Bhawna Singh	S235H0007
AUDJL230001880	Garima Saini	S235H0008
AUDJL230002749	Manvi	S235H0009

The orientation of the coursework has been conducted on 7 May 2024 and classes have commenced from 8 May 2024.

The SCR took note of the admission of students in the PhD in Education programme 2023-24.

School of Global Affairs

Item No 5: To discuss and note the recommendation of the Research Studies Committee (RSC) of School of Global Affairs on the following:

5.1- To report the Reconstitution of the RSC of School of Global Affairs.

The reconstituted RSC is as follows:

- Prof. N. Nakkeeran (Chair)
- Dr. Rinju Rasaily (External member)
- Dr. Nishant Kumar (External member)
- Dr. Samik Chowdhury (PC PH-PhD)
- Dr. Tanya Chaudhary (PC US-PhD)
- Dr. Pavan Kumar (Member, GS)
- Dr. M.M. Anees (Convenor)
-

The SCR took note of the Reconstitution of the RSC of School of Global Affairs.

5.2- To consider and note the six monthly (October 2023 – March 2024) RAC progress reports of PhD scholars of SGA (Batch – 2021): -

Scholars of the batch 2021-22 made presentations of their progress to their RAC and satisfactory progress reports were submitted to the RSC of SGA (as per the list below).

The RSC approved the progress reports (for the period of October 2023 – March 2024) of the following research scholars of the PhD in Urban Studies and PhD in Public Health.

S. No	Name	Roll No.	Programme	Batch	Date of Registration	Supervisor and RAC	RAC Assessment
1	Shalaka	S215 MUS 03	Urban Studies	2021	14/9/2022	Pritpal Randhawa (S), Rachna Mehra, Venugopal Madipatti	The scholar's progress was deemed satisfactory
2	Sonali Rai	S215 MUS 04	Urban Studies	2021	14/9/2022	Rachna Mehra (S), Pritpal Randhawa, Babu P Remesh	The scholar's progress was deemed satisfactory
3	Rashmi Bala	S215 MUS 01	Urban Studies	2021	14/9/2022	Pritpal Randhawa (S), Rohit Negi,	The scholar's progress was deemed

4	Ruchi	S215 MUS 02	Urban Studies	2021	14/9/2022	Bidhan Dash Rohit Negi (S), Buddhaditya Das, Rachna Mehra	satisfactory The scholar's progress was deemed satisfactory
5	Amit Kumar	S215 MPH 01	Public Health	2021	14/09/2022	N. Nakkeeran (S), Pritpal S. Randhawa, Samik Chowdhury	The scholar's progress was deemed satisfactory
6	Vijay Singh Bhandari	S215 MPH 03	Public Health	2021	15/09/2022	Samik Chowdhury (S), N. Nakkeeran, Partha Saha	The scholar's progress was deemed satisfactory

The SCR took note of the Six-monthly progress reports of student's batch of 2021 tabled above for the period (July 2023 to December 2023)

5.3- To note the admission of the new batch of PhD scholars of SGA (Batch 2022 and 2023).

A total of seven PhD scholars have been offered admission to the SGA (Urban Studies – 05 and Public Health – 02). The scholars are in the process of completing their registration and other requirements. The names of the PhD scholars are given below:

S.No.	Name	Form no.	Date of Admission
1.	Aameen	AUDJL230002299	03/05/2024
2.	Parivartan Pandia	AUDJL230002291	03/05/2024
3.	Ritu Pramanik	AUDJL230001499	03/05/2024
4.	Anil Sethumadhavan	AUDJL230001030	10/05/2024
5.	Ram Ahirwar	AUDJL230002344	10/05/2024
6.	Pritam Kumar Singh	AUDJL230001358	03/05/2024
7.	Asma Sheikh	AUDJL230002923	03/05/2024

**S.No. 1-5 – PhD scholars of Urban Studies and S.No. 6-7 - PhD scholars of Public Health*

The orientation of the PhD coursework was conducted on 10 May 2024 and classes commenced on 13 May 2024.

The SCR took note of the admission of scholars into the PhD Programme of SGA (Batch 2022 and 2023).

School of Heritage Research and Management

ITEM No- 6: To discuss and note the recommendation of the Research Studies Committee (RSC) of School of Heritage Research and Management on the following:

6.1 –To note the registration of the first batch of the 2023-24 PhD Programme in Heritage Studies at SHRM.

PhD in Heritage Studies 2023-24 cohort (Admitted in 2024)				
Sl.	**Student name**	**Enrolment no.**	**Date of Registration**	**Status of Fellowship**
1	Rohan Kumar Nirwan	S235PHS01	3 May 2024	JRF
2	Sumit Kumar	S235PHS03	3 May 2024	Non-JRF
3	Sakshi Khera	S235PHS02	9 May 2024	JRF

The SCR took note of the admission of students into PhD Programme in Heritage Studies (Batch of 2023-24) at SHRM.

6.2: To note the beginning of 1st Semester and Course work of the following courses from 8 May 2024 onwards.

S No	Name of Course	Course Coordinator	Course Team	Semester
1	Introduction to Heritage Studies: Theory and Method	Dr Anand Burdhan	Dr Anand Burdhan and Dr Shalini Awasthi	Semester -1
2	Indian Heritage Structure: Forms and Materials:	Dr Sima Yadav	Dr Sima Yadav	Semester- 1
3	Research Methodology and Academic Writings	Dr Sima Yadav	Prof. Rukmini Sen and Dr Sima Yadav	Semester- 1

The SCR took note of the beginning of 1st Semester and Course work of the above courses for the students who have taken in 2023 cycle at SHRM.

School of Human Ecology

ITEM No- 7: To discuss and note the recommendation of the Research Studies Committee (RSC) of School of Human Ecology on the following:

7.1- To consider and note the first Six-month extension of the PhD candidate (Amit Kumar Srivastwa (S195BED01) start with 28th July 2024.

PhD registration date of Mr Amit Kumar Srivastwa (S195BED01) is 29th July 2019. He will complete five years in the PhD Programme in Human Ecology on 28th July 2024. He has successfully completed the PhD coursework in 2021 and defended his synopsis in April 2021. The RAC member decided, in view of the progress made by the research scholar to recommend to the RSC a six-month extension to the candidate beyond 28th July 2024 upto 28th January 2025, as per Clause 12(iv) of the AUD Regulations 2017, to enable him to complete his research work.

The SCR resolved to recommend the first six-month extension to Mr Amit Kumar Srivastwa (S195BED01) as per AUD 2017 regulation clause 12(iv) to complete his research work.

7.2- To consider and note the relaxation for the PhD women candidate (Anisha Yadav S185BED01start with 5th August 2024

PhD registration date of Ms Anisha Yadav (S185BED01) is 6th August 2018. She completed her five years on 5th August 2023 and is availing her first one-year women relaxation from 6th August 2023 to 5th August 2024 (as per 64th SCR minutes). The RAC members decided, in view of the progress made by the research scholar to recommend to the RSC a six-month relaxation to the women candidate from 6th August 2024 to 5th February 2025, as per Clause 12(v) of the AUD Regulations 2017, to enable her to complete her PhD.

The SCR resolved to recommend the second one-year relaxation to Ms Anisha Yadav (S185BED01) from 6th Aug 2024 to 5th Aug 2025 as per RSR 2017 clause 12 (V) which states that "Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days".

7.3- To consider the Ms. Sonam Mahalwal (S165BED02), , has successfully presented her pre-submission seminar.

S. No.	PhD Scholar	Enrol. No	Date of Enrolment	Date of Pre-submission seminar	Thesis Title
1	Sonam Mahalwal	S165BED02	1st September 2016 (Registered as per the RSR 2017)	15th May 2024	Forest Dependence and Adivasi Livelihoods: A case study of the commodity chain of Boswellia serrata in Central India

The PhD Scholar Ms Sonam Mahalwal (S165BED02) has been registered under AUD PhD Regulation 2017. The synopsis defence date is 09th Sep 2018. The PhD Scholar has availed duly approved maternity leave form 01 Aug 2020 to 28 Mar 2021. Upto December 2022 the PhD Scholar has availed Covid relaxation. She has availed 1st year of relaxation to women candidate from 01 Jan 2023 to 31 Dec 2023. She has availed 2nd year of relaxation to women candidate from 01 Jan 2024 to 31 Dec 2024. Her pre-submission presenation was on 15th May 2024.

The SCR took note of the pre- submission seminar. She had been granted extension till 31st December 2024, recommended in the 66th SCR.

7.4- To consider and note that Mr Suraj Pratap Singh Bhati (S205BED01) has successfully defended his synopsis.

S. No.	i. PhD Scholar	ii. Enrol. No	Date of Enrolment	Date of Synopsis defence	Thesis Title
1	Suraj Pratap Singh Bhati	S205BED01	16th November 2021	iii. 2nd May 2024	Renewable energy Development, Just Transition and Land Conflicts in the Drylands of Western India

The SCR took note of the Synopsis defence presentation of **Mr Suraj Pratap Singh Bhati (S205BED01).**

7.5- To consider and note the admission of the new batch of PhD scholars of SHE (detailed below) has joined PhD program in School of Human Ecology. Orientation is completed on 13th May 2024.

S. No.	iv. Name	v. AUD form number	vi. Date of fee payment/enrolment
1	Juno Negi	AUDJL230001192	9th May 2024
2	Rajoli Ghosh	AUDJL230002222	10th May 2024
3	Vishal	AUDJL230001960	9th May 2024
4	Umang Verma	AUDJL230001972	9th May 2024

The SCR took note of the admission of PhD scholars (Batch of 2023) of SHE.

7.6- To consider and note the RAC meetings of the following scholars have been organized and satisfactory six-monthly progress reports received from the RAC Conveners.

S. No. -	Scholar (Enrol. No.)	Date of Enrolment	Date of RAC presentation	Time Frame	Previous extension/ Relaxation (Dates)	Progress as per RAC	RAC Reports
1	Pradeep Kumar Jha S215BED03	14th September 2022	11th May 2024	July to December 2023	None	Satisfactory	
2	Merlyn Maria Antony S215BED01	14th September 2022	25th April 2024	July to December 2023	None	Satisfactory	
3	Shiwani S215BED04	14th September 2022	10th May 2024	July to December 2023	None	Satisfactory	
4	Nikita Samarnath S215BED02	14th September 2022	20th February 2024	July to December 2023	None	Satisfactory	

5	Suraj Pratap Singh Bhati S205BED01	16th November 2021	20th February 2024	July to December 2023	None	Satisfactory	
6	Amit Kumar Srivastwa S195BED01	29th July 2019	13th February 2024	July to December 2023	None	Satisfactory	
7	Anisha Yadav S185BED01	6th August 2018	18th January 2024	July to December 2023	1st year relaxation to women candidate from 6th August 2023 to 5th August 2024	Satisfactory	
8	Sonam Mahalwal S165BED02	1st September 2016	13th February 2024	July to December 2023	2nd year relaxation to women candidate from 1st January 2024 to 31st December 2024	Satisfactory	

The SCR took note of the Six-monthly progress reports of students tabled above for the period (July 2023 to December 2023).

School of Human Studies

ITEM No- 8: To discuss and note the recommendation of the Research Studies Committee (RSC) of School of Human Studies (SHS) on the following:

8.1 To report the Reconstitution of the RSC of School of Human Studies.

The RSC of School of Human Studies has been reconstituted as per norms in 2021 AUD Research Regulation with approval from Competent Authority and its composition is as follows:

1. Dr. Rachna Chaudhary (Chairperson, RSC of SHS)

2. Dr. Vatsala Saxena (Programme Coordinator, PhD Psychology & Disability Studies)
3. Dr. Shifa Haq (Programme Coordinator, MPhil Psychoanalytic Psychotherapy)
4. Dr. Shubhra Nagalia (Prog. Coordinator, MPhil & PhD WGS and Convenor RSC, SHS
5. Prof. Krishna Menon (Prof.WGS, SHS)
6. Prof. Honey Oberoi Vahali (Prof. Psychology, SHS)
7. Prof. Lawrence Liang (External Member)
8. Prof. Babu P. Remesh (External Member) on Sabbatical Leave

The SCR took note of the reconstitution of the RSC of SHS.

Matters pertaining to the MPhil WGS Programme

8.2 - To consider and note the report that the viva voce was conducted successfully of the following MPhil WGS student:

Sl. no	Enrolment No	Name	Registration Date	Date of Submission	Date of Viva Voce
1	S184CWG10	Tanushri Barman	30/7/2018	28.12.2023	02/04/2024

The SCR took note of the viva voce conducted successfully of Ms Tanushri Barman (Mphil) WGS student on 2nd April 2024.

Matters pertaining to the PhD WGS Programme

8.3 To consider and note the submission of final thesis by the following students:

Sl. no	Enrolment No	Name	Registration Date	Date of Pre-submission	Date of Submission
1.	S185CWG02	Alpaxee Kashyap	01/08/2018	20/02/2024	07/05/2024
2.	S185CWG03	Chaitanya Khandelwal	30/07/2018	13/03/24	29/04/2024
3	S195CWG02	Isha Yadav	26/07/2019	07/03/24	02/04/2024
4	S195CWG07	Srishti Srivastava	07/26/2019	13/03/24	15/04/2024

The SCR took note of the submission of thesis of the above students.

8.4- To consider and note that the RAC has endorsed the pre-submission presentation:

Sl. No	Enrolment No	Name	Registration Date	Date of RAC Meeting	Comments	Attachments
1	S195CWG05	Shirin	29/07/2019	13/05/24	Satisfactory	RAC report

					Endorsed pre-submission presentation	

The SCR took note of the pre-submission presentation of the Mr Shrin (S195CWG05) by the RAC members.

8.5- To consider and note the request for maternity leave/ childcare leave application by the following woman candidate in accordance with 2017 PhD regulation, Section 12, clause (v) which states that "... the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days."

Sl. No	Enrolment No	Name	Registration Date	Date of RAC	Period of Maternity Leave	Attachments
1	S175CWG03	Sanjana	07/12/2016	14/05/2024	Maternity leave from 13th March 2024 to 8th November 2024 (240 days)	Application for maternity/ child care leave endorsed by the supervisor and RAC members. Birth Certificate enclosed with RAC form.

The PhD Scholar as opted RSR 2017.

The SCR resolved to recommend the maternity leave of Ms. Sanjana (Enrol. No. S175CWG03***) as is applicable under AUD 2017 regulations clause 12 (V)*** *"Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days.*

8.6- Reconstitution of RAC for the following students as per the requirement of 2017 item 11, clause iii, which says, "For each Ph. D. scholar, a Research Advisory Committee shall be constituted by the RSC before the end of the course work. The RAC must have at least 3 members, of which not more than one can be external to the School or the University. The candidate's supervisor and co-Supervisor (internal as well as external) must be part of the RAC. The Supervisor of the scholar shall be the Convener of the RAC."

The reconstitution is in light of the fact that for the student (Sl No 1), RAC member Prof. Rachana Johri has resigned from Dr B R Ambedkar University Delhi and for the

student (Sl No 2) RAC member Prof. Mary John has retired from CWDS, and the collaboration with CWDS is no longer in force and thus, Prof. Mary John has become an external member.

Sl No	Enrol number and Date of Registration	Name of the scholar	Supervisor & Co-supervisor	Old RAC	New RAC
1	S185CWG10 (DOR 01/7/2018)	Vandana Chaudhary Palta	Dr. Rachna Chaudhary	Dr. Rachna Chaudhary (Supervisor); Prof. Rachana Johri; Dr Anandini Dar	Dr. Rachna Chaudhary (Supervisor); Dr. Shubhra Nagalia (Internal); Dr Anandini Dar (external)
2	S175CWG03 07/12/2016	Sanjana	Dr. Shubhra Nagalia	Dr. Shubhra Nagalia (Supervisor); Dr. Rachna Chaudhary (internal); Prof. Mary John; Dr. Smita Patil	Dr. Shubhra Nagalia (Supervisor); Dr. Rachna Chaudhary (Internal); Dr. Smita Patil (external)

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

8.7 - To consider and note the request for two years' relaxation (or extra time) under women category by the following students in accordance to 2017 PhD regulation, Section 12, clause (v), which states that, "Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D."

Sl. No	Enrolment No	Name	Registration Date	Date of RAC	Extension details/period of extension sought	Attachments
1	S185CWG08	Shefali Kishore	27/07/2018 Completing 5 years from date of registration: on 25/03/2024 (inc. maternity leave)	01/02/2024	Shefali availed Maternity Leave from 10th May 2023 to 31st December 2023 Relaxation has been sought from 26/3/2024 to 25/3/2026	Application, RAC report and draft of work done
2	S195CWG03	Manisha Pal	29/07/2019	14/05/2024	29th July 2024 to 28th July 2026	Application, RAC report and

			Completing 5 years from date of registration on 28/07/2024			draft of work done

The SCR resolved to recommend two-year relaxation for scholars tabled above as per 2017 AUD PhD regulations Section 12, clause (v), which states that, *"Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D.*

8.8- To consider and note the report that the RAC meeting was conducted for the following students for the period July to December 2023

According to PhD 2017 regulations clause 12. Under *Course Work, Degree Requirements, Registration Periods, de-registration, reregistration,* point. (ii) states that, ... A research scholar shall appear before the Research Advisory Committee **at least once** in six months to make a presentation of the progress of his/her work for evaluation and further guidance. The six-monthly progress reports shall be submitted by the Convener of the Research Advisory Committee to the SCR through RSC of the School, with a copy to the research scholar. Such occasions may also provide opportunities for formal assessment of the student's progress in satisfying 'thesis pre-submission' requirements (e.g., language proficiency, acquisition of other skills/investigative techniques prescribed by the RSC on the recommendations of the RAC). In case the progress of the candidate is deemed unsatisfactory, the Research Advisory Committee shall record the reasons for the same and suggest corrective measures. *If the candidate fails to implement these corrective measures, the Research Advisory Committee may recommend cancellation of the candidate's registration to the SCR through the RSC of the School, with specific reasons in a detailed report.*

Sl. No	Enrolment No	Name	Registration Date	Date of RAC Meeting	Comments	Attachments
1	S185CWG07	Riya Singh	27/8/2018	24/01/2024	Unsatisfactory	RAC report
2	S195CWG03	Manisha Pal	29/07/2019	01/02/2024	Satisfactory	RAC report

Riya Singh's RAC report, included in the agenda sent to the SCR, outlines the reasons for her 'unsatisfactory' progress. Additionally, due to personal difficulties, including ongoing divorce proceedings, she was unable to submit any work. Conversely, Manisha Pal's RAC report indicates satisfactory progress, and she is nearing submission.

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

8.9- To consider and note the report that the following student has failed to respond to official emails by the PC, WGS and Dean, SHS office.

Mr Sandeep Kumar will complete 5 years of registration period on 25/07/2024. He has failed to meet essential PhD requirements such as contact with the supervisor, sharing work in progress and failure to appear in any RAC for the last 2 years. The student's ERP status is 'striked off' since 23/05/2023. **The RSC therefore, recommends de-enrolment of the concerned student.**

Sl. No	Enrolment No	Name	Registration Date	Period for which RAC was not Conducted	Comments
1	S195CWG04	Sandeep Kumar	26/07/2019	1. July to Dec 2022; 2. January to June 2023 & 3. July to December 2023 (one and a half years)	No RAC conducted and no response from the student.

The SCR resolved to recommend de-enrolment of Mr Sandeep Kumar (S195CWG04).

8.10- To consider and note the report that PhD admissions cycle for 2022-2023 and 2023-2024 was concluded successfully and following students were admitted to the PhD WGS programme.

Name	Enrollment No.
Anju	S235CWG01
Lakshmi Ashok K	S235CWG02

***The SCR took note of the admission of PhD* scholars in PhD WGS programme (Batch of 2023) in the SHS.**

8.11- To consider and note that in the last SCR-66 (Item 8.7), scholars of PhD WGS (Sutanuka Bhattacharya, Dona Biswas, Sanjana) were asked to apprise in the next meeting about the reasons for non-completion of the PhD requirements.

All three students have taken extensions as per the provisions of AUD 2017 Regulations and will be required to submit the final thesis within the deadline. PhD requirements such as synopsis approval; 6 monthly RACs, contact with supervisor have been met. The supporting documents detail work done and progress of their research has been shared. The details of the said students are as follows:

Sl.	Enrolment No	Name	Registrat-ion Date	Extension details

No				
1	S155CWG 01	Sutanuka Bhattacharya Opted for 2017 regulations	19/01/2015	1. De-registered: 08/1/2018 to 04/8/2020. 2. Five years of normal Registration period completed on 15.08.2022 (incl de-regn period). 3. UGC extension from 16.08.2022 to to 31.12.2022 as per the UGC Public Notice F.No.1-10/2021(CPP-III) dated 17.05.2022 (60th SCR; Item 7.2); Extension application endorsed by the RAC and 60th SCR. 4. 1st Jan to 30th June 2023 (6 months Relaxation (Extra Time) under women clause 12(v) of RSR 2017 5. For Remaining 1 and half years 1st July 2023 to 31st December 2024. (65th SCR). Relaxation under Women clause 12(v) of RSR 2017, application endorsed by the RAC and submitted to the SCR Note: The school office had already submitted the relevant documents wrt extension/relaxation and de-registration requests on time.
2	S165CWG 06	Dona Biswas Opted for 2017 regulations	13/01/2016	1. From 13.01.2021 to 31.12.21 & 01.01.22 to 30.06.22. Extension application endorsed by the RAC and 57th SCR (UGC Pandemic provision till 30th June 2022 (57 SCR). 2. UGC pandemic extension from 1st July 2022 till 31st Dec 2022. Extension application endorsed by the RAC and 60th SCR 3. 1st extra time/relaxation under women clause 12(v)

				of RSR 2017, candidate granted from 1st Jan 2023 to 30th June 2023 (61st SCR); 4. For remaining extra time/ relaxation under women category from 1st July 2023 till 31st December 2024 (remaining one and half years), relaxation under Women clause 12(v) of RSR 2017, application endorsed by the RAC and submitted to the SCR. Note: The school office had already submitted the relevant documents wrt extension/relaxation and de-registration requests at that time.
3	S175CWG 03	Sanjana Opted for 2017 regulations	07/12/20 16	1. 7th Dec 2021 to 31st Dec 2021 followed by 01st Jan to 30th Jun 2022 and further 01st Jul to till 31st Dec 2022 covid extension (57 SCR) as per the UGC Public Notice F.No.1-10/2021(CPP-III), (60th SCR Item 7.2), Extension application endorsed by the RAC and 57th& 60th SCR 2. 1st extra time/relaxation under women clause 12(v) of RSR 2017 granted from 1st Jan 2023 to 30th June 2023 (61st SCR) 3. Remaining extra time/ relaxation under women clause 12(v) of RSR 2017 from 1st July 2023 till 31st Dec. 2024, for remaining one and half years (65th SCR). Extension application endorsed by the RAC and submitted to the SCR. Note: The school office had already submitted the relevant documents wrt extension/relaxation and

				de-registration requests at that time.

The SCR took note of the above cases.

Matters pertaining to the PhD Psychology Programme

8.12 To consider and note that in the last SCR-66 (Item 8.14), scholars of PhD 2012 batch (Ms. Anshumita Pandey, Ms. Bharti Mohan, and Ms. Thokchom Bibinaz Devi) were asked to apprise in the next meeting about the reasons for non-completion of the PhD requirements.

In response to it, the school apprised the SCR that: the scholars had registered in September 2012. Considering five years of registration, four years of de-registration, two six monthly extensions, and 2 years of women's relaxation, they have in total 12 years to submit their thesis, which shall be over only by 1st September 2024. Hence, they still have time to submit their PhD thesis. The table below shows their time line: -

Sl. No.	Scholar Name	Registration Date	Name of Supervisor	Extension details
1.	Ms. Anshumita Pandey (S125CPS01)	1-09-2012 to 24-8-2017 (as per 2017 regulations that the student opted for) Annexure 1	Prof. Honey Oberoi Vahali	1. De-Registration 25-08-2017 TO 24-08-2021 2. Re-registration: 25-08-2021 (SCR56) 3. COVID extension: 25/08/2021 to 31/12/2022 (SCR59) (RAC recommended on 18/07/2022) 4. Women's relaxation: From 01-01-2023 to 31-08-2024 (SCR 61)
2.	Bharti Mohan (S125CPS03)	1-9-2012 to 24-8-2017 (as per 2017 regulations that the student opted for) Annexure 1	Prof. Honey Oberoi Vahali	1. De-Registration 25-08-2017 TO 24-08-2021 2. Re-registration: 25-08-2021 (SCR56) 3. COVID extension: 25/08/2021 to 31/12/2022 (SCR59) (RAC recommended on 18/07/2022) 4. Women's relaxation: From 01-01-2023 to 31-08-2024, (SCR 61)
3.	Ms. Thokchom Bibinaz Devi (S125CPS11)	1-09-2012 to 24-8-2017 (as per 2017 regulations that the student opted for) Annexure 1	Prof. Honey Oberoi Vahali	1. De-Registration 25-08-2017 TO 24-08-2021 2. Re-registration: 25-08-2021 (SCR56) 3. COVID extension: 25/08/2021 to 31/12/2022 (SCR59) (RAC recommended on 18/07/2022) 4. Women's relaxation: From 01/9/2022 upto maximum admissible period – upto 31-08-2024 (as resolved by SCR

						60). The actual women extension is from 01-01-2023 to 31-08-2024 with reference to COVID extension upto 31-12-2022.

All information regarding timeline has been mentioned in the table. All the three scholars had adopted 2017 regulations, on the basis of which they were given women's relaxation in previous SCRs.

The SCR took note of the above cases.

8.13- To consider and note that Ms. Hsing Wen Chang (PhD Psychology, 2017 scholar) has done her pre-submission presentation, followed by thesis submission.

Sno.	Name	Enrollment No.	Date of Registration	Extension/relaxation period (approved in SCR 60)	Date of Pre-submission presentation	Date of thesis submission
1.	Hsing Wen Chang	S175CPS02	22/08/2017	From 23-8-2022 till 22-8-2024	24-Jan-2024	16-2-2024

The SCR took note of the pre-submission presentation of Ms Hsing Wen Chang (S175CPS02).

8.14 To consider and report that Ms. Nikita Jain, PhD Psychology scholar of 2017 batch has put in application for de-registration which has been endorsed by her RAC.

According to AUD research regulation 2016, clause 16 (vi), A Ph. D. scholar can request the RSC for temporary de-registration subject to approval by the RAC, RSC and SCR. Temporary de-registration on account of ill health can only be sought by a Ph. D. scholar after completion of the course work and successful defence of a thesis synopsis. Ms. Nikita Jain has M.Phil. degree and was exempted from coursework. She had successfully defended her synopsis.

Name	Enrolment no.	Date of registration	Extension/ Relaxation Details	Temporary De-registration	Date of RAC	Attachments
Ms. Nikita Jain	S175CPS04	23/08/2017	From 23/8/2022 to 22/8/2024 (Women relaxation)	De-registration Requested w.e.f 23/08/2024	25-1-2024	RAC report Copy of Work done and medical reports

The SCR resolved to recommend de-registraton of Ms Nikita Jain (PhD Psychology) as per the AUD PhD regulation 2016 clause 16(vi), which is reproduced here: *"The de-registered candidate cannot re-register sooner than one year after the date of*

de registration and may re-register no later than four years after the date of de-registration."

8.15 To consider and report that PhD Psychology scholar of 2012 batch, Ms. Jenny Hoipineng (S125CPS05) has not paid her fees since re-registration in August 2021, and has not had her RAC meetings for last one year.

The supervisor communicated the difficult medical condition of the scholar, as she is diagnosed with relapse of cancer. In addition to the medical condition, she had her mother's and her husband's house burnt in Manipur riot and has suffered immense loss. The scholar has verbally communicated her inability to continue her PhD, but has not as of yet given a written response regarding continuation or discontinuation of her PhD. Even currently she is hospitalized and undergoing chemotherapy. As per **AUD regulation 2017, Clause 12 (viii)** *in case the progress of the research scholar is unsatisfactory, or if the candidate fails to implement the corrective measures suggested by the RAC, the RAC may recommend cancellation of the registration of the scholar to the SCR through RSC of the School with specific reasons in a detailed report. The RSC would consequently recommend to the SCR closure/cancellation of the candidate's enrolment before end of the normal registration period. The RSC is required to report in writing to the candidate the particular reasons for which cancellation of enrolment is being recommended or, in the case of a warning letter, would be recommended. Absence of response to such a report within a reasonable span of time or an unsatisfactory response by the candidate would itself constitute ground for cancellation of his/her enrolment.*

Sl. No	Enrolment No	Name	Registration Date	Comments
1	S125CPS05	Jenny Hoipineng	01/09/2012	Life crises. Grappling with relapse of cancer and dislocation due to violence in Manipur

The SCR will wait till September 2024; to recommend cancellation of enrollment of Ms Jenny Hoipineng as per AUD 2017 regaulations 12(II) which states *"In case the progress of the candidate is deemed unsatisfactory, the Research Advisory Committee shall record the reasons for the same and suggest corrective measures. If the candidate fails to implement these corrective measures, the Research Advisory Committee may recommend cancellation of the candidate's registration to the SCR through the RSC of the School, with specific reasons in a detailed report".*

8.16 To consider and note that Psychology has completed the PhD admissions 2023. Following two candidates have taken admission in the programme:

Name	Enrollment No
JAYATI KALRA	S235CPS01
ZOYEMA ANSARI	S235CPS02

The SCR took note of the admission of PhD scholars in PhD Psychology in SHS.

8.17- In accordance to AUD research regulation 2021, clause 12.1, the PhD scholar has to successfully defend synopsis within 3 years of registration.

To consider and report that Ms. Jahnabi Mitra (S205CPS04) of PhD 2020 batch (date of registration: 30/11/2021) has successfully done her PhD synopsis presentation on 15th March 2024. Her synopsis is titled as: *Experiencing Othering in the context of Linguistic Minoritization: A Study Based on the Bengali Community in Assam.*

Name / Enrolment number	Date of registration	Date of synopsis approval (date of RAC)	Date of Synopsis presentation	Supervisor & RAC members	Title Of Thesis
Jahnabi Mitra (S205CPS04)	30/11/2021	29-1-2024	15-3-2024	Dr. Shifa Haq (supervisor) Dr. Shivani Nag Dr. Bindu.K.C.	*Experiencing Othering in the context of Linguistic Minoritization: A Study Based on the Bengali Community in Assam*

The SCR took note of the Synopsis defence presentation of Ms. Jahnabi Mitra (S205CPS04).

8.18 To consider and note the Pre-submission presentation of Ms. Urvashi Agarwal (S175CPS07), a PhD Psychology 2017 batch scholar on 2nd May 2024. Her thesis is titled as: 'Fathers and Daughters: Women and Femininity'.

According to PhD research regulation 2017, clause 14 (xi), Doctoral scholars shall be required to make a pre-submission presentation of their thesis before submission. The scholar shall be required to submit the thesis within three months of the pre-submission presentation.

Name	Enrolment no.	Date of registration	Women's relaxation	Date of pre-submission	Supervisor/co-supervisor	RAC members
Urvashi Agarwal	(S175CPS07	23/08/2017	23-8-2022 to 22-8-2024	2-5-2024	Dr. Shifa Haq (supervisor) Prof. Rachna Johri (co-supervisor)	Dr. Shifa Haq, Prof. Rachna Johri, Prof. Honey

						Oberoi Vahali, Nupur Dhingra Paiva (Externa l)

The SCR took note of the Pre-submission presentation of Ms. Urvashi Agarwal (S175CPS07), a PhD Psychology 2017 batch scholar on 2nd May 2024.

8.19 To consider and note that the following candidates of PhD Psychology 2017 batch have put in application, endorsed by their RAC for an extension of 6 months:

In accordance to AUD research regulations 2017, clause 12 (iv) The normal registration period for a Ph.D. programme shall be five years from the date of enrolment of the student in the programme. No PhD thesis can be submitted before the completion of three years. In case the candidate is not able to complete his/her coursework and/or research requirements within the normal registration period, she/he may apply to the RSC for an ***extension of six months*** from the date of completion of five years of enrolment in the programme. The SCR shall not grant more than two such extensions under any circumstances.

Name	Enrollment number	Date of registration	Duration of women's relaxation	Period of extension (6 monthly)
Priya Tiwari	S175CPS05	23-8-2017	23-8-2022 to 22-8-2024	23-8-2024 to 22-2-2025
Ritika Arora	S175CPS06	22-8-2-17	22-8-2022 to 21-8-2024	22-8-2024 to 21-2-2025

The SCR resolved to recommend six-month extension as per AUD 2017 regulation clause 12(iv)" *The normal registration period for a Ph.D. programme shall be five years from the date of enrolment of the student in the programme. No PhD 7 thesis can be submitted before the completion of three years. In case the candidate is not able to complete his/her coursework and/or research requirements within the normal registration period, she/he may apply to the RSC for an extension of six months from the date of completion of five years of enrolment in the programme. The SCR shall not grant more than two such extensions under any circumstances.*

8.20- To consider and note that the RAC was conducted for the following students of PhD Psychology 2021,2020, 2017, and 2012 batch for the period July 2023 to December 2023.

According to PhD 2017 regulations clause 12. Under *Course Work, Degree Requirements, Registration Periods, de-registration, reregistration,* point. (ii) state that, ... A research scholar shall appear before the Research Advisory Committee **at least once** in six months to make a presentation of the progress of his/her work

for evaluation and further guidance. The six-monthly progress reports shall be submitted by the Convener of the Research Advisory Committee to the SCR through RSC of the School, with a copy to the research scholar. Such occasions may also provide opportunities for formal assessment of the student's progress in satisfying 'thesis pre-submission' requirements (e.g., language proficiency, acquisition of other skills/investigative techniques prescribed by the RSC on the recommendations of the RAC). In case the progress of the candidate is deemed unsatisfactory, the Research Advisory Committee shall record the reasons for the same and suggest corrective measures. *Ifthe candidate fails to implement these corrective measures, the ResearchAdvisory Committee may recommend cancellation of the candidate'sregistration to the SCR through the RSC of the School, with specific reasons in a detailed report.*

Sl. No	Enrolment No	Name	Registration Date	Date of RAC	Comments	Attachments
1	S205CPS01	Anandeshwari Singh	30/11/2021	6-2-2024	Satisfactory	RAC report
2	S205CPS03	Anupriya Sircar	30/11/2021	5-2-2024	Satisfactory	RAC report
3	S205CPS04	Jahnabi Mitra	30/11/2021	29-1-2024	Satisfactory	RAC report
4	S205CPS05	Sarita Punia	30/11/2021	7-2-2024	Satisfactory	RAC report
5	S175CPS04	Nikita Jain	23/08/2017	25-1-2024	Recommended for de-registration	RAC report Application for de-registration Portion of chapter writing, Medical reports enclosed
6	S175CPS05	Priya Tiwari	23/08/2017	1-2-2024	Satisfactory and recommended for 6 months extension	RAC report Application for extension, Draft of chapters
7	S175CPS06	Ritika Arora	22/08/2017	24-1-2024	Satisfactory and recommended for 6 months extension	RAC report Application for extension Draft of chapters
8	S175CPS07	Urvashi Aggarwal	23/08/2017	29-1-2024	Satisfactory and	RAC report

					recommended for pre-submission presentation	
9	S125CPS03	Bharti Mohan	01/09/2012	13-2-2024	Satisfactory	RAC report
10	S125CPS11	Thokchom Bibinaz Devi	01/09/2012	5-2-2024	Satisfactory	RAC report
11	S215CPS01	Simran Bodh	15-9- 2022	13-2-2024	Satisfactory	RAC report
12	S215CPS02	Srishti Kathak	14-9-2022	6-2-2024	Satisfactory	RAC report
13	S215CPS03	Vinod.R	14-9-2022	13-12-2024	Satisfactory	RAC report

* It should be noted that the RAC form of Ms. Anshumita Pandey for the period stated above was submitted in the last SCR.

The SCR took note of the Six-monthly progress reports of students as tabled above for the period (July 2023 to December 2023).

8.21- Reconstitution of RAC for the following student as per the requirement of 2017 item 11, clause iii, which says, "For each Ph. D. scholar, a Research Advisory Committee shall be constituted by the RSC before the end of the course work. The RAC must have at least 3 members, of which not more than one can be external to the School or the University. The candidate's supervisor and co-Supervisor (internal as well as external) must be part of the RAC. The Supervisor of the scholar shall be the Convener of the RAC."

The reconstitution is in light of the fact that for the student (Sl No 1), RAC member Prof. Anita Ghai superannuated in Oct 2023 and Prof Rachana Johri had resigned from the university in February 2023, therefore they are now both external members.

Sl No	Enrolment number and Date of Registration	Name of the scholar	Supervisor/ Co-supervisor	Old RAC	New RAC
1	S125CPS03 (DOR 01-09-20212)	Bharti Mohan	Prof Honey Oberoi Vahali (Supervisor)	Prof Honey Oberoi Vahali (Supervisor) Prof. Rachana Johri (External); Prof Anita	Prof Honey Oberoi Vahali (Supervisor) Dr Vatsala Saxena (Internal) Prof Anita Ghai (External)

				Ghai (Internal)	

The SCR took note of the reconstitution of the RAC for Ms. Bharti Mohan (S125CPS03).

Matters pertaining to PhD Disability Studies

8.22- In the 66th SCR, a clarification was asked regarding defining the programme team for 'Disability Studies' which is an interdisciplinary programme, and after Prof. Anita Ghai's retirement doesn't have any dedicated faculty.

Taking cognisance of the clarification sought regarding program team of PhD Disability Studies, the 66th SCR resolved to authorise the Chair SCR to constitute a sub committee with the following term of reference.

> *1- To suggest composition of RAC especially with reference to programmes where the strength of programme faculty is insufficient to meet the requirement of clause 11.2 of RSR2021.*
> *2- To suggest composition of RAC in case there is no programme faculty available in any PhD programme situation arising due to superannuation/ resignation of the faculty. The committee mayco-opt any member duringthe process.*
> *Subsequently a committee comprising of Prof Rukmini Sen, Dr. Jyotirmoy Bhattacharya, Dr Rachna Chaudhary, Dr Sunita Singh, and Dr Anita Cherian was constituted and the recommendation of the committee are given below.*

Following are the recommendations of the sub-committee:

1. An exception may be considered in RAC composition as per clause 11.2 of RSR 2021 under two circumstances:
   a) strength of the programme is insufficient to meet the requirements of the above-mentioned clause and
   b) due to superannuation/ resignation of faculty, unavailability of programme faculty in a PhD programme. The exception to 11.2 of RSR 2021 may be read as:

- The RAC must have at least three (3) members
- The thesis supervisor is the convenor of the RAC and the co-supervisor (if any) must be a member of the RAC.
- At least one (1) member maybe from outside of the Programme either from School and/or from the University (whose area of specialization is connected to the Phd programme in consideration).
- At least one (1) member from outside of the University who have domain expertise in the area.
- All RAC members should be eligible for PhD supervision.

All functions of the RAC will remain the same, in the exception clause.
The committee further deliberated:
1. The term 'programme *faculty' in the RSR 2021 may be defined/* specified.
2. All approved PhD programmes need to have sufficient faculty for the smooth functioning of the PhD, without constraints to the PhD scholars.".

The SCR considered and took note of the above recommendations submitted by the RAC and Committee.

8.23- To consider and note the RAC constitution of the PhD Disability Studies students in accordance with the recommendations made by the sub-committee is as following: -

Sno.	Name of the scholar	Enrollment Number	Date of registration	Supervisor & Co-supervisor	RAC
1.	Damini Rana	S205CDS03	29/11/2021.	Prof. Honey Oberoi Vahali (supervisor) Prof. Anita Ghai (Co-supervisor)	Prof. Honey Oberoi Vahali, Prof. Krishna Menon Prof. Anita Ghai, Prof. Rukmini Sen.
2.	Shrabanti Sen	S205CDS04	16/11/2021	Dr. Vatsala Saxena (supervisor) Prof. Anita Ghai (Co-supervisor)	Dr. Vatsala Saxena, Dr. Monimalka Day Dr. Bindu. K.C Prof. Anita Ghai
3.	Adarsh Chhetry	S205CDS01	26 -11 -21	Dr. Anoop Koileri (supervisor) Prof. Anita Ghai (Co-supervisor)	Dr. Anoop Koileri, Dr. Rohit Negi Prof. Anita Ghai. Dr. Mamatha Karollil

It is to report that PhD Disability studies students will be completing their 6th semester in June 2024 and haven't had a single RAC as of now. A note sheet has been submitted explaining the delay and asking for expedition of the RAC constitution.

The SCR took note of the RAC constitution of the PhD Disability Studies students, tabled above.

8.24 - In keeping with the deliberations of the sub-committee and its ratification by the SCR, the RAC for the following candidates will be formed henceforth. In this context an extension of one semester is requested for the following students for synopsis presentation as the same can only be done once the RAC members convene and recommend the synopsis from their end. It may be noted that these scholars had registered in 2021, therefore will be governed by AUD 2021

regulations. In item 12.3 of AUD regulation 2021, women and persons with disability shall be allowed to defend their synopsis within 4 years of registration period, with a possible extension of 6 months on recommendation of the RSC to the SCR.

Sno.	Name of the scholar	Enrollment Number	Date of registration
1.	Damini Rana	S205CDS03	29/11/2021
2.	Shrabanti Sen	S205CDS04	16/11/2021
3.	Adarsh Chhetry	S205CDS01	26/11/2021

The SCR considered and took note of the above in respect of* the PhD Disability Studies *students, tabled above.

Matters pertaining to MPhil Psychoanalytic Psychotherapy

8.25 To report and note the reconstitution of the RAC of the scholar under the supervision of Prof. Anita Ghai for the MPhil scholar Aanchal Bhatnagar who received special permission from the 32nd Academic Council to submit her thesis based on compassionate basis as approved by the 64th SCR meeting held on June 9, 2023. Aanchal Bhatnagar's thesis submission was delayed due to her inability to make submission following her grandmother's demise.

The MPhil Psychoanalytic Psychotherapy programme coordinator reported the retirement of Prof. Anita Ghai from the university on 30thOctober 2023. Against this background, the programme seeks the permission from SCR to allow Prof. Anita Ghai to continue as a co-supervisor and a member of the RAC for the scholar Aanchal Bhatnagar.

The reconstitution of the RAC committee of the following student is in accordance with the PhD regulation 2021, clause 11.2, which states that, "*At least two (2) members shall be within the PhD programme faculty*" and "*All RAC members should be eligible for PhD supervision.*" The details of the reconstitution of RAC are given below:

Sl No	Student name & Enrolment no	Date of Registration	Supervisor & Co-supervisor	Old RAC	New RAC
1	Aanchal Bhatnagar (S174CPS01)	09/08/2017	Dr. Shifa Haq (supervisor) Prof. Anita Ghai (co-supervisor)	Prof Anita Ghai (Internal), Dr. Ashis Roy (External)	Dr. Shifa Haq (Supervisor) Prof Honey Oberoi (Internal) Prof Anita Ghai (External/

			2. Dr. Neetu Sarin (External)	co-supervisor) Dr. Neetu Sarin (External)

The SCR took note of the re-constitution of the RAC of Ms Aanchal Bhatnagar and School needs to provide a status report of the student.

8.26 To report and note the viva voce held for MPhil students in the programme from the batch of 2019 & 2017-

S.NO	Name of Student	Date of Registration	Thesis Submission	Date of Viva Voce
1	Hatnei Hoi Haokip S194CPS03	29.07.2019	28.07.2023	07.03.2024
2	Shirine Marian Tigga S194CPS13	29.07.2019	28.07.2023	20.03.2024
3	Hafsah Masroor S194CPS02	30.07.2019	20.07.2023	14.03.2024
4	Varsha Jain S194CPS14	29.07.2019	20.07.2023	12.04.2024
5	Priya Khandelwal S194CPS09	29.07.2019	28.07.2023	10.05.2024
6	Mohit Raj S194CPS05	29.07.2019	26.07.2023	13.05.2024
7	Parul Muwal S194CPS07	29.07.2019	26.07.2023	13.05.2024
8	Rajesh Kumar S194CPS11	29.07.2019	28.07.2023	08.05.2024
9	Samriddhi S194CPS12	29.07.2019	20.07.2023	13.05.2024
10	Prerna Rathi S194CPS07	30.07.2019	21.07.2023	15.04.2024
11	Khushboo S194CPS04	30.07.2019	29.07.2023	08.05.2024
12	Aanchal Bhatnagar S174CPS01	09.08.2017	13.03.2024	25.04.2024

The SCR took note of the above cases.

School of Law, Governance and Citizenship

ITEM No- 9–: To discuss and note the recommendation of the Research Studies Committee (RSC) of School of Law, Governance and Citizenship (SLGC) on the following:

9.1 SLGC has admitted 16 PhD Students in the first round of admissions. The students have not yet been assigned an enrolment number.

S. no	Name of the Scholar
1	Nicole Noyal Thomas
2	Utsav Chaudhary
3	Ritika Chaturvedi
4	Saumya Yadav
5	Saransh Yadav
6	Jenny S
7	Harish Kumar Gautam
8	Manvi
9	Sakshi
10	P Kham Sian Muan Zou
11	Robin Singh
12	Sanskriti Prakash
13	Shweta
14	Sanket Ranjan
15	Anuj Dhama
16	Sumit Sherawat

The SCR took note of first round admissions as tabled above.

Item No 9.2- To consider and note the Invitation received from the Department of Political Science, University of Delhi, to appoint Prof. Lawrence Liang and Dr. Anushka Singh as co-supervisors for 2 students, Paroma Ray and Ikshula Arora respectively. Currently, Paroma Ray is in the 4th year and Ikshula Arora is in the 5th year of the PhD Programme respectively

Prof. Lawrence Liang has been invited by the Department of Political Science, Delhi University for co-supervision of Ms. Paroma Ray, Doctoral student, enrolled currently at the **Department of Political Science, University of Delhi.** The topic of her doctoral thesis is "***Change and Continuity in Political Agency: Community Level Participation in the Age of Cyber Politics***".

Dr. Anushka Singh has been invited by the Department of Political Science, Delhi University for co-supervision of Ms. Ikshula Arora, doctoral student, enrolled currently at the **Department of Political Science, University of Delhi.** The topic of her doctoral thesis is "***The State and Emergency Regimes: A Comparative Perspective***".

The RSC deliberated on this matter and its recommendation is as follows:

- UGC Regulations, 2022, Section 6, Clause-2, on PhD specifically recommends that co-supervision be encouraged for interdisciplinary doctoral studies. The students' research areas fall squarely within the disciplinary specialization of the respective faculty members,
- There is an MOU between Delhi University and Dr. B. R. Ambedkar University Delhi, and this would be an occasion to strengthen the MoU.
- The students are in the advanced stages of their respective PhDs and therefore the school's doctoral seats would not be compromised.
- Based on the above reasoning the RSC recommends co-supervision.
- The invitations are shared.

The SCR took note of the above.

Item No 9.3- To consider the recommendation made by the RSC, SLGC in approving the new course for MA Law, Politics and Society (LPS) and MA in Criminology, with suitable assessment structure, for students enrolled in the SLGC PhD Programme.

It is submitted to the SCR that the MA LPS and MA Criminology Courses as suitable for PhD Course Teaching. The RSC, SLGC has unanimously passed the following courses as PhD Courses. All the Courses are already passed by the BOS of MA Law, Politics and Society and MA Criminology and suitable assessment for PhD Candidates' evaluation has been built into all the courses respectively. Additionally, the BOS for MA- LPS also reconfirmed and passed these courses as PhD Courses on June 3, June 2024. New Codes have been assigned to all the Courses. The Courses are:

S.no	Courses	Code
1	Law and the Politics of Indigeneity	SLG3LS312
2	Law and Modernity	SLG3LS313
3	Feminist Jurisprudence	SLG3LS314
4	General Principles of Criminal Law	SLG3LS315
5	Emotions, Criminal Culpability and Punishment	SLG3LS316
6	Psychoanalytic Jurisprudence	SLG3LS317

The SCR took note of the above.

School of Letters

ITEM No- 10: To discuss and note the recommendation of the Research Studies Committee (RSC) of School of Letter on the following:

Comparative Literature & Translation Studies (CLTS)-

10.1- To consider and note the six-monthly progress reports for the following PhD CLTS Scholars of various batches (July to December 2023):

S.No.	Name of PhD Scholar	Enrolment No.	Date of registration	Date of RAC meeting	Discussions/Comments and Suggestions from RAC	RAC members present (supervisor first)
1.	Ms. Nilza Angmo	S175LCL02	10.08.2017	19.02.2024	The scholar's progress was deemed satisfactory	Anita Cherian (S), Radha Chakravarty (Co-S), Shad Naved, Honey Oberoi Vahali (SHS)
2	Ms Jemsy Clarics Alex	S195LCL02	20.08.2019	19.02.2024	The scholar's progress was deemed satisfactory	Anita Cherian (S), Radha Chakravarty (Co-S), Shad Naved
3	Ms Pali Sarkar	S195LCL04	21.08.2019	07.02.2024	The scholar's progress was deemed satisfactory	Akhil Katyal (S), Radha Chakravrty (Co-S), Shad Naved
4	Mr Mohammed Irfan	S195LCL03	19.08.2019	12.03.2024	The scholar's progress was deemed satisfactory	Shad Naved (S), Radha Chakravarty, Bindu KC
5.	Mr Abhimanyu Singh	S195LCL01	19.08.2019	08.02.2024	The scholar's progress was deemed satisfactory	Shad Naved (S), Radha Chakravarty, Santhosh S (SCCE)

6	Ms Nirupama V.	S205LCL02	16.11.2021	22.01.2024	The scholar's progress was deemed satisfactory	Shad Naved (S), Bindu KC, Rajan Krishnan
7	Mr Fazil	S205LCL01	17.11.2021	05.04.2024	The scholar's progress was deemed satisfactory	Shad Naved (S), Shifa Haq, Venugopal Maddipati

The SCR took note of the six-monthly progress reports of students tabled above (July to December 2023).

10.2- To consider the PhD Synopsis defense and approval of title for the following PhD CLTS Scholars of various batches:

S.No.	Name of PhD Scholar	Enrolment No.	Date of registration	Date of Synopsis Defence	PhD Title as recommended by RAC	RAC members present (supervisor first)
1	Ms Nirupama V.	S205LCL02	16.11.2021 (batch of 2020-21)	22.01.2024	A World in Flux: The Anthropocene in Select Tamil Novels	Dr. Shad Naved (S), Dr. Monal Dewle, Dr. Bindu KC
2	Mr Abhimanyu Singh	S195LCL01	19.08.2019	11.03.2024* (*The scholar was granted a chance to defend synopsis by Competent Authority, after the normal deadline of 5 semesters.)	Ambedkar as a Comparative Thinker: Text, Thought and Readings	Dr. Shad Naved (S), Prof. Radha Chakravarty, Dr. Santhosh S. (SCCE)

The SCR took note of the Synopsis defence presentation of students tabled above.

10.3- To consider and note the successful submission of thesis by the following PhD CLTS Scholar:

S.No.	Name of PhD Scholar	Enrolment No.	Date of registration	Date of thesis submission
1	Mr Aniruddha Nagaraj	S185LCL02	21.08.2018	21.02.2024

The SCR took note of the submission of Thesis of Mr Aniruddha Nagaraj (Enrol No. S185LCL02).

10.4. To consider the application of 2-year relaxation in registration period of the following women candidates whose normal registration period is getting over in August 2024.

As per AUD 2017 PhD regulations, section 12, clause (v): *Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D.*

S.No.	Name of PhD Scholar	Enrolment No.	Date of registration	Extension period dates
1.	Ms Pali Sarkar	S195LCL04	21.08.2019	21.08.2024 to 20.08.2026
2	Ms Jemsy Claries Alex	S195LCL02	20.08.2019	20.08.2024 to 19.08.2026

The SCR took note of the Two-years relaxation of students tabled above as applicable to women Ph.D. candidates subject to the condition that the total period of registration in the programme shall not exceed the limit prescribed in RSR 2017 clause 12 (IV) & (V).

10.5. To consider the application for 6-month extension of normal registration period for the following PhD CLTS Scholar, as per AUD PhD regulations 2017, clause 12 (iv):

S.No.	Name of PhD Scholar	Enrolment No.	Date of registration	Extension period dates

1.	Mr Mohammed Irfan	S195LCL03	19.08.2019	19.08.2024 to 18.02.2025

The SCR resolved to recommend first six-month extension as per AUD 2017 regulation clause 12(iv).

B. English

10.6-To consider the application of 2-year relaxation in registration period for the following women scholars whose normal registration period is getting over in August 2024-

as per AUD 2017 PhD regulations, section 12, clause (v): *Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D.*

S.No.	Name of PhD Scholar	Enrolment No.	Date of registration	Extension sought
1	Ms Gurpreet	S195LEN03	29-07-2019	29-07-2024 to 28-07-2026
2	Ms Jenisha Singh	S195LEN04	21-08-2019	21-08-2024 to 20-08-2026
3	Ms Shreeya Malhotra	S195LEN06	19-08-2019	19-08-2024 to 18-08-2026
4	Ms Zakra Saiwa	S195LEN09	20-08-2019	20-08-2024 to 19-08-2026

The SCR took note of the Two-years relaxation of students tabled above as applies to women Ph.D. candidates subject to the condition that the total period of registration in the programme shall not exceed the limit prescribed in RSR 2017 clause 12 (IV) & (V).

10.7- To consider the application for the first 6 month-extension of the following Scholars as per AUD PhD regulations 2017, clause 12 (iv).

S No	Name	Enrolment No	Date of registration	Extension sought
1	Mr Adarsh Narayan Parbat	S195LEN01	26-08-2019	26-08-2024 to 25-02-2025

2	Mr Rahul Chauhan	S195LEN05	19-08-2019	19-08-2024 to 18-02-2025
3	Mr Aishwarya Kumar	S195LEN02	21-08-2019	21-08-2024 to 20-02-2025

The SCR resolved to recommend first six-month extension as per AUD 2017 regulation clause 12(iv).

10.8- To consider and note the PhD Synopsis and approval of title for the following PhD English scholar:

S.No.	Name of PhD Scholar	Enrolment No.	Date of registration	Date of Synopsis Defence	PhD Title as recommended by RAC	RAC members present (supervisor first)
1	Ms Anna Dasgupta Supervisor (Anita Cherian)	S205LEN02	24-11-2021	13-05-2024	The Object of Comics: A Study of Materiality, Form, and Meaning in Select ContemporaryComics	Vikram Singh Thakur Sanju Thomas Anita Cherian

The SCR took note of the Synopsis defence and approval of title presentation of student tabled above.

10.9- To consider the maternity leave application of Ms Neha Rana (S175LEN06) PhD English Scholar.

Ms Neha Rana, enrolment no S175LEN06, registered on 28-08-2017, and is currently under the 2-year relaxation of normal registration period for women scholars, which began in 08-06-2022and will end on 08.06.2024. She has now applied for maternity leave from 27th May for a period of 240 days.

The SCR resolved to recommend Maternity leave of Ms Neha Rana (S175LENO6) as per the AUD PhD regulation 2017 clause 12(V) *"Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women*

candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days".

10.10. To consider and note the constitution of the RAC of the Ms Ayushi Sharma (S215LEN01) PhD scholar:

S. No.	Name of PhD Scholar	Enrolment No.	Date of registration	Proposed RAC members
1	Ms Ayushi Sharma	S215LEN01	2022	Dr Diamond Oberoi Vahali (Supervisor) Dr Usha Mudiganti (Internal member) Dr Honey Oberoi Vahali (External member)

The SCR took note of the re-constitution of the RAC for Ms. Ayushi Sharma (S215LEN01)

10.11- To consider and note the admission of the following candidates to PhD English programme for the academic year 2023-24:

S. No.	Form No.	Name of the candidate	Admission criteria
1	AUDJL230001906	Ms. Jagriti Gupta	Entrance examination + Interview
2	AUDJL230000315	Ms. Anindita Mondal	Entrance examination + Interview
3	AUDJL230001100	Mr. Laxya Tokas	Entrance examination + Interview
4	AUDJL230001258	Mr. Himanshu Singh	Entrance examination + Interview

The SCR took note of the admission of PhD English scholars for the Academic Year 2023-24.

10.12 To consider and note the submission of thesis of the following PhD scholars:

S.No.	Name of PhD Scholar	Enrolment No.	Date of registration	Date of thesis submission
1.	Ms Hatchingtham Haokip	S175LEN02	14-08-2017	01-02-2024
2	Ms Veeksha Vagmita	S175LEN02	23-08-2017	01-03-2024

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

10.13. To consider and note the six-monthly "Satisfactory" progress report for the following PhD English Scholars of various batches (January 24-June 24):

S.No.	Name of PhD Scholar	Enrolment No.	Date of registration	Date of RAC meeting	Discussions /Comments and Suggestions from RAC	RAC members present (supervisor first)
1	Ms Aadarsh Narayan Parbat	S195LEN01	21.08.2019	24-01-2024	The scholar's progress was deemed satisfactory.	Diamond Oberoi Usha Mudiganti, Neetu Sarin
2	Ms Rahul Chauhan	S195LEN05	19.08.2019	03-05-2024	The scholar's progress was deemed satisfactory.	Amit Singh Diamond Oberoi, Manish Jain
3	Ms Archa Bhatnagar	S185LEN01	30.07.2018	12-03-2024	The scholar's progress was deemed	Usha Mudiganti, Diamond Oberoi Vahali,

					satisfactory .	Honey Oberoi Vahali
4	Ms Sangeeta Jawla	S185LEN08	30.07.2018	21-03-2024	The scholar's progress was deemed satisfactory .	Diamond Oberoi Vahali, Sanju Thomas, Lovitoli Jimo
5	Ms Neha Rana	S175LEN06	28.08.2017	30-04-2024	The scholar's progress was deemed satisfactory .	Diamond Oberoi Vahali, Dr. Shifa Haq, Dr. Usha Mudiganti, Prof. Bodh Prakash
6	Ms Dimpy Lochav	S185LEN03	30-08-2018	05-02-24	The scholar's progress was deemed satisfactory .	Sanju Thomas, Bhoomika Meiling, Anita Cherian
7	Ms Zakra Saiwa	S195LEN09	20-08-2019	14-05-24	The scholar's progress was deemed satisfactory .	Sanju Thomas, Bhoomika Meiling, Bindu KC
8	Ms Jenisha Singh	S195LEN04	21-08-2019	15-05-24	The scholar's progress was deemed	Sanju Thomas, Usha Mudiganti,

					satisfactory .	Moggalla n Bharti
9	Ms Gurpreet Kaur Saini	S195LEN03	19.08.2019	16-05-24	The scholar's progress was deemed satisfactory .	Usha Mudiganti, Diamond Oberoi Vahali, Rachana Johri
10	Mr. Aishwarya Kumar	S195LEN02	21-08-2019	02-05-2024	J. M. Coetzee and the Ethics of Reading/Writing Fiction	Dr. Bhoomika Meiling, Dr. Amit Singh, Dr. Rohit Negi
11	Ms. Ruchita Machal	S185LEN07	30-07-2018	14-05-2024	Return to Myth: A Study of Select Indian Science Fiction	Dr. Sanju Thomas, Dr. Shad Naved, Dr. Vikram Singh Thakur
12	Ms. Shreya	S195LEN06	19-07-2019	14-05-2024	Literary Responses to Techno-Dystopia and Digital Apocalypse: A Study of select science fiction	Dr. Vikram Singh Thakur Dr. Sanju Thomas, Dr. Shad Naved,

The SCR took note of the six-monthly progress reports of students tabled above **(January 2024 to June 2024)**

10.14. To consider and note the Pre-submission presentation of the following PhD English scholar Ms. J Imlikala Ao.

S.No.	Name of PhD Scholar	Enrolment No.	Date of registration	Thesis Title	Date of Pre-submission presentation
1.	Ms. J Imlikala Ao	S175LEN04	14-08-2017	Negotiating Ao Naga Identity: A Study of The Legend of Pentochepchep	20-05-2024

The SCR took note of the Pre-submission presentation of Ms. J Imlikala Ao (S175LEN04)

10.15. To consider and note the admission of the following candidates to Ph.D. English Language Education (ELE) programme during the academic year 2023-24

Sr. No	Form No.	Name of the candidate	Admission criteria
1	AUDJL230001106	Ms. Konsom Suzane	Entrance examination + Interview
2	AUDJL230002088	Ms. Muskan Malhotra	Entrance examination + Interview
3	AUDJL230002750	Mr. Neeraj Alaria	Entrance examination + Interview
4	AUDJL230001992	Ms. Preety Angral	JRF + Interview
5	AUDJL230002813	Ms. Seema Gupta	Entrance examination + Interview
6	AUDJL230002880	Ms. Sneha Raturi	Entrance examination + Interview
7	AUDJL230001968	Ms. Srishti Sangwan	Entrance examination + Interview
8	AUDJL230001878	Mr. Sulbha	Entrance examination + Interview

9	AUDJL230001061	Mr. Mohan Chandra Joshi	Entrance examination + interview

The SCR took note of the admission of PhD English Language Education (ELE) programme scholars for the Academic Year 2023-24

10.16. To report joining of PhD English scholar after completion of maternity leave.

S.No.	Name of PhD Scholar	Enrolment No.	Date of registration	Applied for maternity leave	Date of Joining after completion of maternity leave (240 days)
1	Archa Bhatnagar	S185EN01	30-07-2018	15-07-2023	12-03-2024

The SCR took note of above case.

10.17- To consider and note the application of 2-year relaxation for the PhD Scholar Ms. Bharti Jain (S195DHI01) whose 5-year term is getting over in August 2024:

S.No.	Name of PhD Scholar	Enrolment No.	Date of registration
1.	Ms Bharti Jain	S195DHI01	13-08-2019

The SCR took note of the Two-years relaxation of students tabled above as applies to women Ph.D. candidates subject to the condition that the total period of registration in the programme shall not exceed the limit prescribed in RSR 2017 clause 12 (V).

10.18- To consider the application for 6 months' extension of the following Candidates:

S.No.	Name of PhD Scholar	Enrolment No.	Date of registration	Extension Sought
1.	Mr Raman Kumar	S195DHI05	13-08-2019	13-08-2024 to 12-02-2025
2.	Mr Praveen Verma	S195DHI04	13-08-2019	13-08-2024 to 12-02-2025

The SCR took note of the six months' extension of the candidates tabled above.

10.19. To consider and note the Pre-submission presentation of the following PhD Hindi scholar:

S.No.	Name of PhD Scholar	Enrolment No.	Date of registration	Thesis Title	Date of Pre-submission presentation
1.	Mr. Biplaw Kumar	S195DHI02	13-08-2019	Mohan Rakesh ke Sahitya mein madhyamverg	10-05-2024

The SCR took note of the Pre-submission presentation of Mr. Biplaw Kumar (S195DHI02)

10.20- To consider and note the synopsis approval and thesis title of the following PhD Hindi scholars:

S.No.	Name of PhD Scholar	Enrolment No.	Date of registration	Ttitle of thesis	Date of Synopsis approval
1.	KM Aakansha Bajpeyi	S215DHI02	14-09-2022	Prarambhik Hindi Upanyason aur Stree (vishesh sandarbh 1870 se 1917 tak)	15-05-2024
2.	Monia	S215DHI03	14-09-2022	Ramnika Gupta ke sahitya mein stree vimarsh	17-05-2024
3.	Asif Khan	S215DHI01	14-09-2022	Ikkisvi sadi ka prawasi Hindi Upanyas: Samedna aur Shilp	28-05-2024
4.	Prateik Kumar Yadav	S215DHI04	15-09-2022	Bhartiya gyan prampara ke sandarbh mein yog evam abhinay ka antah sambandh	28-5-2024

				(vishesh sandarbh- Hindi rangmanch	

The SCR took note of the Synopsis defence presentation of students tabled above.

10.21. To consider and note the six-monthly "Satisfactory" progress report for the following PhD Hindi Scholars of various batches (January 24-June 24).

S.No.	Name of PhD Scholar	Enrolment No.	Date of registration	Date of RAC meeting	Discussions/Comments and Suggestions from RAC	RAC members present (supervisor first)
1.	Raman	S195DHI04	13-08-2019	15-05-2024	The scholar's progress was deemed satisfactory.	Prof. Satyaketu Sankrit (Supervisor) Prof. Goplaji Pradhan (Internal member) Prof.Navin Chandra Lohni (External member)
2.	Bharti Jain	S195DHI01	13-08-2019	13-5-2024	The scholar's progress was deemed satisfactory.	Prof. Gopalji Pradhan (Supervisor) Dr. Geeta Pandey (Internal Member) Prof. Ashutosh Kumar (External Member)

3	Anupam Bhatt	S205DHI02	16-11-2021	14-5-2024	The scholar's progress was deemed satisfactory.	Prof Satyaketu Sankrit (Supervisor) Dr. Geeta Pandey (Internal Member) Prof. Jitendra Srivastava (Extrenal member)
4	Bharti	S205DHI03	16-11-2021	14-5-2024	The scholar's progress was deemed satisfactory.	Prof Satyaketu Sankrit (Supervisor) Dr. Mahendra Prajapati (Internal Member) Prof. Puneet Bisaria (External Member)
5	Akanksha	S205DHI01	16-11-2021	16-5-2024	The scholar's progress was deemed satisfactory.	Prof Satyaketu Sankrit (Supervisor) Dr. Geeta Pandey (Internal Member) Prof. Kumud Sharma, IGNOU (External Member)
6	Parul	S205DHI04	16-11-2021	16-5-2024	The scholar's progress was	Prof Satyaketu Sankrit (Supervisor)

					deemed satisfactory.	Dr. Mahendra Prajapati (Internal Member) Prof. Rupa Singh (External member)
7	Km Akanksha Bajpeyi	S215DHI02	14-09-2022	15-5-2024	The scholar's progress was deemed satisfactory.	Dr. Geeta Pandey (Supervisor), Dr., Mahendra Prajapati (Internal Member) Prof. Lal Chand Ram (NCERT)
8	Praveen Verma		13-08-2019	17-5-2024	The scholar's progress was deemed satisfactory.	Prof. Gopalji Pradhan (Supervisor) Dr. Geeta Pandey (Internal Member) Prof Alpana Mishra (External member)
9	Monia	S215DHI04	15-09-2022	17-5-2024	The scholar's progress was deemed satisfactory.	Dr. Ambika Ram (Supervisor) Dr. Mahendera Prajapati (Internal member)

						Dr. Rita Sinha (External Member)
10	Sonia	S205DHI05	17-11-2021	24-05-2024	The scholar's progress was deemed satisfactory.	Prof. Satyaketu Sankrit (Supervisor) Dr. Mahendera Prajapati (Internal Member) Prof. Yojna Rawat (External Member)
11	Asif khan	S215DHI01	14-09-2022	28-05-2024	The scholar's progress was deemed satisfactory.	Dr. Mahendra Prajapati (Supervisor), Dr. Geeta Pandey (Internal Member), Prof. Nand Kishore Pandey (External member)
12	Prateek Kumar Yadav	S215DHI04	15-09-2022	28-05-2024	The scholar's progress was deemed satisfactory.	Dr. Mahendra Prajapati (Supervisor), Dr. Ambika Ram (Internal Member), Prof. Amrendra Tripathi (External Member)

The SCR took note of the six-monthly progress reports of students tabled above (January 2024-June 2024)

10.22. To consider and note the admission of the following candidates to Ph.D. Hindi programme during the academic year 2023-24:

S. No.	Form No.	Name of the candidate	Admission criteria

1	AUDJL230000716	Satish Kumar Patel	Interview (JRF candidate)
2	AUDJL230000789	Minakshi	Entrance examination + Interview
3	AUDJL230001482	Babita	Entrance examination + Interview
4	AUDJL230000363	Priyanka	Entrance examination + Interview

The SCR took note of the admission of PhD Hindi programme scholars for the Academic Year 2023-24.

10.23. To consider and note the maternity, leave application of the following PhD Hindi Scholar:

Ms Minakshi, Form No: AUDJL230000789, registered on 02-05-2024 has applied for maternity leave from 21 May, 2024 for a period of 240 days.

The SCR resolved to recommend Maternity leave of Ms Neha Rana (S175LENO6) as per the AUD PhD regulation 2017 clause 12(V) *"Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days"*

School of Liberal Studies

ITEM No- 11: To discuss and note the recommendation of the Research Studies Committee (RSC) of School of Liberal Studies (SLS) on the following:

11.1 To report the reconstitution of the Research School Committee (RSC), SLS

S. No.	Previous RSC Members	Current RSC Members
1.	Dr. Santosh Kumar Singh (Chair)	Dr. Santosh Kumar Singh (Chair)
2.	Dr. Priyasha Kaul (Deputy Dean)	Dr. Priyasha Kaul (Deputy Dean)
3.	Dr. Robin Singhal (Convenor)	Dr. Robin Singhal (Convenor)
4.	Dr. Oinam Hemlata (Exernal Member)	Dr. Aakriti Grover (Exernal Member)
5.	Prof. Dhirendra Datt Dangwal	Prof. Dhirendra Datt Dangwal

6.	Dr. Ramneek Khassa	Dr. Ramneek Khassa
7.	Dr. Rinju Rasaily	Dr. Rinju Rasaily

The SCR took note of the current RSC of SLS.

ECONOMICS:

11.2 To consider the cases recommendation made by the RSC, SLS.

1. Mr. Ravinder Ram (S195DEC06, Date of Registration: 01.08.2019) has informed about his appointment as an Assistant Professor of Economics in Department of Economics, Satyawati College, Delhi University on permanent basis from 5th Feb, 2024. He has submitted the NOC (dated 19th Feb, 2024) from his employer to pursue PhD from Dr. B. R. Ambedkar University Delhi. He has requested to be allowed to continue to his enrolment in PhD Economics programme as a regular student. This matter was discussed and the RSC decided to put it forward to Chair, SCR for necessary action. ***He has successfully completed the PhD synopsis formalities as on 28.07.2022.***
   The Chair SCR will form a committee to review cases. The committee's recommendations will be presented at the next SCR meeting.

2. Ms. Neha (S205DEC02, Date of Registration: 21.11.2021) has informed about her appointment as an Assistant Professor of Economics in Department of Economics, Vivekananda College, University of Delhi on permanent basis from 8th March, 2024. She has submitted the NOC (dated 09th May, 2024) from her employer to pursue PhD from Dr. B. R. Ambedkar University Delhi. She has requested to be allowed to continue to her enrolment in PhD Economics programme as a regular student. This matter was discussed and the RSC decided to put it forward to Chair, SCR for necessary action. ***She is yet to defend her synopsis as she is currently enrolled in the 5th semester of PhD Economics Programme. As discussed with the Convenor SCR, kindly include this agenda item for 67th SCR meeting as per schedule.***

   The Chair SCR will form a committee to review cases. The committee's recommendations will be presented at the next SCR meeting.

3. As per 64th SCR Minutes (as per item no. 10.1) Ms. Anna Sinha was recommended a relaxation by one semester i.e. *from August 2023 to January 2024* under section 12 Clause (V) of AUD 2017 PhD Regulations which states that "Women candidates and Persons with Disability (more than 40% disability) may be allowed relaxation (or extra time) of 2 years for Ph.D". However, the 64th SCR minutes (as per item no. 10.2) also *resolved to*

recommend "continuation of Ms. Anna Sinha in the PhD Programme till the validity of the extraordinary leave granted to her under rule 15 of the All India Services (Leave) rules 1955 by the Assistant Director, Sardar Vallabh Bhai National Academy Hyderabad, Government of India". It is to be noted that her extraordinary leave period was till December 2023. In view of this, she submitted an application on 30th November 2023 wherein she requested for a relaxation by one more semester as a woman candidate in accordance to 2017 PhD regulation, Section 12, clause (v). This was discussed in the 37th RSC meeting and subsequently submitted to the 66th SCR meeting (as item no. 11.2) for which the decision is still awaited. This was discussed in the 40th RSC and decided to again request the Chair, SCR for necessary action in this regard. In addition, the RSC Chair advised the student and her supervisor to complete the formalities related to the RAC for the concerning period from August 2023 to January 2024 on an urgent basis. ***She has successfully completed the PhD synopsis formalities as on 24.08.2021. Further, it is reported that this agenda item was included in the 66th SCR meeting wherein SCR resolved to issue necessary directions in consultation with URDC. The decision is still awaited. Hence, this is the continuing agenda from the previous SCR meeting and accordingly be included for 67th SCR meeting as per schedule.***

The Chair SCR will form a committee to review cases. The committee's recommendations will be presented at the next SCR meeting.

4. Ms. Priya Jindal (S205DSC03, Date of Registration: 16.11.2021) has informed the SLS Office through her application dated 11.01.2024 that her study leave period was to end on 28th January, 2024 and had sought permission to resume her job as Assistant Professor at Vivekananda Institute of Professional Studies, GGSIPU. Along with her application, she also submitted the NOC (dated 9th January, 2024) from her employer to pursue PhD (Full Time) from Dr. B. R. Ambedkar University Delhi. This matter was discussed in the 38th RSC and was put for consideration of the 66th SCR meeting as item number 11.4 for which decision is still awaited. This was discussed in the 40th RSC meeting which decided to again request the Chair, SCR for necessary action. ***It is reported that this agenda item was included in the 66th SCR meeting wherein SCR resolved to issue necessary directions in consultation with URDC. The decision is still awaited. Hence, this is the continuing agenda from the previous SCR meeting and accordingly be included for 67th SCR meeting as per schedule.***

The Chair SCR will form a committee to review cases. The committee's recommendations will be presented at the next SCR meeting.

5. Ms. Mansi Mehta (S185DEC04, Date of registration: 01.08.2018) has completed her 11th Semester in PhD Economics programme. This is informed that she was granted relaxation under ***clause 12 (V) of AUD 2017 regulations (as per the item number 10.1 of the 64th SCR minutes) from August 2023*** to January 2024. She has submitted an application seeking a relaxation of one more semester under the same clause requesting her enrolment in the 12th Semester availing the relaxation under the above clause. Further, it is informed that the RAC has also recommended relaxation for one more semester in her case. This was discussed in the 40th RSC meeting which decided to request the Chair, SCR for necessary action.

The SCR noted the two-year relaxation for women Ph.D. candidates, provided that the total registration period in the program does not exceed the limit prescribed in RSR 2017 clause 12 (V).

11.3 To consider and note the complete details relating to the coursework of Ms Sonam Kumari (S215DEC03, Date of Registration: 24.09.2022):

It is reported that as per the recommendation of the 66th SCR meeting (under item no.11.1), Ms. Sonam Kumari (Enrolment No. S215DEC03, Date of Registration: 24.09.2022) was enrolled in the Monsoon Semester 2023 for the following elective courses in the PhD Economics 2nd semester:

S. No.	Course Title	Course Codes	Grades Awarded
1.	Guided Reading	SLS3EC201	B Minus
2.	Guided Study	SLS3EC202	C Plus

In addition, she has been enrolled in the Winter Semester 2024, along with the new batch of PhD Economics students, for the following courses of the 1st semester:

S. No	Title	Code	Credits
1	Research Methods-I: Methods and Approaches in Economics	SLS3EC101	2
2	Econometrics Track 1	SLS3EC111	2
3	Econometrics Track 2	SLS3EC112	2
4	Mathematical Methods Track 1	SLS3EC131	2
5	Research and Publication Ethics	UNI300101	2

As per the item no 11.1 in the 66th SCR meeting, the SCR had stated that *"the complete details relating to the student's coursework may be reported to the SCR in its next meeting"*. Hence, in compliance of the directions from the 66th SCR meeting, the coursework details of Ms. Sonam Kumari is a reporting item submitted by the 40th RSC meeting to the 67th SCR meeting.

The SCR noted the above course details.

11.4 To consider and note the six-monthly progress reports of the following PhD Economics scholars for the period July 2023 – December 2023.

S. No	Name of Students / Enrolment No	Date of Registration	Supervisor (RAC Members)	Period for the month of	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
1	Ravi Kumar Gupta (S205DEC 04)	21.11.2021	Dr. Jyotirmoy Bhattacharya (Supervisor) Dr. Robin Singhal Dr. Ishan Anand	Aug. 2023 to Dec.2 023	19.01.202 4	The scholar's progress was deemed satisfactory.
3	Priya Jindal (S205DEC 03)	16.11.2021	Dr. Jyotirmoy Bhattacharya (Supervisor) Dr. Dipa Sinha Dr. Anamitra Roy Chowdhury	Aug. 23 to Dec.2 023	25.01.202 4	The scholar's progress was deemed satisfactory
4	Baishakhi Mondal (S205DEC 04)	14.09.2022	Dr. Jyotirmoy Bhattacharya (Supervisor) Dr. Dipa Sinha Dr. Deepita Chakravarty	Aug. 23 to Dec.2 023	25.01.202 4	The scholar's progress was deemed satisfactory
5	Mansi Mehta (S185DEC 04)	01.08.2018	Dr. Dipa Sinha (Supervisor) Dr. Deepita Chakravarty Dr. Krishna Ram	Aug. 23 to Dec.2 023	18.01.202 4	The scholar's progress was deemed satisfactory
6	Minni (S195DEC 04)	02.08.2019	Dr. Parag Waknis (Supervisor) Dr. Jyotrimoy Bhattacharya Dr. Krishna Ram Dr. Catalina Granda-Carvajal	Aug. 23 to Jan.2 024	19.01.202 4	The scholar's progress was deemed satisfactory

7	Akanksha Yadav (S195DEC 02)	01.08.2019	Dr. Parag Waknis (Supervisor) Dr. Arindam Bannerjee (Co-Supervisor) Dr. Dipa Sinha Dr. Indranil Mukhopadhyay	Aug. 23 to Jan.2024	19.01.2024	The scholar's progress was deemed satisfactory
8	Jamyang Nurboo (S205DEC 01)	20.11.2021	Dr. Parag Waknis (Supervisor) Dr. Jyotrimoy Bhattacharya Dr. Kritika Mathur	Aug. 23 to Jan.2024	19.01.2024	The scholar's progress was deemed satisfactory
9	Bhoomika Mann (S195DEC 03)	02.08.2019	Dr. Parag Waknis (Supervisor) Dr. Dipa Sinha Dr. Krishna Ram Dr. Sona Mitra	Aug. 23 to Jan.2024	25.01.2024	The scholar's progress was deemed satisfactory
10.	Neha (S205DEC 02)	21.11.2021	Dr. Krishna Ram (Suoervisor) Dr. Dipa Sinha Prof. Babu P. Ramesh	Aug. 23 to Dec.2023	18.01.2024	The scholar's progress was deemed satisfactory
11.	Ravinder Ram (S195DEC 06)	01.08.2019	Dr. Krishna Ram (Suoervisor) Dr. Parag Waknis Dr. Amit Thorat (JNU)	Aug. 23 to Dec.2023	18.01.2024	The scholar's progress was deemed satisfactory
2	Shashank Mendiratta (S205DEC 05)	21.11.2021	Dr. Jyotirmoy Bhattacharya (Supervisor) Dr. Nidhi Kaicker Dr. Parag Waknis	Aug. 23 to Dec.2023	25.01.2024	Unsatisfactory

The SCR took note of the sixmonthly progress reports of students tabled above July 2023 – December 2023).

11.5 To report the new enrollment of the following PhD scholars at the School of Liberal Studies for the batch 2023-24:

S. No.	AUD Form No.	Name of the Students
1	AUDJL230002047	Manuj Joshi
2	AUDJL230003167	Sana Ali
3	AUDJL230001047	Praveen Kaur
4	AUDJL230002848	Rayman Kharyal

The SCR took note of the new enrolment of the PhD Scholars tabled above.

A. HISTORY

11.6 To consider the cases recommendation made by the RSC, SLS.

1. Mr. Navratan (S215DHS03, Date of Registration: 14.09.2022) has informed about his appointment as a tea cher at Govt. Boys Senior Secondary School, New Delhi- 110086 and also submitted the NOC (dated 16th December, 2023) from his employer to pursue PhD from Dr. B. R. Ambedkar University Delhi. He has requested to be allowed to continue with his enrolment in PhD History programme. This matter was discussed in the 38th RSC and was put for consideration of the 66th SCR meeting as item number 11.9 for which decision is still awaited. This was discussed in the 40th RSC meeting which decided to again request the Chair, SCR for necessary action.

2. Mr. Osama Mustaqueem (S215DHS05, Date of Registration: 15.09.2022) has informed through his application dated on 08.03.2024 that he has joined as Probation Officer (Jail Services), Home Department, Bihar Public Service Commission on 18.04.2024. He has informed that he has already requested his employer for issuing NOC and seeking permission to continue in the PhD History programme.

The Chair SCR will form a committee to review cases. The committee's recommendations will be presented at the next SCR meeting.

11.7 To consider and note the re-constitution of RAC of thescholar, Sri Harsha Sai Matta (S215DHS08)

SNo	Name of Student (Enrollment Number)	Date of Registration	RAC Members
1.	Sri Harsha Sai Matta (S215DHS08)	14.09.2022	Dr. Yogesh Snehi (Supervisor) Dr. Shailaja Menon Dr. Anita Elizabeth Cherian (SCCE)

The SCR recommended that re-constitution of RAC of the above Ph.D. student.

11.8 To consider and note the successful synopsis defence for the following Research Scholars:

S. No.	Name of the Student/ Enrollment No.	Date of Registration	Title of PhD Synopsis	RAC Members/Supervisor	Date of Synopsis approved
1	Arun Prakash Raj N/ S205DHSC02	17.11.2021	The Demand for Dravida Nadu: Envisioning and Labouring for a Utopia (1938-1963)	Dr. Shailaja Menon (Supervisor) Dr. Yogesh Snehi Dr. Dickens Leonard	06.03.2024
2	Devanand Kamat/ S205DHS03	18.11.2021	Print Culture in Mithila: The Making of Idea of Mithila (1905-1955)	Dr. Yogesh Snehi (Supervisor) Dr. Diamond Oberoi Vahali Prof. Dhirendra Datt Dangwal	19.04.2024
3	Snigdha Bhaswati/ S205DHS06	18.11.2021	Ek- Sharan- Naam- Dharma in the 20th Century Brahamputra Valley: A Study of the Srimanta Sankaradeva Sangha in Assam	Dr. Dharitri Narzary Chakravartty (Supervisor) Dr. Yogesh Snehi Dr. Bhuwan Kumar Jha	12.01.2024

The SCR took note of the Synopsis defence presentation of students tabled above.

11.9 To consider and note the successful PhD Pre-submission presentations of the following of the PhD History scholars:

S. No	Name of the Student/ Enrollment No.	Date of Registration	Title of PhD Dissertation	Supervisor and RAC Members	Date of Pre-submission presentation

1	Tanya Burman/ S195DHS02	13.08.2019	Begum Hazrat Mahal Power, Politics and Representation in the Revolt of 1857	Dr. Shailaja Menon (Supervisor) Dr. Lata Singh Dr. Dharitri Nazary Chakravartty	14.03.2024
2	Surabhi Pandey/ S185DHS02	14.08.2018	Journey to Krishna's Abode: Conceptualising Pilgrimage as a Living Tradition (18th - 19th Century)	Dr. Yogesh Snehi (Supervisor) Dr. Gopal ji Pradhan Dr. Shaliaja Mennon	24.01.2024

The SCR took note of the PhD Pre-submission presentations of students tabled above.

11.10 To consider and note the successful submission of PhD thesis for the following scholars:

S.No.	Name of the Student/ Enrollment No.	Date of Registration	Title of PhD Dissertation	RAC Members/Supervisor	Date of Submission
1	Surabhi Pandey/ S185DHS02	14.08.2018	Journey to Krishna's Abode: Conceptualising Pilgrimage as a Living Tradition (18th - 19th Century)	Dr. Yogesh Snehi (Supervisor) Dr. Gopal ji Pradhan Dr. Shaliaja Mennon	23.04.2024

The SCR took note of the above case.

11.11 To consider and note the six-monthly progress reports of the following PhD History scholars for the period July 2023 – December 2023.

S. No	Name of Students / Enrolment No	Date of Registration	Supervisor (RAC Members)	Period for the month of	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC

1	Arun Prakash Raj N (S205DHS 02)	17.11.2021	Dr. Shailaja Menon (Supervisor) Dr. Yogesh Snehi Dr. Dickens Leonard	July. 2023 to Dec. 2023	21.12.2023	The scholar's progress was deemed satisfactory.
2	Arun Prakash Raj N (S205DHS 02)	17.11.2021	Dr. Shailaja Menon (Supervisor) Dr. Yogesh Snehi Dr. Dickens Leonard	Aug. 23 to Feb. 2024	06.03.2024	-Do-
3	Adarsh Kumar Aryan (S205DHS 01)	17.11.2021	Dr. Dharitri Nazary Chakravartty (Supervisor) Dr. Yogesh Snehi Dr. Ajeet Kumar	July 2023. to Dec. 2023	31.01.2024	-Do-
4	Devanand Kamat (S205DHS 03)	18.11.2021	Dr. Yogesh Snehi (Supervisor) Dr. Diamond Oberoi Vahali Prof. Dhirendra Datt Dangwal	Dec. 23 to May 2024	09.04.2024	-Do-
5	Lalit Kumar (S215DHS 02)	14.09.2022	Prof. Dhirendra Datt Dangwal (Supervisor) Dr. Mayank Kumar Dr. Dhiraj Kumar Nitc	Sept. 23 to Feb. 2024	28.02.2024	-Do-
6	Amartyaj yoti Basu (S215DHS 01)	14.09.2022	Dr. Dhiraj Kumar Nitc (Supervisor) Prof. Dhirendra Datt Dangwal	Oct. 23 to March 2024	19.04.2024	-Do-

			Dr. Rinju Rasaily			
7	Shuchi Agrawal (S215DHS 07)	20.09.2022	Dr. Dhiraj Kumar Nite (Supervisor) Prof. Dhirendra Datt Dangwal Dr. Kanwal Anil	Sept. 23 to March 2024	06.03.2024	-Do-
8	Sri Harsha Sai Matta (S215DHS 08)	14.09.2022	Dr. Yogesh Snehi (Supervisor) Dr. Shailaja Menon Dr. Rajan Krishnan	Oct. 23 to March 2024	29.03.2024	-Do-
9	Navratan (S215DHS 03)	14.09.2022	Prof. Dhirendra Datt Dangwal (Supervisor) Dr. Yogesh Snehi Dr. Manish Jain (SES)	Sept. 23 to Feb. 2024	01.04.2024	-Do-
10	Vishnupal Panwar (S215DHS 09)	14.09.2022	Prof. Dhirendra Datt Dangwal (Supervisor) Prof. R. P. Bahuguna Dr. Yogesh Snehi	Sept. 23 to Feb. 2024	09.04.2024	-Do-

The SCR took note of the six-monthly progress reports of students tabled above (July 2023 to December 2023).

11.12 To report the new enrollment of the following PhD scholars at the School of Liberal Studies for the batch 2023-24:

S. No.	AUD Form No.	Name of the Students
1	AUDJL230001449	Akhila Vincent
2	AUDJL230000691	Meenal Dharia

3	AUDJL230001448	Utkarsh Yadav
4	AUDJL230001516	Keveri Choudhury
5	AUDJL230001959	Ansh Bhasin
6	AUDJL230001694	Punita
7	AUDJL230002257	Deepak Gupta
8	AUDJL230002079	Abhishek Kumar Singh
9	AUDJL230002937	Harshita Priyadarshi
10	AUDJL230001127	Srishti Agrahari
11	AUDJL230003087	Swati Sinha
12	AUDJL230001536	Adarsh

The SCR took note of the new enrolment of the PhD Scholars tabled above.

B. MATHEMATICS

11.13 To consider and note the reconstitution of RAC as Dr. sonam kumari has joined AUD back before finishing of 1-year lien period. The reconstituted of the RSCs is as follows:

S. No	Name of Student (Enrollment Number)	Date of Registration	RAC Members
1.	Nisha/ (S195DMA02)	07.08.2019	Dr. Kranti Kumar, SLS AUD (Supervisor) Dr. Pranay Goswami (Internal member) Dr. Mradul Veer Singh (Internal member) Dr. Chandrashekhar Nishad, Assistant Professor, Aryabhatta College, University of Delhi (External member)
2.	Bhawna/ (S195DMA02)	20.11.2021	Dr. Kranti Kumar (Supervisor), Dr. Pranay Goswami (Co-Supervisor), Dr. Mradul Veer Singh (Internal member) Dr. Jitendra Kumar, Central University of Haryana (External member)
3.	Ashish (S205DMA01)	18.11.2021	Dr. Pranay Goswami (Supervisor) Dr. Mradul Veer Singh (Internal member) Dr. Kranti Kumar (Internal member) Dr. Arvind (External Expert)

4.	Kuldeep (S205DMA03)	24.11.2021	Dr. Pranay Goswami (Supervisor) Dr. Mradul Veer Singh (Internal member) Dr. Kranti (Internal member) Kumar Dr. Arun Chaudhary (External Expert)

The SCR resolved to recommended that re-constitution of RAC of the students tabled above.

11.14 To consider and note the six-monthly progress reports of the following PhD Mathematics scholars for the period July 2023 – December 2023.

S. No	Name of Students / Enrolment No	Date of Registration	Supervisor (RAC Members)	Period for the month of	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
1	Bhawna (S205DMA02)	20.11.2021	Dr. Pranay Goswami (Supervisor) Dr. Jitendra Kumar Dr. Kranti Kumar Dr. Ramneek Khassa	July 23 to Dec. 2023	19.01.2024	The scholar's progress was deemed satisfactory.
2	Ashish (S205DMA01)	18.11.2021	Dr. Pranay Goswami (Supervisor) Dr. Arvind Dr. Mradul Veer Singh Dr. Ramneek Khassa	July 23 to Dec. 2023	23.01.2024	The scholar's progress was deemed satisfactory
3	Sandeep Sharma (S215DMA02)	14.09.2022	Dr. Mradul Veer Singh (Supervisor) Dr. Mukund Madhav Mishra Dr. Balchand Prajapati Dr. Pranay Goswami	July 23 to Dec. 2023	15.03.2024	The scholar's progress was deemed satisfactory
4	Nisha (S195DMA02)	207.02.2019	Dr. Kranti Kumar (Supervisor)	July 23 to	03.04.2024	The scholar's progress

			Dr. Chandrashekhar Nishad Dr. Pranay Goswami Dr. Ramneek Khassa	Dec. 2023		was deemed satisfactory
5	Surbhi (S215DMA03)	14.09.2022	Prof. Geetha Venkataraman (Supervisor) Prof. Amitabha Tripathi Dr. Balchand Prajapati Dr. Ramneek Khassa	July 23 to Dec. 2023	15.03.2024	The scholar's progress was deemed satisfactory
6	Prashun Kumar (S195DMA01)	07.08.2019	Prof. Geetha Venkataraman (Supervisor) Dr. A Satyanarayan Reddy Dr. Balchand Prajapati Dr. Ramneek Khassa	July 23 to Dec. 2023	12.01.2024	The scholar's progress was deemed satisfactory
7	Kuldeep (S205DMA03)	24.11.2021	Dr. Pranay Goswami (Supervisor) Dr. Arun Chaudhary Dr. Mradul Veer Singh Dr. Ramneek Khassa	July 23 to Dec. 2023	23.01.2024	The scholar's progress was deemed satisfactory

The SCR took note of the six-monthly progress reports of students tabled above (July to December 2023).

11.15 To report the new enrollment of the following PhD scholars at the School of Liberal Studies for the batch 2023-24:

S. No.	AUD Form No.	Name of the Students
1	AUDJL230001364	Vikas Sharma
2	AUDJL230002443	Sanjeev Kumar Shukla

3	AUDJL230000472	Omen Jamatia
4	AUDJL230001590	Monika
5	AUDJL230001183	Siddhant Tiwari
6	AUDJL230002132	Devendra Kumar Meena

The SCR took note of the new enrolment of the PhD Scholars tabled above.

C. SOCIOLOGY

11.16 To consider the request of Mr. Prabudh Singh (Registration Number: S175DSC07 and Date of Registration: 09.08.2017) for a six-month extension to be considered on an emergency basis.

Mr. Prabudh Singh faced some unanticipated delay in submitting his thesis, and his five-year registration period was due to end on the 19-10-2023. The RAC recommended an extension as per clause 12 (IV) of the AUD Regulations 2017 to facilitate thesis submission. The RSC of SLS resolved to forward the recommendation for a six-month extension to the SCR.

Since the SCR meeting was not held during that time, the request for an extension was initiated on the note sheet) through the school office. Subsequently, after the endorsement by the Chair RSC and Chair SCR, the approval was granted by the Hon'ble VC for an extension as per clause 12 (IV) of the AUD Regulations 2017.

The SCR took note of the above case.

11.17 To consider the request of Mr. Manas Raturi (Registration Number: S185DSC02 and Date of Registration: 13.08.2018) for a second six-month extension to be considered on an emergency basis.

Mr. Manas Raturi faced some unanticipated delay in submitting his thesis, as his first six-month extension period was due to end soon. The RAC recommended a second six-month extension as per clause 12 (IV) of the AUD Regulations 2017 to facilitate thesis submission. The RSC of SLS resolved to forward the recommendation for a second six-month extension to the SCR.

Since the SCR meeting was not held during that time, the request for an extension was initiated on the note sheet through the school office. Subsequently, after the endorsement by the Chair RSC and Chair SCR, the approval was granted by the Hon'ble VC for an extension as per clause 12 (IV) of the AUD Regulations 2017.

The SCR took note of the above case.

11.18 To consider the case of applying Clause 12 (V)of AUD PhD Regulations 2017 for Ms. Priyadarshini (S185DSC03).

Ms. Priyadarshini (S185DSC03) period of registration got over in August 2023 and as a woman candidate she can avail the two-year relaxation rule. Her synopsis has been approved on 26/2/21. She has submitted two chapters and the RAC has recommended the above.

The SCR took note of the Two-years relaxation of Ms. Priyadarshini (S185DSC03) as applies to women Ph.D. candidates subject to the condition that the total period of registration in the programme shall not exceed the limit prescribed in RSR 2017 clause 12 (V).

11.19 To consider the re-constitution of RAC of the following scholars:

SNo	Name of Student (Enrollment Number)	Date of Registration	RAC Members
1.	Aditya Lakshmi R (S205DSC05)	27.11.2021	Dr. Preeti Sampat (SLS) (Supervisor) Dr. Santosh Singh (SLS) (Internal) Dr. Bindu K.C, SHS (External) Dr. Bidhan Chandra Dash
2.	Dhiraj Singha (S195DSC02)	27.11.2021	Dr. Bidhan Chandra Dash (Supervisor) Prof. Padmanabh Samarendra (External Member) Dr. Urfat Anjem Mir
2.	Priya Darshani (S155DSC02)	14.05.2018	Prof. Rukmini Sen (Supervisor) Dr. Rachna Chowdhury (SHS) Dr. Urfat Anjem Mir

The SCR resolved to recommended that re-constitution of RAC of the students tabled above.

11.20 To consider and note the RAC Constitution for the following scholars of the PhD Sociology 2021-22 batch.

S. No.	Name of Student/ Enrollment No.	Date of Registration	Supervisor	RAC Members
1	Jahnvi Dwivedi/ S215DSC03	15.09.2022	Dr. Bidhan Chandra Dash	Prof. Rukmini Sen Dr. Bindu KC
2	Jitender Kumar/ S215DSC04	14.09.2022	Dr. Snigdha Vishnoi	Prof. Rukmini Sen

				Dr. Rachna Chaudhary (SHS)
3	Niki Rai/ S215DSC06	14.09.2022	Dr. Rinju Rasaily	Dr. Bidhan Chandra Dash Dr. Mamatha Karollil (SHS)
4	Shivani Choudhary/ S215DSC07	24.09.2022	Prof. Rukmini Sen	Dr. Snigdha Vishnoi Dr. Manasi Thapliyal (SES)
5	Vipan Kumar/ S215DSC08	15.09.2022	Dr. Snigdha Vishnoi	Dr. Santosh K. Singh Dr. Rachna Mehra (SGA)
6	Zaira Rahim/ S215DSC09	14.09.2022	Prof. Rukmini Sen	Dr. Urfat Anjem Mir Dr. Ivy Dhar (SDS)

The SCR resolved to recommended that re-constitution of RAC of the students tabled above.

11.21 To note the Mr. Prabudh Singh (Registration Number: S175DSC07 and Date of Registration: 09.08.2017) PhD, Thesis title "Land, Caste and Emerging Ruralities: A Study of Dominant Caste in Western Uttar Pradesh" viva-voce has successfully defended the open PhD viva- voce on 08.05.2024.

The SCR took note of the above case.

11.22 To note that Ms. Devika Singh Shekhawat (Registration Number: S195DSC01 and Date of Registration: 08.05.2019) proceeded on Fulbright Fellowship to Cornell University, US which was duly approved by the Hon'ble Vice Chancellor on 09.03.2024.

The SCR took note of the above case and sent the case back to school to provide full details of Ms. Devika Singh Shekhawat.

11.23 To consider and note the successful Pre-Submission Presentation of the following scholars:

S. No	Name of the Student/ Enrollment No.	Date of Registration	Title of PhD Dissertation	Supervisor and RAC Members	Date of Pre-submission presentation

1	Manas Raturi/ S185DSC02	13.08.2018	Health, Migration and Kinship: A Sociological Study of a Leprosy Complex in Delhi	Dr. Rinju Rasaily (Supervisor) Dr. Prof. Harish Naraindas Dr. Urfat Anjem Mir	08.04.2024
2.	Dhiraj Singha/(S195DSC02)	13.08.2019	Caste Identification in the Everyday Social: An Enthnography of Paliyas-Rajbanshis in West Bengal	Dr. Bidhan Chandra Dash (Supervisor) Prof. Padmanabh Samarendra (External Member) Dr. Urfat Anjem Mir	20.03.2024

The SCR took note of the Pre-Submission Presentation of students tabled above.

11.24 To consider and note the successful submission of PhD thesis for the following scholars:

S.No.	Name of the Student/ Enrollment No.	Date of Registration	Title of PhD Dissertation	RAC Members/Supervisor	Date of Submission	Details of Extension	PhD Viva-Voce
1	Manas Raturi/ S185DSC02	13.08.2018	Health, Migration and Kinship: A Sociological Study of a Leprosy Complex in Delhi	Dr. Rinju Rasaily (Supervisor) Dr.Prof. Harish Naraindas Dr. Urfat Anjem Mir	22.04.2024	1st Extension 23.5.23 (Period Aug. 2023 to Feb. 2024) 2nd Extension 04.3.24 (Appro	Submitted in SCR Office

						ved by HVC)	
2	Dhiraj Singha/ S195DSC02	13.08.2019	Caste Identification in the Everyday Social: An Enthnography of Paliyas-Rajbanshis in West Bengal	Dr. Bidhan Chandra Dash (Supervisor) Prof.Padmanabh Samarendra (External Member) Dr. Urfat Anjem Mir	15.04.2024	N/A	Submitted in SCR Office
3	Prabudh Singh/ S175DSC07	09.08.2017	Land, Caste and Emerging Ruralities: A Study of Dominant Caste in Western Uttar Pardesh	Dr. Santosh K. Singh (Supervisor) Dr. Surinder S. Jodhka Dr. Bidhan Chandra Das Dr. Parth Saha	14.02.2024	1st Extension 05.02.24 (Approved by HVC)	Conducted on 08.05.2024

The SCR took note of the above cases.

11.25 To consider and note the successful synopsis defence for the following Research Scholars:

S.No.	Name of the Student/ Enrollment No.	Date of Registration	Title of PhD Synopsis	RAC Members/Supervisor	Date of Synopsis approved

1	Aditya Lakshmi R/ S205DSC05	27.11.2021	Resistance at Kattupalli port: A study of livelihoods, development and environmental justice	Dr. Preeti Sampat (Supervisor) Dr. Santosh K. Singh Dr. Rajan Kirshnan Dr. Bidhan Chandra Dash	15.03.2024

The SCR took note of the Synopsis defence presentation of Mr Aditya Lakshmi R (S205DSC05).

11.26 To consider and note the six-monthly progress reports of the following PhD Sociology scholars for the period July 2023 – December 2023.

S.No	Name of Students / Enrolment No	Date of Registration	Supervisor (RAC Members)	Period for the month of	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
1	Devika Singh Shekhawat (S195DSC01)	08.05.2019	Dr. Rinju Rasaily (Supervisor) Dr. Preeti Sampat Prof. Rana P Behal	July 23 to Dec. 2023	21.12.2023	The scholar's progress was deemed satisfactory
2.	Shahana (S195DSC03)	08.08.2019	Prof. Rukmini Sen (Supervisor) Dr. Rinju Rasaily Prof. Farhana Ibrahim	July 23- to Dec. 2023	26.12.2023	The scholar's progress was deemed satisfactory
3.	Dhiraj Singha (S195DSC02)	13.08.2019	Dr. Bidhan Chandra Dash (Supervisor) Dr. Urfat Anjom Mir Prof. Padmanabh Samarendra	Sep. 23- Mar. 2024	14.03.2024	The scholar's progress was deemed satisfactory

4.	Aditya Lakshmi R (S205DSC 05)	29.11.2021	Dr. Preeti Sampat (Supervisor) Dr. Bidhan Chandra Dash Dr. Santosh K. Singh Dr. Bindu KC	Dec. 23- Feb. 2024	08.02.2024	The scholar's progress was deemed satisfactory

The SCR took note of the six-monthly progress reports of students tabled above (July 2023 to December 2023)

11.27 To report the new enrollment of the following PhD scholars at the School of Liberal Studies for the batch 2023-24:

S. No.	AUD Form No.	Name of the Students
1	AUDJL230002741	Rahul Jha
2	AUDJL230001182	Gunjari Bhattacharya
3	AUDJL230001911	Shahbaz Motin
4	AUDJL230001596	Antasa Vairagya
5	AUDJL230000478	Sumit Kumar
6	AUDJL230001914	Ijajul Rehman
7	AUDJL230001811	L H Chungmi
8	AUDJL230001303	Praduman Singh

The SCR took note of the new enrolment of the PhD Scholars tabled above.

Item no: 12: Any other agenda item with the permission of the Chair.

Nil

Appendix-56

Meeting of the

"STANDING COMMITTEE RESEARCH (SCR)"

(68th Meeting)

MINUTES

Date : 03rd Dec 2024 (Tuesday)

Time : 11:00 AM

Venue : Kashmere Gate Campus

CONFERENCE ROOM

DR. B R Ambedkar University Delhi

The 68th meeting of Standing Committee Research (SCR) was held on Tuesday, 03rd Dec 2024 at 11.00 AM in the Conference Room at Kashmere Gate Campus, and the following attended the meeting: -

Prof. Satyaketu Sankrit	Chair, SCR, Dean SOL, Dean Academic Affairs
Dr. Urfat Anjem Mir	Convenor, SCR, Dean (O) SUS
Dr Kritika Mathur	Co-Convener, SCR
Prof Deepita Chakarvarthy	Dean of the School of Development Studies
Dr Anita Cherian	Dean SCCE PhD Coordinator Visual Art
Dr. Sunita Singh,	Dean of the School of Education Studies
Prof. Amit Kumar Singh,	Dean of the School of Global Affairs
Dr. Oinam Hemlata Devi	Dean SHE
Prof Rukmini Sen	Dean SHRM
Dr Rachna Chaudhary	Dean SHS
Dr Shivangi Nag	PhD Coordinator of Education
Dr Vatsala Saxena	PhD Coordinator Disability Studies
Dr Sanju Thomas	PhD Coordinator English
Dr Shubhra Nagalia	Convenor, RSC SHS
Dr Shad Naved	PhD Coordinator CLTS
Dr Vebhuti Duggal	Convener, SCCE
Dr Robin Singhal	PhD Coordinator Economics, SLS
Dr Shifa Haq	PC, MPhil, SHS
Prof. Dhirendra Dangwal	PC PhD History
Dr Ivy Dhar	PhD Coordinator, SDS
Dr. Rinju Rasaily	PhD Coordinator, Sociology, SLS
Dr. Geeta Pandey	PhD Coordinator Hindi, SOL
Dr. Pulak Das	PhD Coordinator, SHE
Dr. Ramneek Khassa	PhD Coordinator, Mathematics, SLS
Dr. Anoop Kumar Koileni V	PhD Coordinator Psychology, SHS
Dr Pooja Satyogi (Online)	PhD Coordinator SLGC
Dr. Krishna Kalyan Dixit (Online)	PhD Coordinator, CELE
Dr. Samik Chowdhury (Online)	PhD Coordinator, SPPG

Following members could not attend the meeting: -

Prof. Kartik Dave	Dean, School of Management
Prof Sitanshu S Jena	Dean, SVS
Prof Lawrence Liang	Dean, SLGC
Dr Jyotirmoy Bhattacharya	Dean, Assessment Evaluation and Student Progression
Dr. Santosh Kr Singh	Dean, SLS
Dr Parag Walkins	Dean, IAD
Dr Bhawna Bali	Dean, R&C
Dr Geeta Pandey	PhD Coordinator Hindi, SOL
Dr Nidhi Kaicker	PhD Coordinator, SoM
Dr Salvin Paul	Director IQAC
Dr Sima Yadav	PhD Coordinator, SHRM

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10	School of Letters	To discuss and note the recommendation of the Research Studies Committee (RSC) of the School of Letters	65
11	School of Liberal Studies	To discuss and note the recommendation of the Research Studies Committee (RSC) of the School of Liberal Studies	74
12	School of Public Policy and Governance	To discuss and note the recommendation of the Research Studies Committee (RSC) of the School of Public Policy and Governance (SPPG)	90
13	Any other Items	Nil	92

School of Business, Public Policy and Social Entrepreneurship/ School of Management

Item No 1: To discuss and note the recommendation of the Research Studies Committee (RSC) of the School of Business, Public Policy and Social Entrepreneurship/ School of Management on the following:

1.1 Reporting of Progress of all the PhD Batches of SOM for the period of Jan 2024 to June 2024.

Batch of 2018

S.no	Name of the Scholar	Enrolment no.	Date of Registration	Supervisor (RAC Members)	RAC Assessment
1	Diwakar Singh	S185F0001	08.08.2018	Dr Richa Awasthy (Dr Rajen K Gupta, Dr Nidhi Kaicker)	Satisfactory
2	Neha Malhotra	S185F0002	06.08.2018	Prof Kartik Dave (Dr Urfat Anjem Mir, Dr Kritika Mathur)	Satisfactory
3	Shilpy Malhotra	S185F0006	09.08.2018	Dr Kanwal Anil (Dr Babu P. Ramesh, Dr Richa Awasthy)	Satisfactory
4	Varun Sharma	S185F0007	09.08.2018	Dr Kanwal Anil (Dr Saibal Paul, Dr. Anshu Gupta)	**Report not received from the School**

Batch of 2019

S. No.	Name of Student	Enrolment no.	Date of Registration	Supervisor (RAC members)	RAC Assessment
1	Jaspreet Kaur	S195F0002	09.08.2019	Prof Anu Singh Lather (Prof Kartik Dave, Prof Vijita Agarwal)	Satisfactory
2	Ruchika Bal	S195F0003	09.08.2019	Dr. Kanwal Anil (Prof. Babu. P. Ramesh, Dr. Richa Awasthy)	Satisfactory
3	Sarita Singh	S195F0004	09.08.2019	Dr. Kritika Mathur (Dr. Nidhi Kaicker, Dr Parag Waknis)	Satisfactory

4	Sheetal Tanwar	S195F0005	09.08.2019	Prof. Kartik Dave Co-supervisor: Prof G.N. Patel (Dr. Anshu Gupta.	Satisfactory
5	Shelly Agarwal	S195F0006	09.08.2019	Dr. Nidhi Kaicker (Dr. Kritika Mathur, Dr. Jyotirmoy Bhattacharya)	Satisfactory

Batch of 2020

S. No.	Name of Student	Enrolment no.	Date of Registration	Supervisor (RAC members)	RAC Assessment
1	Anshita Bhojwani	S205F0001	25.11.2021	Dr. Anshu Gupta (Prof. K. Mathiyazhagan, Dr. Nidhi Kaicker)	Satisfactory
2	Bharti Sharma	S205F0002	24.11.2021	Prof. Kartik Dave (Dr. Urfat Anjem Mir, Dr. Nidhi Kaicker, Dr. Sheetal Jain)	Satisfactory
3	Durga Devi	S205F0003	30.11.2021	Dr. Kanwal Anil, (Prof Nakkeeran Nanjappan, Dr. Nidhi Kaicker)	Satisfactory
4	Lavisha Verma	S205F0004	29.11.2021	Prof. Kartik Dave (Dr. Snigdha Vishnoi, Dr. Nidhi Kaicker, Dr. Sheetal Jain)	**Report Not Received**
5	Neeru Dhama	S205F0005	24.11.2021	Dr. Kanwal Anil (Prof Nakkeeran Nanjappan, Dr. Nidhi Kaicker)	Satisfactory
6	Sanjana	S205F0006	26.11.2021	Dr. Richa Awasthy Co-supervisor: Dr. Anshu	Satisfactory

				Gupta (Dr. Shuchi Sinha)	
7	Santulan Chaubey	S205F0007	08.12.2021	Dr. Kritika Mathur (Dr. Nidhi Kaicker, Dr. Rukmini Sen, Dr. Dinesh Taneja)	Satisfactory
8	Shalki Bansal	S205F0008	24.11.2021	Dr. Nidhi Kaicker (Dr. Kritika Mathur, Dr. Parag Waknis)	Satisfactory

Batch of 2021

S. No.	Name of Student	Enrolment no.	Date of Registration	Supervisor (RAC members)	RAC Assessment
1	Amanpreet Kaur	S215F0001	14/09/2022	Dr Kanwal Anil (Dr Richa Awasthy, Dr Saibal Paul)	Satisfactory
2	Pooja Meena	S215F0002	14/09/2022	Prof. Kartik Dave (Dr Kritika Mathur, Dr Snigdha Vishnoi)	Satisfactory
3	Sonia	S215F0004	14/09/2022	Prof Kartik Dave (Dr Nidhi Kaicker, Prof Rukmini Sen)	Satisfactory
4	Zahra Mohammadi	S225F0001	30/01/2023	Dr Nidhi Kaicker, Dr Parag Waknis (Dr Kritika Mathur)	**Report Not Received**

The progress reports of all scholars are being submitted to the SCR. Zahra Mohammadi is currently pursuing her coursework.

The SCR took note of the six-monthly progress reports of the students' batches (2018,2019,2020,2021) listed above for the period (Jan 2024 to Jun 2024), except for scholars Varun Sharma of the 2018 batch, Ms. Lavisha Verma (S205F0004) of the 2020 batch, and Ms. Zahra Mohammadi of the 2021 batch, whose reports have not been received.

1.2: Non-Submission of Progress Report of Varun Sharma (Enroll No. S185F0007).

As per our records, the student was admitted to the PhD Programme in 2018 and successfully defended his synopsis in 2020. However, the office has not received his progress reports in the last year, and the student has not paid the fees also. The student has also made a representation that his fee portal be reopened, and has submitted medical certificates explaining his absence from the University.

As decided in the last SCR, the candidate's case shall be examined for reconsideration AFTER the candidate returns to India, and is physically present in the University.

The SCR took note of the case and requested that the school examine the case as per the applicable PhD regulation and put up the case for approval to the competent authority.

1.3: Reporting of Synopsis Presentation of Shalki Bansal (Enroll no. S205F0008)

Ms Shalki Bansal (Enrol. No. S205F0008), Date of admission 24th Nov 2021, working under the supervision of Dr. Nidhi Kaicker presented her synopsis successfully on 27th May 2024 in front of the school faculty, scholars, RSC members, and an external expert on the topic "Ownership Structure and Corporate Sustainability Performance: The role of family ownership and institutional investors in India". The revised synopsis, incorporating changes suggested by the external expert, is being submitted to the SCR.

A copy of the synopsis is being submitted to the SCR.

The SCR took note of the Synopsis defence presentation of Ms Shalki Bansal (Enroll no. S205F0008).

1.4: Reporting of Synopsis Presentation of Santulan Chaubey (Enroll no. S205F0007)

Mr Santulan Chaubey (Enroll. No. S205F0007), Date of admission 08.12.2021, working under the supervision of Dr. Kritika Mathur, presented his synopsis successfully on 27th May 2024 in front of the school faculty, scholars, RSC members, and an external expert on the topic "An Empirical Assessment of the Digital Delivery of Public Services in Delhi". The revised synopsis, incorporating changes suggested by the external expert, is being submitted to the SCR.

The SCR took note of the Synopsis defence presentation of Mr Santulan Chaubey (Enroll no. S205F0007)

1.5 Reporting of synopsis Presentation of Durga Devi (Enroll No. S205F0003)

Ms Durga Devi (Enrol No.: S205F0003), date of admission 30.11.2021, working under the supervision of Dr Kanwal Anil successfully presented her synopsis on 10th June 2024 in front of the school faculty, scholars, RSC members, and an external expert on the topic "An Empirical Analysis of Urban Agri-Entrepreneurs in the Exotic Fruit and Vegetable Business in Delhi/NCR: Challenges, Opportunities, and Innovations". The revised synopsis, incorporating changes suggested by the external expert and the attendees, shall be submitted to the SCR.

The SCR took note of the Synopsis defence presentation of Ms Durga Devi (Enroll No. S205F0003)

1.6 Reporting of synopsis Presentation of Anshita Bhojwani (Enroll No.: S205F0001)

Ms Anshita Bhojwani (Enrol No.: S205F0002), date of admission 25 Nov 2021, working under the supervision of Dr Anshu Gupta successfully presented her synopsis on 10th June 2024 in front of the school faculty, scholars, RSC members, and an external expert on the topic "Circular Economy: A Study of Strategies, Drivers, and Stakeholder Dynamics in the Packaging Sector". The revised synopsis, incorporating changes suggested by the external expert and the attendees, shall be submitted to the SCR.

The SCR took note of the Synopsis defence presentation of Ms Anshita Bhojwani (Enroll No.: S205F0001)

1.7 Reporting of synopsis Presentation of Bharti Sharma (Enroll No.: S205F0002)

Ms Bharti Sharma (Enroll No.: S205F0002), date of admission 24 Nov 2021, working under the supervision of Prof Kartik Dave, successfully presented her synopsis on 18th June 2024 in front of the school faculty, scholars, RSC members, and an external expert on the topic "Ethnocentrism and Consumer Behaviour in Regional Context: An Exploratory Study". The revised synopsis, incorporating changes suggested by the external expert and the attendees, shall be submitted to the SCR.

The SCR took note of the Synopsis defence presentation of Ms Bharti Sharma (Enroll No.: S205F0002)

1.8 Reporting of Pre-Submission Presentation and Submission of Thesis of Shilpy Malhotra (Enroll No. S185F0006)

Ms Shilpy Malhotra (Enroll No.: S185F0006), date of admission 09.08.2018, working under the supervision of Dr Kanwal Anil, successfully gave the pre-submission presentation on 20th June 2024 in front of the school faculty, scholars, and RSC members on the topic "Social Enterprise Ecosystem: The Indian Landscape-A Delhi NCR Based Study"

The Candidate has also submitted her Thesis to SCR on 13th September 2024.
The SCR took note of the Synopsis defence presentation and thesis submission of Ms Shilpy Malhotra (Enroll No. S185F0006)

1.9 Reporting of Pre-Submission Presentation of Neha Malhotra (Enroll No. S185F0002)

Ms Neha Malhotra (Enrol No.: S185F0002), date of admission 06.08.2018, working under the supervision of Prof Kartik Dave successfully gave the pre-submission presentation on 18th July 2024, and again on 18th October 2024 in front of the school faculty, scholars, and RSC members on the topic "Contemporary Luxury Consumption in the Context of Wedding Tourism: A Study of Consumers in Delhi-NCR"

The Candidate has also submitted her Thesis to SCR on 24th October 2024.
The SCR took note of the Pre-Submission presentation of Ms Neha Malhotra (Enroll No.: S185F0002)

1.10: Extension request received from scholars admitted to the programme in 2019

The following scholars were admitted to the PhD in Management programme is 2019: -

S. No.	Name of Student	Enrolment no.	Date of Registration	Women relaxation sought	Supervisor (RAC members)
1	Jaspreet Kaur	S195F0002	09.08.2019	09.08.2024 to 08.08.2026	Prof Anu Singh Lather (Prof Kartik Dave, Prof Vijita Agarwal)
2	Ruchika Bal	S195F0003	09.08.2019	09.08.2024 to 08.08.2026	Dr. Kanwal Anil (Prof. Babu. P. Ramesh, Dr. Richa Awasthy)
3	Sarita Singh	S195F0004	09.08.2019	09.08.2024 to 08.08.2026	Dr. Kritika Mathur (Dr.

					Nidhi Kaicker, Dr Parag Waknis)
4	Sheetal Tanwar	S195F0005	09.08.2019	09.08.2024 to 08.08.2026	Prof. Kartik Dave Co-supervisor: Prof G.N. Patel (Dr. Anshu Gupta.
5	Shelly Agarwal	S195F0006	09.08.2019	09.08.2024 to 08.08.2026	Dr. Nidhi Kaicker (Dr. Kritika Mathur, Dr. Jyotirmoy Bhattacharya)

All the scholars have completed 5 years in the programme since the date of registration. As per the 2017 PhD regulation, the normal registration period is five years from the date of enrolment (for women and PwD candidates, the normal registration period is seven years) in the programme. All the candidates have submitted their synopsis, and have been regularly submitting the progress reports as per requirements. We have also received an extension request from each of the candidates.

The SCR resolved to recommend a two-year relaxation under the Women category for 05 scholars tabled above as per 2017 AUD PhD regulations Section 12, clause (v), which states that, *"Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D.*

1.11: Coursework of students admitted to the PhD in Management Programme in 2024

The following students have been admitted to the PhD in Management Programme in 2024, and have begun their coursework: -

Name of the Applicant	Enrolment Number	Date of Registration	Status
Akriti Krishnatray	S235F0001	2 May 2024	On Maternity leave from 2 August 2024 to 13 October 2024
Ankur Kulshrestha	S235F0002	30 April 2024	First Semester of Coursework completed

Divya Singh	S235F0003	2 May 2024	On Maternity leave from 7 July 2024 to 13 October 2024
Kamod Kumar Gupta	S235F0004	30 April 2024	First Semester of Coursework completed
Kashish Gupta	S235F0005	2 May 2024	First Semester of Coursework completed
Kavya	S235F0006	30 April 2024	First Semester of Coursework completed
Monika	S235F0007	30 April 2024	First Semester of Coursework completed
Monika	S235F0008	2 May 2024	First Semester of Coursework completed
Rashi Birla	S235F0009	2 May 2024	First Semester of Coursework completed

The first semester of the coursework concluded on 12th October 2024.

Out of the above students, 2 women candidates – namely Divya Singh, and Akriti Krishnatray, did not complete Semester 1, as they proceeded for Maternity Leaves on 7 July 2024, and 2 August 2024, respectively. They joined back on 13th October 2024, and began the coursework for the 2nd semester. They shall do the coursework of the first semester in the next academic session. This was approved by the school RSC.

The SCR took note of the coursework of seven students and resolved to recommend the maternity leave of Ms. Akriti Krishnatray (S235F0001) from 07 Jul 2024 to 13 Oct 2024 and Ms. Divya Singh (S235F0003) from 02 Aug 2024 to 13 Oct 2024, as per clause 5.4 of AUD PhD Regulation 2023, which states "Female Ph.D. Scholars may be provided Maternity Leave/Child Care Leave for up to 240 days in the entire duration of the Ph.D. programme, and this period shall be counted for the calculation of the registration period."

1.12: Extension sought for PhD Scholar Neha Malhotra (S185F0002)

PhD Scholar Ms Neha Malhotra registered for the PhD Programme on 10 August 2018. The 6 years of her registration period completed on 10 August 2024, and the candidate sought an extension till 17th October 2024, which was approved by the school RSC dated 12th August, 2024.

The scholar made the pre-submission presentation on 18th July 2024, and has 3 months from the date of pre-submission to submit her thesis, i.e., 18 October 2024. Now, the scholar has requested a 15-day extension to submit her thesis, which has been endorsed by her supervisor (Prof Kartik Dave), RAC members (Dr Urfat Anjem Mir and Dr. Kritika Mathur), as well as the school RSC. However, the RSC also recommended that the candidate must make a second pre-

submission presentation as per the PhD Ordinance, and the relevant clause is pasted below: -

"Doctoral scholars shall be required to make a pre-submission presentation of their thesis before submission. The scholar shall be required to submit the thesis within three months of the pre-submission presentation. If the thesis is not submitted within three months, the scholar will make another pre-submission presentation. Such presentation shall be open to all students and faculty members of the university. The purpose of such exercises is to elicit comments and feedback on the research project that may be incorporated into the thesis with the help of the Supervisor(s). In cases where Intellectual Property Rights of a student are involved, the Supervisor(s) shall sign an undertaking before public presentation or publication of research findings to maintain confidentiality until patents or other legal documents are filed."

The second pre-submission presentation was scheduled on 18 October 2024.

The SCR resolved to recommend that the pre-submission presentation and thesis submission must comply with the applicable PhD regulations, and an extension of 15 days for thesis submission.

1.13: Re-joining request after completion of maternity from 07 Sep 2023 to 02 May 2024 in respect of PhD Scholar Ms. Shelly Agarwal (S195F0006).

SL	Name	Enrolment No.	Date of Reg.	Period of Maternity Leave	**Date of re-joining**
1	Shelly Agarwal	S195F0006	09.08.2019	07 Sep 2023 to 02 May 2024	03 May 2024

The SCR took note of the re-joining w.e.f. 03 May 2024 in respect of PhD scholar Ms. Shelly Agarwal (S195F0006) after completion of maternity leave from 07 Sep 2023 to 02 May 2024 (239 days) as per clause 12(v) of PhD Regulation 2017.

School of Culture and Creative Expressions

ITEM NO- 2: To discuss and note the recommendation of the Research Studies Committee (RSC) of the School of Culture and Creative Expressions

2.1 To consider and note a late admission taken into the SCCE PhD programme.

S. No	**Name**	**Enrolment Number**	**Programme**	**Date of Enrolment**
1.	Arun Kumar	S235GVA01	PhD Visual Art	07.06.2024

The SCR took note of late admission in respect of Mr. Arun Kumar (S235GVA01).

2.2 To consider and note the progress of the PhD scholars in the SCCE PhD programmes.

S. No	Name	Programme	Enrolment Number	Date of Enrolment	Courses completed	Progress
1.	Ridima Sharma	PhD Film Studies	S235GFS01	09.05.2024	Academic Writing (SCC3PH302) 2 credits	The progress was satisfactory; the scholars completed the course.
2.	V Aarti	PhD in Literary Arts and Creative Writing	S235GLA01	10.05.2024		
3.	Pranoy Saha	PhD Performance Studies	S235GPS01	10.05.2024		
4.	Sarover Zaidi	PhD Visual Art	S235GVA02	13.05.2024		
5.	Arun Kumar	PhD Visual Art	S235GVA01	07.06.2024		

The SCR took note of the progress reports of the 5 students tabled above.

2.3 To consider and note the change in all the PhD programmes at SCCE of the total credit load for students in view of the UGC PhD Regulations 2022

Initially, when the SCCE PhD programmes were approved, the required coursework was 16 credits as per the UGC PhD Regulations 2016 to 2018, which states that "*the credit assigned to the M.Phil. or PhD course work shall be a minimum of 08 credits and a maximum of 16 credits*" (clause 7.1, p.7).

The structure of the credits and courses was as follows:

Semester	Course, course code, credits	Core/Elective	Credits

School of Development Studies

ITEM No 3: To discuss and note the recommendation of the Research Studies Committee (RSC) of School of School of Development Studies (SDS) on the following:

3.1 To consider and note the six-monthly progress reports (for the Period from January 2024 to June 2024) of the following PhD Development Studies students:

S.N.	Name of Students / Enrolment No.	Date of Registration	Batch	Supervisor (RAC Members)	Date of RAC Meeting	RAC Assessment on the Student's Progress	Reference
1	Aakanksha Gautam S185ADS01	02.08.2018	2018-19	Dr. Moggallan Bharati, Assistant Professor, School of Development Studies (Supervisor) Dr. Nandini Nayak, Assistant Professor, School of Development Studies (RAC Member) Dr. Teena Anil, Assistant Professor, School of Global Affairs (RAC Member)	09.08.2024	Satisfactory	RAC reports
2	Anjali Mittal S205ADS01	18.11.2021.	2020-21	Prof. Babu P. Ramesh, Professor, School of Development Studies (Supervisor) Dr. Rohit Negi, Associate Professor, School of Global Affairs (Co-Supervisor) Dr. Nandini Nayak, Assistant	23.08.2024	Satisfactory	

I	Academic Writing (SCC3PH302)	Core	2
I	PhD Elective	Elective	4
I or II	Research and Publication Ethics	Core	2
II	Research Methodology (SCC3PH301)	Core	4
II	PhD Elective	Elective	4
Total Number of Credits			16

However, in view of the UGC PhD Regulations 2022, the total credit structure of the PhD programmes at SCCE was discussed. The relevant clause is:

"The credit requirement for the Ph.D. coursework is a minimum of 12 credits, including a 'Research and Publication Ethics' course as notified by UGC in 2019 and a research methodology course." (clause 9(1), p. 11)

Given the small number of faculty available at the school, and the minimum number of credits required for coursework as per the UGC PhD Regulations 2022, SCCE will require that the total number of credits that each PhD scholar completes is a total of 12 credits. The total list of credits and courses will thus be as follows:

Semester	**Course, course code, credits**	**Core/Elective**	**Credits**
I	Academic Writing (SCC3PH302)	Core	2
I or II	Research and Publication Ethics	Core	2
II	Research Methodology (SCC3PH301)	Core	4
II	PhD Elective	Elective	4
Total Number of Credits			12

The SCR took note of the 12 credits of coursework. Extensive discussion took place regarding the restructuring of programmes regarding the minimum level of credits in alignment with the UGC PhD regulations.

				Professor, School of Development Studies (RAC Member) Dr. Rachna Mehra, Assistant Professor, School of Global Affairs (RAC Member)			
3.	Arfa Anis S195ADS01	02.08.2019	2019-20	Dr. Moggallan Bharti, Assistant Professor, School of Development Studies (Supervisor) Dr. Ivy Dhar, Assistant Professor, School of Development Studies (RAC Member), and Dr. Adnan Farooqui, Associate Professor, Department of Political Science (RAC Member)	09.08.2024	Satisfactory	
4.	Arjun Mukherjee S205ADS02	17.11.2021.	2020-21	Prof. Deepita Chakravarty, Professor, School of Development Studies (Supervisor) Dr. Partha Saha, Associate Professor, School of Public Policy and Governance (RAC Member) Dr. Anirban Sengupta, Assistant Professor, School of Development	14.08.2024	Satisfactory	

				Studies (RAC Member)		
5.	Behshta Amin S225ADS 01	02.01.2023	2022-23	Dr. Ivy Dhar, Assistant Professor, School of Development Studies (Supervisor) Prof. Babu P. Ramesh, Professor, School of Development Studies (RAC Member) Dr. Shubhra Nagalia, Assistant Professor, School of Human (RAC Member)	28.08.2024	Satisfactory
6.	Bhuvaneshwari Subramanian S185ADS 03	03.08.2018	2018-19	Dr. Anirban Sengupta, Assistant Professor, School of Development Studies (Supervisor) Dr. Manish Jain, Associate Professor, School of Education Studies (RAC Member) Dr. Nandini Nayak, Assistant Professor, School of Development Studies (RAC Member)	07.08.2024	Satisfactory
7.	Elizabeth Alexander	02.08.2019	2019-20	Prof. Deepita Chakravarty, Professor, School of Development Studies (Supervisor)	14.08.2024	Satisfactory

		S195ADS 02			Prof. (Retd.) Mary E. John, Professor (Retd.), Center for Women's Development Studies (RAC Member) Dr. Nandini Nayak, Assistant Professor, School of Development Studies (RAC Member)			
8.		Garima Kumari S205ADS 05	02.12.2021	2020-21	Prof. Deepita Chakravarty, Professor, School of Development Studies (Supervisor) Prof. Babu P. Ramesh, Professor, School of Development Studies (RAC Member) Dr. Snigdha Vishnoi, Assistant Professor, School of Liberal Studies (RAC Member)	28.08.2024	Satisfactory	
9.		Hadson Sitembo S215ADS 01	10.06.2022.	2021-22	Prof. Deepita Chakravarty, Professor, School of Development Studies (Supervisor) Dr. Partha Saha, Associate Professor, School of Public Policy and Governance (Co-Supervisor) Dr. Nandini Nayak, Assistant	31.07.2024	Satisfactory	

				Professor, School of Development Studies (RAC member)		
10.	Jasodhara Borthakur S175ADS01	17.08.2017	2017-18	Dr. Ivy Dhar (Supervisor) Prof. Deepita Chakravarty, Professor, School of Development Studies (RAC Member) Dr. Nandini Nayak, Assistant Professor, School of Development Studies (RAC Member) Dr Rachna Chaudhary, Associate Professor, (School of Human Studies)	28.08.2024	Satisfactory
11.	Megha Rani S205ADS06	17.11.2021.	2020-21	Dr. Moggallan Bharti, Assistant Professor, School of Development Studies (Supervisor) Dr. Anirban Sengupta, Assistant Professor, School of Development Studies (RAC Member) Dr. Snigdha Vishnoi, Assistant Professor, School of Liberal Studies (RAC member)	13.08.2024	Satisfactory

12.	S Sruti, S205ADS 08	16.11.2021.	2020-21	Dr. Moggallan Bharti, Assistant Professor, School of Development Studies (Supervisor) Prof. Deepita Chakravarty, Professor, School of Development Studies (RAC Member) Prof. Chirashree Dasgupta, Professor, Center for the Study of Law and Governance, Jawaharlal Nehru University (RAC Member)	23.08.2024	Satisfactory	
13.	Tigist Getahun Geleta S205ADS 10	17.11.2021.	2020-21	Prof. Babu P. Ramesh, Professor, School of Development Studies (Supervisor) Dr. Anirban Sengupta, Assistant Professor, School of Development Studies (RAC Member) Dr. Rachna Mehra, Assistant Professor, School of Global Affairs (RAC Member)	23.08.2024	Satisfactory	
14.	Vini Prerna S205ADS 09	17.11.2021.	2020-21	Prof. Deepita Chakravarty, Professor, School of Development	06.08.2024	Satisfactory	

				Studies (Supervisor) Dr. Partha Saha, Associate Professor, School of Public Policy and Governance (RAC Member) Dr. Nandini Nayak, Assistant Professor, School of Development Studies (RAC Member)			
15.	Kalyan Vemala S215ADS 04	14.09.2022	2021-22	Prof. Babu P. Ramesh, Professor, School of Development Studies (Supervisor) Dr. Anirban Sengupta, Assistant Professor, School of Development (RAC Member) Dr. Budhaditya Das, Assistant Professor, School of Human Ecology (RAC Member)	23.08.2024	**Not Satisfactory.** The RAC reported that the student's progress is below expectations.	
16.	Rahul Kumar Yaduka S185ADS 05	01.08.2018	2018-19	Dr. Ivy Dhar (Supervisor) Prof. Deepita Chakravarty (RAC Member) Dr. Abhay Kumar, Assistant Professor, Central Institute of Educational Technology, National Council of Educational	03.06.2024 (Pre-submission Presentation)	Submitted Thesis on 24th June, 2024.	Thesis submission certificate

				Research and Training (RAC Member)			
17.	Anu Rani S185ADS02	02.08.2018	2018-19	Dr. Nandini Nayak, Assistant Professor, School of Development Studies (Supervisor) Prof. Deepita Chakravarty, Professor, School of Development Studies (RAC Member) Prof. Babu P. Ramesh. Professor, School of Development Studies (RAC Member), Dr Rachna Chaudhary, Associate Professor, (School of Human Studies)	Not held	Anu Rani was on maternity leave from 1st January 2024 to 30th June 2024.	SCR recommended the maternity leave in the 67th SCR meeting

The SCR took note of the six-monthly progress reports of the students tabled above, except Mr Kalyan Vemala (S215ADS04) at Sl. 15 whose progress has been found to be below expectations.

3.2 To consider and note the status of the coursework completion for the Monsoon Semester 2024 of the following students:

Sl. No.	Name and Enrolment Number	Date of registration	Details of the courses	Grade received	Remarks/Annexure
1.	Kriti Bhagat (Enroll no: S235ADS01)	06.05.2024	Development Perspectives, Contexts and Historical Trends	AB	**The student has reported her inability to cope with the coursework**

			(SDS3DS101, 4 Credit)		**requirements on medical grounds.** **The RSC, SDS has recommended that she repeat the courses in the Winter Semester 2025.**
			Supervised Independent Study Course (SDS3DS107, 4 Credit).	AB	
2.	Mohit Pandey (Enroll no: S235ADS02)	07.05.2024	Development Perspectives, Contexts and Historical Trends (SDS3DS101, 4 Credit)	A	Courses completed/ Result Satisfactory
			Supervised Independent Study Course (SDS3DS107, 4 Credit).	A	
3.	Rahul Kumar (Enroll no: S235ADS03)	07.05.2024	Development Perspectives, Contexts and Historical Trends (SDS3DS101, 4 Credit)	B+	
			Supervised Independent Study Course (SDS3DS107, 4 Credit)	A	Courses completed/ Result Satisfactory
4.	Roshan Kumar Singh	06.05.2024	Development Perspectives,	B	

	(Enroll no: S235ADS04)		Contexts and Historical Trends (SDS3DS101, 4 Credit)		
			Supervised Independent Study Course (SDS3DS107, 4 Credit)	A	
5.	Shivanshu (Enroll no: S235ADS05)	06.05.2024	Development Perspectives, Contexts and Historical Trends (SDS3DS101, 4 Credit)	A	Courses completed/ Result Satisfactory
			Supervised Independent Study Course (SDS3DS107, 4 Credit)	A+	
6.	Shubhojeet Dey (Enroll no: S235ADS06)	06.05.2024	Development Perspectives, Contexts and Historical Trends (SDS3DS101, 4 Credit)	A	
			Supervised Independent Study Course (SDS3DS107, 4 Credit)	A+	

7.	Sonia (Enroll no: S235ADS07)	06.06.2024	Development Perspectives, Contexts and Historical Trends (SDS3DS101, 4 Credit)	B	
			Supervised Independent Study Course (SDS3DS107, 4 Credit)	A	
8.	Behshta Amin (Enroll no: S225ADS01)-	02.01.2023	Development Perspectives, Contexts and Historical Trends (SDS3DS101, 4 Credit)	B	Course completed The student has previously completed 10 credit course work and it was reported in the 65th SCR.

The SCR took note of the status of coursework completion for the Monsoon Semester 2024 of the students as tabled above, except for Sl. 01 (Ms. Kriti Bhagat (Enroll no: S235ADS01). The SCR resolved to recommend the repetition of the coursework in case of Ms. Kriti Bhagat (Enroll no: S235ADS01).

3.3 To consider the synopsis defence by the following PhD Development Studies student, Hadson Sitembo (S215ADS01) of the 2021-22 batch (admitted in 2022):

S.N.	Name & Enrolment No.	Date of Registration	Date of Synopsis Defence	Final Title of Synopsis	Supervisor and RAC Members
1.	Hadson Sitembo S215ADS01	10.06.2022.	31.07.2024	Agricultural Resource Depletion, Occupational Diversification, and Livelihood Opportunities	Prof. Deepita Chakravarty, Professor, School of Development Studies (Supervisor),

				Post Economic Liberalisation: A case study from Zambia.	Dr. Partha Saha, Associate Professor, School of Public Policy and Governance (Co-Supervisor), Dr. Nandini Nayak, Assistant Professor, School of Development Studies (RAC Member)

The SCR took note of the Synopsis defence presentation of Hadson Sitembo (S215ADS01).

3.4 To consider the synopsis defence by the following PhD Development Studies student, Behshta Amin (S225ADS01) of the 2022-23 batch (admitted in 2023):

S.N.	Name & Enrolment No.	Date of Registration	Date of Synopsis Defence	Final Title of Synopsis	Supervisor and RAC Members
1.	Behshta Amin S225ADS01	02.01.2023	11.09.2024	Peace Discourses and the Afghan Media: Assessing Narratives on the US-Taliban Peace Deal, 2020	Dr. Ivy Dhar, Assistant Professor, School of Development Studies (Supervisor) Prof. Babu P. Ramesh, Professor, School of Development

					Studies (RAC Member) Dr. Shubhra Nagalia, Assistant Professor, School of Human Studies (RAC Member)

The SCR took note of the Synopsis defence presentation of Behshta Amin (S225ADS01)

3.5. To report the joining of PhD Development Studies student Anu Rani (S185ADS02) after completion of maternity leave:

S. No.	Name of PhD Scholar	Enrolment No.	Date of registration	Maternity Leave Period	Date of joining after completion of maternity leave
1	Anu Rani	S185ADS02	02.08.2018	01.01.2024 to 30.06.2024 (As per 67th SCR meeting minutes)	01.07.2024

The SCR took note of the joining of PhD Development Studies student Ms Anu Rani (S185ADS02) after completion of maternity leave (From 01.01.2024 to 30.06.2024), date of joining 01.07.2024.

3.6 To consider and note the receipt of No Objection Certificate for Ms. S. Sruti (S205ADS08) and Kalyan Vemala (S215ADS04) from the employer.

PhD in Development Studies (2020-21) student Ms. S Sruti (Enroll no: S205ADS08) was selected as Assistant Professor (permanent) at the Shyam Lal College (Eve.), University of Delhi, from 29.02.2024. A No Objection Certificate has been issued by the scholar's employer permitting her to continue the PhD programme. She has completed her PhD coursework, and her synopsis was passed in the 66th SCR minutes. She was a recipient of AUDMRF, which she has reported to have forfeited from the date of her joining.

Mr. Kalyan Vemala (Enroll no: S215ADS04) of the PhD in Development Studies (2021-22) was selected as Assistant Professor (permanent) at the Indraprastha College for Women, University of Delhi. A No Objection Certificate has been

issued dated 04.06.2024 by the scholar's employer permitting him to continue the PhD programme. Mr. Vemala has completed his PhD coursework. He is yet to complete his synopsis defense. He was a recipient of AUDMRF, which he has reported to have forfeited from the date of his joining.

The recommendation is based on the AUD 2017 Regulation clause 14(vii) that states, *"Any registered research scholar in regular employment outside the University shall be required to provide a certificate/letter from the employer permitting him/her to pursue research. Recipients of fellowships, whether from the University or externally, are not permitted to take up full-time employment outside the University. Any violations of the norms shall be reported to the SCR."*

The RSC noted the receipt of NOC for S Sruti (S205ADS08) and Kalyan Vemala (S215ADS04) from the employer and recommended the same for the consideration of SCR.

The SCR took note of the receipt of the No Objection Certificate for Ms. S. Sruti (S205ADS08) and Mr. Kalyan Vemala (S215ADS04) from their employers.

3.7. To consider and note the application by PhD Development Studies student Behshta Amin (S225ADS01) of the 2022-23 batch to pursue the course requirement online:

PhD Development Studies student Behshta Amin (Enrol. no. S225ADS01) is an international student from Afghanistan, admitted on 02.01.2023. The SCR, in its 61st meeting held on 3 February 2023, recommended that she pursue her PhD coursework. It was an exceptional circumstance as she was the only student admitted (recommended by the IAD division of AUD) in the SDS PhD Programme of the 2022-23 batch. The RSC has reported in the 65th SCR meeting that Ms. Amin completed 10 credits of coursework, including a Research Methods course, and the remaining courses of 6 credits she may complete when the 2023-24 batch is admitted. In the said meeting, the SCR recommended that her RAC be constituted.

As of date, she has been able to complete the remaining 4 credits with the 2023-24 batch and on the recommendation of her RAC has also successfully defended her synopsis on 11.09.2024, which is within 2-year period of her PhD registration. Ms. Amin has completed 14 credits of coursework. These matters are reported in the agenda items listed above.

The remaining 2 credit of the *Research and Publication Ethics* course has not been offered in 2023 and 2024 (to date) after Ms. Amin was admitted to the programme. The Scholar has applied that due to personal and cultural reasons she has to leave India and will proceed to Afghanistan.

The RSC considers and note the application by PhD Development Studies student Behshta Amin (S225ADS01) of 2022-23 batch to pursue remaining 2 credit course requirement online as admissible by UGC Regulations-2022, as clause 9.1 and AUD PhD Regulations 2023, as clause 9.1 that states: "The Credit requirement for the Ph.D. coursework is a minimum of 12 credits, including a "Research and Publication Ethics" course as notified by UGC vide D.O. No. F.1-1/2018(Journal/CARE) in 2019 and a research methodology course. The Research Advisory Committee can also recommend UGC recognized online courses as part of the credit requirements for the Ph.D. programme."

The SCR took note and considered the application of Behshta Amin (S225ADS01), an International Student from Afghanistan, of the 2022-23 batch to pursue the course requirement online.

3.8. To consider and note the Pre-Submission Presentation and submission of thesis of PhD Development Studies Student Rahul Kumar Yaduka (S185ADS05) of the 2018-19 batch:

Rahul Kumar Yaduka (Enrol No.: S185ADS05), working under the supervision of Dr Ivy Dhar, successfully gave the pre-submission presentation on **03.06.2024** in the presence of the faculty, scholars, and RAC members. His thesis topic is "Politics and Policies for Environmental Issues: Understanding River Floods in the Context of Kosi". He submitted his PhD thesis on **24.06.2024**.

The SCR took note of the Pre-Submission Presentation and submission of the thesis of PhD Scholar Mr. Rahul Kumar Yaduka (S185ADS05).

3.9. To consider and note the Pre-Submission Presentation of Jasodhara Borthakur (S175ADS01) of the 2017-18 batch:

Jasodhara Borthakur (Enrol No.: 175ADS01), working under the supervision of Dr Ivy Dhar, successfully gave the pre-submission presentation on 28.08.2024 in the presence of the faculty, scholars, and RAC members. Her thesis topic is "Indigenous Narratives on Land, Autonomy and Development with Karbi Anglong as a Case Study". Jasodhara Borthakur submitted her thesis on 27.11.2024.

The SCR took note of the Pre-Submission Presentation of PhD Scholar Jasodhara Borthakur (S175ADS01).

School of Education Studies

Item No 4: To discuss and note the recommendation of the Research Studies Committee (RSC) of School of School of Education Studies on the following:

Part A: Agenda from SES RSC meeting held on 27 August 2024 (Items 4.1 to 4.14)

4.1: To discuss the six-monthly progress reports of semester X PhD students (2019-2020 cohort) for the period (January 2024 to June 2024)

The RSC discussed and considered the RAC progress reports of the PhD in Education cohort admitted in 2019 for progress from Semester IX to Semester X. It was discussed that the progress of all the continuing PhD scholars has been satisfactory. A summary of the progress of all the scholars is presented in the table below: -

Sl.	Student name	Enrolment no.	Date of Registration	Supervisor	Date of RAC	RAC Assessment
1	Aditi Sehrawat	S195H0001	19 August 2019	Dr. Manish Jain	3 July 2024	Satisfactory
2	Alprata Ahuja	S195H0002	20 August 2019	Dr. Manasi Thapliyal Navani Co-supervisor: Professor Haneet Gandhi (University of Delhi)	23 July 2024	Satisfactory
3	Disha Sharma	S195H0003	19 August 2019	Dr. Sunita Singh Co-supervisor: Dr. Anandini Dar	1 August 2024	Satisfactory
4	Harsha Rana	S143H0004	20 August 2019	Dr. Gunjan Sharma	On child care leave from 1 February 2024	**NA**
5	Preeti	S195H0006	19 August 2019	Dr. Manish Jain	13 June 2024	Satisfactory

6	Radhika Mittal	S195H0007	19 August 2019	Dr. Gunjan Sharma	22 July 2024	Satisfactory
7	Ruchi Sharma	S195H0008	28 August 2019	Dr. Sunita Singh	29 May 2024	Satisfactory (recommendation for PhD pre-submission)

Based on the RAC reports presented, the RSC recommended the progress reports of the PhD in Education programme cohort 2019 to the SCR.

The SCR took note of the six-monthly progress reports of Semester X in respect of the students listed above for the period (January 2024 to June 2024) except at serial No. 4 (Ms Harsha Rana).

4.2: To discuss six-monthly progress reports (Jan 2024 to Jun 2024) of semester VI PhD students (2020-2021 cohort), Admitted in 2021: The RSC discussed and considered the RAC progress reports of the PhD in Education programme cohort admitted in 2020 for progression from Semester VI to Semester VII. It was discussed that the progress of all of the PhD scholars has been satisfactory. A summary of the progress of all the scholars is presented in the table below: -

Sl.	Student name	Enrolment no.	Date of Registration	Supervisor	Date of RAC	RAC Assessment
1	Aabha Rawat	S205H0001	16 November 2021	Dr. Sunita Singh	30 July 2024	Satisfactory
2	Karan	S205H0002	16 November 2021	Dr. Gunjan Sharma	20 June 2024	Satisfactory
3	Kunica	S205H0003	22 November 2021	Dr. Monimalika Day	20 June 2024	Satisfactory
4	Mansa	S205H0004	16 November 2021	Dr. Manasi Thapliyal Navani	20 July 2024	Satisfactory

	5	P. Paranda ma Reddy	S205H0005	17 November 2021	Dr. Manish Jain	18 June 2024	Satisfactory
	6	Priyanka	S205H0006	16 November 2021	Dr. Gunjan Sharma	14 June 2024	Satisfactory
	7	Ridhima Garg	S205H0007	19 November 2021	Dr. Manish Jain	18 June 2024	Satisfactory
	8	Themhor chan Shadang	S205H0009	17 November 2021	Dr. Shivani Nag	30 July 2024	Satisfactory

Based on the RAC reports presented, the RSC recommended the progress reports of the PhD in Education programme cohort 2020 for consideration by the SCR.

The SCR took note of the six-monthly progress reports of Semester VI in respect of the students listed above for the period (January 2024 to June 2024).

4.3: To discuss the six-monthly progress reports (Jan 2024 to Jun 2024) of semester IV PhD students (2021-2022 cohort)- admitted in 2022: The RSC discussed and considered the RAC progress reports of the PhD in Education programme cohort 2021-22 for progression from Semester IV to Semester V (except Ekta Mishra who has to pass her semester 2 course work. Her progress in course work is discussed in item 4.7). The progress of all of the PhD scholars has been satisfactory. A summary of the progress of all the scholars is presented in the table below: -

Sl.	Student name	Enrolment no.	Date of Registration	Supervisor	Date of RAC	RAC Assessment
1	Abhishek Srivastava	S215H0001	15 September 2022	Dr. Manish Jain	4 July 2024	Satisfactory. Proposal successfully defended.
2	Ebanna Edison	S215H0002	16 September 2022	Dr. Sunita Singh	13 June 2024	Satisfactory Proposal successfully defended.

3	Ekta Mishra	S215H0003	29 September 2022	Dr. Manasi Thapliyal Navani	7 August 2024	Satisfactory
4	Isha Joshi	S215H0004	27 September 2022	Dr. Manasi Thapliyal Navani	31 July 2024	Satisfactory (Proposal successfully defended on 13 May 2024 and reported in the 16 May RSC meeting)
5	Kuldeep Singh	S215H0005	16 September 2022	Dr. Nivedita Sarkar	31 July 2024	Satisfactory. Proposal successfully defended.
6	Sneha Bharti	S215H0006	17 September 2022	Dr. Shivani Nag	29 July 2024	Satisfactory, Proposal successfully defended.

Based on the RAC reports presented, the RSC recommended the progress reports of the PhD in Education programme cohort 2020 for consideration by the SCR.

The SCR took note of the six-monthly progress reports of Semester IV in respect of the students listed above for the period (January 2024 to June 2024).

4.4: To note and discuss the successful synopsis defence of Mr. Abhishek Srivastava, Ms. Ebanna Edison, Mr. Kuldeep Singh, and Ms. Sneha Bharti: The research proposals/synopses of the following scholars of the 2021-22 cohort were assessed by the RAC and found to be satisfactory: -

Student name	Enrolment no.	Date of Registration	Supervisor	Date of RAC & Proposal Approval	Proposal Title as Approved
Abhishek Srivastava	S215H0001	15 September 2022	Dr. Manish Jain	4 July 2024	Assembling 'learning loss': Education policy

					and the COVID-19 pandemic
Ebanna Edison	S215H0002	16 September 2022	Dr. Sunita Singh	13 June 2024	Play as a Pedagogical Practice in Early Childhood Classrooms in Kerala
Kuldeep Singh	S215H0005	16 September 2022	Dr. Nivedita Sarkar	31 July 2024	Exploring Educational and Occupational Aspirations of Youth: A Case Study of Baghpat District, Uttar Pradesh
Sneha Bharti	S215H0006	17 September 2022	Dr. Shivani Nag	29 July 2024	Quality of Early Childhood Programmes and its perception among the community members: A study of ICDS in Bihar

The RSC recommended the successful defense of the research proposal/synopsis of the PhD in Education 2020-21 of Mr. Abhishek Srivastava, Ms. Ebanna Edison, Mr. Kuldeep Singh, and Ms. Sneha Bharti for consideration by the SCR.

The SCR took note of the Synopsis defence presentation of the PhD Scholars listed above.

4.5: To report the Course registration for the PhD cohort 2024-1st semester: -

S. No.	Student name	Enrolment no.	Date of Registration	Core Course 1	Core Course 2	Elective Course- 2 credits
1	Bhawna Singh	S235H0001	3 May 2024	Perspectives in Education (SES301101) 4 credits	Research Methodology I- Nature of Inquiry in Social Science Research [SES301103] 2 Credits	Multilingual Education: Practices, Challenges and Possibilities (SES301204)
2	Bhumika	S235H0002	3 May 2024			Multilingual Education: Practices, Challenges and Possibilities (SES301204)
3	Garima Saini	S235H0003	5 May 2024			Multilingual Education: Practices, Challenges and Possibilities (SES301204)
4	Isha Sharma	S235H0004	3 May 2024			Critical Literacy (SES301207)
5	Mansi	S235H0005	4 May 2024	Perspectives in Education (SES301101) 4 credits	Research Methodology I- Nature of Inquiry in Social Science Research	Economics and Financing of Education (SES301208)
6	Manvi	S235H0006	13 May 2024			Critical Literacy (SES301207)
7	Mayanka Kashyap	S235H0007	4 May 2024			Economics and Financing of Education (SES301208)

	8	Ragini Lalit	S235H0008	3 May 2024		[SES301103] 2 Credits	Multilingual Education: Practices, Challenges and Possibilities ($ES301204)
	9	Vagish K Jha	S235H0009	4 May 2024			Critical Literacy ($ES301207)

The RSC recommended the registration of the PhD in Education programme cohort 2023 for consideration by the SCR.

The SCR took note of the Course registration for the PhD cohort admitted in 2024 to the PhD in Education Programmes at SES.

4.6: To discuss the supervisor allotment and RAC constitution of semester I PhD students (2023-2024 cohort), admitted in 2024: -

S. No.	Student name	Enrolment no.	Date of Registration	Supervisor	RAC member 1 (within the PhD programme faculty)	RAC member 2 (outside the PhD programme faculty)
1	Bhawna Singh	S235H0001	3 May 2024	Dr. Monimalika Day	Dr. Shivani Nag, SES	Dr. Monal Dewle, School of Letters, Dr. B. R. Ambedkar University, Delhi
2	Bhumika	S235H0002	3 May 2024	Dr. Sunita Singh	Dr. Gunjan Sharma	Professor Nakkeeran Nanjappan, School of Public Policy & Governance, Dr. B. R. Ambedkar University Delhi

3	Garima Saini	S235H00 03	5 May 2024	Dr. Rishabh Kumar Mishra	Dr. Manish Jain, SES	Dr. Anushka Singh, School of Law, Governance & Citizenship, Dr. B. R. Ambedkar University Delhi
4	Isha Sharma	S235H00 04	3 May 2024	Dr. Monimalika Day	Dr. Sunita Singh, SES	Dr. Santosh K. Singh, School of Liberal Studies, Sociology, Dr. B. R. Ambedkar University Delhi
5	Mansi	S235H00 05	4 May 2024	Dr. Monimalika Day	Dr. Manasi Thapliyal Navani, SES	Dr. Krishna Kalyan Dixit, School of Letters, Dr. B. R. Ambedkar University Delhi
6	Manvi	S235H00 06	13 May 2024	Dr. Monimalika Day	Dr. Sunita Singh,SES	Prof. Nakkeeran Nanjappan, School of Public Policy & Governance, Dr. B. R. Ambedkar University Delhi
7	Mayanka Kashyap	S235H00 07	4 May 2024	Dr. Nivedita Sarkar	Dr. Gunjan Sharma (SES)	Dr. Snigdha Vishnoi (School of Liberal Studies, Dr. B. R. Ambedkar University Delhi)
8	Ragini Lalit	S235H00 08	3 May 2024	Dr. Shivani Nag	Dr. Manasi Thapliyal Navani (SES)	Prof. Amman Madan (Azim Premji University, Bhopal)

9	Vagish K Jha	S235H0009	4 May 2024	Dr. Manish Jain	Dr. Manasi Thapliyal Navani (SES)	Dr. Yogesh Snehi (School of Liberal Studies, Dr. B. R. Ambedkar University Delhi)

After examining the requirements stated in clause 10 of the PhD Regulations 2023 dated 04.09.2024, the RSC resolved to recommend the proposed constitution of the RACs for the PhD in Education programme cohort 2023 (admitted in 2024) to the SCR for consideration for approval.

The SCR resolved to recommend the supervisor allotment and RAC constitution of Semester I PhD students (2023-2024 cohort) as tabled above.

4.7: To report the results of the 1st semester coursework, repeat of Ms. Ekta Mishra, Enrollment Number S215H0003

S. No	Course	Initial Grade	Repeat PR Grades	Final Grade	Final Status of the course
1	Perspectives in Education (SES301101)- 4 credits, core	B Only (Pass)	NA	**B Only**	Pass
2	Research Methodology I – Nature of Inquiry in Social Science Research [SES301103, 2 Credits, Core]	B minus (Not Pass)	Assignment 1- B Plus, Assignment 2- B Plus	**B Plus**	Pass
3	Politics and Education in India [SES301202, 2 Credits, Elective]	C Plus (not pass)	Assignment 1- B Plus Assignment 2- C	**B Only**	Pass

As per the recommendations of the last RSC meeting held on 16 May 2024 and subsequent SCR discussion on 30 May 2024, it was advised that Ms. Ekta Mishra be provided time till the completion of two years from the date of registration, i.e., 29 September 2022, to complete her PhD coursework. Ms. Ekta Mishra was provided this opportunity for a second repeat attempt for Semester 1 pending

coursework, and her final results in Semester 1 courses are shared below. She has passed all her Semester 1 courses and is now repeating assessments for two Semester 2 courses. *The RSC noted Ms. Ekta Mishra (S215H0003) has passed the pending coursework for semester 1, in keeping with the PhD Regulations 2021 clause 10.3, whereby a student who is unable to pass the coursework courses in the first attempt be provided two chances for re-test/repetition within 12 months for each course. Her results for Semester 2 repeat coursework need to be declared and reported to AES and RSC by 18 September 2024.*

The SCR took note of the results of the 1st semester coursework and repeated the coursework of Ms. Ekta Mishra, Enrollment Number S215H0003.

4.8: To discuss the request for a non-NET stipend for Ms. Sneha Bharti (Enrollment number- S215H0006) to complete her pending coursework.

Ms. Sneha Bharti was awarded the AUDMRFS, which she received from 9 December 2022 to 14 August 2023 (amount of Rs. 3,07,520/-). She cleared semester 1 on the first attempt. Her AUDMRF was stopped after she failed to clear her coursework for semester 2 on the first attempt. However, the student completed the coursework on **7 February 2024**. Clause 4 (e) of the AUDMRFS guidelines (No. AUD/ SCR/ 2021/ Notification/ 13, Dated 03.01.2022) states - "The fellowship may be discontinued/ terminated if the scholar is unable to complete the coursework in the first attempt and his/her research progress is found unsatisfactory. In such cases, the student may then be given the normal AUD stipend (given to students who do not hold a non-UGC JRF/SRF or equivalent).

Ms. Sneha Bharti has now successfully cleared her coursework in the first repeat attempts provided (table below): -

S. No.	Student Name	Enrolment No	Date of Registration	Mapping Education Studies [SES301102, 2 Credit, Core]	Research Methods II [SES301104, 2 Credit, Core]	Guided Reading [SES301105, 2 Credit, Core Course]	Electives [SES301203/ SES301206; 2 Credits]	Notes
1	Sneha	S215H0006	17 Septe	**Pass (B+)**	**Pass (B only)**	Pass (first attempt)	Pass (first attempt)	Completed the

	Bhar ti		mber 2022					cours ework

Her RAC reports have also been consistently 'satisfactory' with the research scholar meeting expectations of work and having successfully defended her proposal in the last RAC (reported above). A brief tabular summary of her RAC reports is shared below: -

S. No.	Date of RAC	Brief Summary	Result
RAC 1	9 August 2023	Sneha presented a draft of her developing research questions and the literature reviewed so far. The RAC members suggested further readings and recommended that she start identifying field sites.	Has met expectations and 'satisfactory.
RAC 2	22 January 2024	It was reported that she has submitted all pending assignments for coursework. She presented the revised research questions, literature, and methodology focusing on 'examining the quality of ECE programmes at Anganwadis in Bihar.' RAC members suggested that the survey method would be useful for the study and that she should consult experts in quantitative research for suggestions on the ideal sample size for such kind of research. She was further advised to finalize the sites for her fieldwork.	Has met expectations and 'satisfactory.
RAC 3	29 July 2024	Sneha presented her detailed PhD proposal titled- *'Quality of Early Childhood Programmes and its perception among the community members: A study of ICDS in Bihar'*. Along with her proposal, she also presented the tools of the research and the consent forms drafted for the purpose. She has also obtained the necessary permissions for using the tools needed for the study. Her proposal defence was successful, and the proposal passed during the RAC.	Has met expectations. Proposal defended successfully.

Based on completion of all coursework, satisfactory progress reports, successful defence of the PhD proposal and given the clause 4 (e) of the AUDMRFS guidelines (No. AUD/SCR/2021/Notification/13, Dated 03.01.2022) that states - *"The fellowship may be discontinued/ terminated if the scholar is unable to complete the course work in first attempt and his/her research progress is found unsatisfactory. In such cases, the student may then be given the normal AUD stipend (given to students who do not hold a non-UGC JRF/SRF or equivalent),*

The RSC recommended the start of non-NET stipend for Ms. Sneha Bharti (S215H0006). Starting the non-NET stipend will enable her to begin her fieldwork and progress on her PhD. Sneha is planning to conduct her fieldwork in Bihar from September 2024—hence, she needs finances to go to the field. At present, she is not employed anywhere and is not availing of any fellowship.

The SCR took note and resolved to recommend the request for a non-NET stipend for Ms. Sneha Bharti (Enrolment number- S215H0006) for completing her pending coursework w.e.f. 7th February 2024.

4.9: To report the selection of Ms. Themhorchan Shadang [S205H0009] for "National Fellowship and Scholarship for Higher Education of ST Students" by the Ministry of Tribal Affairs to pursue a Ph.D. degree.

Ms. Themhorchan Shadang has been selected for the National Fellowship and Scholarship for Higher Education of ST Students" by the Ministry of Tribal Affairs to pursue a Ph.D. degree. The fellowship amount will be paid up to a period of five years or till the date of submission of the dissertation, whichever is earlier.

The SCR took note of the selection of Ms. Themhorchan Shadang [S205H0009] for "National Fellowship and Scholarship for Higher Education of ST Students" by the Ministry of Tribal Affairs to pursue a Ph.D. degree.

4.10: To report the PhD pre-submission seminar of Ms. Ruchi Sharma [S195H0008]

The RAC of Ms. Ruchi Sharma was held on May 29, 2024. After examining the draft of the dissertation, the RAC recommended the pre-PhD submission. The pre-PhD submission seminar, open to all faculty and students, was held on 18 June 2024 (Tuesday) at 12.30 pm in the Seminar Hall, Lodhi Road Campus. After the pre-submission, Ms. Ruchi Sharma was advised to incorporate the changes and submit the thesis within three months.

The SCR took note of the pre-submission Presentation of Ms. Ruchi Sharma (S195H0008).

4.11: To report the update regarding Mr. P. Parandama Reddy's (S205H0005) NOC.

It was reported to the RSC that Mr. P. Parandama Reddy (enrollment number S205H0005) has not yet been able to obtain an NOC as suggested in the previous RSC.

The SCR reviewed the case and recommended that the PhD scholar be promptly informed of the requirement to obtain a 'No Objection Certificate' from his employer.

4.12: To discuss Mr. P. Parandama Reddy's request for de-enrolment

Mr. Parandama Reddy (Enrollment number- S205H0005, date of registration- 17.11.2021) had worked on his research proposal, which had been approved in the RAC held on 1 August 2023. In his RAC held on 18 June 2024, the committee had noted his satisfactory progress and directed him to apply for the NOC from his employer, in light of his selection for a government job. In the RAC held on 27 August 2024, it was noted that he had not been able to produce an NOC from the employer and had requested de-enrolment. The RAC recommended the de-enrolment. The RSC noted RAC's recommendation of de-enrolment and recommended the same for the consideration of SCR.

The SCR considered and accepted the request for de-enrolment of Mr. P. Parandama Reddy (Enroll No.: S185F0005).

4.13: To report the change in the affiliation of the following RSC and RAC members:

S. No.	Faculty	Old Affiliation	New Affiliation
1	Prof. N. Nakkeeran, RSC member, SES PhD Programme	Professor N. Nakkeeran, School of Global Affairs, Dr. B.R. Ambedkar University Delhi	Professor N. Nakkeeran, School of Public Policy and Governance, Dr. B.R. Ambedkar University Delhi
2	Prof. N. Nakkeeran	Professor N. Nakkeeran, School of Global Affairs, Dr. B.R.	Professor N. Nakkeeran, School of Public Policy and Governance, Dr. B.R. Ambedkar University Delhi

	RAC member for Ms. Radhika Mittal [S195H0007] (External)	Ambedkar University Delhi	
2	Dr. Dipa Sinha, RAC member for Mr. P. Parandama Reddy [S205H0005] (External)	Dr. Dipa Sinha, Assistant Professor, School of Liberal Studies, Dr. B.R. Ambedkar University Delhi	Dr. Dipa Sinha, formerly at the School of Liberal Studies, Dr. B.R. Ambedkar University, Delhi
3	Dr. Samik Choudhary RAC member for Mr. Kuldeep Singh [S215H0005] (External)	Dr. Samik Choudhary, Associate Professor, School of Global Affairs, Dr. B.R. Ambedkar University Delhi	Dr. Samik Choudhary, Associate Professor, School of Public Policy and Governance, Dr. B.R. Ambedkar University Delhi
4	Prof. Nandini Manjrekar RAC member for Preeti [S195H0006] (External)	Prof. Nandini Manjrekar, Tata Institute of Social Sciences, Mumbai	Prof. Nandini Manjrekar (Retd.), Tata Institute of Social Sciences, Mumbai

Regarding Prof. Nandini Manjrekar, the RSC noted that she is not affiliated with any institution post her retirement. Given the expertise of Prof. Manjrekar in the area of gender and education, given her continued guidance of this work from the beginning, and for continuity in the advice given to the scholar, the RSC recommended that the RAC of the scholar may continue after noting the change in the affiliation of Professor Manjrekar and recommended the same for consideration of the SCR.

Dr. Dipa Sinha was a faculty member at the School of Liberal Studies, AUD. She has recently resigned and has been relieved from the university. She is not affiliated with any institution. Given her expertise on Andhra Pradesh, quantitative research, and social inclusion, and her advice to the research scholar in the development of the research proposal, the RSC recommended that Dr Dipa Sinha continue as a member of the RAC till a decision about the scholar's request for de-enrollment is taken.

The SCR resolved to recommend the change in the affiliation of the RSC and RAC members as mentioned above.

Part B: Agenda from SES RSC meeting held on 01 October 2024 (Items 15 to 18)

4.14: Reporting the results of the 2nd semester coursework repeats of Ms. Ekta Mishra [S215H0003].

As per the recommendations of the RSC meeting held on 16 May 2024 and subsequent SCR discussion on 30 May 2024, it was advised that Ms. Ekta Mishra be provided time till the completion of two years from the date of registration, i.e., 29 September 2022, to complete her PhD coursework. As reported in the last RSC meeting held on 27 August 2024, Ms. Ekta Mishra had passed all her semester 1 courses. Since then, she has also passed the exams for pending courses of semester 2, and the same have been documented in her RAC meeting held on 16 September 2024. The final grades of Ms. Ekta Mishra in Semester II courses are stated in the table below.

S. No	Course	Initial grades	Assessment Grades after repetition	Final Grade after repetition
1	Mapping Education Studies [SES301102, 2 Credit, Core]	C only	Assessment 1 - B Only Assessment 2- B Only	B Only
2	Research Methods II [SES301104, 2 Credit, Core]	C only	Assessment 1 - B Only Assessment 2- B Only	B Only
3	Guided Reading [SES301105,2 Credit, Core]	B Minus	Assessment 1 - B Only Assessment 2- B Only	B only
4	Qualitative Case Study Method [SES301206; 2 Credits, Elective Course]	B Only	NA (Passed in first attempt)	B only

The SCR took note of the results of the 2nd semester repeated coursework by Ms. Ekta Mishra [S215H0003].

4.15: To discuss the reconstitution of Ms. Ekta Mishra's RAC and the inclusion of Dr. Rishabh Kumar Mishra.

Ms. Ekta Mishra (Enrollment number- S215H0003, Date of registration- 29 September 2022) is pursuing her PhD at SES, and her supervisor is Dr. Manasi Thapliyal Navani. Ekta's initial research proposal was on the theme of experience of disability in higher education institutions, on the basis of which her RAC was constituted towards the end of semester 1. However, she now proposes to work in the area of primary-level social science teacher education. Given her new proposed area of work, it is proposed to include Dr. Rishabh Mishra (SES) on her RAC, as his area of expertise is social science education and teacher education.

The revised composition of Ms. Ekta Mishra's RAC (proposed below) is in keeping with Clause 11.2 of the PhD Regulations 2021 on the constitution of the Research Advisory Committees.

Student name	Enrolment no.	Date of Registration	Supervisor	RAC member 1 (within the PhD programme faculty)	RAC member 2 (within the PhD programme faculty)	RAC member 3 (outside the PhD programme faculty)
Ekta Mishra	S215H0003	29-09-2022	Dr. Manasi Thapliyal Navani	Dr. Monimalika Day, School of Education Studies, Dr. B. R. Ambedkar University Delhi	Dr. Rishabh Kumar Mishra, School of Education Studies, Dr. B. R. Ambedkar University Delhi	Dr. Monal Manik Dewle, School of Letters, Dr. B. R. Ambedkar University, Delhi

The SCR resolved to recommend the reconstitution of the RAC in respect of Ms. Ekta Mishra (S215H0003).

4.16: To discuss the reconstitution of Ms. Aabha Rawat's RAC and the inclusion of Dr. Krishna Kalyan Dixit in it.

Ms. Aabha Rawat (Enrollment number- S205H0001, Date of registration- 16 November 2021) is pursuing her PhD at SES, and her supervisor is Dr. Sunita Singh. Her proposed research topic is - 'Local Literacies: Ethnographic Case Studies of Emergent Readers and Writers'. Given Dr. Kalyan Krishna Dixit's work and expertise in the area of language and education, it is proposed that he be included in the RAC.

The revised composition of Ms. Aabha Rawat's RAC (proposed below) is in keeping with Clause 11.2 of the PhD Regulations 2021 on the constitution of the Research Advisory Committees.

Student name	Enrolment no.	Date of Registration	Supervisor	RAC member 1 (within the PhD programme faculty)	RAC member 2 (outside the PhD programme faculty)	RAC member 3 (outside the PhD programme faculty)
Aabha Rawat	S205H0001	16-11-2021	Dr. Sunita Singh	Dr. Shivani Nag, School of Education Studies, Dr. B. R. Ambedkar University Delhi	Dr. Krishna Kalyan Dixit, School of Letters, Dr. B. R. Ambedkar University Delhi	Prof. Amol Padwad, formerly with Dr. B. R. Ambedkar University, Delhi

After examining the requirements stated in clause 11 of the PhD Regulations dated 03.03.2021, the RSC resolved to recommend the proposed constitution of the RACs for Ms. Aabha Rawat to the SCR for consideration for approval.
The SCR resolved to recommend the reconstitution of the RAC in respect of Ms. Aabha Rawat (S205H0001).

4.17: To report the re-joining of Ms. Harsha Rana [S195H0004] after availing Child Care Leave: -

Ms. Harsha Rana [S195H0004], PhD in Education scholar (2019 cohort), was granted Child Care Leave (CCL) for 240 days from 1 February 2024 with due approval. As per the AUD PhD regulation 2017 clause 12(vi), "Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days." Harsha's leave period concludes on 27 September 2024 (including the summer break in the calculation of 240 days). She has reported for rejoining on 26 September 2024 and has submitted a written application for rejoining.

The SCR took note of the re-joining of Ms. Harsha Rana [S195H0004] after availing Child Care Leave (From 01 Feb 2024 to 27 Sep 2024 for 240 days), date of joining 28 Sep 2024.

School of Global Affairs

Item No 5: To discuss and note the recommendation of the Research Studies Committee (RSC) of the School of Global Affairs on the following:

5.1- Reporting to the SCR on PhD synopsis confirmation by the RAC committee of the research scholar, Ms. Ruchi, Enrolment number: S215MUS02 (Batch 2021-22), supervised by Dr. Rohit Negi.

The title of the PhD synopsis is "On the Peripheries of the Hill Station: Tourism, Gender, and Socio-Spatial Change in Dharamshala". Minutes of RSC Meeting held on 18 September 2024.

The SCR took note of the Synopsis defence presentation of Ms. Ruchi (S215MUS02).

School of Heritage Research and Management

ITEM No.- 6: To discuss and note the recommendation of the Research Studies Committee (RSC) of the School of Heritage Research and Management on the following:

6.1 – Ph.D in "Heritage Studies" First Semester Completed for Batch 2023-24, for the students: -

S.no	Name of the Scholar	Enrolment No.	Batch	Date of Registration	Grade in First Sem. Course work
1	Sakshi Khera	S235PHS02	2023-24	09.05.2024	B+
2.	Sumit Kumar	S235PHS03	2023-24	03.05.2024	B

The SCR noted the completion of the first semester of the PHD Scholars tabled above.

6.2 –Allotment of Supervisor and Composition of RAC to the following students: -

S.no	Name of the Scholar & Enrolment No.	Supervisor	RAC Members
1	Sakshi Khera S235PHS02	Dr. Anand Burdhan (Supervisor) (Asst. Professor) SHRM Mob:8800945696 Email: aburdhan@aud.ac.in	1. Prof. Mahanand Jha (Lal Bahadur Sastri Sanskrit Vishwavidyalaya Mob: 9015653962 Email: mahanandjha1972@gmail.com mahanand@slbsrsv.ac.in 2. Dr. Sima Yadav (Asst. Professor) SHRM Mob: 9953140573 Email: syadav@aud.ac.in
2	Sumit Kumar S235PHS03	1. Dr. Shalini Awasthi (Supervisor) (Asst. Professor) SHRM Mob:9891333037	1. Dr. Anand Burdhan (Asst. Professor) SHRM Mob:8800945696 Email: aburdhan@aud.ac.in

		Email: sawasthi@aud.ac.in	2. Prof. Aarti Srivastava NIEPA-National Institute of Education Planning and Administration Mob:9818393438 Email: aarti@niepa.ac.in

The SCR resolved to recommend the allotment of a supervisor and constitution of RAC for the PhD Scholars listed above.

6.3 Withdrawal of admission from Ph.D.. D in "Heritage Studies" of Sh. Rohan Kumar Nirwan, Enrolment No. S235PHS01, Batch 2023-24.

S. No	Name of student	Enrolment No.	Batch	Admission Date	Withdrawal date
1.	Rohan Kumar Nirwan	S235PHS01	2023-2024	3.05. 2024	8.10.2024

The SCR took note of the Withdrawal of admission (De-enrolment) from the Ph.D in "Heritage Studies" of Sh. Rohan Kumar Nirwan, Enrolment No. S235PHS01.

School of Human Ecology

ITEM No 7: To discuss and note the recommendation of the Research Studies Committee (RSC) of School of School of Human Ecology on the following: -

7.1 - Nikita Samarnath enrolled in the PhD programme on 14th September 2022. The student's RAC and School RSC have recommended that, as per the current progress, she needs another six months to present her synopsis and defend the synopsis. The RAC recommended a six-month extension w.e.f. 15th September 2024, if needed, as per the extant AUD Regulations.

S. No.	Scholar Name and Enroll. No.	Date of Enrolment	Previous extension/ Relaxation (Dates)
1	Nikita Samarnath (S215BED02)	14th September 2022	None

The SCR informed the school that the PhD Scholar Ms Nikita Samarnath (S215BED02), date of enrolment 14 Sep 2022, can defend synopsis within 03 years from the date of enrolment/ registration i.e. up to 13 Sep 2025 as per the applicable AUD PhD Regulation 2021, clause 12.1 which states *"The guidelines established by the RSC for the defense of a thesis synopsis shall include*

provisions for cancellation of registration if a candidate is unable to successfully defend the synopsis within three years of registration in the programme".

7.2- Synopsis defense by Pradeep Kumar Jha, PhD Student at School of Human Ecology: -Pradeep Kumar Jha successfully defended the synopsis, organized in Room 311, 11th September 2024, at 4 pm. The title of the synopsis is "Air Pollution and Public Health: Assessing Impacts, Challenges and Mitigation Strategies in the NCT of Delhi". Members of the RAC are Dr. Oinam Hemlata Devi (Supervisor), Dr. Adani Azhoni, Dr. Santosh Kumar Singh, and Prof. Suresh Babu.

S. No.	Name of PhD Scholar	Enroll. No	Date of Enrolment	Date of Synopsis defense	Synopsis Title
1	Pradeep Kumar Jha	S215BED03	14th September 2022	11th September 2024	Air Pollution and Public Health: Assessing Impacts, Challenges, and Mitigation Strategies in the NCT of Delhi

The SCR took note of the Synopsis defence presentation of Mr. Pradeep Kumar Jha (S215BED03).

7.3- Synopsis defense by Merlyn Maria Antony, PhD Student at School of Human Ecology: - Merlyn M. Antony successfully defended the synopsis organized in Room 311, 13th September 2024, at 2.30 pm. The title of the synopsis is "Fish Economy in the Andaman Islands: A study of fishers and institutions". Members of the RAC are Prof. Suresh Babu (Supervisor), Prof. Vikram Dayal, and Dr. Budhaditya Das.

S. No.	PhD Scholar	Enroll. No	Date of Enrolment	Date of Synopsis defense	Synopsis Title
1	Merlyn Maria Antony	S215BED01	14th Sep 2022	13th Sep 2024	Fish Economy in the Andaman Islands: A study of fishers and institutions

The SCR took note of the Synopsis defence presentation of Ms Merlyn Maria Antony (S215BED01).

7.4- To report the Synopsis defense by Ms. Shiwani, PhD Student at the School of Human Ecology.

a. Shiwani successfully defended the synopsis organized in Room 301, 14th September 2024, at 11 am.
b. Title of the synopsis is 'Coevolution of Vegetation Dynamics, Pastoral Practices and Climate Change in Tso Kar Basin, Ladakh'
c. Members of the RAC are Prof. Suresh Babu (Supervisor), Dr. Gitanjali Yadav, and Dr. Oinam Hemlata Devi

S. No.	PhD Scholar	Enroll. No	Date of Enrolment	Date of Synopsis defense	Synopsis Title
1	Shiwani	S215BED04	14th Sep 2022	14th Sep 2024	Coevolution of Vegetation Dynamics, Pastoral Practices and Climate Change in Tso Kar Basin, Ladakh

The SCR took note of the Synopsis defence presentation of Ms Shiwani (S215BED04).

7.5- PhD Thesis defense by Syed Shoaib Ali, PhD Student at the School of Human Ecology: -

Mr. Syed Shoaib Ali successfully defended the PhD thesis, organized in Room 311, 13th September 2024, at 11 am. The title of the Thesis is "States of Science: Apple and Agriculture Extension in the Western Himalayas". Members of the RAC are Dr. Rohit Negi (Supervisor), Prof. Dhirendra D. Dangwal, Prof. Asmita Kabra, and Dr. Budhaditya Das.

S. No.	PhD Scholar	i. Enroll. No	Date of Enrolment	Date of PhD Defence	Thesis Title
1	Syed Shoaib Ali	S165BED03	1st Sep 2016	13th Sep 2024	States of Science: Apple and Agriculture Extension in the Western Himalayas

The SCR took note of the PhD thesis defence successfully by Mr. Syed Shoaib Ali (S165BED03).

School of Human Studies

ITEM No 8: To discuss and note the recommendation of the Research Studies Committee (RSC) of the School of Human Studies (SHS) on the following:

Matter pertaining to the Reconstitution of the SHS RSC

8.1 The SHS RSC has been reconstituted as per norms stated in Clause 3.3.1 in AUD Research Regulations 2023, and its composition is as follows: -

1. Dr. Rachna Chaudhary, Dean (O), SHS (Chairperson, SHS RSC)
2. Dr. Vatsala Saxena (Programme Coordinator, Disability Studies)
3. Dr. Anoop Kumar Koileri (Programme Coordinator, PhD Psychology)
4. Dr. Shifa Haq (Programme Coordinator, MPhil Psychoanalytic Psychotherapy)
5. Prof. Krishna Menon (Prof. WGS, SHS)
6. Prof. Honey Oberoi Vahali (Prof. Psychology, SHS)
7. Prof. Lawrence Liang (External Member)
8. Dr. Shubhra Nagalia (Prog. Coordinator, MPhil & PhD WGS and Convenor RSC, SHS)

The SCR resolved to recommend the reconstitution of the Research Studies Committee (RSC) of the School of Human Studies (SHS).

Matters pertaining to the PhD WGS Programme

8.2 To consider and note that the following student has successfully completed pre-submission and submission of the final thesis: -

Sl. No	Enrolment No	Name	Registration Date	Date of Pre-PhD submission	Date of Thesis
1	S195CWG05	Shirin	29/07/2019	03/06/2024	26.07.2024

The SCR took note of the pre-submission presentation on 03 Jun 2024 and submission of thesis on 26 July 2024 in respect of Ms Shirin (S195CWG05).

8.3 To consider and note that the following student has re-joined after availing maternity leave in accordance with the 2017 PhD regulation, Section 12, clause (v), which states that "... the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days." The RAC has endorsed her re-joining.

Sl. No	Enrolment No	Name	Registration Date	Date of RAC	Period of Maternity Leave	Attachments
1	S175CWG03	Sanjana	07/12/2016	06/11/2024	Maternity leave from 13th March	1. Application for re-joining after

					2024 to 8th November 2024 (240 days)	completing maternity leave. 2. RAC reporting and endorsing the re-joining.

The SCR took note of the re-joining of Ms Sanjana (S175CWG03) on 09th Nov 2024 after completion of the maternity leave from 13th Mar 2024 to 08th Nov 2024.

8.4 To consider and note the report that the RAC was conducted for the following students for the period January to June 2024, according to the PhD 2017 regulations clause 12. Under *Course Work, Degree Requirements, Registration Periods, de-registration, reregistration, and* points. (ii) states that... A research scholar shall appear before the Research Advisory Committee **at least once** in six months to make a presentation of the progress of his/her work for evaluation and further guidance. The six-monthly progress reports shall be submitted by the Convener of the Research Advisory Committee to the SCR through the RSC of the School, with a copy to the research scholar. Such occasions may also provide opportunities for formal assessment of the student's progress in satisfying 'thesis pre-submission' requirements (e.g., language proficiency, acquisition of other skills/investigative techniques prescribed by the RSC on the recommendations of the RAC). In case the progress of the candidate is deemed unsatisfactory, the Research Advisory Committee shall record the reasons for the same and suggest corrective measures. *If the candidate fails to implement these corrective measures, the Research Advisory Committee may recommend cancellation of the candidate's registration to the SCR through the RSC of the School, with specific reasons in a detailed report.*

Sl. No	Enrolment No	Name	Registration Date	Date of RAC Meeting	Comments	Reference
1	S155CWG01	Sutanuka Bhattacharya	19/01/2015	14.06.2024	Satisfactory	RAC report
2	S165CWG06	Dona Biswas	13/01/2016	10.09.2024	Satisfactory	RAC report
3	S185CWG04	Hemantika Singh	27/07/2018	11.09.2024	Satisfactory	RAC report
4	S185CWG10	Vandana Chaudhary Palta	01/07/2018	12.06.2024	Satisfactory	RAC report

5	S205CWG02	Dawa Lhamu Sherpa	07/12/2021	13.06.2024	Satisfactory	RAC report
6	S205CWG04	Viraj Godage	27/11/2021	13.06.2024	Satisfactory	RAC report
7	S215CWG01	Prerna Vats	14/09/2022	21.06.2024	Satisfactory	RAC report
8	S205CWG01	Anjali Joshi	27/11/2021	15.06.2024	Satisfactory	RAC report
9	S185CWG07	Riya Singh	27/8/2018	RAC meeting not held, student didn't respond	**Unsatisfactory**	**Not Available**

The SCR took note of the six-monthly progress reports of the 09 students listed above for the period (Jan 2024 to Jun 2024), except for scholar Ms. Riya Singh (Sl. 9), whose report has not been received.

8.5 To consider and note the report that the RAC was conducted for the following students for the period July to December 2024, according to PhD 2017 regulations, clause 12. Under *Course Work, Degree Requirements, Registration Periods, de-registration, reregistration, and* points. (ii) states that... A research scholar shall appear before the Research Advisory Committee **at least once** in six months to make a presentation of the progress of his/her work for evaluation and further guidance. The six-monthly progress reports shall be submitted by the Convener of the Research Advisory Committee to the SCR through the RSC of the School, with a copy to the research scholar. Such occasions may also provide opportunities for formal assessment of the student's progress in satisfying 'thesis pre-submission' requirements (e.g., language proficiency, acquisition of other skills/investigative techniques prescribed by the RSC on the recommendations of the RAC). In case the progress of the candidate is deemed unsatisfactory, the Research Advisory Committee shall record the reasons for the same and suggest corrective measures. *If the candidate fails to implement these corrective measures, the Research Advisory Committee may recommend cancellation of the candidate's registration to the SCR through the RSC of the School, with specific reasons in a detailed report.*

Sl. No	Name and Enrolment No	Registration Date	Date of RAC Meeting	Comments	Reference
1	Sanjana, S175CWG03	07/12/2016	06/11/2024	Satisfactory	RAC report

2	Shefali Kishore, S185CWG08	27/07/2018	15/11/2024	First Unsatisfactory Report	RAC report

The SCR took note of the six-monthly progress reports of the 02 students listed above for the period from Jul 2024 to Dec 2024.

8.6 To consider and note the defence of synopsis and the title of the following student according to the PhD 2021 Regulations, Clause 12.4, which states that, *"The RSC will record the successful defence of the synopsis and report it to the SCR."*

Sl. No	Name & Enrolment No	Registration Date	Date of Synopsis approval	Supervisor	Final Title	Reference
1	Anjali Joshi, S205CWG01	27/11/2021	15/06/2024	Dr. Rachna Chaudhary	Gender, Work, and Chronic Pain: A Case Study in Kasar Devi, Uttarakhand (India)	1. RAC report passing synopsis 2. Final synopsis

The SCR took note of the Synopsis defence presentation of Ms Anjali Joshi (S205CWG01).

8.7 To consider and note that the following WGS PhD students of batch 2023 have completed the 1st semester coursework in accordance with coursework requirements.

SL No	Name & Enrollment No.	Date of Registration	Courses and Credits
1	Anju, S235CWG01	30.04.2024	1. SHS310105: Feminist Theories (4 credits; Core) 2. SHS310108: Feminist Research Through Exemplary Works (4 credits; Core) 3. SBP3PM103: Research Methodology I (2 credits; Elective)
2	Lakshmi Ashok K, S235CWG02	30.04.2024	1. SHS310105: Feminist Theories (4 credits; Core) 2. SHS310108: Feminist Research Through Exemplary Works (4 credits; Core) 3. SBP3PM103: Research Methodology I (2 Credits; Elective)

The SCR took note of the completion of the 1st semester coursework in accordance with coursework requirements for the 02 students listed above.

8.8 To consider and note that Ms. Arpita Anand was awarded a PhD degree in the convocation held in December 2023. She has subsequently brought to light two errors in her transcript. The request has moved to the competent Divisions, and the final note has asked the matter to be reported and recommended in the SCR. The errors and corrections are:

a) For the coursework, the *transcript says "Semester 2"*, which should be **corrected to "Semester 1"**. Ms. Arpita Anand's Ph D registration took place in January 2015. Therefore, coursework done in Winter Semester 2015 (January-May 2015) would be Semester 1.

b) The **date of viva** is incorrectly written as "22.09.2023". This should be **corrected to "25.09.2023"** as the viva was held on this day.

Sl. No	Name	Enrollment No.	Date of Registration	Corrections needed in the transcript	Attachment
1.	Arpita Anand	S155CWG03	22/01/2015	1. Change 'Semester 2' to 'Semester 1' 2. Change the viva date from 22/09/2023 to 25/09/2023	Copy of Transcript and record of Viva-voce

The SCR took note of the error corrections in the transcript of Ms Arpita Anand (S155CWG03) after the award of the PhD degree in the 2023 Convocation.

8.9 To consider and note the request for financial aid of AUD Non-NET Stipend for Mr Viraj Godage. He is in the 5th semester of the PhD, and the synopsis was passed on 28th Nov. 2023.

Mr Viraj's request has been endorsed by his supervisor, Dr. Lovitoli Jimo. Mr. Viraj Godage received a five-year UGC (JRF/SRF) fellowship from June 2019, which ended in May 2024. Mr Viraj Godage is a sincere research scholar from a humble background and needs support to sustain a full-time contribution to his Ph.D. In view of the above, the request of Mr Viraj Godage for getting AUD Non-NET stipend w.e.f. June 2024 was forwarded to the SS Division for consideration/observation. The request has moved to the competent Divisions, and the final note has asked that the matter be considered in the SCR.

Sl. No	Enrolment No	Name	Registration Date	Attachment
1	S205CWG04	Viraj Godage	27/11/2021	Copy of Request and Note of SS Division.

The SCR considered and recommended the financial aid to Mr Viraj Godage (S205CWG04) as per the applicable regulations.

8.10 To consider and note the report that the student Ms. Manju Verma has failed to respond to official emails from the PC, WGS, and Dean, SHS office.

She has failed to meet essential PhD requirements, such as contact with the supervisor, sharing work progress, and failure to appear in any RAC since January 2023. Ms. Manju Verma has been absent since the 1st RAC, and consequently, no RAC has been held since enrolment. The status in ERP is strike-off.

The RSC, therefore, recommends the de-enrolment of the concerned student.

Sl. No	Enrolment No	Name	Registration Date	Period for which the RAC was not conducted	Comments
2.	S205CWG03	Manju Verma	27/11/2021	Since January 2023	No RAC and no response from the student.

The SCR took note of the case and requested the school to inform the scholar again through email/ postal letter and wait for the reply. Information about this should be given in the next SCR meeting, and SCR would be in a position to consider the case only after the reply of scholar. It is also requested that the RAC must be carried out even in the absence of the PhD Scholar. If three RAC reports are found to be unsatisfactory, the scholar may be recommended for de-enrolment.

8.11 To note and report that Ms. Ashika Bhargav has decided to withdraw from the PhD WGS programme. She has sent a formal intimation to the school.

Sl. No	Enrolment No	Name	Registration Date	Current status	Remark
1.	S175CWG01	Ashika Bhargav	07/12/2016	Deregistered w.e.f. 17/11/2022 vide 61st SCR dated 03.02.2023 (Item No 7.7)	The formal intimation via an email dated 18 Nov 2024

The SCR took note of the withdrawal from the PhD course (De-enrolment) by PhD Scholar Ms Ashika Bhargav. For the purpose of school, the seat is

considered vacant w.e.f 18 Nov 2024 (Date of withdrawal application from the student).

Matters pertaining to PhD Disability Studies

8.12 To consider and note that the following candidates for PhD Disability Studies 2021 had their first RAC, after their RAC composition and constitution were approved by SCR 67 in clause 8.22.

S No.	Enrolment No.	Name	Date of Registration	Date of RAC presentation	RAC report Status/ Remarks
1	S205CDS03	Damini Rana	29/11/2021.	3-09-2024	Satisfactory
2	S205CDS04	Shrabanti Senla	16/11/2021	20-09-2024	Satisfactory
3	S205CDS01	Adarsh Chhetry	26 -11 -21	6-08-2024	Satisfactory

The SCR took note of the first RAC meeting held with respect to the PhD Scholars of PhD Disability Studies, tabled above.

Matters pertaining to PhD Psychology

8.13 To consider and note that Ms. Anshumita Pandey, Ms. Bharti Mohan, and Ms. Thokchom Bibinaz Devi (PhD Psychology, 2012 scholars) have done their pre-submission presentations, followed by thesis submission.

S No.	Name	Enrollment No.	Date of Registration	Date of Pre-submission presentation	Date of thesis submission
1.	Ms. Anshumita Pandey	S125CPS01	1-09-2012	09-08-2024	30-08-2024
2.	Ms. Bharti Mohan	S125CPS03	1-9-2012	21-06-2024	30-08-2024
3.	Ms. Thokchom Bibinaz Devi	S125CPS11	1-9-2012	30-05-2024	30-08-2024

The SCR took note of the pre-submission presentation followed by the thesis submission in respect of the 03 PhD Scholars tabled above.

8.14 To consider and note that the RAC was conducted for the following students of the PhD Psychology batch 2017, 2020, and 2021, as mentioned in the table below, for the period of Jan 2024 to June 2024.

Sl No	Name & Enrolment	Date of registration	Date of RAC	Supervisor & RAC members	RAC Report Status
1	Ms. Jahnabi Mitra (S205CPS04)	30/11/2021	07-08-2024	Dr. Shifa Haq (supervisor) Dr. Shivani Nag Dr. Bindu K. C.	Satisfactory
2	Ms. Priya Tiwari (S175CPS05)	23/08/2017	27-08-2024	Prof. Honey Oberoi Vahali (Supervisor) Prof. Ashok Nagpal (Co-Supervisor) Dr. Shifa Haq Prof. Rachna Johri	Satisfactory
3	Mr. Vinod. R (S215CPS03)	14/09/2022	23/08/2024	Prof. Honey Oberoi Vahali (Supervisor) Dr. Shifa Haq Dr. Yogesh Snehi Dr. Diamond Oberoi Vahali	Satisfactory
4	Ms. Ritika Arora (S175CPS 06)	22-08-2017	26/08/2024	Prof. Honey Oberoi Vahali (supervisor) Prof. Ashok Nagpal (Co-Supervisor) Dr. Shifa Haq	Satisfactory
5	Ms. Sristi Khatak (S215CPS02)	14-09-2022	03-09-2024	Dr. Mamatha Karollil (Supervisor) Dr. Honey Oberoi Vahali Dr. Nakeeran Nanjappan	Satisfactory
6	Ms. Simran Bodh (S215CPS01)	15-09-2022	09-08-2024	Dr. Vatsala Saxena (Supervisor)	Satisfactory

				Prof. Honey Oberoi Vahali Dr. Shifa Haq Dr. Rinju Rasaily	
7	Ms. Anandeshwari Singh (S205CPS01)	30-11-2021	08-09-2024	Dr. Mamatha Karollil (Supervisor) Dr. Honey Oberoi Vahali Dr. Rachana Johri	Satisfactory
8	Ms. Anupriya Sircar (S205CPS03)	30-11-2021	27-08-2024	Dr. Mamatha Karollil (supervisor) Prof. Rachana Johri Dr. Vatsala Saxena	Satisfactory
9	Ms. Sarita Punia (S205CPS05)	30-11-2021	29-08-2024	Dr. Vatsala Saxena (supervisor) Prof. Honey Oberoi Vahali Prof. Rachna Johri	Satisfactory

The SCR took note of the RAC report for the PhD Scholars of the PhD Psychology batch 2017, 2020, and 2021, as mentioned in the table above for the period of Jan 2024 to June 2024.

8.15 To consider and note the defence of the synopsis within 3 years of registration, in accordance with the applicable AUD research regulation, that happened during the period Jan 2024 to June 2024, as given in the table below:

Name	Enrolment Number	Date of registration	Date of Synopsis presentation	Date of RAC	Supervisor & RAC members	Title Of Thesis
Ms. Jannabi Mitra	S205CPS04	30/11/2021	29-1-2024	07-08-2024	Dr. Shifa Haq (supervisor) Dr. Shivani Nag Dr. Bindu K.C.	*Experiencing Othering in the Context of Linguistic Minoritization: A Study Based on the Bengali*

							Community in Assam.
Ms. Priya Tiwari		S175CPS05	23/08/2017	30 Nov 2019	27-08-2024	Prof. Honey Oberoi Vahali (Supervisor) Prof. Ashok Nagpal (Co-Supervisor) Dr. Shifa Haq Prof. Rachna Johri	*On the transformations from infantile helplessness to forming the subject and uses of dependence in its becoming.*
Mr. Vinod. R		S215CPS03	14/09/2022	**Not Done**	23/08/2024	Prof. Honey Oberoi Vahali (Supervisor) Dr. Shifa Haq Dr. Yogesh Snehi Dr. Diamond Oberoi Vahali	
Ms. Ritika Arora		S175CPS 06	22/08/2017	30-11-2019	26/08/2024	Prof. Honey Oberoi Vahali (supervisor) Prof. Ashok Nagpal (Co-Supervisor) Dr. Shifa Haq	*Separateness & Linkages*
Ms. Sristi Khatak		S215CPS02	14-09-2022	**Not Done**	03-09-2024	Dr. Mamatha Karollil (Supervisor) Dr. Honey Oberoi Vahali Dr. Nakeeran Nanjappan	
Ms. Simran Bodh		S215CPS01	15-09-2022	**Not Done**	09-08-2024	Dr. Vatsala Saxena (Supervisor) Prof. Honey Oberoi Vahali Dr. Shifa Haq	

					Dr. Rinju Rasaily	
Ms. Anandeshwari Singh	S205CPS01	30-11-2021	08-09-2024	08-09-2024	Dr. Mamatha Karollil (Supervisor) Dr. Honey Oberoi Vahali Dr. Rachana Johri	*The gendered construction of borderline personality disorder: A feminist and psychoanalytical analysis in the Indian context.*
Ms. Anupriya Sircar	S205CPS03	30-11-2021	27-08-24	27-08-2024	Dr. Mamatha Karollil (supervisor) Prof. Rachana Johri Dr. Vatsala Saxena	*Woman's subjectivity and the changing landscape of heterosexual intimacies: A psycho-social study.*
Ms. Sarita Punia	S205CPS05	30-11-2021	12-09-2024	29-08-2024	Dr. Vatsala Saxena (supervisor) Prof. Honey Oberoi Vahali Prof. Rachna Johri	*Understanding maternal subjectivity in the context of children's academic performance: When expectations overshadow acceptance.*

The SCR took note of the synopsis defence by the PhD Scholars as tabled above, except for Mr. Vinod. R, Ms. Sristi Khatak, and Ms. Simran Bodh.

8.16 To consider and report that the following students, Ms. Jayati Kalra and Ms. Zoyema Ansari of batch 2023, have completed their first semester coursework in accordance with the coursework requirements.

Name	Enrolment Number	Date of Registration	Course and Credits
Ms. Jayati Kalra	S235CPS01	30-04-2024	Discerning Research Methods (Elective) 4 credits Reading Texts: A methodological Focus (Core) 4 credits Critical Cultural Psychology (Core) 4 credits Subjectivity, Life History & Psyche (Core) 4 credits
Ms. Zoyema Ansari	S235CPS02	30-04-2024	Discerning Research Methods (Elective) 4 credits Reading Texts: A methodological Focus (Core) 4 credits Critical Cultural Psychology (Core) 4 credits Subjectivity, Life History & Psyche (Core) 4 credits

The SCR took note of the completion of the first semester coursework of the PhD Scholar, namely Ms. Jayati Kalra and Ms. Zoyema Ansari of batch 2023.

8.17 To note the re-registration of PhD Scholar Ms. Deepti, PhD in Psychology, as the details given below: -

Name	Enrollment number	Date of registration	Date of De-registration	Date of Re-registration	Remark
Ms. Deepti	S175CPS01	31-8-2017	29-08-2022	11-11-2024	Application of the PhD scholar

The SCR resolved to recommend the re-registration of PhD Scholar, Ms. Deepti (S175CPS01) w.e.f. 11.11.2024.

School of Legal and Socio-Political Studies

Point 9 –: To discuss and note the recommendation of the Research Studies Committee (RSC) of the School of Law, Governance and Citizenship (SLGC) on the following:

Item No 9.1- To consider and note the report that the following SLPS PhD students of batch 2023 have completed the 1st semester coursework in accordance with coursework requirements in clause 9.1, 2023 AUD Research Regulations which states that, *"The credit requirement for the PhD coursework is a minimum of 12 credits including a "Research and Publication Ethics"*

course" as notified by UGC vide D.O. No. F.1-1/2018 (Journal/CARE) in 2019, and a research methodology course. The Research Advisory Committee can also recommend UGC recognized online courses as part of the credit requirements for the PhD programme."

So. no	Name	Enrolment No.	Date of Registration	Courses and Credits
1	Anuj Dhama	S235KLS01	6 June 2024	1. SLG3LS301: Interdisciplinary Research Methods in Legal Studies (4 Credits; Core) 2. SLG3LS312: Law and the Politics of Indigeneity (4 Credits, Elective)
2	Harish Kumar Gautam	S235KLS02	8 May 2024	1. SLG3LS301: Interdisciplinary Research Methods in Legal Studies (4 Credits; Core) 2. SLG3LS303: Sociology of Law (4 Credits, Elective)
3	Jenny S	S235KLS03	9 May 2024	1. SLG3LS301: Interdisciplinary Research Methods in Legal Studies (4 Credits; Core) 2. SLG3LS303: Sociology of Law (4 Credits, Elective)
4	Manvi	S235KLS04	10 May 2024	1. SLG3LS301: Interdisciplinary Research Methods in Legal Studies (4 Credits; Core) 2. SLG3LS305: Jurisprudence and Legal Philosophy (4 Credits, Elective)
5	Nicole Noyal Thomas	S235KLS05	8 May 2024	1. SLG3LS301: Interdisciplinary Research Methods in Legal Studies (4 Credits; Core) 2. SLG3LS305: Jurisprudence and Legal Philosophy (4 Credits, Elective)
6	P Kham Sian Muan Zou	S235KLS06	9 May 2024	1. SLG3LS301: Interdisciplinary Research Methods in Legal Studies (4 Credits; Core) 2. SLG3LS312: Law and the Politics of Indigeneity (4 Credits, Elective)
7	Ritika Chaturvedi	S235KLS07	9 May 2024	1. SLG3LS301: Interdisciplinary Research Methods in Legal Studies (4 Credits; Core)

				2. SLG3LS314: Feminist Jurisprudence (4 Credits, Elective)
8	Robin Singh	S235KLS08	9 May 2024	1. SLG3LS301: Interdisciplinary Research Methods in Legal Studies (4 Credits; Core) 2. SLG3LS305: Jurisprudence and Legal Philosophy (4 Credits, Elective)
9	Sakshi	S235KLS09	8 May 2024	1. SLG3LS301: Interdisciplinary Research Methods in Legal Studies (4 Credits; Core) 2. SLG3LS303: Sociology of Law (4 Credits, Elective)
10	Sanket Ranjan	S235KLS010	20 May 2024	1. SLG3LS301: Interdisciplinary Research Methods in Legal Studies (4 Credits; Core) 2. SLG3LS303: Sociology of Law (4 Credits, Elective)
11	Sanskriti Prakash	S235KLS011	9 May 2024	1. SLG3LS301: Interdisciplinary Research Methods in Legal Studies (4 Credits; Core) 2. SLG3LS305: Jurisprudence and Legal Philosophy (4 Credits, Elective)
12	Saransh Sharma	S235KLS012	10 May 2024	1. SLG3LS301: Interdisciplinary Research Methods in Legal Studies (4 Credits; Core) 2. SLG3LS314: Feminist Jurisprudence (4 Credits, Elective)
13	Saumya Yadav	S235KLS013	8 May 2024	1. SLG3LS301: Interdisciplinary Research Methods in Legal Studies (4 Credits; Core) 2. SLG3LS305: Jurisprudence and Legal Philosophy (4 Credits, Elective)
14	Shweta	S235KLS014	10 May 2024	1. SLG3LS301: Interdisciplinary Research Methods in Legal Studies (4 Credits; Core) 2. SLG3LS314: Feminist Jurisprudence (4 Credits, Elective)
15	Sumit Sherawat	S235KLS015	6 June 2024	1. SLG3LS301: Interdisciplinary Research Methods in Legal Studies (4 Credits; Core)

				2. SLG3LS312: Law and the Politics of Indigeneity (4 Credits, Elective)
16	Utsav Chaudhary	S235KLS016	9 May 2024	Withdrawn Admission

The SCR took note of the completion of first semester coursework for the PhD Scholars as tabled above, except Mr. Utsav Chaudhary at Sl. 16.

Item No 9.2 Withdrawal of admission of Utsav Chaudhary (S235KLS016), Date of registration 09 May 2024, from the SLPS-PhD Programme.

The school received an email from Utsav Chaudhary (S235KLS016), Date of registration 09 May 2024, (2024 Batch) on the **5th of August, 2024**, with the information that he was withdrawing from the SLPS PhD programme as he had been selected in IIT Delhi's PhD Programme.

The SCR took note of the Withdrawal of Utsav Chaudhary from the SLPS-PhD Programme. For the purpose of the school, the seat is considered vacant w.e.f 5th of August, 2024 (Date of withdrawal application from the student is 05 Aug 2024).

School of Letters

ITEM No- 10: To discuss and note the recommendation of the Research Studies Committee (RSC) of the School of Letters on the following:

A. Comparative Literature & Translation Studies (CLTS)

10.1 - To report six-monthly progress reports for the following PhD CLTS Scholars of various batches (July to December 2024): -

S. No.	Name of PhD Scholar	Enrolment No.	Date of registration	Date of RAC meeting	Discussions/Comments and Suggestions from RAC	RAC members present (supervisor first)
1.	Ms. Nilza Angmo	S175LCL02	10.08.2017	04.09.2024	The scholar's progress was deemed satisfactory	Anita Cherian (S), Radha Chakravarty (Co-S), Shad Naved, Honey Oberoi Vahali (SHS)
2	Ms Jemsy Claries Alex	S195LCL02	20.08.2019	05.10.2024	The scholar's progress was deemed satisfactory	Anita Cherian (S), Radha Chakravarty (Co-S), Shad Naved
3	Ms Pali Sarkar	S195LCL04	21.08.2019	01.10.2024	The scholar's progress was deemed satisfactory	Shad Naved, Radha Chakravarty (Co-S), Bindu KC baby
4	Mr Mohammad Irfan	S195LCL03	19.08.2019	02.08.2024	The scholar's progress was deemed satisfactory	Shad Naved (S), Radha Chakravarty, Bindu KC
5.	Mr Abhimanyu Singh	S195LCL01	19.08.2019	14.08.2024	The scholar's progress was deemed satisfactory	Shad Naved (S), Radha Chakravarty, Santhosh Sadanandan (SCCE)
6	Ms Nirupama V.	S205LCL02	16.11.2021	22.08.2024	The scholar's progress was deemed satisfactory	Shad Naved (S), Bindu KC, Monal Manik Dewle
7	Mr Fazil	S205LCL01	17.11.2021	02.09.2024	The scholar's progress was deemed satisfactory	Shad Naved (S), Shifa Haq, Venugopal Maddipati

The SCR took note of the six-monthly progress report (July to December 2024) for the PhD CLTS Scholars of various batches as tabled above.

10.2 - To report a pre-submission presentation by the following PhD CLTS Scholar:

S. No.	Name of PhD Scholar	Enrolment No.	Date of registration	Date of Pre-submission presentation
1.	Mr Mohammad Irfan	S195LCL03	19.08.2019	13.08.2024

The SCR took note of the pre-submission presentation in respect of PhD Scholar Mr Mohammad Irfan held on 13 Aug 2024.

10.3 - To report the submission of the thesis by the following PhD CLTS Scholar:

S. No.	Name of PhD Scholar	Enrolment No.	Date of registration	Date of thesis submission
1.	Mr Mohammad Irfan	S195LCL03	19.08.2019	12.09.2024

The SCR took note of the thesis submission in respect of PhD Scholar Mr. Mohammad Irfan, submitted on 12 Sep 2024.

10.4 - To consider the application and RAC's recommendation of temporary de-registration of the following PhD CLTS Scholars under the provisions of clause 12(vi) of AUD PhD Regulations of 2017:

S. No.	Name of PhD Scholar	Enrolment No.	Date of registration	Date of application
1.	Mr Abhimanyu Singh	S195LCL01	19.08.2019	28.06.2024
2	Mr Fazil	S205LCL01	17.11.2021	01.09.2024

The SCR took note of the de-registration in respect of the PhD Scholars from CLTS as mentioned above w.e.f. The date of the application.

10.5 - To consider reallocation of the Supervisor and reconstitution of the RAC of the following PhD CLTS Scholar due to resignation of the current PhD supervisor:

S. No.	Name of Scholar	Enrolment No.	Date of registration	Current RAC members	Proposed RAC members
1.	Ms Pali Sarkar	S195LCL04	21.08.2019	Akhil Katyal (S), Radha Chakravarty (Co-S), Shad Naved	Shad Naved (Supervisor, in supernumerary capacity), Radha Chakravarty (Co-S), Shubhra Nagalia (external member)

The SCR resolved to recommend the reallocation of the Supervisor and reconstitution of the RAC of the PhD Scholar Ms Pali Sarkar.

B. English

10.6 - To report the pre-submission presentation of the following PhD scholar:

S. No	Name of Scholar	Enrolment no	Date of registration	Thesis title	Date of presentation
1	Ms Sangeeta Jawla	S185LEN08	30.07.2018	Potters' Narratives: Identity, Social Relations and Material Culture	23 August 2024

The SCR took note of the pre-submission presentation in respect of the PhD Scholar Ms Sangeeta Jawla held on 23 Aug 2024.

10.7 - To report the submission of the thesis of the following PhD scholars:

S. No.	Name of the PhD scholar	Enrolment No	Date of registration	Date of Thesis Submission
1	Ms J. Imlikala Ao	S175LEN04	14.08.2017	12.08.2024
2	Ms Sangeeta Jawla	S185LEN08	30.07.2018	10.09.2024

The SCR took note of the thesis submission in respect of PhD Scholars tabled above.

10.8 - To consider the application and RAC's recommendation of temporary de-registration of the following PhD English Scholar under the provisions of clause 12(vi) of AUD PhD Regulations of 2017:

S. No.	Name of the PhD Scholar	Enrolment No	Date of Registration	Date of Application	Remark
1.	Ms. Dimpy Lochav	S185LEN03	30.08.2018	24.10.2024	Proposed date of de-registration is the date of application, i.e., 24.10.2024

The SCR resolved to recommend the de-registration in respect of PhD Scholar Ms Dimpy Lochav (S185LEN03) w.e.f. 24 Oct 2024.

10.9 - To consider the application and RAC's recommendation of re-registration after temporary de-registration of the following PhD English Scholar under the provisions of clause 12(vi) of AUD PhD Regulations of 2017:

S. No.	Name of the PhD scholar	Enrolment No	Date of registration	*Date of De-registration*	Date of Re-registration
1.	Ms Shivani Bhatt	S185LEN09	30.07.2018	08.06.2023	08.11.2024

The SCR took note of the re-registration in respect of PhD Scholar Ms Shivani Bhatt w.e.f. 08 Nov 2024.

10.10 - To consider the modifications in the Research Advisory Committees of the following PhD English Scholars:

S. No.	Name of the Scholar	Enrolment No	Present RAC	Proposed Committee
1.	Ms. Bhumika Singh	S205LEN03	Bhoomika Meiling (supervisor), Diamond Oberoi, Oinam Hemlata Devi	Bhoomika Meiling (supervisor), Diamond Oberoi, Oinam Hemlata Devi, Rinju Rasaily
2.	Mr Aishwarya Kumar	S195LEN02	Bhoomika Meiling Amit Singh Rohit Negi	Bhoomika Meiling (Supervisor) Amit Singh Dhiraj Kumar Nite

The SCR resolve to recommend the reconstitution of the RAC of the PhD Scholars as tabled above.

10.11 - To report six-monthly progress reports for the following PhD English Scholars of various batches (July to December 2024):

S. No.	Name of PhD Scholar	Enrolment No.	Date of registration	Date of RAC meeting	Discussions/Comments and Suggestions from RAC	RAC members present (supervisor first)
1.	Jenisha Singh	S195LEN04	21.08.2019	24.10.2024	The scholar's progress was deemed satisfactory	Sanju Thomas (Supervisor), Usha Mudiganti, Moggallan Bharti
2	Zakra Saiwa	S195LEN09	20.08.2019	23.10.2024	The scholar's progress was deemed satisfactory	Sanju Thomas (Supervisor), Bhoomika Meiling, Bindu KC
3	Komal Rajvansh	S205LEN04	24.11.2021	28.10.2024	The scholar's progress was deemed satisfactory	Diamond Oberoi (Supervisor), Sanju Thomas, Yogesh Snehi
4	Rahul Chauhan	S195LEN05	19.08.2019	14-11-2024	The scholar's progress was deemed satisfactory	Amit Singh (Supervisor), Diamond Oberoi, Manish Jain
5	Neha Dagar	S215LEN02	14.09.2022	12-08-2024	The scholar's progress was deemed satisfactory	Amit Singh (Supervisor), Sapna Dudeja, Devendra Kumar
6	Ayushi Sharma	S215LEN01	14.09.2022	09-09-2024	The scholar's progress was deemed satisfactory	Diamond Oberoi (Supervisor), Usha

						Mudiganti, Honey Oberoi
7	Aishwarya Kumar	S195LEN02	21-08-2019	19.11.2024	The scholar's progress was deemed satisfactory	Bhoomika Meiling (Supervisor), Amit Singh, Rohit Negi
8	Bhumika Singh	S205LEN03	24.11.2021	13.09.2024	The scholar's progress was deemed satisfactory	Bhoomika Meiling (Supervisor), Diamond Oberoi, Hemlata
9	Aakanksha Barwal	S205LEN01	25.11.2021	29.08.2024	The scholar's progress was deemed satisfactory	Bhoomika Meiling (Supervisor), Usha Mudiganti, Venugopal Maddipati
10	Meghal Karki	S205LEN05	24.11.2021	19-07-2024	The scholar's progress was deemed satisfactory	Amit Singh (Supervisor), Bhoomika Meiling, Shalini Awasthi
11	Ruchita Machal	S185LEN07	30.07.2018	20.11.2024	The scholar's progress was deemed satisfactory	Vikram Singh Thakur (Supervisor), Sanju Thomas, Shad Naved
12	Shreeya Malhotra	S195LEN06	19.08.2019	20.11.2024	The scholar's progress was deemed satisfactory	Vikram Singh Thakur (Supervisor), Sanju Thomas, Shad Naved
13	Shivani Bhatt	S185LEN09	30-07-2018	13.11.2024	The scholar's progress was deemed satisfactory	Diamond Oberoi (Supervisor), Amit Singh, Hemlata Devi
14	Dimpy Lochav	S185LEN03	3-08-2018	18.11.2024	The scholar's progress was deemed satisfactory	Sanju Thomas (Supervisor), Bhoomika Meiling, Anita Cherian

The SCR took note of the six-monthly progress reports (July to December 2024) for the PhD English Scholars of various batches as tabled above.

10.12. To consider the request of Ms Shivani Bhatt for two-year relaxation of normal registration period extended to women scholars as per clause 12 (v) of AUD PhD regulations 2017, with effect from 08-11-2024.

S No	Name of the PhD Scholar	Enrolment No	Date of registration	Request for	Remarks

				extension for period	
1	Ms Shivani Bhatt	S185LE N09	30-07-2018	08-11-2024 to 07-11-2026	The student has submitted an application on 08-11-2024 for women relaxation

The SCR resolved to recommend the women relaxation of 02 years in the registration period to* Ms Shivani Bhatt *(S185LEN09) from 08 Nov 2024 to 07 Nov 2026. The AUD PhD regulation 2017 clause 12(V) says *"Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days.*

C. Hindi

10.13 - To report the pre-submission presentation of the following PhD scholar:

S No	Name of the PhD scholar	Enrolment no	Date of registration	Thesis title	Date of Pre-Submission presentation date
1	Mr. Praveen Verma	S195DHI04	13.8.2019	Ikkisvi sadi ke aarambhik do dashak aur Hindi Kavita	09.10.2024

The SCR took note of the pre-submission presentation of PhD scholar Mr. Praveen Verma.

10.14 - To report the submission of thesis by the following PhD scholar:

S No	Name of the PhD scholar	Enrolment no	Date of registration	Thesis title	Date of Thesis Submission
1.	Mr. Praveen Verma	S195DHI04	13.8.2019	Ikkisvi sadi ke aarambhik do dashak aur Hindi Kavita	13.11.2024

The SCR took note of the thesis submission of PhD scholar Mr. Praveen Verma.

10.15 - To consider the application of the following PhD Hindi scholars for a six-month extension of normal registration period under clause 12(iv) of AUD PhD Regulations of 2017:

S No	Name of the PhD scholar	Enrolment no	Date of registration	Extension period
1	Mr. Biplaw	S195DHI02	13.08.2019	12.08.2024 TO 11.02.2025
2	Mr. Narender Kumar	S195DHI03	13.08.2019	12.08.2024 TO 11.02.2025

The SCR took note of the first six-monthly extension of the PhD Scholars as tabled above, as per clause 12(iv) of the AUD PhD Regulations of 2017.

10.16 - To consider the application of the following PhD Hindi scholar for a two-year women's relaxation of the normal registration period under clause 12(v) of the AUD PhD Regulations of 2017:

S No	Name of the PhD scholar	Enrolment no	Date of registration	Women relaxation sought
1	Ms. Archa Singh (Previous Name Archa Bhatnagar)	S185LEN01	30.07.2018	12.03.2024 TO 11.03.2026

The SCR resolved to recommend women relaxation of 02 years in the registration period to* Ms. Archa Singh (Previous Name Archa Bhatnagar) *(S185LEN01) from 12 Mar 2024 to 11 Mar 2026. The AUD PhD regulation 2017 clause 12(V) says *"Women candidates and Persons with Disability (more than*

40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days.

School of Liberal Studies

ITEM No- 11: To discuss and note the recommendation of the Research Studies Committee (RSC) of the School of Liberal Studies (SLS) on the following:

A. ECONOMICS:

11.1 - To consider and note that Mr. Ravinder Ram (S195DEC06), Date of Registration 01.08.2019, submitted an application dated 13 Jun 2024 for De-registration from PhD Economics, and duly recommended by the RAC in its meeting, the RSC decided to recommend and forward his application to the 68th SCR meeting for approval.

The SCR resolved to recommend the de-registration of Mr. Ravinder Ram (S195DEC06) w.e.f. 13 Jun 2024.

11.2 - To consider and note that Ms. Mansi Mehta (S185DEC04), Date of Registration 01.08.2018, submitted an application for De-registration from PhD Economics on 21 Jun 2024.

Given the RAC recommendation for her de-registration in its meeting held on 21 Jun 2024, the RSC decided to recommend and forward her application to the 68th SCR meeting for approval.

The SCR resolved to recommend the de-registration of Ms. Mansi Mehta (S185DEC04) w.e.f. 21 Jun 2024.

11.3 - To consider and note that Ms. Minni (S195DEC04, Date of Registration No. 02 Aug 2019), submitted an application on 10.05.2024 requesting for relaxation of 2 years (Duration from 02 Aug 2024 to 01 Aug 2026) as applicable in case of women candidate.

The RAC committee has recommended the two years' relaxation in its meeting held on 07.06.2024. The RSC decided to recommend the two years' relaxation for her under clause 12(v), 2017 PhD regulation and forward to the 68th SCR meeting for approval.

The SCR resolved to recommend the women relaxation of 02 years in the registration period to Ms Minni (S195DEC04) from 02 Aug 2024 to 01 Aug 2026. The women candidates as per the AUD PhD regulation 2017 clause 12(V) *"Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days.*

11.4 - To consider and note that Ms. Akanksha Yadav (S195DEC02), Date of Registration 01.08.2019, submitted an application on 10.05.2024 requesting for relaxation of 2 years (duration from 01 Aug 2024 to 31Jul 2026) as applicable to women candidate.

The RAC committee has recommended the two years' relaxation in its meeting held on 14.06.2024. The RSC decided to recommend the two years' relaxation for her under clause 12(v), 2017 PhD regulation and forward to the 68th SCR meeting for approval.

The SCR resolved to recommend the women relaxation in the registration period to Ms. Akanksha Yadav (S195DEC02) from 01 Aug 2024 to 31 Jul 2026. The women candidates as per the AUD PhD regulation 2017 clause 12(V) *"Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days.*

11.5 - To consider and note that Ms. Bhoomika Mann (S195DEC03), Date of Registration 01.08.2019, submitted an application on 21.06.2024 requesting for relaxation of 2 years (duration from 01 Aug 2024 to 31 Jul 2026) applicable to women candidates.

The RAC committee has recommended the two years' relaxation in its meeting held on 07.06.2024. The RSC decided to recommend the two years' relaxation for her under clause 12(v), 2017 PhD regulation and forward to the 68th SCR meeting for approval.

The SCR resolved to recommend the women relaxation in the registration period to Ms. Bhoomika Mann (S195DEC03) from 01 Aug 2024 to 31 Jul 2026 as a Women candidate. The women candidates as per the AUD PhD regulation 2017 clause 12(V) *"Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days.*

11.6 - To consider and note the re-constitution of RAC of the following scholars:

S. No	Name of Student (Enrolment Number)	Date of Registration	RAC Members (Old)	RAC Members (New)	Reason
1.	Mansi Mehta (S185DEC04)	01.08.2018	Dr. Dipa Sinha (Supervisor) Dr. Deepita Chakravarty Dr. Krishna Ram	Dr. Taposik Banerjee (Supervisor) Dr. Deepita Chakravarty Dr. Krishna Ram	Dr. Dipa Sinha has resigned from AUD.
2.	Priya Jindal (S205DEC03)	16.11.2021	Dr. Jyotirmoy Bhattacharya (Supervisor) Dr. Dipa Sinha Dr. Anamitra Roy Chowdhury	Dr. Jyotirmoy Bhattacharya (Supervisor) Dr. Robin Singhal Dr. Anamitra Roy Chowdhury	Dr. Dipa Sinha has resigned from AUD.
3.	Baishakhi Mondal (S215DEC01)	14.09.2022	Dr. Jyotirmoy Bhattacharya (Supervisor) Dr. Dipa Sinha Dr. Deepita Chakravarty	Dr. Jyotirmoy Bhattacharya (Supervisor) Dr. Krishna Ram Dr. Deepita Chakravarty	Dr. Dipa Sinha has resigned from AUD.
4.	Bhoomika Mann (S195DEC03)	02.08.2019	Dr. Parag Waknis (Supervisor) Dr. Dipa Sinha Dr. Krishna Ram Dr. SonaMitra	Dr. Parag Waknis (Supervisor) Dr. Krishna Ram Dr. Sona Mitra	Dr. Dipa Sinha has resigned from AUD.
5.	Neha (S205DEC02)	21.11.2021	Dr. Krishna Ram (Supervisor) Dr. Dipa Sinha Prof. Babu P. Ramesh	Dr. Krishna Ram (Supervisor) Dr. Jyotirmoy Bhattacharya Prof. Babu P. Ramesh	Dr. Dipa Sinha has resigned from AUD.
6.	Akanksha Yadav (S195DEC02)	01.08.2019	Dr. Parag Waknis (Supervisor) Dr. Arindam Banerjee (Co-Supervisor) Dr. Dipa Sinha Dr. Indranil Mukhopadhay	Dr. Parag Waknis (Supervisor) Dr. Arindam Banerjee (Co-Supervisor) Dr. Taposik Banerjee Dr. Indranil Mukhopadhay	Dr. Dipa Sinha has resigned from AUD.

The SCR resolved to recommend the re-constitution of RAC of the PhD scholars tabled above.

I. **Items for Reporting**

11.7 - To consider and note the six-monthly progress reports of the following PhD Economics scholars for the period January 2024 – June 2024.

S. No	Name of Students / Enrolment No	Date of Registration	Supervisor (RAC Members)	Period for the month of	Date of RAC Meeting	Discussion/Comments and Suggestions from RAC
1.	Mansi Mehta (S185DEC04)	01.08.2018	Dr. Taposik Banerjee (Supervisor) Dr. Deepita Chakravarty Dr. Krishna Ram	Jan. to July 2024	21.06.2024	The scholar's progress was deemed satisfactory.
2.	Ravinder Ram (S195DEC06)	01.08.2019	Dr. Krishna Ram (Supervisor) Dr. Parag Waknis Dr. Amit Thorat	Jan. to July 2024	05.06.2024	The scholar's progress was deemed satisfactory
3.	Priya Jindal (S205DEC03)	16.11.2021	Dr. Jyotirmoy Bhattacharya (Supervisor) Dr. Dipa Sinha Dr. Anamitra Roy Chowdhury	Jan. to June 2024	06.06.2024	The scholar's progress was deemed satisfactory
4.	Baishakhi Mondal (S205DEC04)	14.09.2022	Dr. Jyotirmoy Bhattacharya (Supervisor) Dr. Dipa Sinha Dr. Deepita Chakravarty	Jan. to June 2024	06.06.2024	The scholar's progress was deemed satisfactory
5.	Minni (S195DEC04)	02.08.2019	Dr. Parag Waknis (Supervisor) Dr. Jyotirmoy Bhattacharya Dr. Krishna Ram Dr. Catalina Granda-Carvajal	Jan. to June 2024	07.06.2024	The scholar's progress was deemed satisfactory
6.	Akanksha Yadav (S195DEC02)	01.08.2019	Dr. Parag Waknis (Supervisor) Dr. Arindam Bannerjee (Co-Supervisor) Dr. Dipa Sinha Dr. Indranil Mukhopadhyay	Jan. to June 2024	14.06.2024	The scholar's progress was deemed satisfactory

7.	Bhoomika Mann (S195DEC03)	02.08.2019	Dr. Parag Waknis (Supervisor) Dr. Dipa Sinha Dr. Krishna Ram Dr. Sona Mitra	Jan. to June 2024	07.06.2024	The scholar's progress was deemed satisfactory
8.	Neha (S205DEC02)	21.11.2021	Dr. Krishna Ram (Supervisor) Dr. Dipa Sinha Prof. Babu P. Ramesh	Jan. to June 2024	05.06.2024	The scholar's progress was deemed satisfactory
9.	Shashank Mendiratta (S205DEC05)	21.11.2021	Dr. Jyotirmoy Bhattacharya (Supervisor) Dr. Nidhi Kaicker Dr. Parag Waknis	Jan. to June 2024	05.06.2024	**Unsatisfactory (It is Second Unsatifactory report for Jan 2024 to Jul 2024)**

The SCR took note of the six-monthly progress reports of the PhD Economics scholars, as tabled above, for the period January 2024 – June 2024, except Mr. Shashank Mendiratta at Sl 09, whose report is unsatisfactory (Second Report).

B. HISTORY:

II. Items for Consideration

11.8 - To consider and note that Ms. Chandrika Das (Registration Number: S195DHS01, Date of Registration: 13.08.2019) submitted an application on 21.06.2024 requesting relaxation of 2 years (From 13.08.2024 to 12.08.2026) as applicable in the case of women candidate.

The RAC committee has recommended a two-year relaxation in its meeting held on 21.06.2024. The RSC decided to recommend the two-year' relaxation for her under clause 12(v), 2017 PhD regulation *"Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for PhD"* and forward to the 68th SCR meeting for approval.

The SCR resolved to recommend the women relaxation in the registration period to Ms. Chandrika Das (Registration Number: S195DHS01) from 13.08.2024 to 12.08.2026. The women candidates as per the AUD PhD regulation 2017 clause 12(V) *"Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days.*

11.9 - To consider and note that Mr. Adarsh Kumar Aryan (S205DHS01), Date of registration: 17.11.2021 has submitted an application on 10.09.2024 requesting for a six months' extension to defend his synopsis, duly recommended by the supervisor.

The RSC decided to recommend the six months' extension for synopsis defence as per clause 12.2 of PhD regulations 2021 to the 68th SCR meeting for approval.

The SCR resolved to recommend the six-month extension to Mr Darsh Kumar Aryan till 09.03.2025 to defend his synopsis as per clause 12.2 of PhD regulations 2021.

IV. Items for Reporting

11.10 - To consider and note the successful Thesis-Submission of the following scholar:

S. No	Name of the Student/ Enrolment No.	Date of Registration	Title of PhD Dissertation	Supervisor and RAC Members	Thesis-submission
1	Tanya Burman (S195DHS02)	13.08.2019	Begum Hazrat Mahal Power, Politics and Representation in the Revolt of 1857	Dr. Shailaja Menon (Supervisor) Dr. Lata Singh Dr. Dharitri Nazary Chakravartty	13.06.2024

The SCR took note of the thesis submission of PhD Scholar Ms Tanya Burman (S195DHS02) on 13 Jun 2024.

11.11 - To consider and note the six-monthly progress reports of the following PhD History scholars for the period Jan. 2024 – June 2024.

S. No	Name of Students / Enrolment No	Date of Registration	Supervisor (RAC Members)	Period for the month of	Date of RAC Meeting	Discussion/Comments and Suggestions from RAC
1	Tanya Burman (S195DHS02)	13.08.2019	Dr. Shailaja Menon (Supervisor) Dr. Lata Singh Dr. Dharitri Nazary Chakravartty	Aug. 23 to Feb. 2024	14.03.2024	The scholar's progress was deemed satisfactory.
2	Chandrika Das	13.08.2019	Dr. Dharitri Narzary	Jan. to	21.06.2024	The scholar's progress was

	(S195DHS01)		Chakravartty (Supervisor) Dr. Manjeet Baruah Dr. Dhiraj Kumar Nite	June 2024		deemed satisfactory.
3	Snigdha Bhaswati (S205DHS06)	17.11.2021	Dr. Dharitri Narzary Chakravartty (Supervisor) Dr. Yogesh Snehi Dr. Bhuwan Jha	Jan. to June 2024	05.06.2024	The scholar's progress was deemed satisfactory.
4	Adarsh Kumar Aryan (S205DHS01)	17.11.2021	Dr. Dharitri Nazary Chakravartty (Supervisor) Dr. Yogesh Snehi Dr. Ajeet Kumar	Jan. to June 2024	14.06.2024	The scholar's progress was deemed satisfactory.
5	Sri Harsha Sai Matta (S215DHS08)	14.09.2022	Dr. Yogesh Snehi (Supervisor) Dr. Shailaja Menon Dr. Rajan Krishnan	March 24 to Aug. 2024	28.08.2024	The scholar's progress was deemed satisfactory.
6.	Amartyajyoti Basu (S215DHS01)	14.09.2022	Dr. Dhiraj Kumar Nite (Supervisor) Prof. Dhirendra Datt Dangwal Dr. Rinju Rasaily	Jan. to June 2024	04.09.2024	The scholar's progress was deemed satisfactory.

The SCR took note of the six monthly progress report of the PhD Scholars as tabled above for the period Jan. 2024 – June 2024.

C. Mathematics:

V. Items for Consideration

11.12 - In the case of Ms. Arushi (S185DMA01, Date of Registration 25.07.2018), the RAC committee has recommended a relaxation for submission of PhD

thesis by another one year (i.e. 25 Jul 2024 to 24 July 2025) under clause 12(v), 2017 PhD regulation as applicable in case of women's candidate.

It may be noted that earlier she has availed only one-year relaxation from 25 Jul 2023 to 24 July 2024. The RSC decided to recommend the additional one-year relaxation under clause 12(v), 2017 PhD regulation which states that *"Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for PhD"* and forward to the 68th SCR meeting for approval.

The SCR resolve to recommend the women relaxation of another one year from 25 Jul 2024 to 24 Jul 2025 under clause 12(v), 2017 PhD regulation as applicable in case of women's candidate to Ms. Arushi (S185DMA01).

11.13 - To consider and note that Mr. Prashun Kumar (Registration Number: S195DMA01 and Date of Registration: 07.08.2019) submitted an application on 24.05.2024 seeking a six-month' extension. The RAC committee has recommended for a months' extension in its meeting held on 07.06.2024. The RSC decided to recommend the six months' extension as per clause 12 (iv), 2017 PhD regulation which states that *".... In case the candidate is not able to complete his course work and/or research requirements within the normal registration period, he may apply to RSC for an extension of six months from the date of completion of five years of enrolment in the programme...."* and forward it to the 68th SCR meeting for approval.

The SCR resolved to recommend the first six-month extension from 07 Aug 2024 to 06 Feb 2025 as per clause 12 (iv), 2017 PhD regulation which states that ".... *In case the candidate is not able to complete his course work and/or research requirements within the normal registration period, he may apply to RSC for an extension of six months from the date of completion of five years of enrolment in the programme...."*

VI Items for Reporting

11.14 - To report the successful submission of PhD thesis for the following scholars:

S. No.	Name of the Student/ Enrolment No.	Date of Registration	Title of PhD Dissertation	RAC Members/Supervisor	Date of Thesis Submission
1	Nisha (S195DMA02)	07.08.2019	Traffic Flow Modeling and Prediction	Dr. Kranti Kumar (Supervisor)	01.08.2024

				Dr. Chandrashekhar Nishad Dr. Pranay Goswami Dr. Ramneek Khassa	

The SCR took note of the thesis submission of PhD Scholar Ms Nisha (S195DMA02).

11.15 - To consider and note the successful synopsis defence for the following Research Scholars:

S. No	Name of the Student/ Enrolment No.	Date of Registration	Title of PhD Synopsis	RAC Members/Supervisor	Date of Synopsis approved
1.	Bhawna/ (S195DMA02)	20.11.2021	Fractional Extensions of Traffic Flow Models and Their Solutions	Dr. Kranti Kumar (Supervisor), Dr. Pranay Goswami (Co-Supervisor), Dr. Mradul Veer Singh (Internal member) Dr. Jitendra Kumar, Central University of Haryana (External member)	11.06.2024
2.	Kuldeep/ (S205DMA03)	24.11.2021	A Dynamical Study of SIR and Related Models	Dr. Pranay Goswami (Supervisor) Dr. Mradul Veer Singh (Internal member) Dr. Kranti Kumar (Internal member Dr. Arun Chaudhary	11.06.2024

				(External Expert)	
3.	Ashish/ (S205DMA01)	18.11.2021	A Study of Generalized Emden-Fowler Equations and Their Solutions	Dr. Pranay Goswami (Supervisor) Dr. Mradul Veer Singh (Internal member) Dr. Kranti Kumar (Internal member) Dr. Arvind (External Expert)	11.06.2024

The SCR took note of the Synopsis defence successfully in respect of the 03 PhD Scholars tabled above.

11.16 - To consider and note the successful Pre-Submission Presentation of the following scholar:

S. No	Name of the Student/ Enrolment No.	Date of Registration	Title of PhD Dissertation	Supervisor and RAC Members	Date of Pre-submission presentation
1	Nisha/ (S195DMA02)	07.08.2019	Traffic Flow Modeling and Predication	Dr. Kranti Kumar (Supervisor) Dr. Chandrashekhar Nishad Dr. Pranay Goswami Dr. Ramneek Khassa	19.06.2024

The SCR took note of the pre-submission presentation of PhD Scholar Ms Nisha (S195DMA02).

11.17 - To consider and note the six-monthly progress reports of the following PhD Mathematics scholars for the period January 2024 – June 2024.

S. No	Name of Students / Enrolment No	Date of Registration	Supervisor (RAC Members)	Period for the month of	Date of RAC Meeting	Discussion/Comments and Suggestions from RAC
1	Sandeep Sharma (S215DMA02)	14.09.2022	Dr. Mradul Veer Singh (Supervisor) Dr. Mukund Madhav Mishra Dr. Balchand Prajapati Dr. Pranay Goswami	Jan. to June 2024	10.06.2024	The scholar's progress was deemed satisfactory.
2	Surbhi (S215DMA03)	14.09.2022	Prof. Geetha Venkataraman (Supervisor) Prof. Amitabhatripathi Dr. Balchand Prajapati Dr. Ramneek Khassa	Jan. to June 2024	07.06.2024	The scholar's progress was deemed satisfactory.-
3	Prashun Kumar (S195DMA01)	07.08.2019	Prof. Geetha Venkataraman (Supervisor) Dr. A Satyanarayan Reddy Dr. Balchand Prajapati Dr. Ramneek Khassa	Jan. to June 2024	07.06.2024	The scholar's progress was deemed satisfactory.
4	Arushi (S185DMA01)	25.07.2018	Prof. Geetha Venkataraman (Supervisor) Dr. Ramneek Khassa Dr. Balchand Prajapati Dr. Radha Mohan	Jan. 24 to June 2024	07.06.2024	The scholar's progress was deemed satisfactory.

The SCR took note of the six-monthly progress reports of the 04 PhD Mathematics scholars tabled above for the period January 2024 – June 2024.

D. SOCIOLOGY

VII Items for Consideration

11.18 - To consider and note that Ms. Devika Singh Shekhawat (Registration Number: S195DSC01, Date of Registration: 09.08.2019) submitted an application on 30.05.2024 requesting relaxation of 2 years (From 09.08.2024 to 08.08.2026) as applicable in case of a woman candidate. The RAC committee has recommended a two-year relaxation in its meeting held on 03.06.2024. The RSC decided to recommend the two-year' relaxation for women's candidates under clause 12(v), 2017 PhD regulation *"Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for PhD"* and forward to the 68th SCR meeting for approval.

The SCR resolved to recommend women's relaxation in the registration period to Ms. Devika Singh Shekhawat (Registration Number: S195DSC01, Date of Registration: 09.08.2019) from 09.08.2024 to 08.08.2026. *The women candidates, as per the AUD PhD regulation 2017 clause 12(V), "Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days.*

11.19 - To consider and note the reconstitution of the RAC of the following scholars:

S. No	Name of Student (Enrolment Number)	Date of Registration	RAC Members (Old)	RAC Members (New)	Reason
1.	Aditya Lakshmi R (S205DSC05)	27.11.2021	Dr. Preeti Sampat (Supervisor) Dr. Santosh K. Singh Dr. Rajan Krishnan (SCCE), External Expert	Dr. Bidhan Chandra Dash (Supervisor) Dr. Santosh K. Singh Dr. Bindu KC	Dr. Preeti Sampat has resigned from AUD.

2.	Apurba Goswami (S205DSC06)	29.11.2021	Dr. Preeti Sampat (Supervisor) Dr. Rinju Rasaily Prof. Sanjay Kumar Sharma	Dr. Rinju Rasaily (Supervisor) Dr. Santosh K. Singh and Prof. Sanjay Kumar Sharma	Dr. Preeti Sampat has resigned from AUD.
3.	Devika Singh Shekhawat (S195DSC01)	09.08.2019	Dr. Rinju Rasaily (Supervisor) Prof. Rana P. Behal (External Member) Dr. Preeti Sampat	Dr. Rinju Rasaily (Supervisor) Prof. Rana P. Behal Dr. Bidhan Chandra Dash	Dr. Preeti Sampat has resigned from AUD.

The SCR resolved to recommend the reconstitution of the RAC of the PhD Scholars tabled above.

VIII Items for Reporting

11.20 - To consider and note the successful Pre-Submission Presentation of the following scholar:

S. No	Name of the Student/ Enrolment No.	Date of Registration	Title of PhD Dissertation	Supervisor and RAC Members	Date of Pre-PhD submission presentation
1	Shahana/ S195DSC03	26.07.2019	Love Marriage and Community: A Sociological Study on Creating Domesticities	Prof. Rukmini Sen (Supervisor) Prof. Farhana Ibrahim (external member) Dr. Rinju Rasaily	18.06.2024

The SCR took note of the successful Pre-Submission Presentation of the PhD scholar Ms. Shahana (S195DSC03).

11.21 - To report the successful submission of the PhD thesis for the following scholars:

S. No.	Name of the Student/ Enrolment No.	Date of Registration	Title of PhD Dissertation	RAC Members/Supervisor	Date of Submission

1	Shahana (S195DSC03)	08.08.2019	Love Marriage and Community: A Sociological Study on Creating Domesticity in the City of Delhi	Prof. Rukmini Sen (Supervisor) Dr. Rinju Rasaily Prof. Farhana Ibrahim	23.07.2024

The SCR took note of the thesis submission of the PhD Scholar Ms. Shahana (S195DSC03).

11.22 - To consider and note the successful synopsis defense for the following Research Scholars:

S No.	Name of the Student/ Enrolment No.	Date of Registration	Title of PhD Synopsis	RAC Members/Supervisor	Date of Synopsis approved
1.	Chitra/ S205DSC08	28.11.2021	Old Age and Institution: A Study of Everyday Life at an Old Age Home in Delhi	Dr. Rinju Rasaily (Supervisor) Dr. Snigdha Vishnoi Dr. Anirban Sengupta	18.06.2024
2.	Baby Kumari/ S205DSC07	30.12.2021	'Public Secrets' of everyday life: The lifeworld of Sex workers in Bihar	Prof. Rukmini Sen (Supervisor) Prof. Pamela Singla Dr. Snigdha Vishnoi	18.06.2024

The SCR took note of the successful synopsis defence successfully by the 02 PhD Scholars as tabled above.

11.23 - To report that Ms. Devika Singh Shekhawat (S195DSC01), Date of registration 09/08/2019 - Fulbright Visiting Research Fellowship Awardee at the School of Industrial and Labor Relations and the South Asia Program at Cornell University, US. Study period from 15.8.2023 to 30.05.2024, and she gave an open presentation on 18.06.2024 at KG Campus.

The SCR took note of the open presentation given on 18 Jun 2024 by Ms. Devika Singh Shekhawat (S195DSC01) - Fulbright Visiting Research Fellowship Awardee at the School of Industrial and Labor Relations and the South Asia Program at Cornell University, US, during the period from 15.8.2023 to 30.05.2024.

11.24 - To consider and note the six-monthly progress reports of the following PhD Sociology scholars for the period January 2024 – June 2024.

S. No	Name of Students / Enrolment No	Date of Registration	Supervisor (RAC Members)	Period for the month of	Date of RAC Meeting	Discussion/Comments and Suggestions from RAC
1	Aditya Lakshmi R (S205DSC05)	29.11.2021	Dr. Preeti Sampt (Supervisor) Dr. Santosh K. Singh Dr. Bidhan Chandra Dash	Jan. 24 to July. 2024	28.05.2024	The scholar's progress was deemed satisfactory.
2.	Apurba Goswami (S205DSC06)	29.11.2021	Dr. Preeti Sampat (Supervisor) Dr. Rinju Rasaily Prof. Sanjay Sharma	Jan 24 to July. 2024	28.05.2024	The scholar's progress was deemed satisfactory.
3.	Chitra (S205DSC08)	28.11.2021	Dr. Rinju Rasaily (Supervisor) Dr. Sngidha Vishnoi Dr. Anirban Sen Gupta	Jan. 24- June 2024	31.05.2024	The scholar's progress was deemed satisfactory.
4.	Vipan Kumar (S215DSC08)	15.09.2022	Dr. Snigdha Vishnoi (Supervisor) Dr. Santosh K. Singh Dr. Rachna Mehra	Jan. 24- June 2024	10.06.2024	The scholar's progress was deemed satisfactory.
5.	Shahana (S215DSC08)	08.08.2019	Prof. Rukmini Sen (Supervisor) Dr. Rinju Rasaily Prof. Farhana Ibrahim	Jan 24- July 2024	30.05.2024	The scholar's progress was deemed satisfactory.
6.	Devika Singh Shekhawat (S195DSC01	08.08.2019	Dr. Rinju Rasaily (Supervisor) Prof. Rana P. Behal Dr. Preeti Sampat	Jan 24- June 2024	03.06.2024	The scholar's progress was deemed satisfactory.
7.	Baby Kumari (S205DSC07)	30.12.2021	Prof. Rukmini Sen (Supervisor) Prof. Pamela Sangla	Jan 24- June 2024	07.06.2024	The scholar's progress was deemed satisfactory.

			Dr. Snigdha Vishnoi			
8.	Abhishek Chandra (S205DSC 04)	27.11.2021	Dr. Urfat Anjem Mir (Supervisor) Dr. Santosh K. Singh Prof. Shiv Kumar Gupta	Jan. to June 2024	26.06.2024	The scholar's progress was deemed satisfactory.
9.	Aarshi Jahan (S205DSC 02)	27.11.2021	Prof. Rukmini Sen (Supervisor) Dr. Urfat Anjem Mir Prof. Anuja Agrawal	Jan. to June 2024	21.06.2024	The scholar's progress was deemed satisfactory.
10.	Jitendra Kumar (S215DSC 04)	14.09.2022	Dr. Snigdha Vishnoi (Supervisor) Prof. Rukmini Sen Prof. Rachna Chaudhary	Jan. to June 2024	13.06.2024	The scholar's progress was deemed satisfactory.
11.	Niki Rai (S215DSC 06)	14.09.2022	Dr. Rinju Rasaily (Supervisor) Dr. Bidhan Chandra Dash Dr. Mamatha Karolli	Jan. to June 2024	14.06.2024	The scholar's progress was deemed satisfactory.
12.	Zaira Rahim (S215DSC 09)	14.09.2022	Prof. Rukmini Sen (Supervisor) Dr. Urfat Anjem Mir Dr. Ivy Dhar	Jan. to June 2024	20.08.2024	The scholar's progress was deemed satisfactory.
13.	Shivani Choudhary (S215DSC 07)	24.09.2022	Prof. Rukmini Sen (Supervisor) Dr. Snigdha Vishnoi Dr. Manasi Thapliyal	Jan. to June 2024	20.08.2024	The scholar's progress was deemed satisfactory.

The SCR took note of the six-monthly progress of the 13 PhD Scholars of Sociology as mentioned in the above table for the period January 2024 – June 2024.

11.25 - To consider and note the unsatisfactory six-monthly progress reports of the following PhD Sociology scholar for the period July 23- December 2023.

S. No	Name of Students /	Date of Registration	Supervisor (RAC Members)	Period of	Date of RAC Meeting	Discussion/Comments and

	Enrolment No			report		Suggestions from RAC
1	Baby Kumari (S205DSC07)	30.12.2021	Prof. Rukmini Sen (Supervisor) Prof. Pamela Sangla Dr. Snigdha Vishnoi	July 23-Dec. 2023	12.12.2023	Unsatisfactory

Note: The six-monthly progress report in respect of PhD scholar Baby Kumari (S205DSC07) for the period from Jan 2024 to Jun 2024 is satisfactory and mentioned in the Agenda Item 11.24 (At Serial 7) above.

The SCR took note of the unsatisfactory six-monthly progress of PhD Scholars of Sociology for the period of Jul 2023 to Dec 2023 as mentioned in the above table.

School of Public Policy and Governance

ITEM No- 12: To discuss and note the recommendation of the Research Studies Committee (RSC) of the School of Public Policy and Governance (SPPG) on the following:

12.1 – To note the constitution of the Research Studies Committee (RSC) of the School of Public Policy and Governance (SPPG).

The RSC of SPPG has been constituted with the following members:

1. Prof. N. Nakkeeran (Dean, SPPG) (Chair)
2. Dr. Samik Chowdhury (PC, PhD-Public Health; Faculty, SPPG) (Member and Convenor)
3. Dr. Partha Saha (Faculty, SPPG) (Member)
4. Dr. Jyotirmay Bhattacharya (Nominated by Dean AA and approved by HVC) (Member)
5. Dr. Nidhi Kaicker (Nominated by Dean AA and approved by HVC) (Member)

The SCR resolved to recommend the constitution of the Research Studies Committee (RSC) of the School of Public Policy and Governance (SPPG).

12.2 - To consider and note the six-monthly progress reports of 2021 & 2022-23 PhD Batches of SPPG for the period of May 2024 to October 2024.

Table 1: Progress of PhD Scholars of SPPG (May 2024 to October 2024) the 2021 batch

Student name	Enrolment no.	Date of Registration	Supervisor	RAC Members	Date of RAC	RAC Assessment
Amit Kumar	S215MPH01	14/09/2022	N. Nakkeeran	Samik Chowdhury, Pritpal Randhawa	30/09/2024	Satisfactory
Vijay Singh Bhandari	S215MPH03	15/09/2022	Samik Chowdhury	N. Nakkeeran, Partha Saha	30/09/2024	Satisfactory

2022-23 batch

Student name	Enrolment no.	Date of Registration	Supervisor	RAC Members	Date of RAC	Progress Assessment
Asma Sheikh	S235MPH01	03/05/2024	Samik Chowdhury	RAC to be constituted	N.A.	Successfully completed 1st semester coursework.
Pritam Kumar Singh	S235MPH02	03/05/2024	N. Nakkeeran	Prof. N. Nakkeeran Dr. Samik Chowdhury Prof. Sangamitra Sheel Acharya	N.A.	Successfully completed 1st semester coursework

The SCR took note of the six-monthly progress reports of 2021 & 2022-23 PhD Batches of SPPG for the period from May 2024 to October 2024 as mentioned in the above table.

12.3 - To consider the request for appointment of a co-supervisor and consequent Reconstitution of RAC for PhD Public Health student Vijay Singh Bhandari (S215MPH03) of the 2021 batch.

Given the interdisciplinary nature of Mr Vijay Singh Bhandari's work (occupational health), additional guidance from faculty with expertise in informal work and labour would be beneficial. Therefore, the RAC, in consultation with the scholar, has proposed the appointment of Prof Babu P Ramesh as a co-supervisor. Professor Babu P Ramesh has communicated his willingness to accept this role. Accordingly, the RAC of the Student has been reconstituted as given in the table below. The composition of the new RAC meets the relevant clause of the PhD regulations (Clause 11.2 of the PhD Regulations, 2021).

Student name	Enrolment no.	Date of Registration	Batch	Supervisor	Existing RAC	Proposed New RAC
Vijay Singh Bhandari	S215MPH03	15/09/2022	2021	Samik Chowdhury	Samik Chowdhury; N. Nakkeeran ; Partha Saha	Samik Chowdhury (Supervisor; Babu P. Ramesh (Co-supervisor) N. Nakkeeran; Partha Saha

The SCR resolved to recommend the appointment of a co-supervisor and consequent re-constitution of RAC for PhD Public Health student Vijay Singh Bhandari (S215MPH03) of the 2021 batch.

ITEM No- 13: Any other agenda item with the permission of the Chair.

Nil

ICSSR

Guidelines

Senior Fellowship



Indian Council of Social Science Research (ICSSR)
Ministry of Education (MoE)
JNU Institutional Area, Aruna Asaf Ali Marg, New Delhi - 110067 (INDIA)

1. Introduction

1.1 Senior Fellowships are awarded to senior Indian researchers who have made significant contribution in the field of Social Sciences through projects/ publications, including books published by reputed publishers and research papers in peer-reviewed journals with high impact factor. The studies made by the Senior Fellows are expected to have the potential to contribute in the development of the nation by providing evidence-based solution to current and future challenges in different fields.

1.2 The Senior Fellowships for the Financial Year 2025-26 shall be awarded in the following areas of Social Sciences:

Sr. no	Broad Domains	Priority Areas
1	Economics / Development Studies	a) Innovations in Agriculture and Rural Development b) Entrepreneurship and Start-ups c) Blue Economy d) Natural Resources and Regional Development e) Sustainable Development f) Green Economy Transition g) Fintech and Fintech-based Solutions for Economic Development h) Cooperatives and Rural Transformation i) Emerging Technologies and Socio-economic Development j) MSMEs and Development k) GST Reforms l) Circular Economy m) Informal Economy n) Gig Economy and Market Dynamics
2	Management	a) Financial Management b) Human Resource Management c) CSR Programs and Business Ethics d) Technology and Management e) Organisational Behaviour f) Sustainability and Management g) Human Capital, Innovation and Management h) Corporate Governance and Inclusive Development
3	Commerce	a) Trade and Commerce b) Fintech and Fintech-based Solutions c) Financial Literacy and Digital Financial Systems d) Digital Assets and Governance e) Financial Inclusion f) E-Commerce g) Taxation, Reforms and Ease of Doing Business

Sr. no	Broad Domains	Priority Areas
4	Sociology/ Social Work	a) Development and Empowerment of Vulnerable Sections of Society b) Food and Society c) Rural and urban societies d) Informal Work and Domestic Labour e) Ageing and Social Security f) Education, Technology and Society
5	Social Anthropology	a) Linguistic Anthropology b) Cultural Anthropology c) Ethnographic Studies d) Development and Anthropology e) Religion, Rituals and Social Cohesion f) Anthropology of Infrastructure and Urban Change g) Family and Changing Social Institutions h) Prehistoric Cultures of the Indian Subcontinent i) Cultural Survival and Rights j) Bio-cultural studies of Health and Disease
6	Culture Studies	a) Digital Humanities b) Life, Literature and Thought in India c) Literature and Globalization d) Art Practices and Folk/Oral Forms e) Medical Humanities f) Language, Literature and Popular Culture g) Popular Culture h) Intellectual Traditions and Social Thought in India i) Cultural Heritage and Traditions
7	Sanskrit Studies	a) Grammatical Traditions b) Manuscript Studies c) Poetics d) Literary and Aesthetic Traditions e) Sanskrit and Indian Knowledge Systems f) Sanskrit and Contemporary Discourse g) Commentarial Traditions and Civilisational Discourses h) Computational Sanskrit and Digital Archiving
8	Socio-Philosophical Studies	a) Indian Philosophical Systems b) Comparative Ethics c) Artificial Intelligence and Ethics d) Philosophies of Mind and Consciousness e) Decolonizing Philosophy Studies in India

Sr. no	Broad Domains	Priority Areas
		f) Philosophy of Ecology and Sustainability g) Intercultural Ideas, Comparative Philosophy and Modernity
9	Sociolinguistics	a) Language, Culture and Society b) Social Concepts and Theories in Indian Languages c) Multilingualism d) Sociolinguistics and Education e) Language, Media and Technology f) Media, Digital Communication and Language Shifts g) Cross-Cultural Aesthetic Dialogues and Linguistic Interface
10	Gender Studies	a) Gender and Society b) Gender and Work: Women in the Informal and Unorganized Sectors c) Gender and Environment d) Women and Digital Transformation: Bridging the Gender Gap in Technology e) Gender, Education and Health f) Gender and Law
11	Health Studies/ Public Health	a) AYUSH & Community Medicine b) Indigenous Healing Methods and Practices c) Food and Nutrition of Children d) 'Zero-Food' Children: Socio-economic and Environmental Aspects e) Sports and Fitness f) Digital Health Services g) Public Healthcare in Rural and Urban Regions h) AI and Public Health i) Ethno-medicines and Integrative Systems j) Mental Health in Post-pandemic Societies
12	Political Science	a) E-Governance b) Human Rights and Legislation c) Contemporary Electoral System d) Participatory Politics e) Politics and Technology f) Indian Political Thought g) Indigenous Polity h) Rural and Urban Governance i) Indian Constitutionalism j) Climate Politics and Global Governance

Sr. no	Broad Domains	Priority Areas
		k) Democracy and Electoral Politics l) Public Policy and Welfare m) Social Media, Digital Interface and Democracy n) Women and Politics
13	International Relations/ Geopolitics	a) Geo-Politics b) Indo-Pacific Strategic Relations c) India's Cultural Diplomacy and Soft Power d) Global South and Diplomacy e) Multilateralism, Plurilateralism and Global Institutions f) Energy Security and Geopolitical Transformations
14	Public Administration	a) Ethical Governance b) Governance Reforms and Bureaucracy c) Public Service Delivery d) Digital Governance e) Decentralization and Local Administration f) Public Policy and Governance
15	Diaspora Studies	a) Role of Indian Diaspora in the Development of Bharat b) Multiculturalism and Migration c) Foreign Policy and Diaspora d) Diaspora and Economic Development e) Diaspora and Identity f) Literature, History and Diaspora
16	National Security and Strategic Studies	a) Defence and National Security b) Defence Manufacturing c) Border Security and Illegal Cross-border Migration d) Information Warfare and Cyber Security e) Maritime Security f) Non-traditional Security Threats g) Emerging Threats and Hybrid Warfare h) Terrorism and Global Security i) Internal Security
17	Education and Skilling	a) Digital Learning & Technology Integration b) National Education Policy 2020: Implementation and Challenges c) Ethics, Values and Innovation in Education d) Artificial Intelligence and Education e) Skilling Youth for Future Jobs f) Skill Education in HEIs g) Internationalisation and Education h) Academic Governance and Leadership

Sr. no	Broad Domains	Priority Areas
		i) Innovation and School Education j) Digital Skilling and Employment k) Early Education and Pedagogy l) Reforms in Higher Education m) Teacher Education and Capacity Building n) Integration of Indian Knowledge Systems in Curriculum
18	Social Psychology	a) Mental Health & Culturally Responsive Interventions b) Social Dimensions of Indian Psychology c) Digital Life, Technology, and Psychological Well-being d) Workplace Well-being e) Community and Inter-group Relations f) Social Influence and Behavioural Changes
19	Legal Studies	a) Legal and Para-legal Systems and Access to Justice b) Legal History of India c) Judicial Reforms and Court Management d) Law, Technology, and Innovation (Including AI and Digital Rights) e) Legal Pluralism and Customary Law in Contemporary Context f) Criminal Justice System and Reforms g) Decolonizing Legal Studies
20	Social and Human Geography	a) Population Studies and Demographic Transitions b) Migration, Displacement, and Spatial Mobility c) Human Capital, Livelihoods, and Holistic Development d) Regional Geography e) Transformations in Rural and Urban Landscapes f) Disaster Management and Spatial Vulnerability Assessment g) Technology, Risk Communication, and Inclusive Governance in Disaster Management in the Global South h) Urban Resilience, Smart Cities, and Sustainable Urban Futures
21	Environmental Studies	a) Human-Environment Relationship b) Climate Change: Impacts, Mitigation, and Adaptation c) Sustainable Development Goals (SDGs) in Indian Context d) Renewable and Clean Energy Resources e) Conservation of Biodiversity, Wildlife, Soil, and Natural Resources f) Environmental Policy, Law, and Governance g) Climate Adaptation and Community-Based Preparedness and Resilience h) Traditional Ecological Knowledge and Indigenous Environmental Practices

Sr. no	Broad Domains	Priority Areas
22	Modern Social History	a) History and Heritage b) Memory, Identity and History c) Maritime and Coastal Histories of India d) Decolonization, Nationalism, and Historiographical Shifts e) Digital History, Public History, and Archival Innovations f) Print Culture, History of Education and Knowledge Systems g) The Partition of India
23	Media Studies	a) Mass Media and its Socio-Cultural Impact b) Mass Media and Society in India c) OTT Platforms, Popular Culture, and Identity Construction d) Regional Language, Media and Journalism
24	Library Science	a) E-Resources and IT Application b) Meta-data Harvesting Techniques and Digital Repository c) Publication and its Social Dimensions d) E-Resources and IT Application e) Artificial Intelligence Applications in Library and Information Services f) Knowledge Curation and Open Access
25	Language Studies	a) Knowledge Traditions in Indian Languages b) Application of Knowledge Contained in the Vernacular Texts c) Technology and Language Interface d) Comparative Grammar and Linguistic Structure of Indian Languages e) Development of Multilingual Pedagogical Resources and Translation Tools
26	Indian Knowledge Systems	a) Indian Textual and Oral Traditions b) Development of Pedagogical Materials in Diverse Disciplinary/ Inter-disciplinary Areas based on Indian Knowledge Texts c) Bharatiya Approaches to Ecology and Sustainability d) Indian Concepts of Mind and Consciousness e) Indian Aesthetic and Performative Traditions f) Indian Knowledge Systems and Public Policy Interface g) Indian Knowledge Systems and Law h) Art and Architecture in India
27	Rural Studies	a) Rural Economy and Sustainable Livelihoods b) Dynamics of Rural Society and Social Transformation c) Rural-Urban Migration and Remittance Economy d) Cultural Landscapes and Identity Markers in Rural India e) Digital Transformation and E-Governance in Rural Bharat f) Climate Resilience and Rural Adaptation Strategies g) Health, Education, and Infrastructure in Rural Development

Sr. no	Broad Domains	Priority Areas
28	*Divyangjan* Studies	*a)* Intersectional /Multidisciplinary Studies on *Divyangjan* b) Policy Research for *Divyangjan* *c)* Rehabilitation, Innovation & Technology for *Divyangjan* d) Financial Empowerment of *Divyangjan* e) Digital Accessibility and the *Divyangjan* *f)* Cultural Representation and Portrayal of *Divyangjan* in popular culture g) Inclusive Infrastructure for *Divyangjan*
29	*Janjatiya Studies*	a) Indigenous/Tribal Knowledge System b) Tribe, Culture and Society c) Tribal Languages and Preservation d) Digital Inclusion and Tribal Youth Aspirations e) Comparative Tribal Development Models f) Tribal Education and Curriculum Inclusion-NEP 2020 g) Intra-tribal and Inter-community Dynamics

Research Proposals that span across disciplinary boundaries also fall within the areas of the Council's interest. The research proposals which may not be reflected in the priority areas shall also be considered if, in the opinion of the Experts Committee, its focus is on an important issue covered under social sciences and adjudged as outstanding, and recommended by the Committee for award.

2. Eligibility

2.1 The scholar should be an Indian citizen and should not be less than 45 years of age and not more than 70 years of age as on the last date of application.

2.2 The scholar must possess Ph.D. Degree and have, in the opinion of the ICSSR, the necessary competence to conduct research in social sciences or allied disciplines in addition to having outstanding research publications, including books published by reputed publishers and/or research papers in peer-reviewed journals with high impact factor, at the time of application.

2.3 A fellow must affiliate himself/herself to UGC recognized Universities / Deemed-to-be-Universities, Institutes of National Importance as defined by MoE / UGC, and ICSSR Research Institutes. Funds are disbursed through the affiliating/administering institution.

2.4 Faculties with regular service in public funded universities/colleges and research institutes getting UGC pay-scales may be considered for pay protection in exceptionally meritorious cases, which is to be decided by the Expert Committees of the ICSSR. The Expert Committees of the ICSSR also reserve the right to convert a fellowship proposal into a Project Proposal.

3. How to Apply

3.1 Applications will be invited through open advertisement on ICSSR website and its social media platforms.

3.2 The candidates shall submit online application. The research proposal should be submitted only in the format attached with the application form. No separate research proposal or copies of research papers are to be attached.

3.3 The Research Proposal should either be in Hindi or English (Use Unicode 8 (UTF-8) to fill the

form in Hindi)

3.4 One applicant can submit only one application under Senior Fellowship scheme. However, he/she can apply separately for another scheme.

4. Procedure for Award

4.1 The procedure for the award of the fellowships will include evaluation and interaction/presentation of applications by the panel of subject experts in multiple phases.

4.2 The recommendations of the Expert Committee(s) are placed before the requisite Committee(s) of ICSSR for their consent / approval.

4.3 The list of selected applications will be uploaded on ICSSR website. Only the selected candidates and their affiliating universities shall be informed individually through a provisional award letter specifying the formalities and documents required for joining the fellowship.

5. Duration and Value

5.1 Senior Fellowship is a full-time research engagement.

5.2 The duration of fellowship shall be for two years and no extension will be considered.

5.3 The value of fellowship is Rs.45,000/- per month and contingency grant of Rs.40,000/- per annum and will be in line with the directives of the Ministry of Education from time to time.

5.4 Under Salary protection, a fellow is entitled to salary and allowances admissible as per rules and contingency grant. However, special allowances like children education allowance, medical reimbursement, LTC, etc. are not admissible from the ICSSR. The parent institution may, however, pay/reimburse the same as per its rule.

5.5 The ICSSR shall also pay the leave salary and pension contribution or contribution towards CPF and gratuity for the period for which he/she holds the ICSSR's fellowship as per rules of the parent institution.

6. Joining & Release of Fellowship

6.1 The scholar has to join the fellowship within one month of the date of the award letter by submitting all required documents through the affiliating institution. This may be extended by the ICSSR in exceptional circumstances.

6.2 The fellowship will be sanctioned initially for a period of one year, effective from the date of joining of the Fellowship by the scholar. The renewal of the Fellowship for the subsequent year shall be subject to the receipt of satisfactory Annual Progress Report and Statement of Account for the fellowship released for first year.

6.3 The first-year fellowship and contingency will be released in two equal instalments. The first instalment will be released after receiving the Grant-in-Aid-Bill (GIB) and the second after receiving a satisfactory Six-Monthly Progress report in the prescribed format along with the Statement of Account.

6.4 The second-year fellowship and contingency will be released in three instalments. The first instalment of six-month fellowship will be released on receipt of the Grant-in-Aid Bill (GIB). The second instalment of 03 months fellowship will be released on receipt of a satisfactory Progress Report of next six months in the prescribed format along with the Statement of Account. The final instalment of remaining fellowship along with contingency will be released after receiving the final report and its acceptance by the ICSSR and Statement of Accounts with Utilization Certificate in GFR-12A Form of the entire sanctioned amount of fellowship duly signed by the competent

authority of the affiliating institution. However, in case of non-public funded institution, the final instalment of fellowship will be released on receipt of the Audited Statement of Accounts with Utilization Certificate in GFR-12A Form and verification of the documents by the ICSSR.

6.5 The 7.5% overhead charges to the public funded affiliating institution will be released only after the submission of the Audited Statement of Accounts with Utilization Certificate in GFR-12A Form and verification of the documents by the ICSSR.

6.6 The accounts and utilization certificate will be signed by the Finance Officer/Registrar/Director in case the accounts of the Institution are audited by the CAG/AG. Otherwise, they need to be signed, both by the competent authority of the affiliating institution along with a Chartered Accountant.

6.7 In case of salary protection during the fellowship, the leave salary and pension contribution or contribution towards CPF and gratuity, will be released only after the completion of fellowship in all respects and on receipt of due & drawn statement from the parent organization and verification by the ICSSR. In case the employee comes under the New Pension Scheme (NPS), the employer's contribution will be released along with the salary.

7. Monitoring of Fellowship

7.1 Regular monitoring of Fellowship is done on the basis of Six Monthly and Annual Progress Reports in the prescribed formats submitted by the scholar. In cases of delayed Progress Reports, the scholar may be asked to give the justification of the delay on which the final decision shall be taken by the ICSSR. The scholar may be asked to furnish an Undertaking specifying the date of final report submission to the ICSSR.

7.2 The fellowship may be discontinued if research undertaken by the fellow is found to be unsatisfactory or any rules of the ICSSR are violated.

7.3 The ICSSR may ask for annual presentation/mid-term appraisal of the research work.

7.4 During the course of the fellowship, the scholar is required to publish at least two research papers peer-reviewed research journals or edited books on the theme of the research undertaken.

7.5 The scholars should give due acknowledgement to ICSSR while getting their research papers published.

8. Completion of Fellowship

8.1 If a fellow leaves the fellowship within one year, he/she has to submit a detailed progress report of the work done during that period ensuring the final settlement of account by the affiliating institution up to the period of the fellowship. However, if a fellow leaves the fellowship after one year, he/she may be asked to submit the final report on completion of the duration of fellowship without claiming fellowship of the remaining period. If a candidate leaves the fellowship without completion, he/she will have to refund the entire amount of fellowship to the ICSSR within three months of end of fellowship duration.

The scholar is expected to submit the final report within three months after completion of the duration of the fellowship. However, extension for submission of final report may be granted on justified reasons without any additional financial commitment of the ICSSR.

In case the fellow submits the final report late directly after missing submission of periodic progress reports, the ICSSR will decide on accepting the final report and releasing the balance amount of fellowship.

8.2 On completion of the fellowship tenure, the scholar shall submit the following:

a. A book-length final report along-with a Summary of the report (3000-4000 words) and two published research papers published in peer-reviewed research journals on the theme of the research undertaken

b. These documents should be submitted in hard copy (two copies of final report and two copies each of the Summary and research articles) and a soft copy.

8.3 Every final report needs to be checked for plagiarism before submission. Fellows are required to get their final report checked from the affiliating institution for Similarity Index and attach a report of the same at the time of submission. As a policy, ICSSR does not accept similar contents beyond 10 percent on Similarity Index.

9. Expectations from the Affiliating Institution

9.1 The affiliating institution is required to provide the requisite research infrastructure to the scholar and maintain proper accounts. For this, the Council shall pay overhead charges of seven and a half percent (7.5%) of the total Fellowship (fellowship amount plus contingency) to the affiliating institution.

9.2 The affiliating institution is required to give an undertaking in the prescribed format contained in the Application Form to administer and manage the ICSSR fellowship.

9.3 The affiliating institution shall maintain a dedicated bank account for ICSSR grant (Scheme Code-0877) that is duly registered at PFMS portal for release of the Fellowship Grant.

9.4 The affiliating institution will be under obligation to ensure submission of the final report and an Audited Statement of Accounts and Utilization Certificate, (in the prescribed Performa GFR 12-A) duly certified by the Competent authority of the institution.

9.5 In case a scholar leaves /discontinues his fellowship after one year, he/she will have to refund the entire amount of fellowship to the ICSSR within three months of end of fellowship duration. This clause is not applicable in cases of death. In such cases, the affiliating institution has to submit death certificate to the ICSSR and provide requisite documents to settle the accounts, including the refund of any unspent balance within three months.

9.6 The affiliating institution shall make suitable arrangements for preservation of data such as filled-in schedules, tabulation sheets, manuscripts, reports, etc. relating to the study.

9.7 The ICSSR reserves the right to demand raw data, or such part of it as may be specified, to be transferred to the ICSSR.

9.8 The overhead charges shall be paid only after the completion of the fellowship and on receipt of the final audited Statement of Accounts and Utilization Certificate.

10. Other Conditions

10.1 The applicants seeking salary protection should have been in regular service for at least two years in an academic institution. The institution shall certify that it will maintain their lien on the post during the period of fellowship and allow them to return after the fellowship period.

10.2 The contingency grant may be utilized for research and office assistance, books, stationery, computer related costs, research assistance and the field work expenses related with the research work.

10.3 The Copyright of the manuscript will rest with the ICSSR. The ICSSR reserves all rights to publish the fellowship report funded by it, provided the work is recommended for publication by Expert/Experts. The scholars can get it published themselves only after seeking permission from ICSSR.

10.4 The scholar shall acknowledge ICSSR's support in all publications resulting from the research output of the fellowship.

10.5 All fellowships are subject to income tax deductions as per the Government of India rules at the level of the affiliating/ administering institution.

10.6 Defaulters of any previous fellowship/project/grant of the ICSSR will not be eligible for consideration.

10.7 A fellow is not entitled for the same fellowship or pay protection more than once.

10.8 The research proposal/final report of the fellowship cannot be submitted for the award of any University degree/diploma or funding by any institution. The ICSSR however, will have no objection if the scholar utilizes the research data for research purpose.

10.9 The change of the affiliating institution will be considered only in exceptional circumstances to be decided by the ICSSR. Transfer of fellowship to another affiliating institution will be further subject to submission of the following documents:

(1) Satisfactory progress report;
(2) No objection certificate from both previous and the proposed university/institute;
(3) Audited statement of account and utilization certificate along with unspent balance, if any.

In case of change of affiliating institution, the time lost will be treated as without fellowship. The remaining period of fellowship will be counted w.e.f. the date of joining at the new affiliating institution. However, the total duration of the fellowship will remain for 24 months.

10.10 A gap of minimum 02 years is required from submission of Final Report of Post-Doctoral Fellowship/ Research Project/ Programme of the ICSSR and application of Senior Fellowship.

10.11 While accepting any fellowship from the ICSSR, a fellow should not accept any other fellowship or research project or regular assignment from any other institution.

10.12 During the tenure of fellowship, the fellow will be governed by the rules of the affiliating institution in all matters including drawals of TA/DA, holidays/leave and contingency grant, etc. However, the duration and amount of fellowship will not exceed twenty-four months.

10.13 The selected fellows are expected to do full time research in India. They could, however, undertake data collection outside India in exceptional cases and if warranted by the needs of the proposal. For this they are required to apply separately for consideration under the Data Collection Scheme of the International Collaboration Division. However, ICSSR will not be bound to support such data collection from abroad and the decision of the ICSSR will be final in this regard. In either case, the completion of study should not be consequent upon such data collection support.

10.14 The scholar should not have been subjected to any disciplinary/legal action/proceedings/financial penalties in his/her career/ research career.

10.15 The final report submitted by the scholar will be considered satisfactory, only after its evaluation by the ICSSR.

10.16 Books/periodicals/equipment purchased by the scholar out of the contingency grant should be deposited with the affiliating institution.

10.17 Application submitted against one Call will not be considered for the subsequent Calls.

10.18 The Council reserves the right to reject any application. It is also not responsible for any postal loss/delays in communication.

10.19 Incomplete applications in any respect shall not be considered for fellowship.

10.20 Research proposal/final report submitted for fellowship should not be under consideration for funding/ award of the degree by any University/ Institution.

10.21 The final authority related to the interpretation of the guidelines or any issue left is vested with the ICSSR.

10.20 Those who have completed their duration of fellowship may use the prefix ‘Former’ and suffix ‘the duration’ with the name of the fellowship e.g. Former National/Senior/Post-Doctoral Fellow ICSSR (20xx-xx).

डॉ. बी.आर. अंबेडकर विश्वविद्यालय दिल्ली Dr. B.R. Ambedkar University Delhi
Established by the Act of Legislative Assembly of National Capital Territory of Delhi

AUD/52-1/AA/2025/ICSSR-Sr. Fellowship/327 Date: 10 Nov 2025

Notification

Sub: Affiliation of ICSSR Senior Fellowship

This is to notify that Dr. B R Ambedkar University Delhi (AUD) has agreed to affiliate research scholars for the ICSSR Senior Fellowship awarded by the Indian Council of Social Science Research (ICSSR). The fellowship is granted to promising young and mid-career Indian researchers who have completed their Ph.D. and demonstrated potential for conducting globally competitive, evidence-based research in the social sciences.

As per ICSSR norms, the fellowship is a full-time research engagement for a duration of two years, with financial support of ₹45,000/- per month and an annual contingency grant of ₹40,000/-. The scholar will be guided by a senior faculty member.

The University, as an affiliating institution, shall facilitate the scholar's research activities, monitor progress through periodic reports, and ensure compliance with ICSSR's terms and conditions. All funds will be disbursed through the University (Affiliating Institution), which will also be responsible for submitting audited statements and utilization certificates as prescribed.

We look forward to contributing to the advancement of social science research through this academic collaboration.

This is issued with the approval of the Competent Authority.

(Prof Satyaketu Sankrit)
Dean Academic Affairs

Dean
Academic Affairs
Dr. B.R. Ambedkar University Delhi
Lothian Road, Kashmere Gate
Delhi-110006

Copy to: -

1. Office of the Vice Chancellor, Dr. B.R. Ambedkar University Delhi
2. Registrar, Dr. B.R. Ambedkar University Delhi
3. All Deans of School/ Divisions
4. All Directors of Centers/ Director IT Services
5. Librarian, Dr. B.R. Ambedkar University Delhi
6. Webmaster- for uploading the Notification on AUD intranet
7. Office Copy

Office/Division AA
Dairy No. 327.
Date 10 Nov 2025

Dr. B. R. Ambedkar University Delhi

Committee for Restructuring of School of Undergraduate Studies

Minutes of the Meeting

July 28, 2025, Committee Room 2, Kashmere Gate Campus

Members present:

- Prof. Satyaketu Sankrit, Dean, Academic Affairs (Chairperson)
- Prof. Rukmini Sen, Dean, School of Heritage Research and Management (Member)
- Dr. Rachna Chaudhary, Dean, School of Human Studies (Member)
- Dr. Urfat Anjem Mir, Dean, School of Undergraduate Studies (Member)
- Dr. Gunjan Sharma, Deputy Dean, Planning (Member & Convenor)

Constitution of the committee:

The Committee for Restructuring of the School of Undergraduate Studies (SUS) was constituted by the Competent Authority of Dr. B. R. Ambedkar University Delhi vide Notification F.No. AUD/15-8(3)/Plg.-Misc./704 dated July 17, 2025. The primary roles and responsibilities of the Committee include finalising the programme-to-School mapping of the School of Undergraduate Studies as part of its restructuring, suggesting smoother governance of the programmes, and suggesting a timeline for the transition of restructuring of SUS.

The meeting of the committee was held on 28th July 2025.

Deliberations and submission:

The deliberations of the Committee regarding the proposed programme-to-School mapping and related restructuring initiatives are duly recorded in the report at Annexure I.

This report is hereby submitted for the further consideration and necessary action of the Competent Authority.

Prof. Satyaketu Sankrit | Prof. Rukmini Sen 28/7/25 | Dr. Urfat Anjem Mir 28/07/2025

Dr. Rachna Chaudhary | Dr. Gunjan Sharma 28/7/25

Attachment: Six Leaves (06 Lvs)

Annexure- I

Report on Restructuring of School of Undergraduate Studies, July 28, 2025

1. Introduction

This report outlines proposed programme-to-School mapping recommendations as part of the ongoing restructuring of the School of Undergraduate Studies (SUS) at Dr. B. R. Ambedkar University Delhi. The aim is to enhance academic coherence, foster interdisciplinary collaboration, and streamline governance, aligning programmes with Schools that best reflect their disciplinary focus and pedagogical objectives as part of strategic planning and quality enhancement vision of the university leadership. This restructuring has been long over due and is crucial for the long-term academic vision and operational efficiency of the University.

2. Background

The School of Undergraduate Studies (SUS) was conceptualised as a central institutional mechanism to offer undergraduate programmes across disciplines at Dr. B. R. Ambedkar University Delhi, in its early years in 2010. While this model initially facilitated interdisciplinary approaches and allowed coordinated undergraduate teaching, over time several structural and operational challenges have emerged that necessitated review and subsequent rethinking of this academic teaching and administrative arrangement at the level of SUS. Some of these challenges include:

- Lack of Ownership and Academic Anchoring: The SUS currently functions with a very small dedicated faculty strength of its own, relying mostly on faculty from other Schools, especially, School of liberal Studies, the School of Human Studies and School of Letters to contribute to undergraduate teaching. This has often led to issues in ensuring smooth academic functioning, maintaining continuity, and inconsistency in course offerings, and challenges in programme curriculum development and review.
- Coordination Challenges: The fragmentation of teaching responsibilities across Schools without formal integration into programme structures has resulted in difficulties in scheduling, course allocation, and long-term curriculum planning.
- Disciplinary Misalignment: Many UG programmes currently under SUS have a clear disciplinary focus which aligns more naturally with the mandate and faculty expertise of other existing schools (e.g., Psychology, Economics, History, Sociology, Mathematics and English etc.). Housing these programmes outside of their natural

Rukmini Sen

28/07/2025

disciplinary homes has led to missed opportunities for curricular coherence, mentoring, and academic and research programme integration at all levels from UG to PhD Programmes.

- Alignment with NEP 2020: The National Education Policy 2020 encourages integration of UG and PG education within disciplinary clusters and emphasizes vertical mobility, flexibility, and coherent academic trajectories. Continuing with an isolated undergraduate structure may hinder implementation of NEP's vision for the programmes, particularly with respect to offering coherent four-year UG programmes with research and one year PG and direct PhD linkages.
- An external review committee constituted by the university in 2018 for review of UG programmes while taking note of some of these challenges and issues faced by SUS from its very early days of establishment had also recommended restructuring of SUS.

The above-mentioned challenges and the necessity of restructuring SUS were discussed in the monthly meeting of Deans and Directors chaired by Hon'ble Vice Chancellor on 15 July 2025. It was agreed that this restructuring is envisaged not as a dismantling of SUS's pedagogic strengths but as a move toward greater academic integration, and coherence in line with the University's long-term strategic academic vision of sustaining culture of quality education and priorities of national educational policy and NCrF.

In view of the above, it is proposed that the undergraduate programmes currently housed within the SUS be aligned in real sense and housed within their relevant disciplinary Schools, based on academic affinity and existing or emerging UG/ PG programme expansions. This will also create space for some other new schools to emerge and also require renaming/ restructuring of some existing schools as well.

2. Proposed Programme-to-School Mapping

Based on a thorough review of existing programmes and the strategic academic objectives of the University, the following mapping is recommended:

Sl	Current SUS Programme	Proposed mapping of School	Rationale
1	BA English	School of Letters. The School may be renamed as	Provides a dedicated academic home for English studies, fostering deeper

		"*School of Letters and Humanities* " to house the programmes of BA, MA and PhD English along with programmes in Comparative literature and English language Teaching. A School of "*Hindi Sahitya Evam Sanskritik Adhyan Peeth*" may be created to house the programmes of BA, MA and PhD Hindi language and cinema studies.	engagement with literary theory and translation studies. The different focal concerns and trajectories of the Hindi programmes would be adequately represented in a separate School, allowing the School to branch out in innovative directions.
2	BA Political Science	School of Liberal Studies	Creates a cohesive environment for the study of political systems along with MA Political Sciences, Gender Studies and Sociology.
3	BA Economics	School of Development Studies. The School may be renamed as "*School of Economics and Development Studies*" to house BA, MA, PhD in Economics and the existing Development Studies programmes.	Aligns Economics with a focus on applied economics, policy analysis, and research related to development. MA Economics may also be shifted from the School of Liberal Studies to this School to consolidate economic studies. SDS has several faculty members with specialisation in economics and sociology, which will provide the interdisciplinary foundations to the different programmes of the School
4	BA History	School of Heritage, Research and Management. The School may be renamed as "School of Heritage, History and Museum Studies".	Study of history and heritage would complement each other and also provide the opportunity to the School to expand in interdisciplinary directions. The school has already proposed BA Heritage , Tourism and Museum Management.
5	BA Mathematics	New proposed "*School of Mathematics, Data*	Recognizes the increasing importance of emerging data sciences, artificial

Rukmini Sen

28/07/2025

		Sciences and Artificial Intelligence". PhD Mathematics may be shifted to the new School from School of Liberal Studies	intelligence and big data quantitative analysis, by creating a robust foundation in mathematics and allied areas. PhD Mathematics may also be shifted from School of Liberal Studies to this new School for consolidated academic growth. A proposal for the new School was earlier approved.
6	BA Sociology	School of Liberal Studies	The location of BA Sociology in SLS Benefits from the school's emphasis on broad-based interdisciplinary inquiry into society, primarily through classical and contemporary approaches of social science. SLS has several faculty members with specialisations in Sociology and allied areas, and with a proposed Gender Studies programme housed in SLS, the interdisciplinary interactions will immensely benefit the curriculum design and delivery.
7	BA Psychology	The School of Human Studies may be renamed as "*School of Psychology and Behavioural Sciences*" to house BA MA and PhD Psychology programmes. Additionally, the proposed school may also introduce programmes on Clinical Psychology, Behavioural Psychology, Mental Health, Counselling, and Guidance. having immense potential for placement. MA and PhD in Gender Studies may be mapped to the School of Liberal Studies.	The renaming of the school acknowledges the breadth and depth of Psychology, allowing for specialized faculty recruitment, advanced research facilities, and diverse specializations. With MA and PhD Psychology programmes housed in this proposed renamed School, a comprehensive space for psychological studies will be fostered. MA and PhD in Gender Studies may also be mapped to the SLS due to its interdisciplinary nature and close association with Sociology and Political Science.

28/07/2022

8	BA SSH	Proposed Renamed School of Letters and Humanities	SSH will benefit from strong interdisciplinary focus and faculty with specialisation in English Literature, English Language Teaching and Comparative literature besides having wide choice of courses offered by other schools located at KG campus.

4. Recommendations for Smoother Governance and Transition Timeline

To ensure a smooth transition and effective governance of the programmes under the new structure, the following recommendations are put forth:

- **Interim Committee:** The Competent authority may constitute an Interim Committee to facilitate curriculum alignment, map human resource allocation, rationalization of existing vacant posts of SUS, and reallocation of faculty posts as per the applicable norms and student transition. The Interim Committee may submit its report to the competent authority.
- **Faculty Re-alignment:** The Academic Services Division may work out the re-alignment of faculty members with their respective new Schools as per the applicable norms.
- **Reallocation of Sanctioned Faculty Positions:** The Planning Division and Academic Services Division to work out a plan for reallocation of faculty positions.
- **Allocation of Staff:** Separate full-time office assistant staff (at least 1) and MTS (at least 1) for the UG programmes to be mapped for each School by the HR Division.
- One Senior Assistant/ Section Officer for all schools having both UG and PG/ PhD programmes may also be allocated for supervisory purposes.
- **Resource Allocation:** The Estate Division and Campus administrations to conduct a comprehensive assessment of infrastructure resource requirements for each School based on the new programme mappings, and allocate resources accordingly to ensure seamless functioning.
- **Deputy Dean for UG Programmes:** If necessary, the Schools that may have or are planning to offer two or more UG programmes may decide to depute a faculty member as Deputy Dean (UG programmes) for the overall smooth functioning of the UG programmes.

Rukmini Dean

- **Student Communication:** The current SUS and SS Division to develop a clear communication strategy to inform current and prospective students about the changes, addressing their concerns regarding change of campus and academic continuity.

- **Timeline for Transition:**
    - **Phase 1 (August - September 2025):** Formal approval of the proposed mapping, formation of competent approved interim Committee, and initial faculty and student re-alignment discussions.
    - **Phase 2 (October - December 2025):**
        - Reports of the interim working group at School level for curriculum review, resource assessment, and assessment for faculty requirements to be submitted by the end of October.
        - Preparation for smooth transfer of programmes/ programme to school mapping to be initiated during October to December.
    - **Phase 3 (January 2026):** Formal transfer of programmes, and comprehensive communication with all stakeholders.
    - **Full Transition Target:** New Academic Session May 2026 [including approvals of authorities]

5. Conclusion

The proposed programme-to-School mapping aims to create a more robust, specialized, and academically vibrant structure for Dr. B. R. Ambedkar University Delhi. By strategically aligning programmes with Schools that best support their disciplinary focus, the University can enhance teaching, research, and student experience. The successful implementation of these recommendations will require collaborative effort, clear communication, and a phased approach to ensure a smooth and effective transition.

Prof. Satyaketu Sankrit | Prof. Rukmini Sen 28/7/25 | Dr. Urfat Anjem Mir 28/07/2025

Dr. Rachna Chaudhary | Dr. Gunjan Sharma 28/7/25

डॉ बी आर
अम्बेडकर विश्वविद्यालय दिल्ली

Dr. B.R.
Ambedkar University Delhi

(Established by the Act of Legislative Assembly of National Capital Territory of Delhi)

F.No. AUD/15-8(3)/Plg.-Misc./704 17.07.2025

NOTIFICATION

Subject: Constitution of Committee for Restructuring of School of Undergraduate Studies

The Competent Authority is pleased to constitute the following committee for restructuring the School of Undergraduate Studies (SUS) at Dr. B. R. Ambedkar University Delhi:

i)	Prof. Satyaketu Sankrit, Dean, Academic Affairs	Chairperson
ii)	Dr. Urfat Anjem Mir, Dean, School of Undergraduate Studies	Member
iii)	Dr. Rukmini Sen, Dean, School of Heritage Research and Management	Member
iv)	Dr. Rachana Chaudhary, Dean, School of Human Studies	Member
v)	Dr. Gunjan Sharma, Deputy Dean, Planning	Member & Convenor

2. The role and responsibilities of the following Committee are as under:

- Finalising the programme-to-School mapping.
- Suggesting smoother governance of the programmes as the main implications of the restructuring will be on SLS and SHS.
- Suggesting a timeline for transition.

3. This issues with the approval of the Competent Authority.

Prof. Kartik Dave
Dean (Planning)

Copy for information to:

1) Office of the Hon'ble Vice Chancellor, Dr.B.R. Ambedkar University Delhi
2) All Deans of Schools/ Divisions, Dr.B.R. Ambedkar University Delhi
3) Office of the Registrar, Dr.B.R. Ambedkar University Delhi
4) Controller of Finance/Proctor/Librarian, Dr.B.R. Ambedkar University Delhi
5) Director, IT Services, Dr.B.R.Ambedkar University Delhi
6) All Deputy Registrars/ Assistant Registrars/ Asstt. Director (Phy. Ed. & Sports)
7) Assistant Registrar (Public Relation Office), Dr.B.R.Ambedkar University Delhi
8) Webmaster – for uploading on University's Intranet
9) Office Order File | Office Copy

Planning Unit <planning@aud.ac.in>

Notification regarding Constitution of Committee for Restructuring of School of Undergraduate Studies (SUS) at Dr. B. R. Ambedkar University Delhi

Planning Unit <planning@aud.ac.in> Fri, Jul 18, 2025 at 2:47 PM
To: "Prof. Satyaketu Sankrit" <satyaketu@aud.ac.in>, Urfat Anjem Mir <urfat@aud.ac.in>, Rukmini Sen <rukmini@aud.ac.in>, Rachna Chaudhary <rachna@aud.ac.in>, Gunjan Sharma <gunjan@aud.ac.in>
Cc: "Vice Chancellor's Office, AUD" <vco@aud.ac.in>, Registrar AUD <registrar@aud.ac.in>, Controller Finance <cof@aud.ac.in>, Proctor <proctor@aud.ac.in>, University Librarian <librarian@aud.ac.in>, Director IT Services AUD <directorit@aud.ac.in>, All Deputy Registrar <dr@aud.ac.in>, All Assistant Registrar <ar@aud.ac.in>, Sunil Kumar Dahiya <sunilkumar@aud.ac.in>, Public Relations Office <pro@aud.ac.in>, Webmaster <webmaster@aud.ac.in>

Respected Sir/Ma'am,

Good Afternoon!

Please find attached herewith the Notification regarding Constitution of Committee for Restructuring of School of Undergraduate Studies (SUS) at Dr. B. R. Ambedkar University Delhi, for your kind perusal.

This is for your kind information, please.

Thanks & Regards,

Planning Division
Room No. 23
Dr. B.R. Ambedkar University, Delhi
Kashmere Gate Campus
Delhi, 110006

Notification - Constitution of Committee for Restructuring of School of Undergraduate Studies.pdf
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Dr. B. R. Ambedkar University Delhi

Committee for Restructuring of School of Undergraduate Studies

Minutes of the Meeting

August 20 and 21, 2025, Kashmere Gate Campus

Members present:

- Prof. Satyaketu Sankrit, Dean, Academic Affairs (Chairperson)
- Prof. Rukmini Sen, Dean, School of Heritage Research and Management (Member)
- Dr. Rachna Chaudhary, Dean, School of Human Studies (Member)
- Dr. Urfat Anjem Mir, Dean, School of Undergraduate Studies (Member)
- Dr. Gunjan Sharma, Deputy Dean, Planning (Member & Convenor)

Deliberations and submission:

1. The Committee for Restructuring of the School of Undergraduate Studies (SUS) was constituted by the Competent Authority of Dr. B. R. Ambedkar University Delhi vide Notification F.No. AUD/15-8(3)/Plg.-Misc./704 dated July 17, 2025. The primary roles and responsibilities of the Committee include finalising the programme-to-School mapping of the School of Undergraduate Studies as part of its restructuring, suggesting smoother governance of the programmes, and suggesting a timeline for the transition of restructuring of SUS. The first meeting of the committee was held on July 28, 2025.

2. The minutes of the first meeting were submitted to the Competent Authority (CA) through a proper channel. The Competent Authority advised the Committee to reconsider its recommendations and also include within its scope the School of Design (SDes) and the School of Culture and Creative Expressions (SCCE).

3. To discuss the above the Committee organised its second meeting on August 20 and 21, 2025. The committee consulted the Dean Planning, Dean SCCE and In-charge School of Design.
4. Based on the deliberations of the Committee regarding the proposed programme-to-School mapping and the recommendations are duly recorded in the report at Annexure I.

This report is hereby submitted for the further consideration of the Competent Authority.

Prof. Satyaketu Sankrit

Rukmini Sen 2/9/25

Prof. Rukmini Sen

02/09/2025

Dr. Urfat Anjem Mir

Dr. Rachna Chaudhary

2/9/25

Dr. Gunjan Sharma

Annexure I

Report on Restructuring of School of Undergraduate Studies

September 1, 2025

1. Introduction

This report outlines proposed programme-to-School mapping recommendations as part of the ongoing restructuring of the School of Undergraduate Studies (SUS) at Dr. B. R. Ambedkar University Delhi. The aim is to enhance academic coherence, foster interdisciplinary collaboration, and streamline governance, aligning programmes with Schools that best reflect their disciplinary focus and pedagogical objectives as part of strategic planning and quality enhancement vision of the university leadership. This restructuring has been long overdue and is crucial for the long-term academic vision and operational efficiency of the University.

2. Background

The School of Undergraduate Studies (SUS) was conceptualised as a central institutional mechanism to offer undergraduate programmes across disciplines at Dr. B. R. Ambedkar University Delhi, in its early years in 2010. While this model initially facilitated interdisciplinary approaches and allowed coordinated undergraduate teaching, over time several structural and operational challenges have emerged that necessitated review and subsequent rethinking of this academic teaching and administrative arrangement at the level of SUS. Some of these challenges include:

- *Lack of Ownership and Academic Anchoring:* The SUS currently functions with a very small, dedicated faculty strength of its own, relying mostly on faculty from other Schools, especially, School of liberal Studies, the School of Human Studies and School of Letters to contribute to undergraduate teaching. This has often led to issues in ensuring smooth academic functioning, maintaining continuity, and inconsistency in course offerings, and challenges in programme curriculum development and review.
- *Coordination Challenges:* The fragmentation of teaching responsibilities across Schools without formal integration into programme structures has resulted in difficulties in scheduling, course allocation, and long-term curriculum planning.

- *Disciplinary Misalignment:* Many UG programmes currently under SUS have a clear disciplinary focus which aligns more naturally with the mandate and faculty expertise of other existing schools (e.g., Psychology, Economics, History, Sociology, Mathematics and English etc.). Housing these programmes outside of their natural disciplinary homes has led to missed opportunities for curricular coherence, mentoring, and academic and research programme integration at all levels from UG to PhD Programmes.
- *Alignment with NEP 2020:* The National Education Policy 2020 encourages integration of UG and PG education within disciplinary clusters and emphasizes vertical mobility, flexibility, and coherent academic trajectories. Continuing with an isolated undergraduate structure may hinder implementation of NEP's vision for the programmes, particularly with respect to offering coherent four-year UG programmes with research and one year PG and direct PhD linkages.
- *External Committee Recommendation:* An external review committee constituted by the university in 2018 for review of UG programmes while taking note of some of these challenges and issues faced by SUS from its very early days of establishment had also recommended restructuring of SUS.

The above-mentioned challenges and the necessity of restructuring SUS were discussed in the monthly meeting of Deans and Directors chaired by Hon'ble Vice Chancellor on 15 July 2025. It was agreed that this restructuring is envisaged not as a dismantling of SUS's pedagogic strengths but as a move toward greater academic integration, and coherence in line with the University's long-term strategic academic vision of sustaining culture of quality education and priorities of national educational policy and NCrF.

In view of the above, it is proposed that the undergraduate programmes currently housed within the SUS be aligned in real sense and housed within their relevant disciplinary Schools, based on academic affinity and existing or emerging UG/ PG programme expansions. This will also create space for some other new Schools to emerge and restructuring of some existing Schools to enhance the student enrollment in various programmes.

2. Proposed Programme-to-School Mapping

Based on a thorough review of existing programmes and the strategic academic objectives of the University, the following mapping is recommended:

Sl	Current SUS Programme	Proposed mapping of School	Rationale
1	**BA English**	Mapped to the School of Letters.	• Provides an academic home for BA, MA and PhD programmes in Hindi and English along with programmes in Comparative literature and English language Teaching.
2	**BA Political Science**	Mapped to the School of Liberal Studies (SLS). SLS to be renamed as the "*School of Social Sciences*" to represent the re-allocation of programmes.	Creates a cohesive environment for the study of Political Science along with Political Science, Gender Studies and Sociology.
3	**BA Sociology**	Mapped to the School of Liberal Studies (SLS). SLS to be renamed as the "*School of Social Sciences*" to represent the re-allocation of programmes.	The School offers MA Sociology programme and has faculty members with specialisations in Sociology and allied areas.
4	**BA Psychology**	The School of Human Studies may be renamed as "*School of Behavioural Sciences and Psycho-Clinical Studies*" to house BA MA and PhD Psychology programmes.	• The renaming of the School acknowledges the breadth and depth of Psychology, allowing for specialized faculty recruitment, advanced research

		MA and PhD in Gender Studies may be mapped to the School of Liberal Studies (renamed to the School of Social Sciences). .	facilities, and diverse specializations. • With MA and PhD Psychology programmes housed in this proposed renamed School, a comprehensive space for psychological studies will be fostered. • Additionally, the proposed School may also introduce programmes on Clinical Psychology, Behavioural Psychology, Organisational Behaviour, Human Resource Management, Mental Health, Counselling, and Guidance. • MA and PhD in Gender Studies may be mapped to the SLS (renamed to School of Social Sciences) due to its interdisciplinary nature and close association with Sociology and Political Science.
5	**BA SSH**	Mapped to the School of Liberal Studies (SLS). SLS to be renamed as the "*School of*	SSH will benefit from the strong interdisciplinary focus of the School. The interdisciplinary

		Social Sciences" to represent the re-allocation of programmes.	interactions will benefit the curriculum design and delivery. The students will also benefit from the interdisciplinary and disciplinary courses offered by Schools at Kashmere Gate Campus.
6	**BA Economics**	Mapped to the School of Development Studies (SDS). SDS may be renamed as "*School of Economics and Development Studies*" to house BA, MA, PhD in Economics. MA and PhD in Economics may also be shifted from the SLS to this School.	Aligns Economics with a focus on development studies and applied economics. to consolidate studies in economics. SDS has several faculty members with specialisation in economics.
7	**BA History**	A new School, "*School of Historical Studies*", with a dedicated focus may be created to house BA, MA and PhD in History.	This will allow focused teaching and research in history and archival studies. The School may explore applied dimensions of history and offer innovative programmes in the future.
5	**BA Mathematics**	A new School, "*School of Mathematics, Data Sciences and Artificial Intelligence*". PhD Mathematics may be shifted to the new School from SLS	Recognizes the increasing importance of emerging data sciences, artificial intelligence and big data quantitative analysis, by creating a robust foundation in mathematics and allied areas. PhD

			Mathematics may also be shifted from SLS to this new School for consolidated academic growth. A proposal for the new School was earlier approved.
New areas for UG programmes at SCCE and Sdes			
Sl.	**School**	**Proposed programme areas**	**Recommendation**
6	School of Culture and Creative Expressions	Dean SCCE suggested that the process for exploring areas for new programmes has been initiated and a report will be submitted to the Competent Authority.	The School may explore new programmes in areas of performing arts as well (such as Music, Fine Arts, Theatre, Dance, including Indigenous Art Forms) along with visual and literary arts. These may help enhance the student enrolment. Once approved, SCCE may be appropriately re-named to reflect the proposed thematic focus, for instance, "*School of Fine Arts and Performance Studies*".
7	School of Design	In-charge SDes suggested that the process for exploring areas for new programmes has already been initiated and a report will be submitted to the Competent Authority.	The School may explore new programmes in areas of Communication Design, Graphic Design, Industrial Design, and Textile Design. The School may study the programme offerings by various institutions at national and international level focusing on

			design and introduce programmes that have higher student demand.

4. Summary of the recommendations

Four sets of recommendations emerge from the deliberations of the Committee. These are summarized below.

i) Remapping of existing SUS Programmes

- UG programmes currently housed in SUS should be shifted to their natural disciplinary Schools:
    - BA English → School of Letters
    - BA Political Science, BA SSH, BA Sociology → School of Liberal Studies (renamed School of Social Sciences)
    - BA Economics → School of Development Studies (renamed School of Economics and Development Studies)
    - BA History → New school proposed as School of Historical Studies
    - BA Mathematics → New school proposed as School of Mathematics, Data Sciences and Artificial Intelligence
    - BA Psychology → School of Human Studies (renamed School of Applied Behavioural Sciences and Psycho-Clinical Studies)

ii) Related remapping of existing MA and PhD Programmes

- MA and PhD Gender Studies → School of Liberal Studies (renamed School of Social Sciences)
- MA and PhD Economics → School of Development Studies (renamed School of Economics and Development Studies)
- MA and PhD History → New School of Historical Studies

- PhD Mathematics → New School of Mathematics, Data Sciences and Artificial Intelligence

iii) Revised Nomenclatures and Reorganisation of Schools

- School of Liberal Studies → School of Social Sciences (SSS)
- School of Development Studies → School of Economics and Development Studies (SEDS)
- School of Human Studies → School of Behavioural Sciences and Psycho-Clinical Studies (SBSPS)
- Proposed new Schools emerging from reorganisation of the programmes → a) School of Historical Studies (SHS); b) School of Mathematics, Data Sciences and Artificial Intelligence (SMDSAI).

iv) Recommendation for SCCE and SDes

- SCCE and SDes are expected to initiate exploration of possible areas in which they may offer UG and PG programmes to enhance student enrolment. Appropriate names for the Schools may be proposed accordingly.

5. Recommendations for Smoother Governance and Transition Timeline

To ensure a smooth transition and effective governance of the programmes under the new structure, the following recommendations are put forth:

- ***Interim Committee:*** The Competent authority may constitute an Interim Committee to , map human resource allocation, rationalization of existing vacant posts of SUS in consultation with the Academic Services division/ HR Division, and reallocation of faculty posts as per the applicable norms and facilitate student transition. The Interim Committee may submit its report to the competent authority.
- ***Allocation of Staff:*** Separate full-time office assistant staff (at least 1) and MTS (at least 1) for the UG programmes to be mapped for each School by the HR Division. One Senior Assistant/ Section Officer for all schools having both UG and PG/ PhD programmes may also be allocated for supervisory purposes.

- ***Space and Furniture Allocation:*** The Estate Division and Campus administrations to conduct a comprehensive assessment of infrastructure resource requirements for each School based on the new programme mappings and allocate resources accordingly to ensure seamless functioning.
- ***Deputy Dean for UG Programmes:*** If necessary, the Schools that may have or are planning to offer more than two UG programmes may decide to depute a faculty member as Deputy Dean (UG programmes) for the overall smooth functioning of the UG programmes.
- ***Student Communication:*** The current SUS and SS Division to develop a clear communication strategy to inform current and prospective students about the changes, addressing their concerns regarding change of campus and academic continuity.
- ***Timeline for Transition:***
- Phase 1 (September - October 2025):
    - Formal approval of the proposed mapping, formation of competent approved interim Committee, and initial faculty and student re-alignment discussions.
- Phase 2 (November - January 2025):
    - Reports of the interim working group at School level for curriculum review, resource assessment, and assessment for faculty requirements to be submitted by the end of October.
    - Preparation for smooth transfer of programmes/ programme to school mapping to be initiated during October to December.
- Phase 3 (January - February 2026):
    - Formal transfer of programmes, and comprehensive communication with all stakeholders.
- Full Transition Target:
    - New Academic Session May 2026 [including approvals of authorities]

5. Conclusion

The proposed programme-to-School mapping aims to create a more robust, specialized, and academically vibrant structure for Dr. B. R. Ambedkar University Delhi. By strategically aligning programmes with Schools that best support their disciplinary focus, the University can enhance teaching, research, and student experience. The successful implementation of these

recommendations will require collaborative effort, clear communication, and a phased approach to ensure a smooth and effective transition.

Prof. Satyakdtu Sankrit

Prof. Rukmini Sen

Dr. Urfat Anjem Mir

Dr. Rachna Chaudhary

Dr. Gunjan Sharma

Course Design
Art of India
M.A in Archaeology and Heritage Management
Conservation and Preservation and Heritage Management

School/Centre proposing the course	**School of Heritage Research and Management**
Programme(s)	**MA Archaeology and Heritage Management**
Course title	**Art of India**
Course code	
Course type (core/compulsory/optional/any other – please specify)	**Core**
Credits	**4 credits**
Level (Predoctoral /MA/PG Diploma/Certificate/UG)	**MA**
Course coordinator and team	**Dr. Anand Burdhan**

1. Course Details

a) This course offers an expansive exploration of India's profound artistic heritage. It commences with Indian Art and Aesthetics, dissecting pivotal concepts like Rasa, Dhvani, and the teleological imperative. Subsequently, the curriculum delves into Pre and Proto-History, examining ancient rock art (e.g., Bhimbetka) and the artifacts of the Indus Valley Civilization (e.g., seals). The progression continues to Ancient Indian Sculptures (Maurya to Nayaka Period), tracing the evolution of forms from imperial pillars to intricate temple carvings across major dynasties. A dedicated module on Indian Iconography, Iconometry, and Iconology equips students to interpret the complex symbolism, prescriptive measurements, and profound spiritual meanings embedded within sacred imagery across Hindu, Buddhist, and Jain traditions. Finally, the course traverses Indian Paintings: From Ancient Murals to Modern Expressions, analyzing the classical beauty of Ajanta's murals through the lens of the *Vishnudharmottara Purana*, the intricate world of miniature painting, and the transformative movements in modern and contemporary Indian art, including its significant Pan-Asian influences. This holistic approach cultivates a nuanced understanding of Indian art's enduring legacy and its global resonance.

b) **Objectives:** Upon successful completion of this course, students will be able to analyze the foundational aesthetic theories of Indian art, including Rasa, Dhvani, and the teleological nature of artistic creation. They will also identify and interpret key artistic expressions from India's prehistoric and protohistoric periods, understanding their cultural significance. Furthermore, students will trace the stylistic and iconographic evolution of Indian sculpture from the Mauryan through the Nayaka periods, recognizing major dynastic contributions and regional variations. The course will enable them to apply methodologies of iconography, iconometry, and iconology to critically decipher the symbolic and spiritual meanings of Indian religious imagery.

Additionally, students will examine the development of Indian painting from ancient mural traditions, particularly Ajantaism through the *Vishnudharmottara Purana*, to the diverse schools of miniature painting and modern artistic movements. They will also be able to evaluate the profound Pan-Asian influences of Indian art and aesthetics across Central, Southeast, and East Asia, and critically discuss the relationship between art, religion, philosophy, and socio-political contexts throughout Indian history.

c) **Learning Outcomes:**
   i. Holistic understanding of Indian Art
   ii. Critical understanding of Indian and Westernised theories
   iii. Understanding of Iconographic and Iconometric principles
   iv. Comparative study of Indian painting traditions of different regions
   v. Understanding of progressive changes in art forms, features and three dimensional presentation of sculptures.

Overall structure

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

Module 1: Indian Art and Aesthetics

This course offers a comprehensive exploration of Indian art and its profound aesthetic traditions. The curriculum commences with the Foundations of Indian Aesthetics, delving into seminal texts such as *Bharata Muni*'s *Nāṭyaśāstra*. We will dissect *Rasa* as the quintessential aesthetic experience, exploring its evocation through *Bhāva*, its aim of *sadharanikarana*, and its culmination in *Ananda*. The theory of *Dhvani* (suggestion), elucidated by *Anandavardhana* and *Abhinavagupta*, will be critically analyzed for its role in conveying profound, multi-layered significations. This foundational segment elucidates the teleological nature of Indian art. Subsequently, the course transitions to Indian Aesthetic Inspiration and Global Reach. This module rigorously traces the trans-regional dissemination of Indian artistic and aesthetic paradigms across Southeast Asia (e.g., Angkor Wat, Borobudur), Central Asia (e.g., Gandhara art), and East Asia (e.g., Buddhist art in China, Korea, and Japan). The mechanisms of this pervasive influence, including extensive trade networks, profound religious exchanges, and intricate processes of cultural diffusion, will be comprehensively explored. Finally, the course culminates in Comparative Aesthetics of India and the West. This module engages in a sophisticated dialectic, juxtaposing the core tenets of Indian aesthetic thought with those of the Western tradition, from Socrates (eudaimonia, justice, beauty, truth, and virtue), Plato (Platonic philosophy), and Aristotle (Poetics and *Catharsis)* to contemporary critical discourse. This comparative analysis illuminates both striking convergences and fundamental divergences, particularly regarding art's ultimate purpose, the interplay of individuality versus universal experience, and the guiding philosophical orientations

inherent in each tradition. This holistic approach fosters a nuanced comprehension of Indian aesthetics within a global artistic discourse.

Case Study

1. Comparison of the Parthenon (Classical Greek) with a classical Indian temple (e.g., Brihadishvara Temple, Thanjavur) in terms of their aesthetic principles and cultural functions.
2. The adoption and adaptation of Indian artistic motifs in early Chinese Buddhist cave temples (e.g., Dunhuang).
3. The concept of *Rasa* exemplified in classical Indian dance and sculpture (e.g., Shiva Nataraja).

Reading List:

1 Coomaraswamy, Ananda K. (1981). *Figures of Speech or Figures of Thought* . Delhi: Munshiram Manoharlal.

2 Ghosh, M. M. (Trans.). (1951). *Natyashastra: A Treatise on Ancient Indian Dramaturgy and Histrionics*. The Asiatic Society

3 Gupta, Neerja A. *A Student's Handbook of Indian Aesthetics*. Cambridge Scholars Publishing, 2017.

4 Kramrisch, S. (1976). *The Hindu Temple* (Vols. 1–2). Motilal Banarsidass. (Introduction and chapters on *Vastu Purusha Mandala*)

5 Rawson, P. S. (1977). *The Art of Southeast Asia: Cambodia, Vietnam, Thailand, Laos, Burma, Java, Bali*. Thames & Hudson.

6 Zimmer, H. (1955). *The Art of Indian Asia: Its Mythology and Transformations*. Bollingen Series.

Module 2: Art of Pre and Protohistory (India)

This module offers a compelling journey into the earliest artistic expressions on the Indian subcontinent, spanning from the Paleolithic era through the flourishing of the Indus Valley Civilization. We will explore Prehistoric art, primarily manifested as rock art in sites like Bhimbetka, Adamgarh hills and Jogi Mara caves; analyzing its evolution from early cupules and schematic animal forms (Paleolithic) to the vibrant, narrative depictions of human and animal life (Mesolithic), and its subsequent stylistic shifts (Neolithic). The module then transitions to Protohistoric art, focusing on the sophisticated output of the Indus Valley Civilization. Here, we will examine the refined aesthetics of steatite seals with their intricate animal and symbolic carvings, significant examples of stone and bronze sculpture ("Priest-King," and "Dancing Girl" from Mohenjo-Daro, showcasing the lost-wax technique), and the ubiquitous terracotta figurines (Mother-Goddess) and distinctive pottery. This exploration will illuminate how these diverse artistic forms provide crucial insights into early human creativity, societal structures, and nascent symbolic systems across ancient India.

Case Study

1. Mesolithic geometric patterns and narratives in rock art
2. The 'Dancing Girl' of Mohenjo-Daro: analysis of material, form, and possible interpretations.
3. The grid plan and water management systems of Harappan cities as an aesthetic and technological achievement.

Reading List:

1 Chakrabarti, D. K. (2001). *Archaeological Geography of the Ganga Plain: The Lower and the Middle Ganga Plain*. Munshiram Manoharlal Publishers.

2 Kenoyer, J. M. (1998). *Ancient Cities of the Indus Valley Civilization*. Oxford University Press.

3 Lal, B.B. (2002) *The Saraswati Flows On: The Continuity of Indian Culture*. Aryan Books International.

4 Mackay, Ernest J.H. (1938) *Further Excavations at Mohenjo-Daro*. Arthur Probsthain. (Another key excavation report.)

5 Marshall, J. (1931). *Mohenjo-Daro and the Indus Civilization*. Arthur Probsthain.

6 Neumayer, Erwin. (2016). *Lines on Stone: The Prehistoric Rock Art of India*. Aryan Books International.

7 Possehl, G. L. (2002). *The Indus Civilization: A Contemporary Perspective*. AltaMira Press.

8 Vats, Madho Sarup. (1940). *Excavations at Harappa*. Government of India.

9 Vidale, Massimo. (2020). *The Archaeology of the Indus Civilization: From the Early Villages to Mohenjo-Daro*. Cambridge University Press.

Module 3: Ancient Indian Sculptures (Maurya to Nayaka Period)

This module offers a comprehensive analysis of Indian sculpture's magnificent trajectory, spanning from its imperial beginnings under the Mauryas to the regional flourishing of the Nayaka period. Students will explore how political patronage, religious evolution, and artistic innovation collectively shaped a rich and diverse sculptural heritage, moving from early monolithic forms to complex narrative reliefs and intricate temple adornments. The module will cover the distinct stylistic features of major periods: Maurya (e.g., Ashokan capitals, highly polished Chunar sandstone and important figures like Didarganj Yakshi), Sunga (narrative relief sculpture, torana gateways at Sanchi and Bharhut), Satavahana (Amaravati and Nagarjunakonda schools, dynamic reliefs), and Kushan (Gandhara School with Greco-Roman influences and anthropomorphic Buddhas; Mathura School with indigenous sensuous forms). It then progresses to the "Golden Age" of the Gupta period (ideal human form, sensual features, spiritual introspection, wet drapery effect), followed by Post-Gupta regional diversifications (Badami Chalukyas, Pallavas, Elephanta, Ellora). Medieval dynastic sculptures, including Pala-Sena bronzes, Chola bronzes (Nataraja) and monumental temple sculptures, and regional schools like Khajuraho and Konark, will

also be examined. The module concludes with the elaborate and ornate sculptures of the Late Medieval and Transitional periods, such as Vijayanagara (composite pillars, Hampi) and Nayaka (mandapa pillars, Meenakshi Temple at Madurai). Upon completion, students will be able to identify and analyze the iconographic evolution, materials, techniques, patronage, and stylistic shifts that define this pivotal era of Indian sculptural art.

Case Study

1. The Chola Nataraja Bronze as a Cosmic Icon
2. Narrative Cycles in Relief Sculpture (Sanchi & Amaravati).
3. Workshop on Ancient Stone Polishing Techniques.

Reading List:

1 Dehejia, Vidya. (1997). *Indian Art*. Phaidon Press.

2 Huntington, Susan L. (1985). *The Art of Ancient India: Buddhist, Hindu, Jain*. Weatherhill.

3 Michell, George. (1988). *The Hindu Temple: An Introduction to its Meaning and Forms*. University of Chicago Press.

4 Rowland, Benjamin. (1970). *The Art and Architecture of India: Buddhist, Hindu, Jain*. Pelican History of Art, Yale University Press.

5 Sthapati, V. Ganapati. (2002). *Indian Sculpture & Iconography: Forms & Measurements*. Sri Aurobindo Society.

6 Tömöry, Edith. (1982). *A History of Fine Arts in India and the West*. Illustrated ed. Orient Longman.

Module 4: Indian Iconography, Iconology, and Iconometry

This module provides a critical exploration of the theoretical and methodological frameworks essential for interpreting the vast visual vocabulary of Indian art. Moving beyond mere stylistic analysis of form, we will delve into Indian Iconography, systematically identifying and categorizing the attributes, gestures (*mudras*), postures (*asanas*), and vehicles (*vahanas*) that define deities and sacred figures across diverse religious traditions including the Hindu pantheon (*Shaiva, Vaishnava, Shakti, Saura*, etc.,), *Jain Tirthankaras*, symbolism and associated Gods and Goddess and Buddhist deities (*Sakyamuni, Maitreya, Bodhisattvas, Mahakala, Tara, Padmasambhava*, etc.,). Concurrently, the module will rigorously examine Iconometry, the prescriptive science of proportion and measurement, as codified in the *Śilpaśāstras*, revealing how precise spatial relationships underpin spiritual efficacy and aesthetic harmony. Finally, we will ascend to Iconology, analyzing the deeper cultural, philosophical, and ritualistic meanings embedded within these iconographic and iconometric structures, thereby unlocking the profound symbolic narratives and theological frameworks that animate Indian art. Through this integrated approach, students will gain the advanced analytical tools necessary to decipher the complex semiotics of Indian sacred imagery.

Case Study:

1. Understanding distinction between Buddha and Jina (Jain Tirthankara) through iconographic articulation.
2. Iconographical similarities on the Reincarnations of Vishnu. (Ayudhas, Vanamala, Kirita Mukuta, etc.,)
3. Understanding Buddhist iconography as codified in foundational texts such as the *Sadhanamala*, *Karmavibhanga*, *Lalitavistara*, *Jatakamala*, *Avadana*, and *Gandavyuha*.

Reading List:

1 Āryaśūra. *The Jātakamālā: Garland of Birth-Stories*. Translated by J. S. Speyer. Motilal Banarsidass, 1971.

2 Banerjea, J. N. *The Development of Hindu Iconography*. Munshiram Manoharlal Publishers, 1956

3 Bhattacharyya, Benoytosh. *The Indian Buddhist Iconography Mainly Based on the Sadhanamala and Other Cognate Tantric Texts of Rituals*. Oxford University Press, 1924

4 Boner, Alice, and Sarma, Sadasiva. *Silpa Prakasha: Medieval Orissan Sanskrit Text on Temple Architecture*. Brill, 1966.

5 Cleary, Thomas (Translator). *The Flower Ornament Scripture: A Translation of the Avatamsaka Sutra*. Vol. 3 (*The Gandavyuha*). Shambhala, 1993.

6 Gupta, S.P., and Shashi Prabha Asthana. *Elements of Indian Art: Including Temple Architecture, Iconography & Iconometry*. D.K. Printworld, 2009.

7 Jain, Jyotindra. *Jainism and Art*. D.K. Printworld, 2001.

8 Kramrisch, Stella. *The Hindu Temple*. Vol. 1 & 2. Motilal Banarsidass, 1946

9 Sthapati, V. Ganapati. *Indian Sculpture & Iconography: Forms & Measurements*. Sri Aurobindo Society, 2002.

10 Shah, Umakant P. *Jaina-Rūpa-Maṇḍana (Jaina Iconography)*. 2 Vols. Abhinav Publications, 1987.

11 Tagore, Abanindranath. *Some Notes on Indian Artistic Anatomy (Six Limbs of Painting)*. Indian Society of Oriental Art, 1914.

Module 5. Indian Paintings: From Ancient Murals to Modern Expressions

This module provides a comprehensive journey through the history of Indian painting, starting with the early historic murals like those at Ajanta, Bagh, Sitanavassal, Ravan Chaya, Kerala murals, Mattancherry Palace and Ellora, examining their techniques (incorporation of , themes, and narrative depth, alongside textual principles like the *Shadangas*. It will specifically underscore Ajantaism through the lens of the *Vishnudharmottara Purana*, examining how this classical text's principles inform the techniques, themes, and narrative depth of murals at sites like Ajanta. It then transitions to the rich tradition of miniature painting, exploring the distinct characteristics and patronage of schools such as Pala, Western Indian (Jain), Mughal, Deccan, and the diverse Rajput and Pahari styles, analyzing their unique themes from court life to devotional narratives. The module also covers later mural traditions in South India and various vibrant folk and tribal painting forms. Finally, it navigates the advent of Modern and Contemporary Indian Art, discussing the impact of colonialism, the nationalist impulses of the Bengal School, and the dynamic innovations of post-Independence artists and global art movements, ensuring students understand how Indian painting has continually adapted and reflected its evolving cultural and socio-political landscape. Indian painting traditions profoundly influenced art across Asia, driven by the spread of Buddhism, trade networks (like the Silk Road), and cultural exchanges. In the South, the Indian murals inspired Sigiriya Cave paintings of Sri Lanka. In Central Asia, Indian styles shaped early Buddhist cave paintings at Bamiyan and Dunhuang, exhibiting a synthesis of Indian, Hellenistic, and local elements. This influence extended to China, where Buddhist cave complexes like Mogao, Yungang, and Longmen show initial stylistic echoes of Indian murals, particularly from the Gupta period, in their iconography and narrative forms. From China, these traditions diffused into Korea and Japan, with early Japanese Buddhist art, such as Hōryū-ji Temple murals, demonstrating direct parallels with Indian techniques and iconography. In Southeast Asia, Indian painting's impact is visible in mural traditions of Sri Lanka (Sigiriya), Thailand, Myanmar (Pagan), and Indonesia, which absorbed Indian mythological themes, narrative conventions, and specific iconographic forms, integrating them into vibrant local styles. Thus, Indian painting served as a foundational source, its aesthetic principles, narrative structures, and iconographic conventions significantly shaping diverse painting traditions across the Asian continent.

Case Study:

1. Comparative study of Themes and Style of Indian and Sri Lankan murals (Ajanta, Bagh, Sigiriya and Dambulla caves).
2. Evolution of Pahari Paintings (Jain miniatures to Deccani miniatures).
3. Role of Art in Nationalist Movement.

Reading List

1 Archer, W.G. (1973). *Indian Paintings from the Punjab Hills: A Survey and History of the Basohli and Related Art Traditions*. 2 Vols. Sotheby Parke Bernet.

2 Brown, Percy. (1918). *Indian Painting*. The Heritage of India Series. Oxford University Press.

3 Chaitanya, Krishna. (1976-1994). *History of Indian Painting*. 4 Vols. Abhinav Publications.

4 Dehejia, Vidya. (1997). *Indian Art*. Phaidon Press.

5 Griffiths, John. (1896-1897). *The Paintings of the Buddhist Cave-Temples of Ajanta, Khandesh, India*. 2 Vols. W.H. Allen & Co.

6 Goswamy, B.N., and Eberhard Fischer. (1992). *Pahari Masters: Court Painters of Northern India*. Artibus Asiae.

7 Huntington, Susan L. (1985). *The Art of Ancient India: Buddhist, Hindu, Jain*. Weatherhill.

8 Jain, Jyotindra. (2001). *Jainism and Art*. D.K. Printworld.

9 Mitter, Partha. (1994). *Art and Nationalism in Colonial India, 1850-1922: Occidental Orientations*. Cambridge University Press.

10 Spink, Walter M. (2005-2015). *Ajanta: History and Development*. 7 Vols. Brill.

11 Verma, Som Prakash.(2012).*Art and Culture: Painting in Mughal India*. Aryan Books International.

12 Zebrowski, Mark. (2008).*Deccani Painting*. Roli Books.

Signature of Course Coordinator(s)

Dr. Anand Burdhan

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.
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 RAC:
The RAC discussed the proposal in its meeting, which has been approved in the present form.

Signature of the Dean of the School

Dr B R Ambedkar University Delhi

School of Heritage Research and Management

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

Heritage Laws in India and International Conventions

School/Centre proposing the course	**School of Heritage Research and Management**
Programme(s)	**MA Semester II** **Archaeology and Heritage Management** **Conservation, Museology and Heritage Management**
Course title	**Heritage Laws in India and International Conventions**
Course code	
Credits	**4 credits**
Course type (core/compulsory/ optional/any other – please specify)	**Core**
Level (Predoctoral /MA/PG Diploma/Certificate/UG)	**M A**
Course coordinator and team	**Dr Shalini Awasthi**

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

This is a fundamental course for Archaeology and Heritage Management, and Conservation, Museology and Heritage Management, Heritage Studies. It does not overlap with any other course offered at the university. The primary thrust of the course is to familiarize students with the foundations of conventions and acts on heritage protection and preservation, nationally and globally. The Course is designed to build the conceptualizations and contextualization's for This Course focuses on knowledge communication and real-time case studies for a study heritage framework of conventions and acts for heritage protection .

2. Specific requirements on the part of students who can be admitted to this course: (Prerequisites; 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 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: **2026**

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, where all research programmes aim to impart interdisciplinary knowledge with exposure to field studies. The course seeks to provide theoretical and practical contours of various areas of knowledge of conventions and acts and their continued relevance for protection of movable and immovable heritage. It has interdisciplinary/multidisciplinary potential and encourages the scholar through a cross-utilization of research ideas.

7. Course Details:
   a) **Summary: T**his Course on heritage laws in India and international conventions historical analysis, principles, and practices for protection of movable and immovable objects under normal circumstances , during times of armed conflict and the return and restitution of cultural property.

   b) **Objectives:**
      - Understanding the legal and institutional frameworks for heritage protection.
      - Applying international and national laws to specific situations.
      - Analyzing the challenges and opportunities in heritage conservation
      - Engaging with stakeholders in heritage management.
      - Contributing to the development of effective heritage protection strategies

Learning Outcomes

- Acquire the ability to relate national laws with international conventions
- Understanding of the legal framework for heritage protection in India
- Understanding of issues of ownership and legislation regarding heritage preservation.
- **Comprehension of contemporary issues and** challenges to heritage, as illicit trade, and protection of heritage in conflict scenarios

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

Module 1

Legal Principles and Concepts on Heritage Protection

The global world and nations are increasingly acknowledging the necessity to protect heritage for a sense of identity, and to preserve its history. Heritage serves as a link to the past, shaping our present and influencing future generations. Heritage contributes towards economic growth through tourism and cultural industries, it also fosters social inclusion, offers educational resources, and strengthens communities. Given the multiplicity of benefits for heritage protection principles and legislations have been framed for providing a sound foundation for heritage protection.

This module will discuss the process, mechanisms and terminology used for legislation such as convention, recommendations, charters, protocols etc. trace the origin, growth and evolution of heritage law concepts, through the Venice Charter (1964), Burra Charter (1981), the Nara Document on Authenticity (1994).

Case Study

Nabakalebara

Essential Readings

- Arun Menon.2014. Heritage Conservation In India: Challenge's And New Paradigms at SAHC2014 – 9th International Conference on Structural Analysis of Historical Constructions F. Peña & M. Chávez (eds.) Mexico City, Mexico, 14–17 October 2014

- Jukka Jokehileto. 1998. The Context of the Venice Charter (1964) in Conservation and Management of Archaeological sites. Vol. 2, 1998.Issue 4. (229-233). https://doi.org/10.1179/135050398793138762

- Australia ICOMOS Incorporated International Council on Monuments and Sites. 2013. The Burra Charter, The Australia ICOMOS Charter for Places of Cultural Significance.

- Herb Stovel (2008) "Origins and influence of the Nara document on authenticity", APT Bulletin 39 (2/3): 9-17.

Suggested Readings

- Gaurav Pathak: Legal Regime for The Protection Of Cultural Heritage In India. Gdańskie Studia Azji Wschodniej 2022/22. DOI: https://10.4467/23538724GS.22.047.17019

- ICCROM.2016**.** National Conservation Policy in Asia.
  Introduction
  Chapter 11: Shaping conservation in India: a perspective from INTACH

Module 2

International Conventions and Regulations for Protection of Immovable Cultural Heritage

International conventions and regulations for protecting immovable cultural heritage primarily focus on safeguarding historical monuments, archaeological sites, and other significant physical structures. These measures are crucial for preserving humanity's shared history and cultural identity. Key international instrument for which is the World Heritage Convention (1972), and periodic inclusion of new categories through the Operational Guidelines of historic towns (1987). cultural landscapes (1992), heritage canals (1994), heritage routes (1995), which focuses on identifying, protecting, and preserving cultural and natural sites of outstanding universal value. It is through this Convention that sites are inscribed on the World Heritage List, recognized for their unique cultural and/or natural significance and receive international attention and support for their preservation.

The convention is not merely limited to nominations, but an oversight of these nominations as reflected through the World Heritage Sites in Danger and World Heritage Sites that have been deleted from the Inscription List.

Case Study

Dholavira as World Heritage Site / Jerusalem on the Inscription List

Essential Readings

- Henri Cleere. 1996**.** Protecting the Worlds Cultural Heritage in Stephen Marks (Ed.) Concerning Buildings
- United Nations Audiovisual Library of International Law. 2012. The Convention Concerning the Protection of The World Cultural And Natural Heritage
- Roland Bernecker and Nicole Franceschini. 2022.UNESCO World Heritage and Global Governance in Marie-Theres Albert , Roland Bernecker Claire Cave and Anca Claudia Prodan Matthias Ripp (Ed.). 50 Years World Heritage Convention: Shared Responsibility – Conflict & Reconciliation. Springer.

Suggested Readings

- UNESCO. 2025. Operational Guidelines for the Implementation of the World Heritage Convention
- Archaeological Survey of India 2020. Volume I Nomination Dossier Dholavira: A Harappan City

- Michel Dumper and Craig Larkin**.** 2011. The politics of heritage and the limitations of international agency in contested cities: a study of the role of UNESCO in Jerusalem's Old City in Review of International Studies. Vol.28. Issue 1.

Module 3

National Heritage Legislation for Protection of Immovable Cultural Heritage

Monuments Preservation Act of 1904 marked the beginning of the national legislation for protection of immovable heritage in India, as ancient monuments and archaeological sites. Post-independence, the Ancient and Historical Monuments and Archaeological Sites and Remains (Declaration of National Importance) Act, 1951, was enacted to declare certain ancient and historical monuments and archaeological sites and remains in India as being of national importance. This Act, was a crucial step in preserving India's rich cultural heritage by officially recognizing and protecting these sites. Meanwhile with the promulgation of the Ancient Monuments and Archaeological Sites and Remains (AMASAR) Act, 1958, the Act of 1904 stood repealed. The AMASAR Act provides a framework for identifying, protecting, and managing these sites, through government agencies like the Archaeological Survey of India. The Ancient Monuments and Archaeological Sites and Remains (Amendment and Validation) Act, 2010(10 of 2010) amended the Act of 1958, and created the National Monuments Authority, the Competent Authority for Framing of Heritage bye-laws around protected monuments. Presently, a bill is pending in Parliament for another amendment of the AMASAR Act.

The Act of 1951 was revisited in 2023, with a Report titled ‘Monuments of National Importance: The Need for urgent Rationalisation’, to look into aspects of selection, distribution, and expenditure on monuments.

Case Study

Heritage Bye-Laws for Old Mughal Kos Minars adjoining the North-Western Railway in the Sonepat Tahsil (now known as Sonipat), Haryana

Essential Readings

- S L Nagar.1993**.** Protection, conservation and preservation of Indian monuments. Aditya Prakshan.

- The Ancient Monuments and Archaeological Sites and Remains Act, 1958 (24 of 1958) as amended by The Ancient Monuments and Archaeological Sites and Remains (Amendment and Validation) Act, 2010(10 of 2010)
- 2011. AMASAR Act (Framing of Heritage bye-laws and other functions of the competent authority)
- Sanjeev Sanyal. 2023. Monuments of National Importance: Need for Urgent Rationalisation. Economic Advisory Council to the PM

Suggested Readings

- 2018: Bill Text As Introduced in The Rajya Sabha On The 20th July, 2018. https://sansad.in/getFile/BillsTexts/RSBillTexts/Asintroduced/Ancient-E-20718.pdf?source=legislation

Module 4
Ownership and Protection of Movable Cultural Property

Movable cultural property, encompassing items like artworks, historical artifacts, and documents, is subject to both ownership rights and specific protection measures, both nationally and internationally. These protections aim to safeguard this heritage from damage, loss, and illicit trafficking, recognizing its importance to a nation's cultural identity. The safeguards are provided through UNESCO Convention on The Means of Prohibiting and Preventing the Illicit Import, Export And Transfer Of Ownership Of Cultural Property (1970), Recommendation concerning the International Exchange of Cultural Property (1976), and dealing with issues as return, reparation and restitution of cultural property. The safeguards for movable cultural property in India is provided through The Antiquities and Art Treasure Act 1972. The students will study about the illegal trafficking and restitution of movable cultural property of India.

Case Study
Shivpuram Nataraja statue/ Benin Bronzes

Essential Readings

- Craig Forest.2010. International Law and Protection of Cultural Heritage. Routledge
  Chapter: The return, restitution and reparation of movable cultural heritage

- UNESCO .2011. The Fight Against the Illicit Trafficking Of Cultural Objects: The 1970 Convention: Past And Future

- S P Sarma. 2022. Cultural Heritage: An urgent Need for Protection and Preservation . Economic Advisory Council to the PM

- UNESCO Courier . October -December 2020. 50 YEARS of the FIGHT Against the Illicit Trafficking of Cultural Goods. UNESCO

Suggested Readings

- Manvi Seth Juhi Sadiya. 2023. Re(Ad)Dress: Return Of Treasures. National Museum Institute of History of Art, Conservation & Museology New Delhi, India

- S Vijay Kumar. 2018. The Idol Thief. Juggernaut Books.

- William Dalrymple and Anita Anand. 2016. Koh-i-Noor. The history of the most infamous Diamond.

Module 5
Heritage in Times of Conflict

In times of conflict, cultural heritage, encompassing both tangible and intangible aspects, faces significant threats. Conflict causes physical destruction to monuments, museums, archaeological sites, and other tangible heritage can be directly damaged or destroyed by military actions. Armed conflicts create opportunities for the illicit trafficking of cultural objects, leading to the loss of valuable artifacts and undermining cultural identity. International efforts, like the 1954 Hague Convention, aims to protect heritage during armed conflict. The Hague Convention establishes a legal framework for protecting cultural property during armed conflict, including measures like the Blue Shield to mark protected sites.

Case Study
Bamiyan Buddhas

Essential Readings

- Simon Lambert and Cynthia Rockwell (Ed.). 2012. Protecting Cultural Heritage in Times of Conflict. ICCROM

- Craig Forest.2010. International Law and Protection of Cultural Heritage. Routledge
  Chapter: Cultural Heritage and Armed Conflicts

- Heritage Destruction and the War on Ukraine Joseph Powderly and Amy Strecker. 2023. DOI https://10.1163/9789004434011_018

Suggested Readings

UNESCO 2016. Protection Of Cultural Property: Military Manual

René Teijgeler. 2006. Preservation management for libraries, archives and museums. Edited by G.E. Gorman and Sydney J. Shep 2006, London: Facet Publishing

Chapter 9: Preserving cultural heritage in times of conflict p. 133-165

1. **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 Indian and world heritage sites and monuments.
   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.
   e) Linkages with external agencies and field-based organizations related to Heritage Studies and Management, Archaeology and Conservation.

2. **Assessment structure** (modes and frequency of assessments) are per the new assessment, evaluation, and student progression policy for MA courses, which will apply to students admitted to the academic year 2026- 27 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)
Prof. Rukmini Sen
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.
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 RAC:
The RAC discussed the proposal in its meeting, which has been approved in the present form.

Signature of the Dean of the School

Dr B R Ambedkar University Delhi

School of Heritage Research and Management

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

Heritage Site Management

School/Centre proposing the course	**School of Heritage Research and Management**
Programme(s)	**M A Semester II** **MA Archaeology and Heritage Management** **MA Conservation, Museology and Heritage Management**
Course title	**Heritage Site Management**
Course code	
Credits	**2 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**

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, from both Programmes of Archaeology and Heritage Management, and, Conservation Museology and Heritage Management, and students of history. It does not overlap with any other course offered at the university. The primary thrust of the course is to familiarize students with the theoretical and practical foundations of management of heritage sites to ensure their longevity over time through sustainable management practices, and ensuring their economic viability also. It will focus on the transmission of knowledge systems and best practices that will be beneficial in implementing and crystallizing project implementation proposals and research ideas to the scholars.

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

4. Course schedule: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): **Full Semester Course (2 Credits)**

5. Proposed date of launch: **2026**

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, where all research programmes aim to impart interdisciplinary knowledge with exposure to field studies. The course seeks to provide theoretical and practical foundations of management of heritage sites to ensure their longevity over time through sustainable management practices, and ensuring their economic viability also. Heritage site management, in urban and rural landscapes, and the way forward in the related research area. It has interdisciplinary/multidisciplinary potential and encourages the scholar through a cross-utilization of research ideas.

7. Course Details:
   a) **Summary:** The course attempts to cover the essential areas that are strategic towards building a detailed overview of the heritage site management discipline as a background theme for the programmes and pave the way forward for undertaking research and projects in the field. 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 management philosophy.

      This course focuses on management, planning, decision making, and interpretation for heritage sites, from individual buildings and historic sites to whole landscapes and historic objects. Class projects ask students to analyze historic site operations and interpret objects. Course material will draw on model approaches to management, as well as a series of domestic and international case studies, with the goal of understanding the practicalities and particularities of site management. Topics to be examined in greater detail might include histories of historic sites, collections and conservation policies, interpretation, tourism, social justice, community engagement, strategic planning, in addition to fundraising and financial management. The course emphasizes making historic sites meaningful, relevant and sustainable in the present

      Thus, it would move from generic understanding to developing more concrete ideas in heritage site management guidelines, practices and research and facilitate scholars in generating research ideas pertinent to the thought germination process.

   b) **Objectives:** This course aims to build a foundation across the various facets of Heritage site management. This will help the scholars to make a critical

perspective on multiple components of heritage sites, and the theoretical framework for the various facets of heritage management, and find the way forward for research in the area of their choice.

Learning Outcomes:

- to develop integrated and sustainable management plans that consider the site's impact on the environment and community
- the ability to create effective interpretive tools and educational programs to communicate a site's significance to the public.
- Develop skills to identify and work with various stakeholders, including local communities and specialists.
- Acquire capacity to address complex issues in heritage site management through creative and interdisciplinary problem-solving approaches

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

Module 1: Scope of Heritage Site Management
This module is an introduction into the Why? for Heritage Site Management. While it is accepted that heritage sites, face threats from natural and man-made elements, impacts of natural disasters, industrialization, and illicit practices on heritage sites. The scope for site management covers the aspects of maintenance, management and representation of, and, through communities. The scope of site management will be discussed in context of heritage sites, museums-as repositories for cultural artefacts, and art galleries, and their role in heritage tourism industry, for cultural identity, and sustainable development. Public participation and social engagement of local communities and stakeholders in the processes of heritage site management will be discussed. This module will also familiarize the students with the terminologies used for heritage site management as preservation, restoration, conservation, authenticity, integrity, and other relevant terms.

Case Study: Sunder Nursery / Partition Museum Delhi

Essential Readings

- UNESCO / ICCROM / ICOMOS / IUCN. 2013.Managing Cultural World Heritage: Resource Manual.
  Chapter 2: Context: Managing Cultural Heritage

- Harrison, Richard. 1994. Manual of Heritage Management**.** Butterworth-Heineman
  Chapter 1: Vision, strategy and corporate planning: An overview.

- UNESCO / ICCROM / ICOMOS / IUCN, 2012. Managing Natural World Heritage: Resource Manual
  Chapter 1: Introduction and Glossary

- Niti Aayog. 2021. Challenges faced in Heritage Management in India and Policy Imperatives

- Niti Aayog. Improving Heritage Management in India. 2020
  Chapter 12. Skill Development, Community Employment and Institutional Collaborations

Suggested Readings

- Greffe, Xavier; Managing our Cultural Heritage; Aryan Books International, New Delhi

- Howard, Peter. 2003. Heritage Management, Interpretation, Identity. Continuum

Module 2: Managing and Presenting the Past at Heritage Sites

This module will present the techniques for the development of integrated development and management plans for heritage sites. The components of Site Management Plans and Integrated Development Planning strategies, the heritage sites management practices will be studied which cause least damage to the heritage asset, at the same time maximizing engagement and imparting cultural knowledge to the visitors and community. The processes of interpretation, by developing materials and programs for active public engagement, through interpretation centers will be discussed. Though these integrated management plans sustainable practices for management of heritage sites and promoting awareness about the importance of heritage, through public education will be addressed.

Case Study: Qutb Complex/ Humayun Tomb Interpretation Centre

Essential Readings

- Natural England. 2008. Preparing a Heritage Management Plan

- UNESCO / ICCROM / ICOMOS / IUCN. 2013 Managing Cultural World Heritage: Resource Manual.
  Chapter 4: Defining, assessing and Improving Heritage Management Systems

- Orbasli, Aylin. 2000. Tourists in Historic Towns-Urban Conservation and Heritage Management. Routledge.
  Chapter 6: Heritage management in historic towns

- Valentina Cristini et al (Eds.). 2020. Heritage Management Educational Handbook. Re-think Heritage! & Erasmus+ KA2 Strategic Partnership
  Chapter 2: Instruments of Heritage management.

- Francis McManamon and Alf Hatton (Eds), 2000. Cultural Resource management in Contemporary Society: Perspective on Managing and Presenting the Past. Routledge.

Suggested Readings

- Niti Aayog. Improving Heritage Management in India. 2020

- Cleere, Henry. Ed. Approaches to the archaeological heritage: A comparative study of world cultural resource management systems. Cambridge, UK: Cambridge Univ. Press. 1984

- Feilden, B.M. & J.Jokilehto, (n.d.) : Management Guideline for World Cultural Heritage Sites, UNESCO

Module 3: Heritage Site Management and Climate Change

Heritage sites, are precious connections to history, community, and landscape, which need tailor-made site-specific management strategies, against threats faced from rapid urbanization, population pressure, among others. The twenty-first century has seen the emergence of 'new' kinds of threats in climate change. Hence management strategies will have to account for this additional source of stress in the future, for archaeological heritage, historic sites and issues of biodiversity

Case study: Ajanta Caves/ Sunderbans / Taj Trapezium Case

Essential Readings

- Nicholas P. Simpson (et.al). 2024. Heritage Adaptation to Climate Change (Working Paper). Supported by the British Academy ISPF ODA Challenge-Orientated Research Grant and Irish Aid.
- UNESCO, ICCROM, ICOMOS and IUCN, 2022. Resource Manual. Guidance and Toolkit for Impact Assessment.
- Gurmeet Rai. 2025. Climate Action for Built and Cultural Heritage in Indian Cities Compendium. MoHUA etc.

Suggested Readings

- Arati Kumar-Rao. 2023. Marginlands: Indian Landscapes On The Brink. Pan Macmillan
- Sanjaya Bhatia and Nidhi Shukla. 2024. Integrating traditional knowledge and cultural heritage with climate adaptation and disaster risk reduction: the role of training and tools (pp. 773-776) in Journal of Cultural Heritage Management and Sustainable Development Vol. 14 No. 5, 2024 pp. 777-781 Emerald Publishing Limited 2044-1266
  DOI 10.1108/JCHMSD-04-2024-0079

Module 4: Visitor Management in Heritage Sites: Interpretation, Accessibility, and Safety

Visitor flow, preserves the site's integrity, enhances visitor experience at the heritage site, and is an effective management tool critical for ensuring the long-term sustainability of heritage sites.

Specific strategies for visitor management include, pricing and ticketing strategies, visitor monitoring and data collection (feedback), providing informative displays, guided tours, and educational programs to enhance visitor understanding and appreciation of the site's significance. Provision of visitor facilities, including restrooms, pathways, and access control and zoning, to ensure for visitor comfort and safety. AI driven interpretation tools as virtual guided tours, AR based story-telling and personalized apps to enhance visitor engagement while minimizing physical impacts on sensitive heritage areas will also be discussed.

Another important aspect for visitor management is emergency preparedness, that is the ability to respond to potential incidents, such as fires, medical emergencies, or natural disasters, is crucial for visitor safety.

Case study: Calico Museum of Textile, Ahmedabad

Essential Readings

- Harrison, Richard. 1994. Manual of Heritage Management**.** Butterworth-Heineman
  Chapter 22: Visitor and User Services
  Chapter 23: Managing Volunteers: A Partnership Approach
  Chapter 29: Heritage Interpretation and environmental education

- Mohammad, Dalia Soliman.2010. Managing Visitors Via Demarketing in The Egyptian World Heritage Site: Giza Pyramids in Journal of Association of Arab Universities for Tourism and Hospitality,7(1) 15 20 (2010)

- Shackley, Myra. 1998. Visitor Management: Case Studies from World Heritage Sites. Taylor and Francis

- Tandon, Aparna. 2013. ICCROM Programme on Disaster and Risk Management A Background Paper Draft: April 30, 2013. ICCROM

- National Institute of Disaster Management 2022. Report Summary of Webinar on Cultural Heritage Disaster Risk Reduction 07 December 2022

Suggested Readings

- Francis McManamon and Alf Hatton (Eds), 2000. Cultural Resource management in Contemporary Society: Perspective on Managing and Presenting the Past, Routledge Publication: London

- Schiffer, Michael & George Gumerman.1977. Cultural Resource Management in Conservation Archaeology: A Guide.

- Stovel, Herbert S. (Ed). Risk Preparedness. UNESCO

Module 5. Financing, Budgeting and Marketing of Heritage Sites

Effective budgeting and marketing are crucial for the sustainability and success of heritage sites. A well-defined budget ensures resources are allocated efficiently for conservation, maintenance, and visitor experience, while strategic marketing attracts visitors and generates revenue. This approach helps preserve cultural heritage for future generations and promotes

economic development through tourism.

This module will introduce the students to the variety of funding resources as government grants, private donations and sponsorships, avenues for revenue generation, and Public-Private Partnerships (PPPs) and corporate social responsibility. Aspects of budget allocation as plan and non-plan categories will also be covered.

For marketing of heritage sites, the principles of marketing mix, market segmentation and branding of heritage site through online and offline media will be discussed.

Case Study: Incredible India Campaign

Essential Readings

- Shashi Misiura. 2006. Heritage Marketing. Butterworth-Heinemann

- Niti Aayog. Improving Heritage Management in India. 2020
  Chapter 13: Vision, Branding and Marketing Model

- Harrison, Richard. 1994. Manual of Heritage Management**.** Butterworth-Heineman
  Chapter 20: Financial Management.
  Chapter 31: Selling the Heritage Product

- Kant, Amitabh. 2009. Branding India: An Incredible Story. Harper Collins

- Prasanna Chandra. 2019. Projects: Planning, Analysis, Selection, Financing, Implementation, and Review. Mc Graw Hill

Suggested Readings

- Greffe, Xavier; Managing our Cultural Heritage; Aryan Books International, New Delhi

- Allchin, B., Allchin, F.R. et al. (1989) Conservation of Indian Heritage, Cosmo Publishers, New Delhi

- Neil G. Kotler, Philip Kotler, Wendy I. Kotler · 2008. Museum Marketing and Strategy Designing Missions, Building Audiences, Generating Revenue and Resources

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 Indian and world heritage sites and monuments.

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.

e) Linkages with external agencies and field-based organizations related to Heritage Studies and Management, Archaeology and Conservation.

9. **Assessment structure** (modes and frequency of assessments) are per the new assessment, evaluation, and student progression policy for MA courses, which will apply to students admitted to the academic year 2026- 27 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.
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 RAC:
The RAC discussed the proposal in its meeting, which has been approved in the present form.

Signature of the Dean of the School

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Ambedkar University Delhi

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

School/Centre proposing the course	**School of Heritage Research and Management**
Programme(s)	**MAHM and MCPHM**
Course title	**Research methods**
Course code	TBD
Total Credits	**2 credits**
Course type (core/compulsory/ elective/any other – please specify)	**Core**
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	**Masters**
Proposed date of launch	**August 2025**
Course coordinator and team	**Dr Sima Yadav**

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

   Research Methods is a core course for the two Master's programmes, MAHM and MCPHM, focusing on developing a critical thinking approach to understanding, examining, and interpreting the issues and complexities of research, particularly in the heritage sector. This course follows an interdisciplinary framework and aligns with other courses offered at the Master's level.

2. **How is the course linked to the specific programme(s) where it is being offered?**
   The course on research methods is designed in accordance with the AUD vision and NEP 2020, with all Master's programmes aiming to impart interdisciplinary knowledge and provide exposure to field and case studies. The course aims to offer theoretical and practical insights into diverse areas of Research Methods. The course covers the research process, including the available tools and the necessary knowledge and skills required to write on Heritage themes at an advanced specialist level. The course will serve as a guide in students' transfer from being recipients of heritage knowledge to becoming producers of this knowledge. Reflections on the student's new role will be a central feature in this course. It has interdisciplinary/multidisciplinary potential, encouraging Master's students to develop ideas by cross-utilising various fields and generating new research ideas.

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

   This is a core course for MAHM and MCPHM. It does not overlap with any other course offered at the university. The primary thrust of the course is to provide an introduction to the tools heritage experts use in their work with sources and research literature, as well as the methods available to facilitate the preparation and management of sources and the writing of a master's thesis. The discipline of Heritage encompasses a variety of specialised fields, which can be approached from different angles and viewpoints. The course is designed to provide students with an introduction to research methods through their own experiences and practical applications. The students are expected to gain insight into the development of heritage research, enabling them to understand how different heritage perspectives relate over time and across social contexts.

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. **Number of students to be admitted (with justification if lower than the usual cohort size is proposed):** As per the MA cohort size

6. **Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):** Winter Semester

7. **Course Details:**

   a. **Summary:** A course on Research Methods in Heritage Management would likely cover the foundational principles of research, research design, data collection and analysis, and ethical considerations, all within the context of studying cultural and historical Heritage. It would also delve into the specific methodologies used in heritage studies, such as archival research, oral history, and material culture analysis. The course will identify the tools for designing research strategically, providing a focused understanding of how to process data and information, and create an informed output. A critical component of the course will focus on addressing plagiarism, citations, and referencing. It aims to develop a specialised approach and skills for broader and relevant reading, critical insight, reflective thinking, academic writing, expanded vocabulary, and a structured approach to reliable, solid, and impactful research. The course will serve as a guide in students' transfer from being recipients of heritage knowledge to becoming producers of this knowledge. Reflections on the student's new role will be a central feature in this course.

   b. **Objectives:**

   Heritage as an academic discipline also implies an understanding of the research process. The Master's thesis is a fixed topic within the field of Heritage. Additionally, it is a piece of work by an apprentice utilising applied heritage research methods. The Master's thesis is usually written in connection with a research project. Furthermore, the programme of study comprises advanced-level courses from various heritage fields. The students are to gain insight into the development of heritage research, understanding how different heritage perspectives relate over time and across social contexts. Critical approaches to heritage sources are essential requirements in the research methods course.

   This course provides postgraduate students with the knowledge and skills required to perform independent research in Heritage management. The course encompasses the following research topics: ethics; archival and bibliographical methods; data collection methods (including case studies, experimental research, surveys, and statistical studies); various approaches (comparative, exploratory, prescriptive, and normative); design; and the presentation of research results.

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

- Improving critical thinking and analytical skills.
- Gaining proficiency in data collection and analysis techniques.
- Learning to write clear and concise research reports.
- Developing a strong understanding of research processes and methodologies.

- Apply the scientific approach to cultural studies and theories, developing holistic and integrated habits of thought.
- Recognise the components of data and information and their application & management.
- Utilise the techniques of appreciation and criticism as a foundational tool in research.
- Understanding ethical considerations in research.
- Identify and explain the working principles of primary scientific instruments used in art conservation and archaeology.
- Utilise digital tools and software for documentation, analysis, visualization, and site management.

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

Module 1: Research Methods and Methodologies in Heritage Management.
This module will focus on subjects such as 'What is Research?' Defining research, its purpose, and its role in heritage studies. The course represents the specific methodologies in Heritage Studies, derived from diverse fields of cultural Heritage, Archaeology, Conservation and Preservation, as well as Museum Studies and Heritage Tourism.

Case Study:

- Material Culture Analysis: Studying physical artefacts and their historical and cultural significance.
- Ethnographic Research: Observing and interacting with communities to understand their heritage practices.
- Oral History: Conducting and analysing oral interviews with individuals and communities.

Reading List

- Marie Louise Stig Sørensen, John Carman, 2009, *Heritage Studies: Methods and Approaches,* Routledge.
- Rachel King (Editor), Trinidad Rico 2025, *Methods and Methodologies in Heritage Studies,* UCL Press
- Lu Ann De Cunzo, Catharine Dann Roeber, 2022, *The Cambridge Handbook of Material Culture Studies*, Cambridge University Press.
- R. Alexander Bentley, Herbert D. G. Maschner, And Christopher Chippindale, 2008 *Handbook of Archaeological Theories*, Altamira Press.
- Ian Hodder, 2004. *Reading the Past: Current Approaches to Interpretation in Archaeology*.Cambridge University Press.
- Helen Newing, 2011, *Conducting Research in Conservation Social Science Methods and Practice,* Routledge
- Erica L. Tucker, 2014, *Museum* Studies, Oxford University Press.
- Waterton, Emma, and Steve Watson. "Heritage as a focus of research: past, present and new directions." In The Palgrave handbook of contemporary heritage research, pp. 1-17. London: Palgrave Macmillan UK, 2015.

Module 2: Research Design in Heritage Management.
This module will focus on exploring the core principles of the scientific method and its application to heritage research, including identifying research problems and developing focused research questions. It will also involve conducting thorough literature reviews to understand existing knowledge and identify gaps.
Understanding of different sampling techniques relevant to heritage studies (e.g., purposive sampling, snowball sampling). Exploring different research designs, including qualitative, quantitative, and mixed-methods approaches.

Case Study:

- Archival Material: Examining primary and secondary sources in archives.
- Study of Museum Artefacts.

Reading List

- Ranjit Kumar, 1999, *Research Methodology: a step-by-step guide for beginners*, Sage Publications.
- C R Kothari, 2004, *Research Methodology: Methods and Techniques*. New Age International Publishers.
- Helen Graham 2019 *Heritage as Community Research: Legacies of Co-production*, Policy Press.
- Manish Chalana and Ashima Krishna, 2020, *Heritage Conservation in Postcolonial India: Approaches and Challenges,* Routledge
- V. Jeyaraj, 2005, *Museology and Heritage Management,* Chennai Government Museum.
- Filippucci, P., & Carman, J. (2009). *Heritage and methodology. A view from social anthropology.* Carman, John, and Stig Sorensen, Marie Louise. *Heritage studies: methods and approaches,* 319-325.
- Goundar, S. (2012). *Research methodology and research method*. Victoria University of Wellington, 1(1), 1-47.
- Walliman, N. (2021). *Research methods: The basics*. Routledge.

Module 3: Use of Scientific Instrumentation and Software in Heritage Research

This module introduces students to the principles and applications of scientific instrumentation and analytical software used in the study, documentation, and preservation of cultural Heritage.
It focuses on understanding material composition, deterioration processes, and technical art history through non-destructive and micro-analytical techniques.
Students will also gain practical exposure to data interpretation, imaging, and digital tools supporting conservation decision-making.
Case Study: X-Ray Fluorescence Spectroscopy (XRF), Fourier Transform Infrared Spectroscopy (FTIR), Geographic Information System (GIS), AutoCAD and Revit, Image Processing Software (Adobe Photoshop, ImageJ), Data Analysis & Visualisation Tools (Origin, Excel, R)
Reading List:

- Giorgio Torraca (2009). Lectures on Materials Science for Architectural Conservation. Getty Conservation Institute.

- Core text explaining material science principles and analytical approaches for conservation.
- Chandra L. Reedy (1992). Scientific Analysis in Art Conservation. Getty Conservation Institute.
- Comprehensive guide to instrumental techniques, sampling ethics, and interpretation of analytical results.
- Barbara H. Berrie (Ed.) (2007). Analytical Chemistry in the Field of Cultural Heritage. Smithsonian Institution.
- Covers applications of FTIR, XRF, Raman, GC-MS, and HPLC in cultural heritage analysis.
- Paul Whitmore (Ed.) (2018). Scientific Examination of Art: Modern Techniques in Conservation and Analysis.National Academies Press.
- Explains current scientific methods and case studies, integrating analysis with conservation treatment.
- David A. Scott (2002). Copper and Bronze in Art: Corrosion, Colourants, Conservation. Getty Conservation Institute.
- Demonstrates the role of XRD, SEM-EDS, and other scientific methods in metal artefact research and conservation.

Module 4: Research Writing, Presentation and Ethics.

The module will focus on understanding the ethical considerations in heritage research, including issues of access, representation, and cultural sensitivity, while also emphasising the development of clear and concise writing skills for research reports and theses. Understanding proper citation styles and avoiding plagiarism. The Dissemination of Research by exploring different ways to share research findings (e.g., publications, presentations, exhibitions)

Reading List

- Luciano Floridi, 2023, *The Ethics of Artificial Intelligence: Principles, Challenges, and Opportunities,* Oxford University Press
- Sarah Elaine Eaton, 2016, *Handbook of Academic Integrity*, Springer.
- Umberto Eco, 2015, *How to Write a Thesis*, The MIT Press, Cambridge, Massachusetts, London, England.
- Joseph Roche, 2022 *Essential Skills for Early Career Researchers,* Sage Publishers.
- Erica Avrami, Susan Macdonald, Randall Mason, and David Myers.2019 *Values in Heritage Management: Emerging Approaches and Research Directions*. Getty Conservation Institute.
- Snyder, H. (2019). *Literature review as a research methodology: An overview and guidelines. Journal of Business Research,* 104, 333-339.
- Borg, E. (2000). *Citation practices in academic writing. Patterns and perspectives: Insights into EAP writing practice,* 26-42.

(ii) Assessment Plan (weight, mode, scheduling) for the course: As per AUD and NEP 2020 guidelines.

Assessment Details with Weightage for Evaluation: 100 Marks

By the end of the course, students will be required to submit a paper and will be evaluated on their reflection on the topic, critical thinking, and level of involvement.

Assignment. 1- 50% ((Literature Review)

Assignment 2- 50% (Paper on Research Design)

8. **Pedagogy:**
   a. Instructional strategies: This course will be facilitated through participatory pedagogies, utilising lectures and discussions that incorporate seminal papers, literature reviews, critiques, and book reviews.
   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/other instructional space; any other – please specify):

   c. Expertise in the AUD faculty or outside

   d. Linkages with external agencies (e.g., field-based organisations, others) related to Heritage Studies and Management, Archaeology, and Conservation.

Dr Sima Yadav

Signature of Course Coordinator(s)

Note:

1. Modifications based on deliberations in the Board of Studies and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated. The revised proposal should then be submitted to the Academic Council with accompanying recommendations.
2. Core courses intended for more than one programme and shared across schools may need to be taken through the boards of studies of the respective schools. The electives shared between multiple programmes should have been approved by the Board of Studies and carried 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 through SCAP/SCPVCE/SCR.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr B R Ambedkar University Delhi

School of Heritage Research and Management

Proposal for Launch of a Course

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

Field Archaeology: Methods and Practice

School/Centre proposing the course	**School of Heritage Research and Management**
Programme(s)	**MA Archaeology and Heritage Management**
Course title	**Field Archaeology: Methods and Practice**
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. Sima Yadav**

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

This course builds directly upon the theoretical foundations provided in the first-semester courses, particularly "Introduction to Heritage: Concepts and Applications." It is a hands-on, practical complement that translates archaeological theory into field practice. It does not overlap with other courses but is a specialized, skill-based component essential for the Archaeology and Heritage Management programme.

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: **2026**
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 and NEP 2020's emphasis on experiential learning and interdisciplinary. It provides students with direct, hands-on experience in archaeological methods, bridging the gap between classroom theory and real-world application. This is central to the MA Archaeology and Heritage Management programme's goal of producing practitioners skilled in both research and management of archaeological resources.

7. **Course Details:**

Summary: This course provides a comprehensive introduction to the methods and practices of field archaeology. It is designed to equip students with the practical skills necessary for archaeological survey, excavation, recording, and primary analysis. The curriculum moves from pre-fieldwork preparation (research design, survey) through the core activities of excavation and on-site recording, to post-fieldwork analysis and reporting. Emphasis is placed on scientific methodologies, stratigraphic interpretation, ethical practices, and the integration of material culture with heritage management concerns.

a) **Objectives:** This course aims to

- Provide practical training in core archaeological field techniques, including survey, excavation, and recording.
- Develop an understanding of stratigraphy and the principles of archaeological context.
- Impart skills in the identification, collection, and primary analysis of archaeological materials (ceramics, lithics, faunal remains).
- Familiarize students with the use of standard archaeological equipment and documentation systems.
- Understanding of professional ethics, safety, and heritage legislation relevant to archaeological fieldwork.

b) **Learning Outcomes**: After studying this Course, the student will

- demonstrate proficiency in basic archaeological survey and excavation techniques.
- accurately record archaeological features and stratigraphic layers using professional pro-formas.
- identify and handle common categories of archaeological finds.
- understand the process of post-excavation analysis and the preparation of a basic archaeological report.
- critically assess the role of field archaeology within the broader framework of cultural heritage management.

Overall structure:

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

Module 1: Foundations of Field Archaeology

This module introduces the philosophical and practical underpinnings of archaeological fieldwork. It covers the history of archaeological excavation, the development of modern scientific methods, and the

legal and ethical framework governing archaeology in India. Students will learn how to design a research project, formulate a research design, and understand the importance of the Archaeological Survey of India's (ASI) regulations and the Ancient Monuments and Archaeological Sites and Remains (AMASR) Act.

Case Study

- **Catalhoyuk Excavation**- This site's excavation history, from James Mellaart's initial work in the 1960s to Ian Hodder's ongoing project, provides a perfect living example of the evolution of field methods, demonstrating the shift from an artifact-focused approach to a modern, reflexive, and multidisciplinary scientific methodology.

- **Keeladi Excavation-** This excavation serves as a critical contemporary case study of the legal, ethical, and political framework governing Indian archaeology, highlighting the challenges of scholarly independence, the ASI's administrative constraints under the AMASR Act, and the influence of political narratives on heritage interpretation.

Compulsory Readings

- Barker, Philip. 1993. *Techniques of Archaeological Excavation*. Routledge. (Chapters 1 & 2).
- Collis, John. 2001. *Digging Up the Past*. The History Press. (Chapters 1-3).
- Rajan, K. 2002. *Archaeology: Principles and Methods*. Manoo Pathippakam

Suggested Readings

- Renfrew, Colin, and Paul Bahn. 2020. *Archaeology: Theories, Methods, and Practice*. Thames & Hudson. (Chapters 2 & 3).
- Chakrabarti, D.K. 2006. *The Oxford Companion to Indian Archaeology*. Oxford University Press.

Module 2: Archaeological Survey and Prospection

This module focuses on methods for locating and assessing archaeological sites without excavation. It covers a range of techniques from traditional pedestrian survey to geophysical and geochemical prospection methods (e.g., resistivity, magnetometry, phosphate analysis). Students will gain practical experience in conducting a field walkover survey, using GPS, and creating site plans.

Case Study & Field Location:

- Purana Qila in Delhi provides an ideal urban archaeology case study where students can apply ground-penetrating radar, electrical resistivity, and strategic coring to identify and map buried structures from successive habitation periods spanning from the Painted Grey Ware culture to the Mughal era.
- The Mangar Bani Forest and Aravalli ridge landscape offers a perfect prehistoric survey context where students can implement systematic pedestrian survey, GPS plotting of lithic scatters, and geomorphic analysis to locate and document open-air Paleolithic sites and rock art shelters in a pristine environmental setting.

Compulsory Readings

- Banning, E.B. 2002. *Archaeological Survey*. Kluwer Academic/Plenum Publishers. (Chapters 1, 4, 5).
- Roskams, Steve. 2001. *Excavation*. Cambridge University Press. (Chapter 3: "Pre-excavation research and site evaluation").
- Gaffney, Chris, and John Gater. 2003. *Revealing the Buried Past: Geophysics for Archaeologists*. Tempus.
- Kale V.S., editor. 2014. Landscapes and Landforms of India. Netherland: Springer.
- Pande, B.M. 1985. A Late Acheulian Handaxe from New Delhi. Man and Environment IX: 157-158.

Suggested Readings

- Sharif, M. 2019. *Application of GIS and Remote Sensing in Archaeology*. (Selected Chapters).
- Reports from the Indian Journal of Archaeology or Man and Environment demonstrating survey methodologies.

Module 3: Excavation Strategy, Stratigraphy, and Recording

This is the core practical module, detailing the processes of excavation and the single-context recording system. Students will learn to identify, excavate, and record different types of archaeological deposits (e.g., layers, pits, post-holes). The principle of stratigraphy (the Harris Matrix) will be a central focus, teaching students how to interpret the sequence of events on a site.

Case Study

- Excavation Reports of Rakhigarhi, Dholavira, Adam, Ahichchhatra, Farmana
- Projects reports of Pompeii, Italy, York, Akrotiri and Petra

Compulsory Readings

- Harris, Edward C. 1989. *Principles of Archaeological Stratigraphy*. Academic Press.
- Roskams, Steve. 2001. *Excavation*. Cambridge University Press. (Chapters 4, 5, 6).
- Drewett, Peter L. 2011. *Field Archaeology: An Introduction*. Routledge. (Chapters 4-6).

Suggested Readings

- Carver, Martin. 2009. *Archaeological Investigation*. Routledge. (Chapters 7-9).
- Archaeological Site Manual (from institutions like Museum of London Archaeology).

Module 4: On-Site Finds Processing and Primary Analysis

This module deals with the treatment of artefacts and ecofacts from the moment of discovery. It covers procedures for the retrieval, cleaning, labelling, and initial cataloguing of finds. Students will be introduced to the primary analysis of key material categories such as pottery, lithics, metal, and animal bones, focusing on identification and basic classification. The methodologies outlined in this module will be directly applied to any active excavation site where students are engaged in fieldwork.

Compulsory Readings

- Grant, Jim, Sam Gorin, and Neil Fleming. 2015. *The Archaeology Coursebook: An Introduction to Themes, Sites, Methods and Skills*. Routledge. (Chapters on finds processing).
- Orton, Clive, and Michael Hughes. 2013. *Pottery in Archaeology*. Cambridge University Press. (Chapters 1-4).
- Serjeantson, Dale. 2009. *Birds*. Cambridge Manuals in Archaeology.

Suggested Readings

- Sinopoli, Carla M. 1991. *Approaches to Archaeological Ceramics*. Springer.
- Reitz, Elizabeth J., and Myra Shackley. 2012. *Environmental Archaeology*. Springer.

Module 5: Post-Excavation Analysis, Interpretation, and Reporting

The final module addresses the processes that follow excavation, focusing on the synthesis of field records (context sheets, plans, sections), the analysis of finds data, and the integration of all evidence to construct a site interpretation. This module covers the structure and components of a professional archaeological report and emphasizes the importance of disseminating results to both academic and public audiences. The methodologies outlined will be applied to active excavation projects where students are participating. For situations without ongoing excavation, students will work with existing site archives and collections to practice post-excavation analysis, including the processing of legacy data and the re-examination of previously excavated materials in laboratory settings.

Compulsory Readings

- Carver, Martin. 2009. *Archaeological Investigation*. Routledge. (Chapter 10: "Publication").
- Darvill, Timothy. 2010. *Prehistoric Britain*. Routledge. (Selected examples of site interpretation).
- A guide to writing an archaeological report (e.g., from the ASI or a State Archaeology Department).

Suggested Readings

- Fulford, M. G. & R. J. A. Wilson. 2015. *A Guide to the Presentation of Archaeological Excavations*. (Selected Chapters).
- Select published excavation reports from journals like *Puratattva* or *Ancient India*.

8. **Pedagogy:**

a) Instructional design: The course will be taught through a combination of classroom seminars, practical demonstrations, and a mandatory field school component. The field school will be the central pedagogical tool, allowing students to apply all learned methods under supervision.

b) **Field School/ Practical Training:** A compulsory 2-3week field school at an active archaeological site or a simulated training site, involving survey, excavation, recording, and finds processing.

c) Special needs facilities: Requires access to surveying equipment, basic excavation tools, drawing and photography equipment, and a laboratory space for finds processing.

d) Expertise in AUD faculty or outside faculty may be called in collaboration, particularly from the Archaeological Survey of India (ASI), State Departments of Archaeology, and experienced field archaeologists.

e) Linkages with external agencies such as the ASI, INTACH, and other archaeological projects for field training and expert lectures.

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. Alok Sharma

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.
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

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)

Indian Heritage Structure: Forms and Materials

School/Centre proposing the course	**School of Heritage Research and Management**
Programme(s)	**MA Conservation, Museology and Heritage Management**
Course title	**Conservation: Material Studies and Dynamics**
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 Aman Kr. Singh**

Course Summary:

This course explores the physical, chemical, and biological behavior of materials used in artworks and heritage objects. It introduces students to the scientific principles underlying deterioration and to analytical techniques for diagnosing and monitoring change. Combining theory and hands-on experimentation, the course develops critical skills in interpreting material properties, selecting compatible conservation materials, and designing sustainable treatment approaches.

Course Objectives:

- To understand the material composition and structure of organic, inorganic, and composite art objects.
- To study the mechanisms of deterioration and their environmental causes.
- To introduce instrumental and analytical methods used in conservation diagnostics.
- To link scientific findings with conservation decision-making and treatment design.
- To emphasize sustainable, reversible, and ethical conservation practices.

Proposed Module Structure

Module 1: Introduction to Material Science in Art Conservation

- Fundamentals of material science for cultural heritage.

- Physical and chemical properties of common heritage materials (Cellulose based materials, protein based materials, limestone, copper and bronze alloys).
- Relationship between materials, manufacturing techniques, and aging.
- Understanding composite structures (e.g., textile with metallic threads, painted surfaces).

Learning Outcome:
Students gain a scientific foundation for identifying and understanding materials used in art and heritage objects.

Suggested Readings:

- Horie, C.V. *Materials for Conservation.* Butterworth-Heinemann, 2010.
- Baglioni, P. & Chelazzi, D. "Advanced Materials in Cultural Heritage Conservation." *Molecules*, 2021.
- Pye, E. *Caring for the Past.* James & James, 2001.

Module 2: Mechanisms of Deterioration and Material Dynamics

- Chemical degradation: oxidation, hydrolysis, photochemical reactions.
- Physical degradation: stress, deformation, environmental fluctuations.
- Biological deterioration: fungal, bacterial, and insect activity.
- Interaction of mixed materials (organic/inorganic interfaces).
- Preventive conservation as a strategy against degradation.

Learning Outcome:
Students learn to identify deterioration patterns and assess factors affecting material stability.

Suggested Readings:

- Florian, M.-L.E. *The Conservation of Artifacts Made from Plant and Animal Materials.* Routledge, 2002.
- Torraca, G. *Lectures on Materials Science for Architectural Conservation.* Getty, 2009.
- Staniforth, S. (Ed.) *Historical Perspectives on Preventive Conservation.* Getty, 2013.

Module 3: Analytical Techniques for Conservation Science

- Non-destructive methods: XRF, FTIR, multispectral imaging, UV-Vis.
- Micro-sampling and destructive methods: cross-section, GC-MS, SEM-EDS.
- Portable analytical tools and their application in situ.
- Data interpretation: linking analytical findings to conservation decisions.
- Laboratory sessions on mock samples, slides preparation.

Learning Outcome:
Students develop practical familiarity with scientific analysis and its interpretive use in conservation.

Suggested Readings:

- Stuart, B.H. *Analytical Techniques in Materials Conservation.* Wiley, 2007.
- Appelbaum, B. *Conservation Treatment Methodology.* Routledge, 2012.
- Leona, M. "Scientific Research in Art Conservation at the Metropolitan Museum." *Metropolitan Museum of Art Bulletin*, 2009.

Module 4: Conservation Materials and Interventions

- Selection of adhesives, consolidants, and cleaning agents.
- Testing and evaluation of conservation-grade materials.
- Reversibility, compatibility, and ageing behavior.
- Sustainable and indigenous alternatives to synthetic materials (Indigenous lime paster, Natural dyes and binder)
- Case exercises: testing cleaning or consolidation on mock artifacts.

Learning Outcome:
Students learn to evaluate and select appropriate conservation materials and design minimal, ethical interventions.

Suggested Readings:

- Caple, C. *Conservation Skills: Judgement, Method and Decision Making.* Routledge, 2000.
- Horie, C.V. *Materials for Conservation.* 2nd ed., Butterworth-Heinemann, 2010.
- Baglioni, P. et al. "Nanomaterials for Cleaning and Conservation of Cultural Heritage." *Accounts of Chemical Research*, 2015.

Module 5: Case Studies and Sustainable Practices in Material Conservation

- Case studies: conservation of paintings, textiles, sculptures, and mixed-media art.
- Evaluation of materials through long-term monitoring.
- Sustainable conservation and green chemistry applications.
- Ethical case studies on reversibility and authenticity.
- Emerging trends: nanotechnology, biopolymers, and smart sensors.

Learning Outcome:
Students synthesize theory, analysis, and ethics to plan sustainable conservation interventions.

Suggested Readings:

- Learner, T. *Analysis of Modern Paints.* Getty Conservation Institute, 2004.
- Baglioni, P. & Poggi, G. "Sustainability in Cultural Heritage Conservation." *Chemistry – A European Journal*, 2015.
- Hölling, H. "Cultures of Practice in Conservation." *Journal of the Institute of Conservation*, 2017.

Pedagogy:

- Lectures, laboratory demonstrations, and material testing.
- Group projects on deterioration mapping and conservation planning.
- Field-based analysis and expert guest sessions.

Assessment Structure:

- **Laboratory Report & Presentation:** 40%
- **Research Essay / Literature Review:** 30%
- **Analytical Report / Case Study:** 30%

Rationale for Inclusion in the Curriculum:

This course builds upon first-semester foundations by equipping students with scientific and technical competence in material diagnostics and conservation planning. Positioned in Semester II, it bridges theory and laboratory practice essential preparation for later courses on treatment methodologies, ethics, and project-based conservation. It also aligns with NEP 2020's emphasis on interdisciplinarity and sustainability in heritage studies.

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)

Summer Internship

School/Centre proposing the course	**School of Heritage Research and Management**
Programme(s)	**MA** **MA Archaeology and Heritage Management** **MA Conservation, Museology and Heritage Management**
Course title	**Summer Internship** **(Transition from Semester 2 to Semester 3)**
Course code	
Credits	**6 credits**
Course type (core/compulsory/ optional/any other – please specify)	**Core**
Level (Predoctoral /MA/PG Diploma/Certificate/UG)	**M A**
Course coordinator and team	**Dr Shalini Awasthi**

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
This is a fundamental course for students of Heritage Studies and Heritage Management. It does not overlap with any other course offered at the university, as Summer internships are crucial for students as they provide practical experience, skill development, and networking opportunities that enhance employability and career prospects. They allow students to apply theoretical knowledge in real-world settings, explore career paths, and build a professional network, in organizations and agencies in the field of archaeology, conservation, tourism and museums.

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

4. Course schedule: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): **Full Semester Course (6**

Credits)

5. Proposed date of launch: **2026**

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, where all programmes aim to impart interdisciplinary knowledge with exposure to field studies. The internships, are therefore the structured and supervised experiential learning, focusing in skill based learning from the sub-components emanating from the broad overview of the programme. Internships will then encompass learning outcomes, observation, reflection, evaluation and assessment, for the practical experience and skill-enhancement that a student has acquired in the duration of the internship.

   .

7. Course Details:

a.) Summary:

The course attempts to provide hands –on/field based/organizational oriented learning, in addition to classroom-teaching learning. This will be attempted by placing students for internship with agencies/ industry/organizations, that match the students aspirational goal for future employment, on successful completion of the programme. This Internship Course, will not only offer hands-on experience to the student, it will also allow students to learn and practice skills in a professional environment. Simultaneously, it will enable the students to develop both technical and soft skills, such as communication, teamwork, and problem-solving, which are highly valued by employers, while bridge the gap between academic learning and real-world application

b.) Objectives:

The objective of Summer Internships is conceptualized as an opportunity to learn at/from the various sites, agencies and with organizations (public and private), where heritage is practiced, reshaped, and managed. Another objective is to develop future professionals who understand both theory and practice and the field of heritage and its management.

An engagement through summer internships would expose students to realities, challenges, initiatives, and ethical work practices in the heritage studies in India, enabling

them to concretize heritage, through archaeology, conservation, museum and tourism, with theory learnt in the classroom.

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

Module 1: Expectations from Internship

The students of the MA programmes are required to undertake a Summer Internship of minimum 4 weeks at the end of the second semester, during the Summer Break. The internship can extend up to 6 weeks. The student can intern with one or more organization, however, the minimum duration of internship in one organization has to be 2 weeks, at the least.

Through the Summer internship the students will understand the application of their theoretical knowledge to the practical world, thus smoothening their transition from university towards employment and a career in the heritage industry. Through the internship the student will become familiar/learn new skills/transferable skills, and, be able to identify the specific career path of their choice. The students through their engagement as interns will discern their strengths and weaknesses also.

During the course of the internship the students will be able to network, with new and experienced professionals within the heritage industry.

Module 2: Introduction to Internship Sites

For the heritage industry, internship can take place in various agencies/organizations/institutions as (public and private), at state, national and international level, as Archaeological Survey of India, Indira Gandhi National Centre for Arts, National Science Centre, National Museum, Delhi Development Authority, INTACH, Craft Museum, Delhi Heritage Walks, etc.

In order to be eligible for internships, the students will be familiarized with the organizations. And enabled with the requisite skills to prepare a CV and draft letters to organizations for seeking internships with them.

Module 3: Engagement in the Field and Mentoring

In the internship there are three stakeholders – the intern, the University School and the Industry/Organization.

The Intern, is a student who is enrolled in the pursuit of a post-graduate degree in the departmental programmes and through the Internship is undergoing supervised, experiential learning in a selected agency or organization or industry or institution. The student while engaged with the organization, for the duration of the internship is expected to adhere to the decorum of the organization, and follow their standard operating procedures. At the same time, the student, has to remain in constant communication with the Faculty Coordinator for weekly updates and interaction (physical/online), and provide details of attendance and internship activities.

The Industry/Organization/institution/public-sector/government departments/ University departments/Centres of Learning & Excellence centres is where the student is planning to undergo internship. The School will have to determine the feasibility and appropriateness of students internship, in light of the objectives of the stated objectives and outcomes from the pursuit of the said internship.

The Faculty Coordinator is the faculty member/teacher who is responsible for planning the internship with the student, preparing the student, orienting the agency/organization, coordinating/liaising with the supervisor and mentor as well as monitoring and evaluating the internship experience of the student.

Module 4: Reflections on the Summer Internship

All students on the completion of the Summer Internship will have to go through a process of evaluation and assessment. The evaluation will be at the levels of attendance (regularity) and successful completion of the Summer Internship. All students will have to submit a Certificate of Competition from the Interning agency, for progressing into the next stage of evaluation.

This will be in the form of a field diary/journal/ field notes to be submitted within two weeks of the completion of the Summer Internship. The field diary/journal/ field notes, should be in the form of reflexive entries which could include description of the daily tasks and responsibilities of the intern, an outline the projects that the intern was involved in, learning opportunities that were available to the intern, skills acquired by the intern will acquire during the internship, or any other reflexive component .

Module 5. Report on Summer Internship

The major assessment component will be a combination of a Report Submission and

Presentation of the Report, by all student -interns individually. In the final submission, among other aspects the student-intern, should be able to summarize his/her overall experience, mention any ongoing considerations for future internships, and, outline their future plans or goals related to the internship experience.

The Report while as an exercise in academic writing will highlight the personal growth and maturity of the student, after a limited exposure in a professional environment. It will enable the student to chart his/her career goals and how the internship helped to achieve these goals. The acquisition of new knowledge, professional skills. In the Report the student will have to adhere to all ethical parameters with respect to the organization and those implied in academic research writing.

Suggested Readings

- Padma M. Rohilla (Ed.).2021. Conservation Insights 2020. INTACH
- Jim Grant, Sam Gorin and Neil Fleming. 2002. The Archaeology Coursebook: An introduction to study skills, topics and methods. Routledge.
- Jayanta Sengupta. Reimagining Museums in India: A Handbook of Best Practices. 2022. Ministry of Culture, Government of India
- V. Jeyaraj. 2002. Handbook on Conservation in Museums.2002. Commissioner Of Museums Government Museum.
- Sustainable Tourism for India: Criteria and Indicators. Ministry of Culture. Government of India.
- Documentation of Best Practices. 2005. Ministry of Tourism. Government of India.

c.) 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 Indian and world heritage sites and monuments.
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.
e. Linkages with external agencies and field-based organizations related to Heritage Studies and Management, Archaeology and Conservation.

d.) Assessment structure (modes and frequency of assessments) are per the new assessment, evaluation, and student progression policy for M A courses, which will apply to students admitted to the academic year 2026- 27 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.

Attendance	**10%**
Certificate of Completion	**20%**
Presentation	**20%**
Report	**50%**

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.
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 RAC:
The RAC discussed the proposal in its meeting, which has been approved in the present form.

Signature of the Dean of the School

Practical Experience and Skill Development:

- Internships offer hands-on experience, allowing students to learn and practice skills in a professional environment.
- They.
- Internships can help students bridge the gap between academic learning and real-world application

Career Exploration and Decision Making:

- Internships allow students to explore different career paths and industries, helping them to identify their interests and strengths.
- They can provide a taste of what working in a particular role or field is like, helping students make more informed decisions about their future careers.
- Internships can confirm or redirect students' career goals, leading to more focused job searches after graduation.

3. Networking and Professional Connections:

- Internships provide opportunities to meet and connect with professionals in their field of interest.
- These connections can be invaluable for future job searches, mentorship, and industry insights.
- Building a professional network can also lead to potential job opportunities and career advancement.

4. Increased Employability and Job Prospects:

- Internships significantly enhance a student's resume and make them more competitive in the job market.
- Employers often prioritize candidates with practical experience, making internships a valuable asset for securing future employment.
- Internships can lead to higher starting salaries and faster career progression.

5. Confidence and Professional Identity:

- Working on meaningful projects and receiving feedback during an internship can boost a student's confidence and sense of achievement.
- Internships help students develop a professional identity and learn how to navigate workplace culture.
- By gaining experience and building confidence, students are better prepared for the challenges and opportunities of their future careers.

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

School/Centre proposing the course	School of Public Policy & Governance
Programme(s)	MA Public Policy & Governance (MA PPG)
Course title	MA Dissertation
Course code	
Credits	8
Course type (core/compulsory/optional/any other – please specify)	Compulsory
Level (PG)	PG
Course coordinator and team	Programme Team

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
   MA dissertation is in a way a summative assessment of the knowledge gathered through course work, field visits and several other activities carried throughout during the first three semesters of the MA programme and is intended to nurture the research aptitudes and capabilities of students. A dissertation, therefore, is connected to, andpotentially builds on, all previously taught courses in the programme.
2. **Specific requirements on the part of students who can be admitted to this course:**
   (Pre requisites; prior knowledge level; any others – please specify)
   The students registered for the MA PPG programme are required to complete the required number of credits duringthe first year (Semesters I and II) to be eligible for writing the dissertation during the last semester of the programme.
3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** All MA PPG students who fulfill the requisites in #2.
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:**
   Winter 2026

6. **How does the course link with the vision of AUD and the specific programme(s) where it is being offered?**
   The course is linked to the vision of the University as well as the MA PPG programme which isto promote research excellence through engaged scholarship and creating a platform for evidence based policy making gearing towards achieving positive social transformation.
7. **Course Details:**
   a. **Summary**
      Intended as programme level summative assessment in which students use their knowledge and skills acquired during first three semesters of the MA programme in Public Policy & Governance on a topic of their own interest in public policy, this course is a kind of introducing students to the world of policy analysis as an independent analyst and researcher which involves conceptualization, analysis, articulation, and presentationof their work in a manner that conforms to established norms and standards of academic writing. Close supervision and mentorship is provided to the students in situating their analysisand inquiry within relevant socioeconomic, political and ecological contexts and framework, and in makingcogent arguments based on their analysis.
   b. **Objectives**: On successful completion of this course, students will be able to:
      - Demonstrate the ability to undertake original analysis of high quality.
      - Exhibitdiverse and in-depthknowledge of the chosen area of work.
      - Display expertise in the application of research methods and techniques learnt during the programme.
      - Produce a work of publishable quality based on the research and analysis.
   c. **Overall structure:**
      The dissertation comprises of milestones that are to be covered through the fourth semester. The following are the dissertation components:

S No.	Component	Tentative duration
1.	Concept note– a brief description of broad area, topic of interest in that area, relevance of the topic in public policy, very brief summary of major findings on the topic during last five years.	Middle of third semester
2.	Proposal development– objective, research questions, methodology, data sources, primary survey questionnaire (if required)	End of third semester
3.	Fieldwork	Initiation / pilot during

		the winter break (between third and fourth semesters) which may extend up to first four weeks of the fourth semester).
4.	Analysis and writing	10 weeks
5.	Pre-submission presentation	12th week of the semester
6.	Final submission	14th week of the semester

d. Contents (week wise plan):

A dissertation calendar outlining deadlines and requirements at each stage will be issued at the beginning of the third semester by the programme coordinator of MA PPG.

1. **Orientation:**During the beginning of the 3rd semester, students will be provided an orientation on the milestones, timelines and guidelines regarding the dissertation.
2. **Concept note**: Students needto come up with a concept note on their proposed dissertation during middle of third semester. The note will present a brief description of the broad area in which the student is willing to undertake dissertation work, identify topic/s of interest in that area (which can be later finalized in consultation of faculty supervisor), relevance of the topic/s in public policy, very brief summary of major findings on the topic/s during last five years.Students may be asked to make a presentation of this note. On the basis of this concept note, faculty supervisors will be appointed for each student considering areas of expertise of individual teachers to the extent possible.
3. **Research proposal**: Students must submit a detailed research proposal and make a presentation of the proposal in front of the Programme faculty on a date announced by the Programme Coordinator.In particular, the proposal must contain objective of the study, research questions, methodology, data sources, and primary survey questionnaire (if required). Based on feedback from the faculty, students may be required to submit a revised proposal.
4. **Fieldwork:** After successful defense of their proposal, students undertake fieldworkduring the winter break (between third and fourth semesters) which may extend up to the beginning of the fourth semester (15th February). During the period of the fieldwork students are expected to bein touch with their respective faculty supervisors.
5. **Pre-submission presentation:** The pre-submission will require students to submit and present the first draft of the dissertation for comments and feedback from faculty. This will typically be held during first week of May.

6. **Final Submission:** The final hardbound dissertation document shall be submitted during third week of May (before the end of term). It should be around 8,000 - 10,000 words, excluding the bibliography/references. Students must follow a stylesheet (for example, Chicago, Oxford, MLA etc.) for the writing of their dissertation. The dissertation will be submitted in the format prescribed by the School. A plagiarism report (turnitin) with the similarity index is required to be attached to each dissertation.

8. Pedagogy:

a. **Instructional strategies**: Each student will be allotted a faculty member to facilitate and supervise the dissertation writing process. After dissertations are submitted, the details of the viva for the same will be communicated to the students by the faculty committee.

b. **Special needs** (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Turnitin, or similar antiplagiarism software to check the similarity index for each dissertation during submission.

c. **Expertise in AUD faculty or outsid**e: The core faculty at SPPG has academic training in disciplines such as Public Health, Anthropology, Economics, Political Science, Sociology, Public Policy which should be adequate for MA dissertation supervision.

d. **Linkages with external agencies** (e.g., with Government departments, field-based organizations, any others) Students may have to visit institutions, meet officials, consult or refer to official and other statistics, or interview people relevant to their research topic. As and when required, co-supervisory arrangements with scholar and practitioners outside AUD will be made.

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

The dissertation will be assessed on the basis of student's performance in the following:

1. Research proposal (20%)
2. Pre-submission presentation (20%)
3. Continuous engagement with supervisor (10%)
4. Final dissertation (50%)



Signature of Course Coordinator(s)

Note:

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

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 3rd meeting held on 26th September 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	SPPG
Programme(s)	MA in Public Policy and Governance (MA PPG)
Course title	Dissertation Writing Workshop
Course code	
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Core Course
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	MA
Course coordinator and team	Dr. K.Valentina

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

   This course will help MA students to understand the foundation on which MA dissertation would be written. This course precedes Dissertation writing which is an important component of all MA courses in AUD.

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

   None

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

   Not Applicable

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:**

   January, 2026

6. **How does the course link with the vision of AUD and the specific programme(s) where it is being offered?**
Dissertation writing is crucial stepstone of earning a degree in social sciences and being a pioneer in Higher education in Delhi, AUD promotes critical thinking and supports original research work

7. **Course Details:**
a. *Summary:*

This course seeks to provide the basic knowledge required for effective and result oriented academic writing. This course will be run on a workshop mode which will prepare the student to structurally design the process of dissertation writing in fourth semester.

b. Objectives

(i) To enable students train for developing conceptual clarity and analytical skills
(ii) Design and deliver an academically rigorous piece of research
(iii) Provide an opportunity to study a particular topic in depth
(iv) Understand the relationships between the theoretical concepts taught in class and their application in specific situations

c. Learning Outcomes
(i) This course provides guidance on academic writing skills. It would prepare a student how to analyse, interpret and reflect on reading and writing which are important skills in any type of academic writing.
(ii) Encourages to develop critical, analytical, and interpretive thinking skills
(iii) Students will be able to analyse ethical and methodological understanding of academic writing.
(iv) Students can write a structured dissertation with concise arguments and policy recommendations

d. Overall structure:

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

Module 1 **Introduction and importance of Academic writing (2 weeks)**

This Unit will focus on academic writing as a skill- introducing to structure/formats and styles of writing, stages of writing and specific skills of academic writing.
Essential Readings
Creswell, J. W., &Tashakkori, A. (2007). Developing publishable mixed methods manuscripts. Journal of Mixed Methods Research, 2(1), 107–111.

Jensen, Joli. (2017) Write No Matter What: Advice for Academics. The University of Chicago Press,

Sagredo-Ortiz and Steffanie Kloss (2025) Academic writing strategies in university students from three disciplinary areas: design and validation of an instrument. Frontiers in Education, pgs. 1-6.
Wallace, M., and Wray, A., (2011) Critical Reading and Writing for Postgraduates, (2ndEdn.) Sage: Los Angeles.

Module 2 Literature review, Referencing styles and Research Ethics (2 weeks)

Conducting research is a crucial component of the writing process and this unit will help to analyse the proper way of studying literature review in academic writing. Research ethics, Citations and References which refer to the principles, guidelines, and standards that govern the research process will be studied in this module. Further, this module will explore contemporary challenges of academic writing like issues of copyright and open access issues for researchers.

Essential Readings:

Amer, A - Chapter 5: Research Ethics, Research Citations and References, University of Ambar, *Method* · September 2023 Pgs. 1-16

Bhole, L.M, (2020) Ethics in with Special Reference to Social Sciences, in Essays is Research Methodology, Springer, 212-225

Greenhalgh, T., & Peacock, R. (2005). Effectiveness and Efficiency in search methods in systematic reviews of complex evidence: audit of primary sources, *BMJ*, 331(7524),

Horsley, T., Dingwall, O., & Sampson, M. (2011). Checking reference lists to find additional studies for systematic reviews. *The Cochrane Library*, 8.1064-1065.

Knopf, JW., "Doing a Literature Review" *Political Science and Politics*, Jan., 2006, Vol. 39, No. 1 , pgs. 127- 132

Papaioannou, D., Sutton, A., Carroll, C., Booth, A. and Wong, R. (2010). Literature searching in social science systematic reviews: consideration of a range of searching techniques, *Health Information & Libraries Journal*, 27, 114-122.

Module 3 Writing a Research Proposal (2 weeks)

This module will encourage students to write a research proposal which will help them in laying a foundation for Dissertation writing in the last semester. This module will help them to further build-on the learnings of academic writing from the knowledge gained through the first two modules.

Essential Readings:

Pajares, F., "The elements of a proposal", Emory University, (Undated)

Randolph, J., (2009) "A Guide to Writing the Dissertation Literature Review*", Practical Assessment, Research, and Evaluation* 14(1): 13. doi: https://doi.org/10.7275/b0az-8t74

Sagredo-Ortiz and Steffanie Kloss (2025) Academic writing strategies in university students from three disciplinary areas: design and validation of an instrument. *Frontiers in education*, pgs. 1-6.

Strunk, William. (2020) The Elements of Style. Auroch: Fingerprint Publishing.

Wiles, Janine L. PhD; Allen, Ruth E S PhD; and Butler, Rachael, owning my thoughts was difficult: Encouraging students to read and write critically in a tertiary qualitative research methods course, *Journal of University Teaching & Learning Practice*, 13(1), 2016. Available at: http://ro.uow.edu.au/jutlp/vol13/iss1/8

e. Pedagogy:

a. Instructional design: **Experiential/Conversations in classrooms/Field visits/workshop**

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

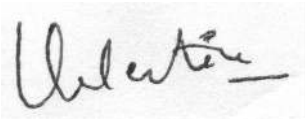
c. Expertise in AUD faculty or outside: AUD faculty expertise available for this subject area.

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

e. Assessment structure (modes and frequency of assessments) Assessment will be continuous.

Evaluation pattern:

Research proposal writing: 30%
Class Assignment: 20%
End Term Assessment: 50%



Signature of Course Coordinator(s)

f. 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 3rd meeting held on 26th September 2025 and has been approved in the present form.



Signature of the Dean of the School

Annexure 3

MA Public Policy and Governance

Program Structure Proposed

(Placed before the 3rd BOS)

Semester-I	**Semester-II**	**Summer Break**	**Semester-III**	**Semester-IV**
Introduction to Public Policy (4 credits)	Introduction to Data Analysis and Database (4 credits)	Internship (6 credits)	Programme Evaluation (4 credits)	Elective 4 (4 credits)
The Indian Society: Themes and Perspectives (4 credits)	Public Policy Processes and Institutions in India (4 credits)		Politics of Social Policy: A Comparative Historical Perspective (4 credits)	Elective 5 (4 credits)
The State, Governance, and Policymaking (4 credits)	Inclusive Social Policies: Issues and Challenges (4 credits)		Elective 1 (4 credits)	Dissertation (8 credits)
Economics for Policy Studies (4 credits)	Qualitative Research Methods (2 credits)		Elective 2 (4 credits)	Dissertation Writing Workshop (2 credits)
	Economic Development in Developing Countries (4 Credits)		Elective 3 (4 credits)	
			Policy Hub (2 credits)	

16 (credits)	**18 (credits)**	**6 (credits)**	**22 (credits)**	**18 (credits)**

Annexure 4

MOOCs outlines

A. Geography of Health and Well-being
By Dr. Aakriti Grover | Dr. B. R. Ambedkar University Delhi, New Delhi
Link: https://onlinecourses.swayam2.ac.in/nou25_ge77/preview

Language for course content :	English
Duration :	12 weeks
Category :	Multidisciplinary
Credit Points :	4
Level :	Undergraduate/Postgraduate
Start Date :	15 Jul 2025
End Date :	15 Nov 2025
Enrollment Ends :	15 Sep 2025
Exam Date :	14 Dec 2025 IST
Exam Shift :	Shift-II

Health is an interdisciplinary subject having an interface with many subjects such as public health, medical science, geography, anthropology, epidemiology, sociology and management that are widely taught at various universities and institutes across the country. The unique feature of this course is that it binds the approaches of different disciplines and provides a holistic view to the understanding of the geography of health and wellbeing.

The topics covered in the course are:

1. Basics of health, wellbeing, disease, illness, public health, hygiene, epidemiology, environmental health, sources of health data, measures of health
2. Nature and scope of geography of health and wellbeing, evolution of health geography, approaches to study health geography
3. Linkages between health and environment - Driving forces in health and environmental trends - population dynamics, urbanization, poverty and inequality
4. Pressure on environmental quality and health - Human activities and environmental pressure on land use and agricultural development; industrialization; transport and energy
5. Exposure and health risks - Concept of exposure, risk and vulnerability, air and water pollution; linkages between household wastes; housing and diseases; workplace / occupational health

6. Health and disease pattern with special reference to India (Non-communicable; communicable and lifestyle diseases; food and nutrition-related diseases); Geographical and social perspectives to understand pandemic
7. Climate change and human health - Change in the climate system, Urban Heat Islands, Extreme weather conditions and disasters, Disaster management and human health
8. Emergence of new diseases and re-emergence of diseases
9. Role of geospatial technology in overcoming health challenges
10. Health without borders - Global health; Medical tourism
11. National and international challenges and initiatives for good health and wellbeing

The course will follow the four-quadrant approach using teaching by the means of lecture, discussion, videos and assignments/quiz. Case studies will give the students clearer understanding of region specific issues, thus, promoting better planning and management. The course will provide insight integrate various approaches to understand health and wellbeing.

B. Sociology of Development (MSO-003) - IGNOU, New Delhi
(https://onlinecourses.swayam2.ac.in/nou24_hs60/preview)
Summary

Course Status :	Ongoing
Course Type :	Core
Duration :	16 weeks
Category :	Humanities and Social Sciences
Credit Points :	8
Level :	Postgraduate
Start Date :	15 Jul 2024
End Date :	30 Nov 2024
Enrollment Ends :	31 Aug 2024
Exam Date :	14 Dec 2024 IST
Exam Shift :	Shift-II

About the course
This course introduces the students to the dynamics of development. Besides making the student acquainted with the broad processes of historical evolution and development of human societies, it also engages the students with the new momentum of development those were set in motion through scientific and industrial revolution, modernization and westernization, decolonization and democratization. The growth of capitalist, socialist and the mixed models of developments are also discussed in this course. It has discussed in length the limitations of the growth model of development and the alternatives to it in the form of human, social and sustainable development. Verities of new strategies of development like those of the micro, ethno, people centric and the civil society and state engagement with development have been part of this course. The developmental imbalances, those are encountered by the society in its transitions from agricultural to industrial, industrial to knowledge society and their social ramifications are elaborated in this course.. The course content is founded on a comparative perspective.

Course layout

Week 1-2: BLOCK-1
Unit-1 Development and Progress: Economic and Social Dimensions
Unit-2 Change, Modernisation and Development
Unit-3 Social, Human and Gender Development
Unit-4 Sustainable Development

Week 3-4: BLOCK-2
Unit-5 Modernisation

Unit-6 Liberal Perspective on Development
Unit-7 Marxian Perspective on Development
Unit-8 Gandhian Perspective on Development

Week 5-6: BLOCK-3
Unit-9 Dependency Theory of Underdevelopment
Unit-10 Social and Human Development
Unit-11 Gender Perspective on Development

Week 7-8: BLOCK-4
Unit-12 Micro-Planning
Unit-13 Ecology, Environment and Development
Unit-14 Ethno-Development
Unit-15 Population and Development

Week 9-10: BLOCK-5
Unit-16 India
Unit-17 Canada
Unit-18 Zimbabwe
Unit-19 Brazil

Week 11-12: BLOCK-6
Unit-20 Economic, Social and Cultural Dimensions of Globalisation
Unit-21 Liberalisation and Structural Adjustment Programme
Unit-22 Globalisation, Privatisation and Indigenous knowledge
Unit-23 WTO, GATT, GATS: Capital and Human Flows

Week 13-14: BLOCK-7
Unit-24 Dimensions of Knowledge Society: Issues of Access and Equity
Unit-25 Critique of Knowledge Society
Unit-26 Changing Roles of Media and ICTs on Employment
Week 15-16: BLOCK-8
Unit-27 Dam and Displacement
Unit-28 Green Peace Movement
Unit-29 People Science Movement
Unit-30 Civil Society Movements and Grassroots Initiatives

Dr. B.R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	SPPG
Programme(s)	MA in Public Policy and Governance (MA PPG)
Course title	Sanitation Policy and Governance in India
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	MA
Course coordinator and team	Dr. Teena Anil

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

This course is a 4th semester elective course of the Public Policy and Governance programme. It does not overlap with any other course but it builds a notion of sanitation beyond an important principle for public health, as discussed in the 2nd semester core course titled as Environment, Water and Sanitation located at the MPH programme.

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

No requirement

1. No. of students to be admitted (with justification if lower than usual cohort size is proposed): **Optimum 50 students.**
2. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify) **Semester-long course?**
3. Proposed date of launch: **Monsoon/ Winter Semester 2026**
4. 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 second year MA students as an elective course. Built on both philosophical and ethical examination of the wider range of contemporary studies of sanitation. The course adopts phenomenological framework and examines the experiential implication of sanitation for the vulnerable social groups. With this the course brings up the question of equity, equality, dignity, and social justice which are at the heart of AUD's mission and vision.

5. Course Details

Summary:

Adopting an intersection approach of health, culture, politics and environment, it attempts to trace the conceptual trajectory of sanitation in its local and global context. This course engages with sanitation as a complex site where power, inequality and development intersect. It traces how sanitation was framed with colonial governance, as a tool of control and racialized health management, how post-colonial policies influenced by Gandhian approach attempts to align sanitation with nation building and development and how contemporary initiatives link it to global developmental agenda, behavioural change and citizenship. By examining policies and their implementation across these periods, the course highlights the continuities and rapture in the governance of sanitation, and critically reflect on the ways in which social hierarchies, caste relations, gender burdens and question of dignity and justice continue to shape sanitation outcome in India.

Objectives:

1. Learn to critically examine the conceptual reading of sanitation from a multidimensional perspective.
2. Essentialize how sanitation is integral to the social, cultural, legal and developmental paradigms in the Indian context
3. To introduce sanitation as fundamental and indispensable for the inclusion of the vulnerable community.

Learning Outcomes:

1. Grasp key concepts of sanitation, hygiene, and waste management.
2. Understand India's sanitation policies, programs, and governance structures.
3. Evaluate the effectiveness of sanitation interventions using evidence.
4. Appreciate an integrated approach towards sanitation at the intersectionality of rights, development and justice.
5. Develop skills to critically evaluate, research, and propose solutions for improving sanitation governance in India.

1. **Overall structure:**

This course is organized around five units.

	MODULE	DURATION (Week)
1.	Conceptualizing Sanitation: Multidimensional Perspective	2 Weeks
2.	Sanitation in India: Colonial and Post Colonial	2 Weeks
3.	Sanitation and Governance: Shifting Paradigm	3 Weeks
4.	Sanitation in India: Social and Spatial Disparity	3 Weeks

5.	Sanitation Work in India	2 Weeks

The module-wise descriptions are below:

Unit-1 Conceptualizing Sanitation: Multidimensional Perspective:

Drawing from anthropological holism, and Gandhian idea of sanitation, this module attempts to conceptualize sanitation by tracing its evolution from ancient civilizations like Indus Valley Civilization, and texts like Arthashastra to modern times, borrowing from public health perspective, this module will further examine that how pandemics, scientific advancement linked the sanitation with epidemic disease, which has made both water and sanitation integral part of public health. It goes beyond public health perspective on sanitation, deals with socio - cultural and political dimensions of sanitation related with development, inequality, rights and social justice. Simultaneously, we will develop a critical analysis of sanitation as a global developmental agenda shaped by key international initiatives such as the Sustainable Development Goals 6 (SDG 6), its implementation in India, and its interplay with social, political and cultural factors of Indian society. Finally, we will attempt to develop an organic understanding of sanitation after accumulating its various aspects across time and space.

Essential Readings

1. Gandhi, M. K. (1947). *India of my dreams* (pp. 125–127, 153–155). Ahmedabad, Gujarat: Navjeevan Trust.
2. Shamasastry, R. (Trans.). (1915). *Kautilya's Arthashastra* (pp. 209, 240, 277). Retrieved from http://www.lib.cmb.ac.lk/wp-content/uploads/2014/01/Arthashastra_of_Ch-anakya_-English.pdf
3. Sulabh International Museum of Toilets. (n.d.). *Sulabh International Museum of Toilets*. Retrieved from https://www.sulabhtoiletmuseum.org
4. Cosgrove, J. J. (1909). *History of sanitation* (Chapters 7 & 8, pp. 85–108). Standard Sanitary Manufacturing Co.
5. D'Souza, P. (2004). Scavengers towards freedom: Dynamics of power paradox among Bhangis of Gujarat. In R. G. Singh & R. Gadkar (Eds.), *Restoration of human rights and dignity of Dalits* (pp. 178–194). Mhow: Dr. Babasaheb Ambedkar National Institute of Social Sciences and Manak Publications.

Additional Readings:

1. Mattausch, J. (2014). Gandhi's prescription: Health and hygiene in the unfinished struggle for Swaraj. *South Asia Research, 34*(2), 155–169. https://doi.org/10.1177/0262728014534841

2. van der Geest, S. (2007). The social life of faeces: System in the dirt. In R. V. Ginkel & A. Strating (Eds.), *Wildness and sensation: Anthropology of sinister and sensuous realms* (pp. 381–397). Amsterdam: Het Spinhuis.
3. Kumar, A. (2010). *Squatting with dignity: Lessons from India* (pp. 1–16). New Delhi, India: SAGE Publications.

Unit-2 Sanitation in India: Colonial and Post - Colonial

This module aims to discuss the evolution of sanitation policy and governance in India from colonial to post-colonial period through a critical lens involving its purpose, implementation, socio-political outcome, and involvement in shaping the current sanitation regime. We will examine how factors like administrative control, technological intervention, spatial and racial segregation shaped sanitation as a modern policy concern during the British era. Also, adopting the Foucauldian ideas of governmentality this module aims to analyse how the focus of coercive British sanitary reforms were of colonial interests that resulted in negligence of entire rural and most of urban India through We will also examine post-colonial Sanitation policy and governance, having a colonial legacy of less than 1% rural sanitation, by focusing on five national sanitation policies : Central Rural Sanitation Programme (CRSP) (1986–1999), Total Sanitation Campaign (TSC) (1999–2011), Nirmal Bharat Abhiyan (NBA) (2012–2014), Swachh Bharat Mission-Grameen (SBM-G) (2014–2019), and Rural Sanitation Strategy (2019–2029 in terms of coverage, sustainability, equity, inclusivity and addressing social inequality.

Essential Readings:

1. Kaviraj, S. (1997). Filth and the public sphere: Concepts and practices about space in Calcutta. *Public Culture, 10*(1), 83–113. https://doi.org/10.1215/08992363-10-1-83
2. Saran, A. (2014). Congestion and chaos. In *The city out of place: Nuisance, pollution and dwellings in Delhi* (pp. 117–163). New Delhi: Oxford University Press.
3. Seth, P., & Jain, P. (2023). India's national sanitation policies: Evolution, impact and recommendations. *Asia-Pacific Journal of Rural Development, 33*(1), 108–128. https://doi.org/10.1177/10185291231158129
4. Spears, D., Franz, N., & Coffey, D. (2021, January). *What do we learn about the Swachh Bharat Mission from the NFHS-5 fact sheets?* (Policy Paper No. 172). Institute of Labor Economics (IZA). https://www.iza.org/publications/dp/14020

Additional Readings

1. Government of India. (2020). *Swachh Bharat Mission—Gramin*. http://sbm.gov.in/sbmreport/home.aspx

2. Census of India. (2011). *Availability and type of latrine facility: 2001–2011*. Office of the Registrar General & Census Commissioner, Government of India. https://censusindia.gov.in/2011census/hlo/Data_sheet/India/Latrine.pdf

3. Seth, P. (2020, December 31). Getting Swachh Bharat statistics right: Moving sanitation outcomes from access to use will represent true state. *The Financial Express*. https://www.financialexpress.com/opinion/getting-swachhbharat-statistics-right-moving-sanitation-outcomes-from-access-to-use-will-represent-true-state/2161017/

4. Rai Sahab Madho Persada. (1922). *The history of the Delhi Municipality, 1863–1920*. Allahabad: Pioneer Press.

Unit:3 Sanitation and Governance: Shifting Paradigms

After discussing the central role of the state and its instrumentality in sanitation governance and policy initiative this module deals with a deeper contemporary aspect in which the state shares responsibility with the private sector, NGOs, community-based organization etc. in sanitation governance of neo - liberal India. Between the interplay of state, market, non - state actors and community, we will examine shifting paradigms of governance in sanitation from urban to rural areas with special focus on the role of prevailing Public - Private - Partnership Model OR PPP Model after adoption of liberalization, privatization and globalization by India in 1991. We will analyse relevant case studies in urban and rural settings along with the asymmetry of contemporary sanitation policy and governance in the form of social inequality, rural vs urban and exclusion based on caste and gender. Finally, we will locate 'sanitation in action' through case studies and develop a picture of its praxis.

Essential Readings:

1. Government of India. (2017). *Advisory on PPP in sanitation projects* (pp. 13–38). Ministry of Housing and Urban Affairs (MoHUA).

2. Hodge, G., & Greve, C. (2005). Public-private partnerships: A policy for all seasons. In G. Hodge (Ed.), *The challenge of public-private partnerships: Learning from international experience* (pp. 332–350). Cheltenham, UK: Edward Elgar Publishing.

3. Down to Earth. (2021, December 2). Access to drinking water, sanitation improve across states, urban-rural divide remains: NFHS-5. *Down to Earth*. https://www.downtoearth.org.in/rural-water-and-sanitation/access-to-drinking-water-sanitation-improve-across-states-urban-rurala-divide-remains-nfhs-5-74739

4. Pathak, B. (2016). *Sulabh movement and social change* (pp. 70–92, 187–210). New Delhi: Kalpaz Publications.

5. Prakash, S., Kumar, P., Dhillon, P., & Unisa, S. (2022). Correlates of access to sanitation facilities and benefits received from the Swachh Bharat Mission in

India: Analysis of cross-sectional data from the 2018 National Sample Survey. *BMJ Open, 12*(7), e060118. https://doi.org/10.1136/bmjopen-2021-060118

Additional Readings

1. Akram, M. (2015). *Sociology of sanitation* (pp. 11–32, 99–111, 187–215). New Delhi: Kalpaz Publications.

Unit 4: Sanitation in India: Social and Spatial Disparities

In the previous modules, we have learned to problematize sanitation planning in India. Given this backdrop, the present module aims to analyse sanitation as an essential human right, emphasizing how access is influenced by social and spatial disparities. It examines the infrastructural orientation of sanitation initiatives that reinforce caste, class, gender, and urban-rural disparities, shaping their lived experiences. Contextually, we will examine: the role of patriarchy in women's access to sanitation, shaping their autonomy, creation of gender - biased spaces and reinforcement of gendered norms, and how class and caste dynamics come into play regarding access to essential services in general and sanitation services in particular. Similarly, we will also analyse how policy implementation creates sanitation challenges and divides in both urban and rural settings, and reinforces the rural urban disparity along with developing an inclusive perspective on development. Finally, this will help us in developing an organic understanding of sanitation as a reflection of Indian society by examining sanitation through case studies and policy debates, understanding it as a manifestation of dignity, justice, and citizenship, rather than merely infrastructure. The module aims to promote critical analysis of the intersection between spatial segregation and social hierarchy in generating sanitation injustice in India

Essential Readings:

1. Munish Premchand, 2003, "The Thankur's well and other stories, Rupa & Co.New Delhi, Pp. 267-270.
2. Johns,H. 2011, "Stigmatization of Dalits in access to water and sanitation in India", International Advocacy, NCDHR, India.
3. Coffey, D., Gupta, A., Hathi, P., Khurana, N., Spears, D., Srivastav, N., & Vyas, S. (2014). Revealed preference for open defecation. *Economic & Political Weekly, 49*(38), 43–55.
4. Nallari, A. (2015). "All we want are toilets inside our homes!" The critical role of sanitation in the lives of urban poor adolescent girls in Bengaluru, India. *Environment & Urbanization, 27*(1), 73–88. https://doi.org/10.1177/0956247814565807

Additional Readings:

1. Bharat, G., Dkhar, N. B., & Abraham, M. (2020). *Aligning India's sanitation policies with the Sustainable Development Goals (SDGs)* (pp. 7–26). New Delhi: TERI.
2. Aggarwal, R. (2017). Sanitation, women and 'Swachh Bharat'. *Economic & Political Weekly, 52*(41), 18–24.
3. Chaplin, S. E. (1999). Cities, sewers and poverty: India's politics of sanitation. *Environment & Urbanization, 11*(1), 145–158. https://doi.org/10.1177/095624789901100120
4. UN-Habitat. (2006). *Navigating gender in development of water and sanitation in urban areas: A rapid gender assessment of the cities of Bhopal, Gwalior, Indore and Jabalpur in Madhya Pradesh, India*. Nairobi: UN-Habitat.

UNIT 5 - Sanitation Work in India

This module intends to locate and analyze sanitation work in India, the unseen aspect of the sanitation paradigm, at the intersection of dignity, social hierarchy, policy initiatives and the global development discourse along with lived experience, struggles and resistance of workers themselves. We will further critically examine the role of policy initiatives towards institutionalization of the social stigma and discrimination, particularly in the context of the role of Delhi Municipal Corporation in the creation of a formal class of caste-based sanitation workers. By locating this stigma into social hierarchy, we will examine the issues related to sanitation workers in general and women sanitation workers in particular, through the dimension of dignity, demands through various platforms and struggles through social movement. We will further engage with policy initiatives, judicial interventions, global perspectives and recent debates around sanitation workers. Finally, we will develop a holistic perspective on sanitation work by integrating it with the larger paradigm of sanitation.

Essential Readings

1. Prashad, V. (2001). *Untouchable freedom: A social history of Dalit community* (pp. ix–24). Oxford University Press.
2. Raghavendra, R. H., & Kumar, R. A. (2022). Sanitation workers: A neglected community of Indian civilized society. *Contemporary Voice of Dalit*. Advance online publication. https://doi.org/10.1177/2455328X221095769
3. Wilson, B. (2019). Safai Karmachari Andolan: An insider's account. In P. Cullet, S. Koonan, & L. Bhullar (Eds.), *The right to sanitation in India: Critical perspectives* (pp. 287–298). Oxford University Press.
4. Cullet, P. (2015). *Sanitation law and policy in India*. Oxford University Press. (Chapter 4, Prohibition of manual scavenging and protection of sanitation workers, pp. 112–174).
5. Pillai, Sivasankar, Trans. R. E. (1993), The Scavenger's Son (Asian Writers S.)Heinemann International Literature & Textbooks. United Kingdom.

Additional Readings

1. Atluri, T. (2011). You Marxist, I clean toilets: Racism, labor, and the bathroom attendant. *Frame, 1*(1). https://doi.org/10.5117/FRAME2011.1.ATLUR
2. Changoiwala, P. (2019, September 20). For India's caste-based sewer cleaners, an uncertain robot rescue. *Undark Magazine*. https://undark.org/2019/09/20/sewer-robots-combat-sewer-scavenging-india/
3. Kadlak, D. H., & Bansod, D. (2017). Safai Karamcharis in a vicious cycle: A study in the perspective of caste. *Economic and Political Weekly, 52*(13), 37–41.
4. Doron, A., & Jeffrey, R. (2018, November 15). Death by sewage: Clean-ups, caste and contracts in India. *New Mandala*. https://www.newmandala.org/death-by-sewage-clean-ups-caste-and-contracts-in-indi/
5. Gupta, A., Coffey, D., & Spears, D. (2016). Purity, pollution, and untouchability: Challenges affecting the adoption, use, and sustainability of sanitation programmes in rural India. In P. Bongartz, N. Vernon, & J. Fox (Eds.), *Sustainable sanitation for all: Experiences, challenges, and innovations* (pp. 283–296). Practical Action Publishing. https://doi.org/10.3362/9781780449272.017

Pedagogy:

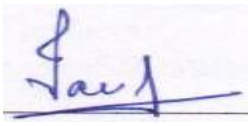
2. Instructional design

   Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): None

3. Expertise in AUD faculty or outside: Yes
4. Linkages with external agencies (e.g., with field-based organizations, everyday social spaces, any others) Sulabh International Organization
5. **Assessment structure (modes and frequency of assessments)**

   The course will have 3 types of assessment situations.

   1. Field work (Community Engagement) and Field Report (30%)
   2. A term paper (30%)
   3. 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 3rd meeting held on26th September 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 Public Policy & Governance
Programme(s)	MA Public Policy & Governance
Course title	**Public Service Delivery in India**
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Open Elective
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	MA (3rd / 4th Semester)
Course coordinator and team	Ekta Singh (Course Coordinator)

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

   The course builds upon two other courses in previous semesters - 'State, Governance and Policymaking' in Semester I and 'Public Policy Processes and Institutions in India' in 2nd Semester in the direction of moving from the macro framework to the micro-politics of the state. In enabling students to understand the everyday working of the state in India, the course seeks to provide a nuanced understanding of how the state in India operates in practice and 'how' and 'why' public service delivery remains sub-optimal. The course will also contribute towards a more informed field work by the students that will ensue as part of MA dissertation in 4th semester.

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

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

   It is a 4th semester elective and so students should preferably have some basic understanding of the state and governance framework in India.

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

   As per AUD norms

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

   Semester-long course

5. **Proposed date of launch:**

   Winter 2026

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 fourth semester students of MA in Public Policy & Governance programme and students of 4th semester of any other programme of AUD as an elective course. An understanding of how the state actually operates in practice is crucial for students to make a meaningful contribution in the public policy domain. The course is also in sync with the vision of AUD to nurture critically informed individuals

   Course Details:

   a. **Summary**

   It is believed that the provision of vital public services necessarily improves the legitimacy of the state as it is one of the most tangible markers of state performance. Yet public service delivery is not always the top priority of governments and access to public services is often mediated through complex networks. Whether it is through citizens applying for an Aadhaar card, electricity connection, procuring ration from a PDS shop or accessing other public services, the Indian state emerges as constituted by negotiations, often complex procedures and sometimes even violence on the ground. Notably, the everyday state could mean any level of government and draws attention to the interactions that shape access. An understanding of the actual working of the state in India is thus indispensable for any public policy professional.

   The course thus seeks answers to - How does the State work on the ground? What does it look like in everyday practice? How do public policies negotiate social conditions? In what ways different identity markers like caste, class, religion, gender and their intersectionality becomes salient in negotiating access to state services. The role of different identity markers particularly class position in accessing state will be highlighted through readings that draw attention to the different ways in which rural and urban poor access public services. In other words, the course explores how the state is experienced in the everyday through complex networks, everyday routines and social interactions, what are the challenges of governance, how do we make sense of uneven delivery of services, and the impact of identity politics. This course engages with

ethnographic, qualitative and theoretical works to understand the practices of governance in the Indian context and will use policy based case studies to shed light on the everyday working of the Indian state.

Indicative List of Policy based Case studies:

- Accessing Public Health- Ayushmaan Bharat
- MNREGA- Role of Worker Collective Action
- PM SVANidhi (PM Streetvendors' AtmaNirbhar Nidhi)
- PDS and Direct Cash Transfers
- Swaccha Bharat Mission
- Electricity: PM Surya Ghar: Muft Bijli Yojana, Saubhagya scheme
- Water: Jal Jeevan Mission

b. Objectives:

The objectives of this course are:

1. To demystify the state by enabling students understand the everyday workings of the state in India.
2. To shed light on bureaucratic norms that shape public service delivery.
3. To shed light on the negotiations and mediations involved in accessing public services in the Indian context and how different identity markers shapes the experience.

c. Expected Learning Outcomes

After completing this course the students will be able to:

1. Have a nuanced understanding of how the variegated ways in which the state operates in India

2. Have awareness of what shapes public service delivery in India beyond design and implementation

d. Overall structure:

This course is organized around five units.

Unit	Topic	Duration (Weeks)

1.	Towards an Anthropology of the modern Indian State	3 weeks
2.	Citizenship Practices and State-Citizen Encounters	3 weeks
3.	Bureaucratic Norms and State Capacity	3 weeks
4.	Politics of Public Service Delivery: Role of Informal Institutions and Collective Action	3 weeks
5.	The Digital Turn: New Modalities of Public Service Delivery	2 weeks

e. Module-wise description

Module 1: **Towards an Anthropology of the Modern Indian State**

The unit with a conceptual and methodological focus on the idea of 'everyday state' seeks to demystify the concept of the state by exposing students with the ideas and practices that inform the everyday functioning of the state in India. The micro-politics of state making/operating will be explored through conceptual readings and ethnographic explorations in addition to field visits in Delhi. Students will be encouraged to bring their own experiences of encountering the state through examples like making of aadhaar, visiting a police station, schools, municipal offices and other experiences of accessing public services. The module will foreground and highlight how everyday state is not necessarily local state and could mean any level of government interacting with citizens.

Essential Readings:

- Jones, Rhys (2020). 'The Everyday State' in Sami Moisio, Natalie Koch, Andrew Jonas et.al ed. *The Handbook on the Changing Geographies of the State*, Edward Elgar.
- Fuller C. J. and John Harriss (2000). 'For an anthropology of the modern Indian state' in C.J. Fuller and Veronique Benei (eds.): *The Everyday State and Society in Modern India.* Delhi: Social Science Press.
- Corbridge, Stuart et. al. (2003). 'Making Social Science Matter - I: How the Local State Works in Bihar, Jharkhand and West Bengal', *Economic and Political Weekly*, 38(24): 2377-2389.
- Corbridge, Stuart et. al. (2003). 'Making Social Science Matter - II: How the Rural Poor See the State in Bihar, Jharkhand and West Bengal', *Economic and Political Weekly*, 38(24): 2377-2389.
- Das, Veena (2004). 'The Signature of the State: The Paradox of Illegibility.' In *Anthropology in the Margins of the State*, edited by Veena Das and Deborah Poole. New Delhi: Oxford University Press.

Suggested Readings:

- Abrams, Philips 1988. 'Notes on the Difficulty of Studying the State', *Journal of Historical Sociology,* 1(1): 58-89.
- Corbridge, S., Williams, G., Srivastava, M., & Veron, R. (2005). *Seeing the State Governance and Governmentality in India*. Cambridge University Press. [Part II: The everyday state and society-Chapters 3,4,5,6]
- René Véron , Stuart Corbridge , Glyn Williams & Manoj Srivastava (2003). 'The Everyday State and Political Society in Eastern India: Structuring Access to the Employment Assurance Scheme', *The Journal of Development Studies*, 39:5, 1-28.
- Chandhoke, Neera (2005). 'Seeing' the State in India, *Economic and Political Weekly.*

Module 2: Citizenship Practices and State-Citizen Encounters

The module will focus on everyday strategies and forms of participation in terms of the ways in which ordinary people engage with and demand public services from the state-both formal and informal practices. The idea would be to draw attention to citizenship practices that reveal citizenship is more than formal membership or status. It is better understood as a process of negotiation contingent on a number of factors and often shaped by caste, class, religion and gender identities. The implications of paperwork and documentation as crucial to claiming benefits as citizens in terms of power and patronage will be highlighted.

Essential Readings:

- Aradhana Sharma and Akhil Gupta (2006) 'Globalization and Postcolonial States', *Current Anthropology*, 47 (2), pp. 277-307.
- Carswell, G. (2019). Waiting for the State: Gender, Citizenship and Everyday encounters with bureaucracy in India, *Politics and Space*, Vol.37(4).
- Carswell G. and Geert De Neve (2020). Paperwork, Patronage and Citizenship: the materiality of everyday interactions with bureaucracy in Tamil Nadu, India, *Journal of the Royal Anthropological Institute*, 26 (2).
- Jeffrey, Craig (2002). "Caste, Class, and Clientelism: A Political Economy of Everyday Corruption in Rural North India". In: *Economic Geography* 78.1, pp. 21–41
- Sarkar, Swagato (2008). Civil Society and Exclusion: Partha Chatterjee on 'Politics of the Governed', *Indian Journal of Human Development*, Vol.2, No.2.

Suggested Readings:

- Tarlo, Emma. 2001. 'Paper Truths: The Emergency and Slum Clearance through Forgotten Files', in C.J. Fuller and Veronique Benei (eds.): *The Everyday State in Modern Indi*a. Delhi: Social Science Press, pp. 68-90.

- Gupta, Akhil (2001). 'Governing Population: The Integrated Child Development Services Program in India' in Blom Hansen, Thomas, and Finn Stepputat, (eds.) (2001). *States of Imagination: Ethnographic Explorations of the Postcolonial Sta*te, Duke University Press (Selected Chapters).
- Anjaria, Jonathan Shapiro (2011). Ordinary States: Everyday corruption and the politics of space in Mumbai, American Ethnologist, Vol.38, Issue 1.

Module 3: Bureaucratic Norms and State Capacity

The module will focus on the bureaucratic norms that guide everyday working of bureaucracy ultimately impacting delivery of public services. More precisely, how differences in bureaucratic norms – informal rules that guide public officials and their everyday relations with citizens – generate divergent implementation patterns and outcomes pertaining to public services provisioning. There will be discussion on corruption as it is practised through ethnographic elaborations of schemes like MNREGA. The focus will be to understand how far 'paper truths' in the form of proof and evidence captures the actual ways in which corruption works. At the same time the module will highlight struggles of state functionaries themselves to read, understand, communicate, and execute laws and its implications for service delivery. In what ways is arbitrariness built into the routine activities of state functionaries such that administrative action/inaction prevents people from accessing public services.

Essential Readings:

- Pampackal, Amrutha Jose (2019). 'Implementers of Law or Policymakers too? A Study of Street Level Bureaucracy in India' in Transformative Law and Public Policy, Routledge.
- Mangla, Akshay (2022). Making bureaucracy work: norms, education and public service delivery in rural India. Cambridge University Press.
- Gupta, Akhil (2005). Narratives of Corruption: Anthropological and Fictional Accounts of the Indian State, Ethnography, vol. 6, no. 1.
- Mathur, Nayanika (2017). Eating Money: Corruption and its categorical 'Other' in the leaky Indian state, Modern Asian Studies, 51 (6).
- Akhil Gupta (2012). Red Tape: Bureaucracy, Structural Violence, and Poverty in India. Duke University Press.
- Wade, Robert (1982). The system of administrative and political corruption: Canal irrigation in South India, *The Journal of Development Studies*, 18(3).

Suggested Readings:

- Gupta, Akhil (1995). Blurred boundaries: the discourse of corruption, the culture of politics, and the imagined state, *American Ethnologist*.
- Bhavnani Rikhil and Alexander Lee (2018). Local Embeddedness and Bureaucratic Performance: Evidence from India, *Journal of Politics*, Vol.80, No.1.

- Lipsky, M. (2010). *Street-Level Bureaucracy: Dilemmas of the Individual in Public Services*, New York: Russell Sage Foundation.
- Mathur, Nayanika. (2016). *Paper Tiger. Law, Bureaucracy and the Developmental State in Himalayan India*. New Delhi: Cambridge University Press. 203 pages.

Module 4: Politics of Public Service Delivery: Role of Informal Institutions and Collective Action

The module will lay emphasis on the role of informal institutions and networks-brokers, intermediaries- in mediating access to public services. In other words, the module will delve into - How citizens navigate their local environments to demand public services such as drinking water, health services and education through networks? How very often the strategies are mediated through non-state actors and informal institutions. The module will highlight intersectionality in public service delivery. Concepts of beneficiary participation, awareness generation will be discussed.

Essential Readings:

- Berenschot, W. (2019). Informal democratization: brokers, access to public services and democratic accountability in Indonesia and India, *Democratization*, Vol.26, Issue 2.
- Joshi, Anuradha (2007). When do the Poor Demand Better Services? Accountability, Responsiveness and Collective Action in Service Delivery In Shantayanan Devrajan and Ingrid Widlund ed. *The Politics of Service Delivery in Democracies. Better Access for the Poor*.
- Krishna, Anirudh (2011). Gaining Access to Public Services and the democratic state in India: Institutions in the middle, *Studies in Comparative International Development*, Vol.46, Issue 1.
- Krishna, Anirudh (2014). The Naya Netas: Informal Mediators of Government Services in Rural North India in Cammett ed. *The Politics of Non-state Social Welfare*, NY: Cornell University Press.
- Manor, J. (2000). Small-Time Political Fixers in India's States: Towel over Armpit. *Asian*
  Survey, 40(5), 816-835.

Suggested Readings:

- Diane Coffey and Dean Spears (2017*). Where India Goes: Abandoned Toilets, Stunted development and the Costs of Caste*, Harper Collins.
- Martin Webb (2013). 'Disciplining the everyday state and society? Anti-corruption and Right to Information activism in Delhi'*, Contributions to Indian Sociology*, 47(3), p.363-399.

- Dunning, T., & Nilekani, J. (2009). When Formal Institutions Are Not Enough: Caste,
  Party Politics and Distribution in Indian Village Councils. New Haven:Department of Political Science, Yale University.
- Manor, James (2007). Extending Services over the Last Mile: Bridging the Gap between Intermediate and Local Levels in Devarajan, Shantayanan and Ingrid Widlund ed. *The Politics of Service Delivery in Democracies: Better Access for the Poor*, EGDI, Stokholm.
- Corbridge, S., Srivastava, M. K., & Veron, R. (2005). *Seeing the State: Governance and*
  Governmentality in India. Cambridge: Cambridge University Press
- Besley, T., Pande, R., & Rao, V. (2004). The Politics of Public Good Provision: Evidence
  from Indian Local Governments. *Journal of the European Economic Association*,2 (2-3), 416-426.
  .

Module 5: The Digital Turn: New Modalities of Public Service Delivery

The module will deal with new modalities and technological transformations in public service delivery in India like aadhaar, Right to Service Act, 2014, Citizen's Charters to deliver services within a time-frame, ensure transparency and bring the 'public' back into public administration. The module is interested in how does this 'new ecology' of state-citizen interface mediated by technology works at ground level and whether such governance reforms have been able to plug the loopholes in public service delivery by ensuring transparency and accountability as claimed. Implications of the virtual encounter between the state and citizens will be problematized in terms of leading to centralization and insularity.

Essential Readings:

- Kapoor, Taanya (2017). Aadhaar in Public Service Delivery: Enabler or Disruptor? Accountability Initiative, Centre for Policy Research.
- Sahoo Niranjan and Arjun Kapoor (2012). India's Shifting Governance Structure: From Charter of Promises to Services Guarantee, *Observer Research Foundation*.
- Sharma, ALok and VIvek Agnihotri (2001). New Developments in Public Administration The Citizen's Charter: The Indian Experience, Vol 67, *International Review of Administrative Sciences,* Vol 67, Issue 4.
- Afridi, Farzana 2017. Governance and Public Service Delivery in India, Synthesis paper, International Growth Centre (IGC), Reference No.S-35407-INC-1

Suggested Readings:

- Mathur, Kuldeep (2003). 'Good Governance and Pursuit of Transparency in Administration: The Indian Efforts', in Pradeep Sahni and Uma Medury (eds.) *Governance for Development Issues and Strategie*s, New Delhi: Prentice Hall of India, pp: 48-55.

- Maiti, D., Castellacci, F., Melchior, A. (2020). Digitalisation and Development: Issues for India and Beyond. In: Maiti, D., Castellacci, F., Melchior, A. (eds) *Digitalisation and Development. Springer, Singapore.*

Web-Based Shorter Articles (for classroom discussion and reading): Indicative List

T. Sundarraman, Mekhala Krishnamurthy (March 27, 2024). Right to Healthcare in Times of Universal Health Coverage, *The India Forum* (Available online: https://www.theindiaforum.in/health/right-healthcare-times-universal-health-coverage)

Seth, Aaditeshwar (November 29, 2022). Bringing Back the 'Public' in Digital Public Goods, *The India Forum* (Available online : https://www.theindiaforum.in/forum/bringing-back-public-digital-public-goods)

Aiyar, Yamini (December 05, 2023). Citizen versus Labharthi? Interrogating the Contours of India's Emergent Welfare State, *The India Forum* (Available online: https://www.theindiaforum.in/public-policy/citizen-vs-labharthi)

Sheetal Bharat (April 02, 2025) Cash Transfers and Public Services Work in Tandem, *The India Forum* (Available online: https://www.theindiaforum.in/forum/cash-transfers-and-public-services-work-tandem)

Vahab, Anfaz Abdul and Jean Dreze (February 18, 2025). How Healthy is Health Insurance?, *The India Forum*, (Available online: https://www.theindiaforum.in/public-policy/how-healthy-health-insurance)

Salve, Prachi (02 Oct, 2025). 11 Years Later, Swacch Bharat Progress Mired in Weak Verification, *IndiaSpend* (Available Online: https://www.indiaspend.com/governance/11-years-later-swachh-bharat-progress-mired-in-weak-verification-968062)

Salve, Prachi (May 2025). Why India's Urban Poor See Worse Health Outcomes, IndiaSpend (Available Online: https://www.indiaspend.com/health/why-indias-urban-poor-see-worse-health-outcomes-951387)

Kumar Sanjay and Andre Nickow (October 2017). Impact of community mobilisation on land rights governance, *Ideas for India* (Available Online: https://www.ideasforindia.in/topics/macroeconomics/impact-of-community-mobilisation-on-land-rights-governance.html)

7. Pedagogy:

a. Instructional design

The course will be a combination of lectures, group discussions and student presentations. There will be case studies through which the course will shed light on public service delivery in India.

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 has the requisite expertise in the area

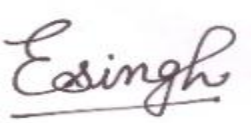
d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
Guest lectures will be organized around relevant themes.

2. Assessment structure (modes and frequency of assessments)

The course will have two types of assessments:

- The first assessment will be a term paper (40%) that will cull out themes for the second assessment like Gender, Caste, Class and their intersections (based on classroom readings) in shaping access to Public Service delivery in India. The assignment will be based on reading of secondary literature around selected themes.

- The second assessment will be a field project in which students will write a report focusing on themes they worked on in their first assessment. More precisely, in this assessment students will understand role of different identity markers in shaping access to public services based on their visits to a government department/office in Delhi and present the same in class with preliminary insights on the working of the everyday state with regard to public service delivery. The assessment will have two components:
Policy Report: 40%
Presentation: 20%



Signature of Course Coordinator(s)

Note:

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

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

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 3rd meeting held on 26th September 2025 and has been approved in the present form.



Signature of the Dean of the School

SCHOOL OF PUBLIC POLICY AND GOVERNANCE
Dr. B.R. AMBEDKAR UNIVERSITY DELHI

3rd Meeting of the Board of Studies
(26th September 2025)

Draft minutes of the meeting

School of Public Policy and Governance

3rd Meeting of Board of Studies

(26th September 2025)

Draft Minutes of the Meeting

Agenda Items

1) Welcome and ratification of minutes of the 2nd meeting of the BOS; and BOS conducted by email circulation

2) To consider and approve course outlines for 'MA in Public Policy and Governance' (MAPPG); and approval of placement of courses in the 4th semester of MAPPG

3) To approve the identified set of MOOCs for MAPPG Programmes.

4) To consider and approve course outlines as Elective Courses for Post Graduate Programmes of the School

5) Any other items

The following members of the Board of Studies were present in the meeting:

1. Prof. N. Nakkeeran
2. Prof. Babu P. Remesh
3. Prof. Rumki Basu
4. Prof. Radhika Kumar
5. Prof. (Dr.) Sutapa B. Neogi
6. Dr. Sunalini Kumar
7. Dr. Soma Sarkar
8. Dr.Partha Saha
9. Dr.Samik Chowdhury
10. Dr.Teena Anil

Leave of Absence:

The following members, with prior intimation, could not attend the meeting

1. Prof. Lawrence Liang

Special Invitees

1. Dr. Ekta Singh
2. Dr. Manish Jain

Agenda 1: Welcome and ratification of minutes of the 2nd meeting of the BOS; and BOS conducted by email circulation

The meeting began with the Chair, Professor N Nakkeeran welcoming the members of the BoS. The Chair and the Board also welcomed Prof. Babu P. Remesh who has joined as the new member of the BoS in the place of outgoing member Prof. Deepita Chakravarty.

This was followed by ratification of the minutes of the 2nd meeting of the BoS and the minutes of BoS that was conducted by email circulation (31st May 2025). As these sets of minutes were as already approved by the members through email, the same was ratified in this meeting.

The Chair also informed the Board that most of the agenda items from the 2nd meeting of the BOS were placed before the 38th meeting of the AC and were approved. The chair further informed that the items pertaining to courses (a) Gender and Governance: Theory to Practice (b) Academic Writing and (c) Dissertation were not placed before the AC. Of these the courses 'Dissertation', as earlier approved by the BOS, is placed again in the current meeting for approval to be placed in the forthcoming AC.

The school was also suggested to revise the title of one of the courses viz., "*Social Exclusion and Inclusive Policies*". This was discussed by the MAPPG programme team after which, the course was re-titled as "*Inclusive Social Policies: Issues and Challenges*", which was subsequently approved by the AC.

Agenda 2: To consider and approve course outlines for 'MA in Public Policy and Governance' (MAPPG); and approval of placement of courses in the 4th semester of MAPPG

2.1 Consider and approve the outlines of the following core courses for 'MA in Public Policy and Governance' (MAPPG)

A. Dissertation (Core, 8 credits, 4th Semester)

Intended as programme level summative assessment in which students use their knowledge and skills acquired during first three semesters of the MA in Public Policy & Governance, this course aims to introduce students to the world of policy analysis as an independent analyst and researcher which involves conceptualization, analysis, articulation, and presentation of their work in a manner that conforms to established norms and standards of academic writing. Close supervision and mentorship is provided to the students in situating their analysis and inquiry within relevant socioeconomic, political and ecological contexts and framework, and in making cogent arguments based on their analysis.

After due deliberation the Board approved the course outline in its present form and be placed in the 4th Semester of MA PPG programme. The course may be placed before the Academic Council for further discussion and final approval ***(Annexure 1).***

B. Dissertation Writing Workshop (Core, 2 credits, 4thsemester)

This course seeks to provide the basic knowledge required for effective and result oriented academic writing. This course will be run on a workshop mode which will prepare the student to structurally design the process of dissertation writing in the fourth semester of MA PPG. The course will also discuss how to use critical and multidisciplinary approach with concepts and methodologies drawn from social science disciplines in public policy research.

The following suggestions / comments were made by the Board members; and the corresponding changes indicated below were made in the course outline.

1. Rewrite the item 1 in the course outline.

   Item 1 in the course outline has been rewritten as per suggestions received, specifically seeing its relationship with "Dissertation" course.

2. Rework the assessment structure, specifying take home assignment and in class assignment

As per the suggestion, the assessment pattern has been rewritten making a distinction between the assessment 2 which would be an in-class assignment and the 3rd assessment which would be a summative assessment.

3. To rework on the details of each of the modules so that overlap between the modules are removed. Therefore it was suggested the focus on each of these three suggested themes for each module viz., introduce academic writing, how to write literature review and how to write a research proposal.

   Based on this suggestion, the three modules were rewritten to remove the overlaps between the modules and focus on the three recommended themes viz., introduce academic writing, how to write literature review and how to write a research proposal.

After due deliberation the Board approved the course outline in its present form and be placed in the 4th Semester of MA PPG programme. The course may be placed before the Academic Council for further discussion and final approval ***(Annexure 2).***

2.2 To approve the of placement of following courses in the 4th Semesters of MA in Public Policy and Governance (MAPPG)

The following structure of the programme in the 4th semester of the MAPPG was placed before the Board.

S. No	Name of the Course	Credits	Semester	Type	Approval status
1	Dissertation	8	4	Core – Field practicum	To be approved in 3rdBOS
2	Dissertation Writing	2	4	Core	To be approved in 3rd BOS
3	*Geography of Health and Well-being* (MOOC)	4	4	Elective	To be approved in 3rd BOS
4	*Sociology of Development* (MOOC)	8	4	Elective	To be approved in 3rd BOS
5	*Sanitation Policy and Governance in India*	4	4	Elective	To be approved in 3rd BOS
6	*Public Service Delivery in India*	4	4	Elective	To be approved in 3rd BOS
7	*Reading Education Policies*	4	4	Elective	An approved elective course from School of Education Studies

After due deliberation, the Board took note of the placement of the above courses in the 4th semesters, and approved these placements in this semester. The Board also approved the corresponding changes in the structure of the MA in Public Policy and Governance Programme as placed in ***Annexure 3.***

Agenda 3: To approve the identified set of MOOCs for MAPPG Programmes.

A. Geography of Health and Well-being (MOOC elective, 4 credits, 4th semester)
B. Sociology of Development (MOOC elective, 8 credits, 4th semester)

After due deliberation the Board approved the above list of MOOCs to be adopted by the School for the students of MA in Public Policy and Governance. ***(Annexures 4)***

Agenda 4: To consider and approve course outlines as Elective Courses for Post Graduate Programmes of the School

A. Sanitation Policy and Governance in India (elective, 4 credits, 4th semester)

Adopting an intersectional approach, connecting health, culture, politics and environment, this course attempts to trace the conceptual trajectory of sanitation in its local and global context. This course engages with sanitation as a complex site where power, inequality and development intersect. It traces how sanitation was framed with colonial governance, as a tool of control and racialized health management, how post-colonial policies influenced by Gandhian approach attempts to align sanitation with nation building and development and how contemporary initiatives link it to global developmental agenda, behavioural change and citizenship. By examining policies and their implementation across these periods, the course highlights the continuities and rapture in the governance of sanitation, and critically reflect on the ways in which social hierarchies, caste relations, gender burdens and question of dignity and justice continue to shape sanitation outcome in India.

The following suggestions / comments were made by the Board members; and the corresponding changes indicated below were made in the course outline.

1. Reduce the number of essential readings for each module across the course outline.

The number of readings has been reduced to 5 essential readings for each module

2. Add details to Pedagogy/ instructional design.

Added specific requirements in Pedagogy/instructional design.

3. Reframe the assessment 1 mentioned in the assessment structure.

Assessment 1 has been reframed with specific details within the assessment structure.

4. Consider the following readings in appropriate modules
    a. Vijay Prasad Reading on Prashad, Vijay. "The Technology of Sanitation in Colonial Delhi." *Modern Asian Studies* 35, no. 1 (2001): 113-155. DOI: 10.1017/S0026749X01003626.
    b. Pillai, Sivasankar, Trans. R. E. (1993), The Scavenger's Son (Asian Writers S.) Heinemann International Literature & Textbooks. United Kingdom

The above suggested readings have been incorporated.

5. Discuss the conceptual understanding of sanitation and historical trajectory of the sanitation in India separately to overcome overlap.

   This overlap has been addressed. The Module 1 now focuses on the conceptual understanding of sanitation from Multidimensional perspectives, and the Module 2 contextualizes the historical trajectory of sanitation in India.

6. Discuss Right to Sanitation and Rights of Sanitation workers separately in different modules to avoid overlap.

   The Module 4 now covers the theme of sanitation as a right and analyses it in its social context, and the Module 5 specifically deals with sanitation work in India.

After due deliberation the Board approved the course outline in its present form as a post graduate elective course. The course may be placed before the Academic Council for further discussion and final approval ***(Annexure 5).***

B. Public Service Delivery in India (elective, 4 credits, 4th semester)

The course builds upon two other courses in previous semesters - 'State, Governance and Policymaking' in Semester I and 'Public Policy Processes and Institutions in India' in 2nd Semester in the direction of moving from the macro framework to the micro-politics of the state. In enabling students to understand the everyday working of the state in India, the course seeks to provide a nuanced understanding of how the state in India operates in practice and 'how' and 'why' public service delivery remains sub-optimal. The course will also contribute towards a more informed field work by the students that will ensue as part of MA dissertation in 4th semester.

The following suggestions / comments were made by the Board members; and the corresponding changes indicated below were made in the course outline.

1. Consider reframing the sections on Pre-requisites for the course and Pedagogy to allow for students from other programmes to opt for the course and include case-studies as part of pedagogy.

   The suggested changes have been incorporated in the respective sections of the course outline.

2. To foreground intersectionality/ interdisciplinarity in Public Service Delivery

   The description of the module 4 has been revised so that it reflects foregrounding intersectionality in Public Service delivery.

3. To redesign Assessments

   Assessments have been redefined as per suggestions. Accordingly, in the case of assessment 2, the project themes would be decided early on for students to work in that direction throughout the semester.

4. To foreground and clarify at the outset how everyday state is not local state.

   This distinction between everyday state and local state has been consistently maintained throughout the course outline, particularly the module 1 clarifies that 'everyday state' is not necessarily local state.

5. To include shorter web based articles to ensure students read them and informed discussion in class.

   The following web based articles from IndiaSpend and India Forum websites have been added as a part of suggested readings. More recent web-based shorter pieces from Scroll.in and Ideasforindia.in and other platforms will be used during the time of delivery.

   T. Sundarraman, Mekhala Krishnamurthy (March 27, 2024). Right to Healthcare in Times of Universal Health Coverage, *The India Forum* (Available online: https://www.theindiaforum.in/health/right-healthcare-times-universal-health-coverage)

   Seth, Aaditeshwar (November 29, 2022). Bringing Back the 'Public' in Digital Public Goods, *The India Forum* (Available online : https://www.theindiaforum.in/forum/bringing-back-public-digital-public-goods)

   Aiyar, Yamini (December 05, 2023). Citizen versus Labharthi? Interrogating the Contours of India's Emergent Welfare State, *The India Forum* (Available online: https://www.theindiaforum.in/public-policy/citizen-vs-labharthi)

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Kumar Sanjay and Andre Nickow (October 2017). Impact of community mobilisation on land rights governance, *Ideas for India* (Available Online: https://www.ideasforindia.in/topics/macroeconomics/impact-of-community-mobilisation-on-land-rights-governance.html)

6. To consider including the following reading:

   Wade, Robert (1982). The system of administrative and political corruption: Canal Irrigation in South India, *The Journal of Development Studies*, 18(3)

   The above reading was considered, and was found relevant. It has been added as essential reading in module 3.

7. To highlight different ways in which rural and urban poor access public services.

   Suitable readings have been included to highlight the distinction between the rural and urban poor in accessing public services

After due deliberation the Board approved the course outline in its present form as a post graduate elective course. The course may be placed before the Academic Council for further discussion and final approval ***(Annexure 6).***