

Dr. B.R. Ambedkar University Delhi

Minutes of the 41st meeting of Academic Council

Held on 14.01.2026 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./41st AC/2025 Dated: 03.02.2026

The 41st Meeting of the Academic Council was held on 14.01.2026 at 11:30 AM in the Conference Hall, Dr. B.R. Ambedkar University Delhi, Kashmere Gate, Lothian Road, Delhi 110 006.

The following members were present during the meeting:

1. Professor Anu Singh Lather, Vice Chancellor, Dr.B.R.Ambedkar University Delhi
2. Professor Jagmohan Singh Rajput, Former Director, NCERT, Nominee of the University Grants Commission (UGC) – External Member
3. Professor Satyaketu Sankrit, Proctor & Dean, School of Letters, Dr.B.R.AUD
4. Professor Kartik Dave, Dean, School of Management, Dr.B.R.AUD
5. Professor Rukmini Sen, Dean, School of Heritage Research and Management, School of Liberal Studies and 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, Dean, School of Development Studies, Dr.B.R.AUD
9. Professor Juhi Shukla, Dean School of Culture & Creative Expressions, Dr.B.R.AUD
10. Professor Arun Kumar, Dean, School of Education Studies, Dr.B.R.AUD
11. Dr. Oinam Hemlata Devi, Dean School of Human Ecology, Dr.B.R.AUD
12. Dr. Urfat Anjem Mir, Dean, School of Undergraduate Studies, Dr.B.R.AUD
13. Dr. Renu Ghosh, Dean, School of Vocational Studies (SVS), Dr. B.R.AUD
14. Professor Sonu Madan, Professor, School of Undergraduate Studies, Dr.B.R.AUD
15. Professor Suresh Babu, Professor, School of Human Ecology, Dr.B.R.AUD
16. Dr. Rekha Gulia, Associate Professor, School of Management, Dr.B.R.AUD
17. Dr. Rekha, Assistant Professor, School of Vocational Studies, Dr. B.R.AUD
18. Col. Omkar Singh, Registrar and Secretary, Academic Council, Dr.B.R. Ambedkar University Delhi
19. Dr. Rachna Chaudhary, Dean (Offg.), School of Human Studies (SHS), Dr.B.R.AUD

Special Invitee

20. 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 and Chair extended warm welcome to all the Members in the 41st meeting of the Academic Council. The Chair further informed the important events/ actions that have been carried out/ taken by the University since the last meeting of the Academic Council held on 24th November, 2025.

1. Meeting with Her Excellency, the Hon'ble President of India, Smt. Droupadi Murmu ji.

The Chair informed about an in-person interaction with Her Excellency, the Hon'ble President of India, Smt. Droupadi Murmu ji. The meeting was held at the Office of Her Excellency on January 6, 2026. The focus of the interaction was on empowering women in higher education. The engagement is significant not only from an institutional goodwill standpoint, but also as a reaffirmation of the University's commitment to excellence.

2. Strengthening Health and Well-being on Campus.

- In January 2026, the University has engaged a panel of specialist doctors for regular on-campus medical consultations across its campuses. The panel includes specialists in psychiatry, orthopaedics, gynaecology, and dentistry, enabling the University to provide preventive care, early intervention, stress management support, and first-point clinical consultation for a wide range of health needs. These services are being offered at the Karampura and Kashmere Gate campuses.

- The University also plans to further expand its in-house medical facilities in the coming year. As part of this initiative, the establishment of a ***Jan Aushadhi Kendra*** within the University premises has been proposed, with the aim of improving access to affordable medicines for the University community.

3. Research Projects Awarded

It was informed that two faculty members from the University's School of Management have been awarded the project under the Indian Council of Social Science Research (ICSSR) special call for research projects on Family and Family Systems in India (2025–26).The project details are as follows:

Project Title	**Project Directors**	**Amount**
From Kutumb to Rashtra Nirman: The Civilizational Transformation of Indian Families Across Lineage,	Dr. Rekha	Rs. 14 lakhs

Region, and Mobility		
Family Dynamics and Women Empowerment in the Context of Digital Platform-based Work: A Study in Selected North-Western States of India	Dr. Anshu Gupta (Director) & Dr. Richa Awasthy (Co-Director)	Rs. 10 lakhs

4. Strategic Partnerships and Institutional Collaboration.

It was informed that the University has currently 17 active MoUs with central and state universities, public bodies, and industry partners. During December 2025, two new MoUs were signed with:

- the International Institute of Health Management Research (IIHMR) through the School of Public Policy and Governance; and
- Delhi Pharmaceutical Sciences and Research University (DPSRU).

5. International Academic Engagement

It was informed that the International Affairs Division (IAD), in collaboration with American Institute of Indian Studies (AIIS), hosted a **faculty delegation from universities and colleges in the United States of America** on January 6, 2026. Faculty members from Dr. B. R. AUD and the visiting institutions engaged in academic discussions on themes such as sustainability, climate and health, disaster studies, literature, tourism, and research methods. AIIS has subsequently invited faculty Dr.B.R.Ambedkar University Delhi to visit their campus on January 14, 2026.

6. Academic, Cultural and Community Engagement-

It was informed that the University has organized the following Academic, Cultural and Community Engagements.

- The School of Undergraduate Studies organised its **first alumni meet** on December 13, 2025, at Kashmere Gate Campus. (Slide 8)
- The National Cadet Corps (NCC) Unit of Dr.B.R.Ambedkar University Delhi organised the **Cadet Investiture Ceremony** on December 2, 2025 as part of the NCC Day celebrations. (Slide 9)
- As part of the **National Integration Tour under Operation Sadbhavna**, students from Manipur visited Dr. B. R. Ambedkar University Delhi in December 14, 2025. (Slide 9)
- The University observed important national and social commemorative days (Slide 10):

- The University observed **Veer Baal Diwas** on December 26, 2025. The School of Culture and Creative Expressions organised an online art competition on the day.

- The University community also paid homage to **Savitribai Phule** on her birth anniversary on January 3, 2026, recalling her enduring legacy as a pioneer of women's education and social reform.

It was informed that the University's 14th Annual Convocation scheduled on December 19, 2025 was postponed due to the AQI related precautionary measures and the revised date will be confirmed soon.

Agenda 40.1: Confirmation of the Minutes of the 40th Meeting of the Academic Council held on 24.11.2025.

It was submitted to the Academic Council that the Minutes of the 40th Meeting held on 24.11.2025 were circulated among all the members on 24.11.2025 and some observations were received from the School of Socio-Legal Political Studies (SLPS) on Agenda No. 40.22 to 40.25.

Decision: The Academic Council confirmed the minutes of the 40th meeting Academic Council held on 24.11.2025 and authorized the Vice-Chancellor to take necessary action in regard to Agenda No. 40.22 to 40.25 pertaining to the School of Socio-Legal Political Studies (SLPS).

Agenda 40.2: Action Taken Report (ATR) on the decisions taken in the 40th meeting of the Academic Council held on 24.11.2025

It was submitted that the Action Taken Report on the decisions taken in its 39th meeting, and 40th Meeting held on 01.08.2025 and 24.11.2025 respectively were placed before the Academic Council.

Decision: The Academic Council deliberated on the Action Taken Report on the decisions passed in its 39th meeting and 40th Meeting held on 01.08.2025 and 24.11.2025 respectively. After due deliberation, the Academic Council noted that the there have been delays in compliance and submission of ATR which further delays the implementation of the decisions passed by the Academic Council. Hence, the Academic Council advised all Schools and Divisions to ensure compliance and submission of the Action Taken Report 10-15 days before the next scheduled Academic Council.

The details of the decision where action is either partially completed or not completed are as under:

<table>
<tr><th>Resl No.</th><th>Decision</th><th>Earlier Action Taken</th><th>Recommendations made by the Academic Council</th></tr>
<tr><td>40.2</td><td>The Council resolved to note the ATR on the decisions taken in the 39th meeting held on 24.11.2025
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.
<table>
<tr><th>Resl No.</th><th>Decision</th><th>Recommendation made by the Academic Council</th></tr>
<tr><td>39.6</td><td>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</td><td>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.</td></tr>
</table></td><td>39.6: It is submitted that with regard to change in the course title of Mathematics for Computer Science to "Computational Mathematics", the Mathematics Programme Committee had requested permission to retain the title "Mathematics for Computer Science" as the course content is very different from the Computational Mathematics course. Furthermore, in compliance of the Academic Council resolution, the Programme Committee has designed a new Discipline Specific Elective (DSE) course on Computational Mathematics titled "Advanced Numerical Methods" for the 8th Semester. The proposal has already been duly placed before the Board of Studies of School of Undergraduate Studies and recommended for approval in the 22nd meeting held on 16 December 2025. The detailed course outline is placed across for perusal which has also been submitted as part of the agenda items for 41st AC meeting.

ii) The Mathematics Programme Committee has acted upon the resolution of the Academic Council and pursuant to the observations; the course content of the DSE course titled "Partial Differential Equations" has been further revised. Specifically, the laboratory component previously indicated as "Lab work using MATHEMATICA" has been appropriately modified to "Lab work using various software", thereby ensuring greater academic flexibility and broader pedagogical applicability

39.11: As stated by the Academic Affairs Division,</td><td>39.6: The Action taken report by the School of Undergraduate Studies in respect was noted by the Academic Council.

39.11: The Academic Council</td></tr>
</table>

		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".		the matter will be placed before the Board of Management in its forthcoming meeting for consideration.	noted that agenda will be placed before the Board of Management in its 54th Meeting held on 16.01.2026 for consideration.
	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 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 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. The Academic Council recommended to ask the Academic Affairs Division to conclude the action at the earliest.	**39.28:** As stated, the School of Global Affairs (SGA) had submitted its proposal for starting Ph.D Programme in Global Studies to the 39th Academic Council (held on 01.08.2025 which was in-principle approved and it was further recommended to take the same to the SCR for carrying out the modalities and then report to Academic Council. ii. The School has stated that no SCR meeting has taken place in the period between 39th and 40th meetings of the Academic Council. iii. The proposal for Ph.D. in Global Studies will be included in the agenda for next meeting of SCR scheduled on 9th January 2026. iv. After the discussion in the SCR meeting, the outcome will be reported to the forthcoming Academic Council.	39.28: The Academic Council recommended the concerned School/Division in a time bound manner and authorized the Vice-Chancellor to take necessary action in the matter. 2. The Academic Council recommended to fix the periodicity of the meeting of SCR to maintain discipline and regularity in the Ph.D Programme. 3. The Academic Council further recommended the notification of the organogram mentioning the duties and responsibilities at each channel to be followed by the Schools/Divisions in placing the Proposals/ Agenda before the Academic Council for deliberations and considerations. 4. The Academic Council further recommended the Schools to follow the following channel for submitting the Agendas/ Proposals before the Academic Council. **Ph.D Programme** Dean ⇓ Board of Studies ⇓
	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**	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 conclude the action at the earliest.		

	through Standing Committee Research (SCR) and later to be placed before the Academic Council.		Standing Committee Research (SCR) ⇓ Academic Council **For other Programme** Dean ⇓ Board of Studies ⇓ Academic Council
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 **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 that the Board of Studies, School of Undergraduate Studies review and reconsider the following two courses of the programme and place the same before the Academic Council its**	The recommendations of the Academic Council for placing the recommendations of the Board of studies before the Academic Council before transaction of the course shall be compiled with strictly. (ii) The resolution of Academic Council with regard to the following courses has been implemented: **1. Introduction to Research Methods – Core** **2. Reading Crime Fiction – Elective** **3. Understanding Cinema – Elective** (iii) In compliance with Academic Council resolution, the meeting of the Board of Studies, SUS is being held on scheduled on 20.01.2026 for reviewing and reconsidering the courses listed below after obtaining the availability of BOS members, and subsequently recommendations of the BOS shall be placed before the Academic Council: 1. **Theories of**	The Academic Council resolved to recommend the completion of action by the school in a time bound manner.

	forthcoming meeting:- **1.Theories of Marginalities – Core** **2. Introduction to Cultural Studies – Elective**	**Marginalities – Core** **2. Introduction to Cultural Studies – Elective**	
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 **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 that the Board of Studies, School of Undergraduate Studies review and reconsider the following two courses of the programme and place the same before the Academic Council its forthcoming meeting:-** **1) Protest, Resistance, and Movements in Colonial India – Elective** **2) Theories and Methods in the Study of History – Core**	(i) The resolution of Academic Council with regard to the following courses has been implemented: **Reading and Academic Writing in Historical Study-Core** **(ii)** In compliance with AC Resolution, the Board of Studies, SUS meeting for reviewing and reconsidering the courses listed below is being held on 20th January 2026 after obtaining the availability of BOS members, and subsequently recommendations of the BOS shall be placed before AC: **1) Protest, Resistance, and Movements in Colonial India – Elective** **2) Theories and Methods in the Study of History – Core**	The Academic Council resolved to recommend the completion of action by the school in a time bound manner.
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 **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**	The resolution of Academic Council with regard to the following Psychology Programme courses has been implemented: **i) Community Mental Health – Core** **ii) Psychological Perspective in Education – Elective** (ii) In compliance with Academic Council resolution, the Board of Studies, SUS	The Academic Council resolved to recommend the completion of action by the school in a time bound manner.

	Council resolved to approve the following courses of the BA(H) Psychology Programme under FYUP:- **i) Community Mental Health – Core** **ii)Psychological Perspective in Education – Elective** **The Academic Council further resolved that the Board of Studies, School of Undergraduate Studies to review and reconsider the following course of the programme and place the same before the Academic Council its forthcoming meeting:-** **i)Advanced Research Methods in Psychology – Core**	meeting for reviewing and reconsidering the courses listed below is being held on 20th January 2026 after obtaining the availability of BOS members, and subsequently recommendations of the Board of Studies shall be placed before the Academic Council: **i)Advanced Research Methods in Psychology – Core**	
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. **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) Critical Perspectives on Creative Exploration – GE** **ii) Introduction to Culture and Creative Expressions – AEO** **The Academic Council further resolved that the Board of Studies, School of Undergraduate Studies to review and reconsider the following course of the programme and place the same before the Academic Council its forthcoming meeting:-**	The resolution of Academic Council with regard to the following courses has been implemented: **i) Critical Perspectives on Creative Exploration – GE** **ii) Introduction to Culture and Creative Expressions – AEO.** ii) In compliance with AC Resolution, the Board of Studies, SUS meeting for reviewing and reconsidering the courses listed below is being held on 20th January 2026 after obtaining the availability of BOS members, and subsequently recommendations of the BOS shall be placed before the AC: **i) Film, History and Society – GE** **ii)Basics of Performance Making – GE** **iii) Introduction to Dance Movement Analysis-GE**	The Academic Council resolved to recommend the completion of action by the school in a time bound manner.

<table>
<tr><td></td><td>i) Film, History and Society – GE
ii) Basics of Performance Making – GE
iii) Introduction to Dance Movement Analysis-GE</td><td></td><td></td></tr>
<tr><td>40.16</td><td>To deliberate and consider the Undergraduate Curriculum and Credit Framework in light of the UGC Notification 2022.
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 shall form part of the approved resolution.
<table>
<tr><th></th><th>Broad Category of Course</th><th>Minimum credit requirement for 3-year UG</th><th>Minimum credit requirement for 4-year UG</th></tr>
<tr><td>1</td><td>Major (Core)</td><td>60</td><td>80</td></tr>
<tr><td>2</td><td>Minor Stream</td><td>24</td><td>32</td></tr>
<tr><td>3</td><td>Ability Enhancement Courses (AEC)</td><td>08</td><td>08</td></tr>
<tr><td>4</td><td>Multidisciplina</td><td>08</td><td>08</td></tr>
</table>
</td><td>The resolution of the Academic Council has been noted for implementation.
The meeting of the Programme coordinators was held on 06.01.2026 wherein they were briefed about the changes in the FYUP Curriculum frame work as approved by the Academic Council. The review of the programme structure will be completed timely for effective implementation.</td><td>The Academic Council resolved to recommend the completion of action by the school in a time bound manner.</td></tr>
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	ry (MD)		
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 -	04

		4 credits to be completed by 3rd Year only.	
	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 Cyber security, 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 by-product, 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.**		
40.17	To consider the modalities for implementation of the Multi Entry and Multi Exit Scheme in UG Programs. **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.**	The modalities for the ME ME has been notified to all concerned vide notification no AUD/52-1/AA/ 2026/ ME-ME/08 dated 07th Jan 2026.	The Academic Council resolved to seek guidance from University Grants Commission (UGC). 2. The Academic Council further recommended to re-notify the guidelines regarding ME-ME Scheme mentioning about the **non-acceptance of students from outside in the programmes offered by the University.**

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. **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 place before it in its next meeting.**	Taking note of the decision of the Academic Council, the School will re-visit the 4th year programme structure for BA Law and Politics and place the same before the Board of Studies.	The Academic Council resolved to recommend the completion of action by the school in a time bound manner.
40.21	To consider the recommendations made by the Board of Studies, SLPS regarding integration of MA Criminology with MA Law Politics and Society. **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.**	The School is re-designing the credit structure for MA LP to the effect that programme credits will be increased to 80.	The Academic Council resolved to recommend the completion of action by the school in a time bound manner.
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. **Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, School of**	The action taken report submitted by the SLPS is under consideration.	The Academic Council resolved to recommend the completion of action by the school in a time bound manner.

	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.		
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. **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.**	The action taken report submitted by the SLPS is under consideration	The Academic Council resolved to recommend the completion of action by the school in a time bound manner.
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. **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.**	The action taken report submitted by the SLPS is under consideration	The Academic Council resolved to recommend the completion of action by the school in a time bound manner.
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	The action taken report submitted by the SLPS is under consideration	The Academic Council resolved to recommend the

	Legal Studies. **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.**		completion of action by the school in a time bound manner.
40.26	To consider the recommendations made by the Board of Studies, SLPS regarding introduction of 'Postgraduate Diploma in Criminology' in the MA Criminology. **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 totalling 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.**	The School will design the structure of Diploma in MA Criminology as per the suggestions and decision of the Academic Council. The same will be placed before the Board of Studies and subsequently the Academic Council.	The Academic Council recommended to seek explanation from the School regarding non-compliance of the decision taken by the Academic Council and to complete the action in time bound manner.
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. **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.**	The adoption of the guidelines issued by the ICSSR regarding Affiliation of ICSSR Post-Doctoral Fellowship by Dr. B. R. Ambedkar University Delhi. has been notified to all concerned vide notification no AUD/52-1/AA/ 2025/ ICSSR-Post Doc/ 318 dated 04th Nov 2025. The Academic Affair Division is in process of finalizing the mechanism for	The Academic Council resolved to recommend the completion of action by the school in a time bound manner.

		obtaining the bond from the candidates/scholars.	
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. **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.**	The adoption of the guidelines issued by the ICSSR regarding Affiliation of ICSSR Senior Fellowship by Dr. B. R. Ambedkar University Delhi has been notified to all concerned vide notification no AUD/52-1/AA/ 2025/ ICSSR-Sr. Fellowship/ 327 dated 10th Nov 2025. The Academic Affair Division is in process of finalizing the mechanism for obtaining the bond from the candidates/scholars.	The Academic Council resolved to recommend the completion of action by the school in a time bound manner.
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. **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.**	The two 4th semester MA in Public Policy and Governance (MAPPG) core courses viz., "Dissertation" and "Dissertation Writing Workshop" are now being offered in the MAPPG programme. The creation of course codes has been initiated by the School.	The Academic Council resolved to recommend the completion of action by the school in a time bound manner.

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Agenda 41.3: To consider the recommendations made by the Board of Studies, School of Undergraduate Studies regarding consideration of the courses of BA (H) Economics Programme under FYUP SUS.

It was submitted to the Academic Council that the Board of Studies of the School of Undergraduate Studies, Dr B. R. Ambedkar University Delhi, in its 22nd meeting held on 16.12.2025 **(Appendix-1)**, had deliberated and considered the following 8th semester courses of the BA (H) Economics Programme under FYUP.

a) 8th semester courses under the DSC category Dissertation and Seminar categories

Course Title	Code	Category
History of Economic Thought	NSUSIEC116	DSC
Undergraduate Research Dissertation in Economics	NSUSIEC122	Dissertation
Seminar Course in Economics	NSUSIEC123	Seminar

b) 8th-semester courses under the DSE category

Course Title	Code	Category
Spatial Economics: Theory and Applications	NSUSIEC143	DSE
Introduction to Environmental and Resource Economics	NSUSIEC142	DSE
Theories of collective choice, voting and welfare	NSUSIEC144	DSE
Time Series Analysis	NSUSIEC145	DSE

Brief summary of the courses:

1. **History of Economic Thought – DSC (Appendix-2):** This course traces the evolution of economic ideas from ancient and pre-classical traditions to modern schools of thought. It introduces students to ancient economic writings, including Mercantilism and Physiocracy, as well as the contributions of pre-classical thinkers such as Cantillon and Hume. The course examines Classical Political Economy through the works of Smith, Ricardo, Malthus, Say, and Mill, followed by Marx's critique of capitalism. Students then study the Marginal Revolution, the rise of neoclassical economics through Marshall, and major heterodox traditions such as the Austrian School, Post-Keynesian economics, and early Institutionalism. The course highlights how economic theories emerge from specific historical contexts and shape contemporary debates.
2. **Undergraduate Research Dissertation in Economics – Dissertation (Appendix-3):** This research course in economics equips students to undertake independent inquiry across theoretical, empirical, and mixed-methods frameworks. Under the supervision of a faculty mentor, students will work on assigned topics, review relevant literature, and formulate well-defined research questions. They will learn research design, theoretical modelling, data analysis, and academic writing, depending on the nature of their project. Students may pursue theoretical research, empirical studies, experiments, policy analysis, or

field-based investigations. Regular consultations will support the development of arguments, methods, and clarity of expression. The course culminates in a dissertation that demonstrates the student's ability to conduct rigorous and original economic research.

3. **Seminar Course in Economics – Seminar (Appendix-4):** This seminar course offers an advanced, interdisciplinary exploration of key areas in economics, including Microeconomics, Macroeconomics, Development Economics, the Indian Economy, and Environmental Economics. Each module introduces central concepts and contemporary debates through instructor-led discussions, followed by student-led seminars that build upon curated research readings. The course emphasises critical thinking, analytical reasoning, and the ability to connect theoretical frameworks with real-world economic issues. Students will examine diverse perspectives, engage with cutting-edge scholarship, and develop skills in academic presentation and independent writing. The course culminates in a final presentation and a short research paper on a theme assigned to them.
4. **Spatial Economics: Theory and Applications – DSE (Appendix-5):** This course introduces the ways in which geography and space influence economic activity, why firms and people cluster, and how cities and regions develop. It covers classical location theories (von Thünen, Weber, Christaller, Lösch), agglomeration forces, transport costs, and urban systems. The course then provides an introduction to spatial data, spatial autocorrelation, spatial weights matrices, and exploratory spatial data analysis using GeoDa. It concludes with key spatial econometric models (SAR, SEM, SDM) and their applications in urban and regional economics.
5. **Introduction to Environmental and Resource Economics – DSE (Appendix-6):** Contemporary environmental challenges make it essential to recognise natural capital as both the foundational support for modern economic systems and the ultimate limit to their expansion. Without due attention to the critical role of natural capital in sustaining social and economic well-being, it remains challenging to attain a deeper understanding of achieving the broader aims of sustainability and resilience. Increasingly, these challenges underscore the need to broaden the analytical framework for addressing environmental policy beyond traditional emphases on externalities, public goods, and welfare economics. Against this backdrop, this course provides a robust interdisciplinary foundation grounded in ecological principles and the law of entropy, enabling a re-examination of conventional understandings of how economies function at both the micro and macro levels. Furthermore, by promoting a comprehensive understanding of the integration of natural capital into economic analysis—particularly in assessing prospects for economic growth and environmental quality—the course offers extensive coverage of issues related not only to the disposal of by-products from economic activities into the environment, but also to the harvesting and depletion of natural resources from it.
6. **Theories of collective choice, voting and welfare – DSE (Appendix-7):** This course provides an introduction to the mathematical and philosophical

foundations of collective choice rules and voting systems. Students will explore a variety of collective choice methods, their strengths and weaknesses, and the paradoxes and impossibility results that arise in collective decision-making. Topics include majority and plurality systems, ranked-choice methods, approval voting, Condorcet methods, Borda count, proportional representation, weighted voting, and voting power indices. The course also examines Arrow's Impossibility Theorem and its implications for designing fair and consistent voting systems.

7. **Time Series Analysis – DSE (Appendix-8):** This course will provide an introduction to time series analysis. The course will cover both univariate and multivariate time series analysis. Under univariate analysis the students will learn about the assumptions of stationarity, stationarity tests, autoregressive moving average (ARMA) models, autoregressive integrated moving average (ARIMA) models, including autocorrelation (ACF) and partial autocorrelation (PACF) functions. Under multivariate time series analysis, the course discusses vector auto regression (VAR), vector error correction (VECM), Autoregressive Conditional Heteroscedastic (ARCH) and Generalized Autoregressive Conditional Heteroscedastic (GARCH) models. The course will also cover the use of software packages to implement the methods studied.

The proposal was placed before the Academic Council for considering the recommendations made by the Board of Studies, School of Undergraduate Studies regarding approval of the 8th semester courses of the BA (H) Economics Programme under FYUP 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 in respect of the 8th semester courses of the BA (H) Economics Programme under FYUP in terms of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

The Academic Council resolved that the School of Undergraduate Studies review and restructure the course namely "History of Economic Thought" in line with the Bharatiya Knowledge System (BKS).

However, considering the fact that the course will be offered in the 8th Semester, the Academic Council resolved:

i) to approve the transaction of the course in the 8th Semester and

ii) School of Undergraduate Studies to review the course in-line with the Bharatiya Knowledge System (BKS) and to place the same before the Academic Council prior to offering in next Academic session.

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Agenda 41.4: To consider the consider the recommendations made by the Board of Studies, School of Undergraduate Studies regarding consideration of the courses of BA (H) English Programme under FYUP SUS.

Introduction and Background

It was submitted to the Academic Council that the Board of Studies of the School of Undergraduate Studies, Dr. B. R. Ambedkar University Delhi in its 22nd meeting held on 16.12.2025 had deliberated and considered the following 8th semester courses of the BA (H) English Programme under FYUP. The Board of Studies had deliberated and recommended the following course outlines.

a) 8th-semester courses under the DSC, Dissertation and Seminar categories

Course Title	Code	Category
Literary and Cultural Confluence in India	NSUS1EN217	DSC
Dissertation for English	NSUS1EN218	Dissertation
Study of a Folk Epic: The Legend of Ponnivala	NSUS1EN219	Seminar

b) 8th-semester courses under the DSE category

Course Title	Code	Category
Dalit Literature	NSUS1EN239	DSE
Modern World Drama	NSUS1EN240	DSE
Latin American Literature	NSUS1EN241	DSE
Introduction to Science Fiction	NSUS1EN242	DSE
Postmodernism: Texts and Contexts	NSUS1EN243	DSE

Brief summary of the courses:

1. **Literary and Cultural Confluence in India – DSC (Appendix-9):** This course is especially designed to introduce students to the study of the confluence of literatures and cultures across the Indian subcontinent. It will look at the confluence and flow of art, literature, music, dance, architecture, festivals, cuisines, lifestyles, and poetic mystical and spiritual traditions and will study the common concepts, motifs and literary forms across diverse cultures and traditions and will examine how these forms have evolved by flowing into each other. The course will study the manner in which cultures influence each other and will examine the formation of cultures through constant interactions. It will study the development of cultural synthesis and the creation of new synthesised cultural formulations and their evolution in India. The course will illuminate the common elements across numerous cultural traditions and will enumerate the cultural, spiritual and literary formation of the Indian subcontinent that grew

because of this synthesis. In particular the course will develop insights into mystical and spiritual pluralism, confluence and coexistence in India, the common concepts and motifs across various art forms. It will finally look at the contemporary narratives of love and support which are but a reflection of co-existence, embedded in the rich soil of cultural flows and synthesis.

2. **Dissertation for English – Dissertation (Appendix-10):** The BA English dissertation is designed to initiate the BA students into the dynamics of research. The students will be encouraged to select areas for research which are new and areas where not much research has been undertaken so far. The students may opt to develop their research around the courses and areas that they have been familiarised with during their undergraduate academic exposure or may explore other areas of their interest. The dissertation can be written on literary themes, forms, genres, authors, components of literary history, literary concepts and theoretical perspectives. The English programme encourages research around translation and translating literary writings. Research can be carried out in any allied disciplines like cinema, performing and visual arts. The programme encourages ethnographic and field based research especially related to folkloristics and research on indigenous literatures and communities as well as in the area of life writing and memory studies and other allied areas. The topics and the areas of research are not fixed, however the dissertation topics should align with the research areas/interests of the English faculty. The minimum word limit for the dissertation will be 6500 words and the maximum will be around 8000 words excluding citations and references. The presentations of dissertation proposals and allotment of research supervisors will take place in the 7th Semester itself.
3. **Study of a Folk Epic: The Legend of Ponnivala – Seminar (Appendix-11):** This course attempts to investigate deeply *The Epic of Ponnivala*, and engage students in understanding this ancient epic's origin as well as its modern day documentation and revival by Prof. Brenda E. F. Beck. The study of this epic will begin with an introduction of some of the folk epics of India, say *Khamba and Thoibi*, *The Epic of Pabuji*, *Pandun ka Kada*, *Bhili Bharat*, *Alha*, *Chandayan*, *Dhola*, *Himal and Nagrai*, and so on located in the larger context of India's cultural diversity while investigating the debates/ dialectics around oral versus written, folk versus classical traditions. The intersections between these two diverse traditions, and their impact on the cultural matrix in which these traditions are located, will also be introduced to the students. The later modules will deal with the analyses of some of the significant themes represented/ reflected in *The Ponnivala Epic*. Different avatars of this epic, especially its visual depictions, will also be undertaken for deeper investigations. A comparative study of this epic vis-à-vis other epics, both Indian and global, will also be one of the focus areas of this course. The Ponnivala Epic seems a good choice as it fulfils the aims and objectives of this seminar course on Folk Epics. This epic, also, complements/ supplements courses on mainstream epics like *Ramayan*, *Mahabharat* and *Cilappatikaram*.

4. **Dalit Literature – DSE (Appendix-12):** This course offers a focused introduction to Dalit Literature, a firmly established field in Indian literary scholarship and a standard category in university syllabi across the country. It traces the emergence of key concepts through seminal writings by Phule, Ambedkar, and the Dalit Panthers, establishing the intellectual and historical ground from which this literature develops. Students read autobiography, poetry, and fiction that foreground questions of voice, representation, memory, and social structure, allowing them to understand how literary form interacts with lived experience. Attention is given to regional variation, linguistic diversity, and the evolution of genres within Dalit writing. The course also maps major debates on aesthetics and literary method, situating Dalit literary practice within broader conversations in literary studies.
5. **Modern World Drama – DSE (Appendix-13):** The course introduces students to modern drama written in various languages across the world through English translations. It will familiarize students with various aesthetic movements, intellectual shifts, and dramaturgical innovations that reshaped world theatre in response to modernity, industrialisation, colonialism, world wars, and rapidly changing social structures. The course begins with a module on theoretical understanding of drama. The course shall then take up important dramatic styles and conventions beginning with realism and naturalism, expressionism, epic theatre, political theatre, existentialism, absurdism. Moving beyond the Euro-American drama, the course shall engage with postcolonial drama as well. In addition to the compulsory plays, students would also cover many other plays and playwrights through class presentations.
6. **Latin American Literature – DSE (Appendix-14):** This course is meant to be an introduction to the debates and trends in Latin American literature. Literature from the nineteen countries that constitute the category of Latin American literature are a response to centuries of European colonialism of the South American continent. Therefore, it is postcolonial literature written in the language that is shared by most of the inhabitants of the continent. Given the facts that it was the coloniser's language and the term, Latin America, was used by the French to refer to the continent, this term's adaptation by the writers of the continent as a uniting phrase, will be the radial point of the course. The course will discuss the beginning of this new literary identity and the importance of the appropriation of colonial texts for this new beginning in the first module. It will also briefly touch upon the influence of European Romanticism in Latin American literature in the nineteenth century. The next module will begin with a discussion on the shift from nineteenth century to the trends in the early twentieth century. In the third module the influence of Modernism will be covered. The fourth module will focus on the Boom generation of Latin American writers. The final module will introduce the dialogues between literature and the other arts in Latin America.
7. **Introduction to Science Fiction – DSE (Appendix-15):** This course explores the genre of science fiction through a profound examination of selected literary texts. Spread across 5 modules, the course begins with a detailed discussion of

fundamental definitions and terminologies such as science fiction, speculative fiction, science fact, fantasy, etc. With each module, students will be able to interrogate and respond to some of the most pressing questions pertaining to humanity, technology, society, and environment. Overall, this course will usher students to attempt textual, critical, and technocultural analysis through close reading, of selected texts. It will encourage students to build optimal historical, cultural, and intertextual connections between the various types of science fiction as discussed throughout the course. By the end of the course, students will be able to formulate informed arguments, and will develop a deep-seated understanding of the ever-advancing and critical genre of science fiction, which will make them more empathetic, and socially responsible towards their human, posthuman, and planetary community.

8. **Postmodernism: Texts and Contexts – DSE (Appendix-16):** This course will introduce students to the concept and the theoretical debates around postmodernism from Habermas and Lyotard to Jameson, familiarize them with postmodern architecture, art, cinema, music and fiction, analysing some of these texts with respect to their contexts of origin as well as the Indian context, encouraging a critique of postmodernism from the Indian standpoint, and using Mukherjee, Bhabha and Spivak as points of departure to launch that critique.

The proposal was placed before the Academic Council for considering the recommendations made by the Board of Studies, School of Undergraduate Studies regarding approval of the 8th semester courses of the BA (H) English Programme under FYUP 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 in respect of the 8th semester courses of the BA (H) English Programme, except the following course, 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.

1. **Dalit Literature – DSE**

Further, considering the fact that the said course will be offered in the 8th Semester, the Academic Council resolved:
i) to approve the transaction of the course in the 8th Semester
ii) that School of Undergraduate Studies (SUS) carry out minor changes in the course titled "Dalit Literature" DSE Course.

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

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Agenda 41.5: To consider the recommendations made by the Board of Studies, School of Undergraduate Studies regarding consideration of the courses of BA (H) History Programme under FYUP SUS.

It was submitted to the Academic Council The Board of Studies of the School of Undergraduate Studies, Dr. B. R. Ambedkar University Delhi in its 22nd meeting held on 16.12.2025 had deliberated and considered the following 8th semester courses of the BA (H) History Programme under FYUP. The Board of Studies had deliberated and recommended the following course outlines.

a) 8th-semester courses under the DSC, Dissertation and Seminar categories

Course Title	Code	Category
Aspects of Social and Cultural History: Europe (1450-1750)	NSUS1HS415	DSC
Dissertation Course for Research Students	NSUS1HS443	Dissertation
Seminar Paper: Histories of Partition of India	NSUS1HS441	Seminar
Seminar Paper: Reading India's North East	NSUS1HS442	Seminar

b) 8th-semester courses under the DSE category

Course Title	Code	Category
18th-Century India in Regional and Persian Sources.	NSUS1HS438	DSE
Gender and Society in Modern South Asia (19th and 20th centuries)	NSUS1HS439	DSE
History of the Indian Ocean World	NSUS1HS440	DSE

Brief summary of the courses:

1. **Aspects of Social and Cultural History: Europe (1450-1750) – DSC (Appendix-17):** This course moves beyond narratives of kings and treaties to explore historiography of society and culture in Europe (c. 1450-1750). The course investigates the structures, beliefs, experiences of everyday life in Europe between 16th and 18th centuries through some of the foundational methodological frameworks, with like the *Annales* School, the history of *mentalités*, Microhistory and History of Everyday. The focus of the course is on methodology with research on Europe forming the backdrop. It examines how historians have used these approaches to reconstruct the worlds of common men and women:

peasants, artisans, women, heretics, and the marginalised. Students will learn how within the framework of the Annales school a methodological shift took place, where everyday concerns and behaviors of common people became animated in the works of historians. Rather than focusing on ideas and practices of elite and the intellectuals, the focus of history writing shifted to the beliefs and actions of common people. Instead of viewing these as irrational actions of the illiterate and uninformed, historians began viewing these as strategic responses, emerging out of a rather contextual understanding of the world from the viewpoint of the subalterns. Thus, peasants, workers, women, heretics, outcasts emerged as drivers of action, rather than mere responders in their class locations. This historiographical shift challenged the framing of class as merely an economic category and revealed the ways in which different sections of the society responded to each other. Further approaches developed within this tradition opened the discipline of history to other practices like psychohistory, global history and ethnography. The course is structured methodologically and thematically, with modules dedicated to gender, popular culture, print, and religion. Students will deeply and critically engage with some of the foundational texts, assess the strengths and limitations of each methodology, and learn to apply these.

2. **Dissertation Course for Research Students – Dissertation (Appendix-18):** The course allows students to pick research questions from larger themes, analyse primary sources and arrive at conclusions. The proposed research themes are grounded in multiple areas of History and are essential for understanding the broader processes that shape historical conditions. The framework encourages students to select **one theme from the given broad areas and use it to construct a** history through well-defined academic components. Students are required to prepare an **8,000-word dissertation**, supported by both primary and secondary sources, in order to develop a rigorous and research-based understanding of history writing.
3. **Seminar Paper: Histories of Partition of India – Seminar (Appendix-19):** This course is a guided reading course which aims to cover multiple aspects of a theme students have already come across in their previous courses on modern Indian history—the partition of India and its aftermath. The course looks at the theme of partition in greater detail tracing its historiography and ending with a discussion on more recent trends in researching and writing its history.
4. **Seminar Paper: Reading India's North East – Seminar (Appendix-20):** This course will be taught as a specialized regional history course in a guided reading mode, with the area of focus being the northeast of India. It will help students to understand the rich cultural and geographical diversity, historical contexts, contemporary socio-political complexities and challenges. Northeast of India is a dynamic space that reflects the trans regional continuity of history - culminated through human migration, cultural interconnectedness and fluidity. The fascinating and dynamic aspects of the region's past, embedded in the textual and oral narratives, and what kind of ruptures appeared in the region's historical

experiences as a result of external encounters and interventions at different points in time will be the subject matter of the course. Through the study of a wide range of literature and texts, students will learn about the multi-dimensional aspects of the region's history and explore different historical possibilities.

5. **18th-Century India in Regional and Persian Sources – DSE (Appendix-21):** This course focuses on 18th-century India, a period marked by both transition and continuity. It explores how the decline of the Mughal Empire and the death of Aurangzeb created a political vacuum that led to significant regional upheaval and the emergence of new power centres. Students will engage with multiple translated sources across different modules, allowing them to understand how historical developments unfolded after the collapse of centralised Mughal authority. The course is especially valuable for students interested in both medieval and modern Indian history, as it emphasises the critical role of primary sources in shaping historical narratives. Rather than viewing the decline of the Mughal Empire as a period of chaos and collapse, this course draws on region-centric historiography to show how many parts of India witnessed vibrant political and economic activity.
6. **Gender and Society in Modern South Asia (19th and 20th centuries) – DSE (Appendix-22):** This course examines the complex relationship between colonialism, gender, and modernity from the eighteenth to the mid-twentieth century. It interrogates how British colonial rule, through law, education, religion, and reform, redefined Indian social structures and gender relations. It addressed questions regarding the 'notions' of masculinity, femininity, gender inclusivity, socio-religious' space' of women, feminism, etc. This would involve unpacking the concepts of "masculine" and "feminine" in colonial society, exploring their interrelationship, and examining how they constituted the social order. Historians have expanded the scope of gender as a new methodological tool, not just in women's studies, but also in every political, intellectual, religious, economic, social, and administrative change, as these changes have impacted the actions and roles of men and women. They pointed out that society's concern over gender structure and its various cultural dimensions influenced every other structure or development. The people's notion of gender is shaped not only by the way they think about men and women but by how they think about their sexuality in general. It also examines how gendered identities were crucial to the development of Indian nationalism, focusing on representations of women as symbols of tradition, purity, and the nation. Attention will be paid to intersections of caste, class, religion, and region, revealing the diversity of gendered experiences under colonial rule. Students will explore primary debates around *sati*, widow remarriage, women's education, and the so-called "woman question" that became central to both colonial discourse and Indian reform movements. The course contextualises the participation and contribution of women in imperial spaces, as well as in political and legal processes that had a male predominance. While examining questions and debates on social reforms, education, customary laws, religious identities, popular culture and partition, it questions patriarchy and

the nuances of historical gender dynamics. The course foregrounds the experiences of women, tracing how colonial modernity reconfigured gender roles, family structures, and public life, and how women themselves participated in and contested these transformations.

7. **History of the Indian Ocean World – DSE (Appendix-23):** The course will employ a world historical approach from the vantage point of the sea and its coasts to destabilise traditional land-centric and nation-state approaches to understanding the human past. We will examine historical connections in the Indian Ocean and around its shores across the sweep of global history, navigating time in a thematic rather than chronological fashion. The course will focus primarily on the western Indian Ocean and how contacts between places like India, Arabia, and eastern Africa have shaped the lives of people living near the sea, whose existence is influenced by the rhythms of the monsoon. Through their interactions, different groups of people facilitated the circulation of goods and ideas, giving rise to a common cosmopolitan culture recognisable throughout the maritime region. It is also important to note that it is impossible to conceive of contemporary India without considering the historical impact of the subcontinent's connections to its larger oceanic region.

The proposal was placed before the Academic Council for considering the recommendations made by the Board of Studies, School of Undergraduate Studies regarding approval of the 8th semester courses of the BA (H) History Programme under FYUP 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 consideration of the 8th semester courses of the BA (H) History 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 41.6: To consider the recommendations made by the Board of Studies, School of Undergraduate Studies regarding consideration of the courses of BA (H) Mathematics Programme under FYUP SUS.

It was submitted to the Academic Council that the Board of Studies of the School of Undergraduate Studies, Dr. B. R. Ambedkar University Delhi in its 22nd meeting held on 16.12.2025 had deliberated and considered the following 8th semester courses of the BA (H) Mathematics Programme under FYUP.

a) 8th-semester courses under the DSC and Seminar categories

Course Title	Code	Category
Advanced Algebra II	NSUS1MA548	DSC
Special Functions	NSUS1MA563	Seminar
Digital Imaging	NSUS1MA562	Seminar
Symmetry Groups	NSUS1MA566	Seminar
Fourier Approximation	NSUS1MA567	Seminar
Advanced Number Theory	NSUS1MA561	Seminar
Artificial Neural Networks	NSUS1MA565	Seminar
Rings of quotients and Polynomial Identities	NSUS1MA564	Seminar

b) 8th-semester courses under the DSE category

Course Title	Code	Category
Advanced Numerical Methods	NSUS1MA549	DSE
General Topology	NSUS1MA551	DSE
Module Theory	NSUS1MA550	DSE

Brief summary of the courses:

1. **Advanced Algebra II – DSC (Appendix-24):** This is an advanced course on Abstract Algebra. This course will build upon earlier courses and give the students an advanced understanding of Group Theory and Galois Theory.
2. **Special Functions – Seminar (Appendix-25):** Special functions are a collection of non-elementary mathematical functions that arise frequently in applied mathematics, physics, and engineering when solving differential equations, integral equations, and other advanced problems. They typically cannot be expressed in terms of simple elementary functions (polynomials, exponentials, logarithms, and trigonometric functions).
3. **Digital Imaging – Seminar (Appendix-26):** This course is an introductory course on digital image security which deals with the Fundamentals of Digital Information, Digital Images, threats to digital images, the cryptographic principles. The analysis of digital images and techniques to provide them security during transmission over insecure channels, and hence it is a course which deals with the problems occurring in real-life digital data transfer.

4. **Symmetry Groups – Seminar (Appendix-27):** This is a seminar paper on a specialised topic in Group Theory. This course will build upon earlier courses and give the students an advanced understanding of Group Theory.
5. **Fourier Approximation – Seminar (Appendix-28):** This is a foundation course on Summability and Fourier approximation. This course provides the knowledge of classical tools and techniques required in the field of approximation. The applications of the underlying theory are important in various fields such as signal analysis, digital signal processing, medical and defence, etc.
6. **Advanced Number Theory – Seminar (Appendix-29):** Primitive Roots and their applications, Pythagorean triples and solvability/insolvability of certain non-linear Diophantine equations, Representation of positive integers as Sums of two squares, Sums of more than two squares, Continued Fractions and applications, Pell's equation.
7. **Artificial Neural Networks – Seminar (Appendix-30):** This is a foundation course on Artificial Neural Networks and Machine Learning. This course provides the knowledge of essential concepts, techniques and tools required in the field of Neural Networks and Machine Learning. The applications of ANN and Machine Learning are enormous, covering almost every field nowadays, whether science, engineering, social science, medical science, business, defence or our day-to-day life.
8. **Rings of quotients and Polynomial Identities – Seminar (Appendix-31):** Basic definition and examples of dense ideal, essential ideal, polynomials in several variables, ring of quotients, polynomial identity containing derivations and automorphisms.
9. **Advanced Numerical Methods – DSE (Appendix-32):** This course offers an advanced treatment of numerical analysis, concentrating on the theoretical development and practical application of algorithms for solving complex mathematical problems. Moving beyond basic numerical literacy, the curriculum covers acceleration techniques for convergence, advanced interpolation methods (including splines and Hermite polynomials), and approximation theory. A significant portion of the course is dedicated to the numerical solution of Ordinary Differential Equations (ODEs), tackling both Initial Value Problems (IVPs) and Boundary Value Problems (BVPs) through single-step, multi-step, shooting, and finite difference methods.
10. **General Topology – DSE (Appendix-33):** This is an advanced course on Topology. It contains topics related to compactness, connectedness, separation axioms, and separable spaces. This course also focuses on characterisation theorems, Uryshon's lemma, Tietze extension theorem, and Uryshon's metrization theorem.
11. **Module Theory – DSE (Appendix-34):** Basic definition and examples of module, free module, direct sum of modules, exact sequence and functors, Projective and Injective modules, Theorem of Baer's.

The proposal was placed before the Academic Council for considering the recommendations made by the Board of Studies, School of Undergraduate Studies

regarding approval of the 8th semester courses of the BA (H) Mathematics Programme under FYUP 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 consideration of the 8th semester 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 41.7: To consider the recommendations made by the Board of Studies, School of Undergraduate Studies regarding consideration of the courses of BA (H) Political Science Programme under FYUP SUS.

It was submitted to the Academic Council that the Board of Studies of the School of Undergraduate Studies, Dr B. R. Ambedkar University Delhi, in its 22nd meeting held on 16.12.2025, had deliberated and considered the following 8th-semester courses of the BA (H) Political Science Programme under FYUP.

a) 8th-semester courses under the DSC, Dissertation and Seminar categories

Course Title	Code	Category
International Political Economy	NSUS1PO616	DSC
Undergraduate Research Dissertation in Political Science	NSUS1PO617	Dissertation
Global Political Philosophy: Dialogues of Western Thinkers and Indian Intellectual Traditions	NSUS1PO618	Seminar

b) To discuss and consider the 8th-semester courses under the DSE category

Course Title	Code	Category
International Governance and Organisational Practices	NSUS1PO638	DSE
Introduction to Global Justice	NSUS1PO639	DSE
Environmental Politics	NSUS1PO637	DSE

Brief summary of the courses:

1. **International Political Economy – DSC (Appendix-35):** This course introduces students to International Political Economy as a field concerned with the reciprocal relationship between power and wealth in the global system. Rather than treating markets as autonomous or neutral, the course situates economic processes within historical, institutional, and geopolitical contexts. Beginning with the theoretical foundations of IPE, the course examines competing explanations of how global capitalism operates and who it benefits. It then traces the historical evolution of the international economic order, focusing on the emergence of global institutions and recurrent financial crises. Subsequently, the course foregrounds the North–South divide, analysing the structural marginalisation of Africa, Latin America, and South Asia within global capitalism. Finally, it applies IPE perspectives to India's political economy, tracing continuities from the pre-colonial and colonial periods to post-independence planning, liberalisation, and India's contemporary engagement with globalisation and geopolitics.

2. **Undergraduate Research Dissertation in Political Science – Dissertation (Appendix-36):** This research course in political science equips students to undertake independent inquiry across theoretical, empirical, and mixed-methods frameworks. Under the supervision of a faculty mentor, students will work on assigned topics, review relevant literature, and formulate well-defined research questions. They will learn research design, theoretical modelling, data analysis, and academic writing, depending on the nature of their project. Students may pursue theoretical research, empirical studies, experiments, policy analysis, or field-based investigations. Regular consultations will support the development of arguments, methods, and clarity of expression. The course culminates in a dissertation that demonstrates the student's ability to conduct rigorous and original economic research.
3. **Global Political Philosophy: Dialogues of Western Thinkers and Indian Intellectual Traditions – Seminar (Appendix-37):** This course examines the evolution of political philosophy by placing major Western thinkers in dialogue with Indian intellectual traditions. It traces ideas of state, justice, authority, freedom, duty, and social order from ancient to contemporary periods. By analysing primary texts and key debates across civilizations, students learn how political concepts transform and shape governance and social ethics. The course encourages comparative reflection on the foundations of political life across cultural, historical, and philosophical contexts.
4. **International Governance and Organizational Practices – DSE (Appendix-38):** This course introduces students to the evolution, structure and significance of major international organizations and their roles in shaping global politics. It examines theoretical frameworks, regional and transcontinental organisations, the UN system, global financial institutions and their development-oriented mandates. Students explore how IOs address issues related to security, trade, environment and global governance. Through theoretical readings, case studies and critical discussions, the course develops an understanding of institutional functioning, interdependence and global challenges. By the end, students gain conceptual clarity, analytical skills and a grounded appreciation of the relevance, limitations and future trajectories of international organisations in a rapidly globalising world.
5. **Introduction to Global Justice – DSE (Appendix-39):** This course introduces students to key debates in global justice by examining how moral, political, and ethical principles extend beyond state boundaries. It explores competing conceptions of justice, including cosmopolitanism, global citizenship, and critiques of Rawlsian approaches, with a particular focus on inequality and moral equality. The course analyses global poverty and human rights as issues of injustice, highlighting ethical responsibilities of affluent societies. It further examines corruption as a global justice concern that impacts accountability and governance. Finally, the course addresses climate change, focusing on environmental inequalities, shared responsibilities, and intergenerational justice in a globalised world.

6. **Environmental Politics – DSE (Appendix-40):** This course offers an understanding of concepts, issues and challenges related to the environment and politics. In the present day, environmental politics, both domestic and global, have emerged as central issues in political debates. Therefore, the course introduces students to the theoretical foundations of Environmental Politics and examines how environmental issues emerge and lead to movements. It also provides students with comprehensive contemporary debates on the environment.

The proposal was placed before the Academic Council for considering the recommendations made by the Board of Studies, School of Undergraduate Studies regarding approval of the 8th semester courses of the BA (H) Political Science Programme under FYUP 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 in respect of the 8th semester courses of the BA (H) Political Science Programme except the course titled 'Introduction to Global Justice' 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.

However, considering the fact that the course will be offered in the 8th Semester, the Academic Council resolved:

i) to approve the transaction of the course in the 8th Semester and
ii) School of Undergraduate Studies (SUS) to carry out changes in the course titled "Introduction to Global Justice".

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

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Agenda 41.8: To consider the recommendations made by the Board of Studies, School of Undergraduate Studies regarding consideration of the courses of BA (H) Psychology Programme under FYUP SUS.

It was submitted to the Academic Council that the Board of Studies of the School of Undergraduate Studies, Dr B. R. Ambedkar University Delhi, in its 22nd meeting held on 16.12.2025, deliberated and considered the following 8th-semester courses of the BA (H) Psychology Programme under FYUP. The Board of Studies had deliberated and recommended the following course outlines. The Academic Council may consider the recommendations made by the Board of Studies.

a) 8th-semester courses under the DSC, Dissertation and Seminar categories

Course Title	Code	Category
Psychosocial Understanding of Parenthood and Care	NSUS1PS717	DSC
BA Psychology Dissertation	NSUS1PS718	Dissertation
Seminar course for Psychology	NSUS1PS719	Seminar

b) 8th -semester courses under the DSE category

Course Title	Code	Category
Criminal and Forensic Psychology	NSUS1PS737	DSE
Psychology of Storytelling	NSUS1PS738	DSE

Brief summary of the courses:

1. **Psychosocial Understanding of Parenthood and Care – DSC (Appendix-41):** What unfolds in the proximate parent -child relationship is not just informed by the parent's and child's own biographical experiences, but also by their discursive construction by virtue of their social positioning along the axes of various demographic markers, historical trajectories and the dominant economic-political ideology. The proposed course adopts a psychosocial orientation to understand how the inter-subjective space between the parent and child acquires meaning in a socio-cultural context. The course specifically explores the psychosocial tensions in the parent-child dyad in relation to academic achievements and the formation of youth identities shaped by the ideals of neoliberalism. The last module philosophically asks the question about 'a good human life' and attempts to subvert the neoliberal transactional ideals.
2. **BA Psychology Dissertation – Dissertation (Appendix-42):** The dissertation is a capstone research project undertaken in the final year of the BA programme. It provides students with the opportunity to independently explore a topic of academic or societal relevance, demonstrate their ability to engage critically with existing scholarship, and apply appropriate research methods within the discipline. Under the guidance of a faculty supervisor, students develop a research question, review relevant literature, design and implement a study or

analysis, and present their findings in a coherent, well-structured written dissertation. The dissertation encourages students to integrate conceptual, methodological, and ethical considerations, and to cultivate skills in inquiry, interpretation, and academic writing. It is expected that students will manage all stages of the research process with increasing autonomy, from proposal development to data collection, analysis, and reflection on limitations. The final submission should reflect originality of thought, conceptual clarity, methodological rigour, and an awareness of the broader implications of the research.

3. **Seminar course for Psychology – Seminar (Appendix-43):** This course offers a psychosocial perspective on psycho-social healing. As a perspective, it offers a way to simultaneously address processes that are individual, social, and structural in nature as they interact to shape the human experience of belonging, identity processes, inter-group relationships, and formative experiences from infancy to other life stages. The course will enable students to appreciate societal structures such as norms and beliefs, historical contexts and collective experiences, as they come to influence processes of personal and social healing. In this context, students will learn how to envision the role of dialogic, participatory methods of engagement in reframing healing as social change.
4. **Criminal and Forensic Psychology – DSE (Appendix-44):** This course offers an in-depth examination of Forensic Psychology, focusing on the application of psychological principles and practices within the legal system. Students will explore the interface between psychology and law, including the assessment and treatment of criminal behaviour, the psychological aspects of evidence, and the ethical issues forensic psychologists face. The course will cover theoretical frameworks, practical applications, and current issues, preparing students for careers in forensic psychology and related disciplines. The Forensic psychology course will cover the psychological factors contributing to criminal behaviour, including personality traits, mental disorders, and cognitive processes.
5. **Psychology of Storytelling – DSE (Appendix-45):** This is a 4-credit interdisciplinary course that explores storytelling as a psychological, social, and cultural process of meaning-making. Through oral, written, and digital narratives, it examines how stories shape identity, community, and healing. Drawing on interdisciplinary perspectives from psychology, literature, anthropology, and cultural studies, this course invites students to critically engage with narratives from diverse traditions, including those of marginalised and indigenous voices from India. Through psychodynamic and psychosocial lenses, storytelling is examined as a site of creative production, affective negotiation, and psychic reparation.

The proposal was placed before the Academic Council for considering the recommendations made by the Board of Studies, School of Undergraduate Studies regarding approval of the 8th semester courses of the BA (H) Psychology Programme under FYUP 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 consideration of the 8th semester courses of the BA (H) Psychology 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 41.9: To consider the recommendations made by the Board of Studies, School of Undergraduate Studies regarding consideration of change in the course category of the course namely "Organisational Behaviour" of the BA (H) Psychology Programme under FYUP SUS.

It was submitted to the Academic Council that the Board of Studies of the School of Undergraduate Studies, Dr B. R. Ambedkar University Delhi, in its 22nd meeting held on 16.12.2025, considered the proposal to change the course category of the course "Organisational Behaviour" of the BA (H) Psychology Programme under FYUP SUS.

The course **Organisational Behaviour, with code NSUS1PS714 (Appendix-46), was offered in the 6th semester as a DSC, whereas it should have been recorded as a DSE,** as per the approved **FYUP structure.** To rectify this in the records in alignment with the approved programme structure, the correction was placed before the Academic Council for consideration.

The proposal was placed before the Academic Council for considering the recommendations made by the Board of Studies, School of Undergraduate Studies regarding change in category of the course "Organisational Behaviour" of the BA (H) Psychology Programme in light of Section 24(1)(vi), and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated and resolved to approve the recommendations made by the Board of Studies, School of Undergraduate Studies regarding change in category of the course "Organisational Behaviour" of the BA (H) Psychology 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 41.10: To consider the consider the recommendations made by the Board of Studies, School of Undergraduate Studies regarding consideration of the courses of BA (H) Sociology Programme under FYUP SUS.

It was submitted to the Academic Council that the Board of Studies of the School of Undergraduate Studies, Dr B. R. Ambedkar University, Delhi, in its 22nd meeting held on 16.12.2025 deliberated and considered the following 8th-semester courses of the BA (H) Sociology Programme under FYUP.

a) 8th-semester courses under the DSC, Dissertation and Seminar categories

Course Title	Code	Category
Law and Society	NSUS1SC816	DSC
Dissertation for Sociology	NSUS1SC817	Dissertation
Sociology Seminar Paper	NSUS1SC818	Seminar

b) 8th-semester courses under the DSE category

Course Title	Code	Category
Cinema and Society in India	NSUS1SC837	DSE
Demography and Society	NSUS1SC836	DSE
Organizational Exposure	NSUS1SC838	DSE

Brief summary of the courses:

1. **Law and Society – DSC (Appendix-47):** The course is structured around key themes of affirmative action, equality, difference, and care, analysing these through theoretical and practical lenses to understand their impact on social dynamics. With a foundation in sociology of law theories from both Western and Indian traditions, the course will engage with the above-mentioned concepts through legislative and judicial interpretations of these over the years in India. The objective of this course is to engage with how the legal system is connected to identity, marriage, care and labour–illustrating how, as sociology students, it is imperative to study, know and engage with the law. By incorporating a fieldwork component that involves visiting courts and engaging with legal institutions, the course aims to provide students with an exposure to how socio-legal systems function in India.
2. **Dissertation for Sociology – Dissertation (Appendix-48):** The Dissertation in Sociology serves as the culminating research requirement of the four-year B.A. (Honours) Sociology with Research programme at Dr. B.R. Ambedkar University Delhi. In the 8th semester, the eligible students undertake an original research

project that demonstrates conceptual clarity, methodological rigour, and analytical depth. Each student is assigned a supervisor, who meets with the student once a week for guidance, to monitor progress and ensure adherence to ethical standards. The dissertation process integrates theoretical grounding, field engagement, and academic writing, which has been taught to the students at various stages of their BA Sociology program. This course is designed to develop a deeper sociological imagination and independent research capability.

3. **Sociology Seminar Paper – Seminar (Appendix-49):** The Seminar Paper offers a chance for final-year undergraduate students who are not eligible for the Dissertation track to demonstrate academic competence through a structured research assignment. Unlike the dissertation, the Seminar Paper focuses on conceptual clarity, literature engagement, and analytical writing rather than full empirical fieldwork. Each student develops a researchable topic, prepares a brief proposal, engages with relevant literature, and writes a 4,000–5,000-word seminar paper under the guidance of weekly supervision. The emphasis is on critical reading, academic writing, oral presentation, and the application of sociological thinking to a well-defined question. This lighter structure maintains academic rigour while making the process manageable within a 12-week timeframe. The course aims to strengthen students' ability to locate sociological debates, review scholarly work, and present arguments clearly.
4. **Cinema and Society in India – DSE (Appendix-50):** This course offers a sociological engagement with Indian cinema, treating film as a vital site through which cultural meanings, social identities, and political imaginations are produced and contested. Moving across mainstream Hindi cinema and diverse regional film traditions, the course examines how films reflect and shape everyday life in India — mediating experiences of modernity, articulating social change, and negotiating issues of caste, class, gender, religion, and nationhood. Students explore cinema as both an industry and a cultural practice, analysing how visual narratives, affect, stardom, and popular aesthetics interact with broader social structures. The course also situates Indian cinema within global and diasporic circuits, considering how globalisation, mobility, and digital media transform cinematic production and audience engagement. Through theoretical readings, critical discussions, and close film analysis, the course encourages reflective thinking, conceptual clarity, and a nuanced understanding of cinema's role in shaping India's social imagination.
5. **Demography and Society – DSE (Appendix-51):** Demography provides a unique lens for understanding society and the complexity of social relations in all their intricacies. It facilitates the important transition from understanding people from the perspective of population dynamics, which has implications for governance and policy formation. Further, population dynamics helps in visualising socio-economic opportunities and constraints. It is needless to say that large-scale data on birth growth transitions have a significant impact on future planning and policy formulation. The course begins with fundamental concepts and introduces students to significant theories. It explores the concepts

of dividends, momentum, and demographic transition. The course is distributed across six modules.

6. **Organizational Exposure – DSE (Appendix-52):** The course aims to provide an experiential learning platform to students building their class room knowledge earned so far with the observations made on field understanding real time events and project exposure with the help of different kinds of organizations. It promotes university's philosophy of socially engaged education through interface opportunities with organizations representing a variety of sectors from public enterprises to NGOs, think tanks and civil society representations. Through guided visits, interactions, presentations and guest sessions, students are expected to build on their observation, documentation, ethical engagement and reflection skills. The course also seeks opportunities to expand and refine sociological knowledge earned during the graduation journey alongside the necessary network-building opportunities.

The proposal was placed before the Academic Council for considering the recommendations made by the Board of Studies, School of Undergraduate Studies regarding 8th semester courses of the BA (H) Sociology Programme under FYUP 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 consideration of the 8th semester courses of the BA (H) Sociology Programme under FYUP 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 41.11: To consider the consider the recommendations made by the Board of Studies, School of Undergraduate Studies regarding consideration of the courses of BA (H) SSH Programme under FYUP SUS.

It was submitted to the Academic Council that the Board of Studies of the School of Undergraduate Studies, Dr B. R. Ambedkar University Delhi, in its 22nd meeting held on 16.12.2025 deliberated and considered the following 8th-semester courses of the BA (H) SSH Programme and the list of MOOC courses under the VBE, SE, and GE under FYUP.

a) 8th-semester course under the GE category **(Appendix-53)**

Course Title	Code	Category
आधुनिक भारतीय कविता		GE

Brief summary of the course:

यह पाठ्यक्रम भारतीय भाषाओं के प्रतिनिधि कवियों व उनकी कविताओं पर केंद्रित रहेगा जिसमें नवजागरण, स्वाधीनता आंदोलन से लेकर स्वतंत्रता के बाद की कविताओं के बारे में अध्यापन किया जाएगा। भारतीय भाषा की कविताएं भारत की विशाल सांस्कृतिक समृद्धि की सूचक हैं और साथ ही नवीन वैचारिक प्रवृत्तियों के उत्थान का इतिहास भी उन्हीं में दर्ज है। भारतीय भाषा के ये कवि विभिन्न भाषाओं के निर्माण में भी सहायक रहे हैं और उन्हीं के माध्यम से स्थानीय जीवन, परिवेश,सरोकार तथा परिवर्तन संबंधी यथार्थ भी व्यक्त होता रहा है। इस पाठ्यक्रम में विभिन्न कालखंडों,डों वर्गीय दशाओं,ओं विचार-दृष्टियों और सामाजिक उद्दे श्यों से प्रेरित कवियों,यों उनकी काव्यधारा तथा कविताओं की विविधतापूर्ण दुनिया से परिचय प्राप्त हो सकेगा। भारतीय भाषा की कविताओं का यह पाठ्यक्रम कविताओं के सघन पाठ के माध्यम से भारतीय समाज-राष्ट्र के उन्नत और अंधकारपूर्ण पक्षों का वस्तुगत विवेचन करने के लिए प्रोत्साहित करेगा।

b) List of SWAYAM MOOC courses under the VBE, SE and GE categories to be offered in different semesters, placed at **(Appendix-54)**.

The proposal was placed before the Academic Council for considering the recommendations made by the Board of Studies, School of Undergraduate Studies regarding 8th semester courses of the BA (H) SSH Programme under FYUP and the list of SWAYAM MOOC courses under the VBE, SE and GE categories 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 consideration of the 8th semester courses of the BA (H) SSH Programme under FYUP and the list of SWAYAM MOOC courses under the VBE, SE and GE categories 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 41.12: To deliberate on the recommendations made by the sub-committee constituted by the School of Vocational Studies(SVS) to examine the request received from Mr. Manav Mehra (SKP202J0069, Batch 2020), School of Vocational Studies for giving one year extension to complete his final year courses after completion of 3+2 years duration, required for completing the B.Voc three-year programme.

It was submitted to the Academic Council that Mr. Manav Mehta, a student of B.Voc(Bachelor of Vocational Studies, Tourism & Hospitality) bearing Roll No.SKP202J0069(2020 Batch) had submitted a request dated 10.11.2023 and 13.06.2024 to re-appear in the following three exams due to his mother's illness.

i) SVSIFC-Understanding Corporate Social Responsibility
ii) SVSIFC 634 Advances Computer Application
iii)SVSIFC 635 Group Discussion, Mock Interview, Using Social Media for Job Networking etc.

In order to examine the issue, the school had constituted a sub-committee comprising Deputy Dean, School of Vocational Studies, Programme Coordinator and faculty of the School. The Committee met on 13.06.2024 **(Appendix-55)** and recommended the following:-

i) *The student may be given the permission to register and repeat the three mentioned courses in the next Winter Semester-2025 as per the SVS students' promotion and progression policy.*

ii) The current BVoc T&H, PC(in-charge) after cross checking with all the documentary evidences as mention above in 4(iii) and once it is proved beyond doubt that the student has completed the mandatory industry internship/OJT of the 6th semester, may conduct the student's final viva along with the batch of 2021. The final grades may be entered in the ERP after completion of the same.

The School vide email dated **05.08.2024** had informed the student about the recommendations made by the sub-committee asking him to submit an application for the semester break. In response, the student had submitted an application dated **04.06.2025** for giving extension of one year to complete the programme. The School permitted the student to re-register and complete the remaining courses in the Winter Semester 2025. However, the student did not avail the opportunity and exceeded the five-year period stipulated for the programme completion.

The School examined the matter in light of the decision taken by the Academic Council in its 8th meeting vide resolution no. 8.6.1(ii) taken in context of the implementation of the UGC guidelines on determination of a uniform span period within which a student may be allowed to qualify for a bachelor's or master programme. The Academic Council resolved to adopt the following UGC guidelines dated 15.10.2015 on determination of a uniform span uniform span period within which a student may be allowed to quality for a bachelor's or master degree.

i) *a student who is not able to complete a programme within the normal period or the minimum period prescribed, may be allowed 2 years period beyond the normal period to clear the backlog to be qualified for the degree (i.e. the revised maximum*

duration for the completion of Bachelors and Masters programmes is 3+2 years and 2+2 years respectively.
ii) In exceptional circumstances (to be defined by the concerned statuary body of the university) a further extension of one year may be granted.
iii) During the extended period the student shall be considered as a private candidate and not be eligible for ranking.

The Sub-Committee constituted to examine the request met on 11.09.2025 **(Appendix-56)**, wherein, it was recommended to seek the medical documents from the student regarding his mother's illness/bed ridden for substantiating his claim.

In the meantime, the student again submitted a request dated 16.09.2025 regarding extension of one year citing his mother's critical illness. He had stated that the his mother was undergoing medical treatment and required a regular attendant due to which he was unable to attend the classes and could not complete his final year courses as required to graduate from the programme.

The request was examined by the Sub-Committee in its meeting held on 14.10.2025 **(Appendix-57)**, wherein, the Committee had recommended the School (SVS) to propose for giving the extension of one year after the students had completed 3+2 years, as per the resolution no.8.6.1(ii) and 8.6.1(iii) of the Academic Council under exceptional circumstance to the student to enable him to repeat the remaining courses **(Appendix-58)**.

The recommendations made by the sub-committee constituted by the School of Vocational Studies (SVS) to examine the request received from Mr. Manav Mehra (SKP202J0069, Batch 2020), School of Vocational Studies for giving one year extension to complete his final year courses after completion of 3+2 years duration, required for completing the B.Voc three-year programme were placed before the Academic Council for deliberations in light of Section 24(1)(vi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated on the request made by the student for giving one year extension to complete his final year courses after completion of 3+2 years duration, required for completing the B.Voc three-year programme along with the recommendations made by the sub-committee to examining his request. After due deliberations, the Academic Council did not find any merit in the case and resolved not to consider the request of the student for giving one year extension to complete his final year courses after completion of 3+2 years duration, required for completing the B.Voc three-year programme. The Academic Council further recommended the Schools/Divisions to place such cases before the Students Committee of Student Affairs (SCSA) before placing the same before it for deliberation and consideration.

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Agenda 41.13: To consider the establishment of a new Centre: दीर्घआयु DIRGHA- AYU Centre for the Study of Ageing.

01. Introduction & Background

The number of persons aged 60 or over is projected to be more than double by 2050—from around ~1 billion to ~2.1 billion, and by then it is going to reach **about 22%** of the world's population (WHO). The disturbing fact is that more than **80%** of older persons (age 60 +) are going to be living in low- and middle-income countries by 2050. The number of persons aged 80 or over is expected to **triple** between 2020 and 2050 (WHO), and the older population will outnumber younger age groups. These trends reflect a rapid "speed of ageing" — where the proportion aged 60+ is rising faster than in many earlier transitioning societies. As per the census of 2011 the elderly population of India was 103.8 million senior citizens representing a 8.6% of the total population at that time and the same as per the Report of the Technical Group on Population Projections (July 2020), is expected to reach 193.4 million by 2031. The United Nations Population Fund, India's 2023 India Ageing Report projections show that the population of people aged 80+ years will grow at a rate of 279% between 2022 and 2050 with significant numbers of them being widows and highly dependent very old women. Therefore, the National capital Territory region needs a specialized geriatric research centre to research the physical, social, psychological / mental health and quality of life aspects for not only the better understanding of the problems, issues and challenges of aging related to healthcare, economic security, and social integration. There is also a need to offer evidence based solutions and interventions for improving the quality of life of the elderly population

Thus, there is an urgent need to develop structured institutional responses—policy, research, service delivery—to the well-being of the ageing population. The field of ageing and gerontology in India is slowly growing and needs to be recognised as an important area of research in many respects. Therefore, as a centre of excellence, a dedicated institutional hub (**दीर्घआयु DIRGHA- AYU Centre for the Study of Ageing**) in Delhi will fill this gap by bringing together research, policy engagement, training, outreach and advocacy in a coordinated manner. A detailed Concept Note outlining the rationale, objectives, activities, structure, and expected outcomes of the proposed Centre is placed at (**Appendix-59).**

2. Objective: The Centre will aim to:

1. Generate data through empirical and field-based research to produce high-quality, India-context evidence on ageing and wellbeing of older persons in India, with special focus on the elderly population in Delhi.

2. Offer recommendations having policy implications to inform and influence ageing-related policy and programme development at the local community, state and national levels.
3. Build the capacity of academics, professionals, practitioners, caregivers and other stakeholders in the area of ageing/gerontology.
4. To conduct capacity building and sensitisation programmes, especially for the older population and the near retirement age population, to maintain their productivity in society and ensure their positive health, quality of life and well-being post-retirement.
5. To contribute to the understanding of various models of "healthy ageing", "productive ageing", and age-friendly living environments, keeping in view the subjective and diverse sociocultural sensitivities of Indian population groups across urban and rural settings.
6. To serve as a knowledge repository and dissemination platform (data, publications, policy briefs, tool-kits) for stakeholders from both the public, private sectors and the community members part of the ageing ecosystem.
7. To collaborate with research institutions, government agencies, civil society, older persons' organisations, and international partners for evidence-based research, community intervention and policy suggestions.
8. To serve as a nodal centre for multi-city/regional research networks on ageing and liaise with national policy-making, ministries and think-tanks.
9. To create a data repository, host an annual national conference on ageing and gerontology and disseminate the information through various

The proposal for establishment of the **दीर्घआयु DIRGHA- AYU Centre for the Study of Ageing** at Dr. B. R. Ambedkar University Delhi was placed before the Academic Council for consideration in light of Section 24(1)(vi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council appreciated the initiative taken by the University for establishing दीर्घआयु DIRGHA- AYU Centre for the Study of Ageing at Dr. B. R. Ambedkar University Delhi.

The Academic Council deliberated and resolved to approve the proposal for establishment of the दीर्घआयु DIRGHA- AYU Centre for the Study of Ageing at Dr. B. R. Ambedkar University Delhi in light of Section 24(1)(vi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

The Academic Council recommended the Centre to take references from the other Universities/Institutions working in similar areas for carrying out a plan on skills that can be imparted to the older aged persons. The Academic Council further recommended to place its recommendation before the Board of Management for consideration.

Agenda 41.14: To consider the recommendations made by the Board of Studies, School of Global Affairs (SGA) regarding programme structures of the 8th Semester of UG programmes offered by SGA and adoption of the courses.

It was submitted to the Academic Council that the Board of Studies, School of Global Affairs (SGA) in its 15th meeting held on 12th December 2025 had deliberated and recommended the approval of programme structures and following course outlines of the 8th Semester of UG programmes:

1. **Global Indian Ocean (Appendix-60):** In recent years, under the rubrics of post-colonial, global studies, oceans have emerged as spaces of movements, circulation, networks and exchanges. This course intends to introduce the Indian ocean as a space of global imagination, connectivity, exchange, and political-economic play and how these processes, in their long historical trajectories, have shaped the entangled, cosmopolitan spaces of globality.

This course revolves around the idea that the Indian Ocean world, through interactions and imagination, constitutes a coherent unit of historical analysis. By using two vectors of analysis – political-economic and social-cultural, course will employ a global historical approach from the vantage point of the sea and its coasts to alternate traditional land-centric and nation-state approaches to networks and connections in the human history. It will examine historical connections in the Indian Ocean and around its shores across the sweep of global history, sailing across time in a chronological and then thematic fashion.

In the contemporary times, Indian ocean has emerged as a crucial arena in the geopolitics which centres on control of maritime trade routes, security of energy supplies, blue economy and struggles for ascendency over the strategic seascape; making it an exhilarating site to explore from the vantage point of contemporary global politics.

Course Objectives:

The objectives of the course are:

- To introduce students to explore larger transformations in the world through the optics of the oceans, beyond the territorial spaces like nation, region, borders etc.
- To evaluate the historical significance of Indian ocean in shaping the economic, geopolitical and social-cultural contours of the modern world
- To introduce students to certain fundamental themes, concepts and debates in historical geography and the logic of spatial processes to explain the complexities and nuanced power dynamics of the social-spatial order.
- To gain a deeper understanding of how multiple cultural traditions interacted and influenced each other, leading to the vibrant, cosmopolitan cultural mosaic that defines the global south today.

- To encourage students towards critical engagement with diverse source material and learning methods and gain skills in analysis and articulation.

Learning Outcomes

At the end of the course the students will be equipped with analytical tools to rethink global history through an oceanic framework that foregrounds circulation, encounter, and hybridity. They will be able to:

- Read / understand historical events and processes from the vantage point of the sea.
- Understand the comparative, interconnected approaches of history – how the histories of Africa, Arabia, India and China influenced and continues to continue to influence each other.
- Understand the historical significance of Indian Ocean region in decentering the Euro-centric approaches to study the birth of the modern world.
- Understand the distinctive history of mobilities
- and migrations in the Indian Ocean region.

2. **India and Its Neighbourhood (Appendix- 61)**: This course offers an in-depth examination of India, its making, strategic culture and its relationship with neighbouring countries. The course, focusing on its geopolitical linkages and colonial past, asserts that its contemporary foreign policy is significantly influenced by both its geographical context and historical legacy as a civilisation. The course commences by describing the basic context—the significance of the Himalayas, the Indian Ocean, and the routes to Afghanistan and Persia. It subsequently explores the progression of these interactions from the colonial period, which broke historic connections and established contemporary, often contentious, borders, through the Cold War, and into the current epoch characterised by multi-alignment and Chinese assertiveness.

Objectives

The course will help students to:

- To understand how India's physical topography, including its mountains, rivers, and oceans, has historically influenced its interactions with neighbouring countries.
- To shed light on the role of the colonial disruptions of the 19th and 20th centuries and their influence on contemporary boundary formation and bilateral conflicts.
- To comprehend India's strategic culture.
- To systematically study the development of India's foreign policy doctrine following its independence from British rule.
- To understand Indian policies such as Panchsheel, Non-Alignment, the Gujral Doctrine, and Multi-Alignment.

- To understand India's important bilateral relationships, problems in India's neighbourhood and other related geopolitical challenges and opportunities in the 21st century.

Learning Outcomes: This course aims to enable students to utilise their comprehension and research abilities developed during the semester in academic tasks and in real-life situations. On completion of this course, students are therefore expected to:

1. Attain an understanding of India and the foundations of its foreign policy and interactions with neighbouring countries.

2. Develop a comprehensive awareness of the multifaceted aspects and the complexity of Indian strategic culture and the sources of information that have influenced the dynamics of India's relationships with its neighbours.

3. The course would help learners to develop a comprehensive understanding of India, its neighbourhood and its foreign policy.

3. Sustainable Urban Mobility (Appendix-62): Urban mobility not only shapes urban form, but also influences people's experiences within and of the city, and impacts accessibility to various services, amenities and opportunities. It extends the concept of transportation by focusing specifically on the movement of people to access other services and work opportunities in the city.

With the burdening environmental crisis in cities, urban mobility is now being reimagined, with focus shifting to sustainable solutions that balance economic efficiency, social equity and environmental sustainability. A shift in policy focus to more sustainable transportation options has been particularly evident post-2015 United Nations (UN) Sustainable Development Goals (SDG). The SDG 11 on sustainable cities and communities, specifically Target 11.2 on urban transport, requires that "By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons". Accordingly, there is increased focus on sustainable urban mobility for the efficient movement of people, at affordable transportation costs and equitable accessibility across socio-economic spectrum of urban residents. With its focus on reducing the environmental burden on cities through lower greenhouse gas emissions and air pollution, sustainable urban mobility also promises to plug in the problems of inequitable access and safety.

The course is designed through sustainability lens and intersects the domains of urban planning, transportation planning and sustainable urban transport.

Objectives: The course seeks to develop a foundational understanding about sustainable urban mobility. It is designed to enable students to examine the:

1. trajectories of urban transport systems shaped by modern urban planning and the challenges to urban mobility as an outcome of rapid urbanisation.
2. characteristics of urban mobility systems, the relationship between urban development, land use and mobility.
3. issues associated with equitable and affordable access to public transport by the urban poor, women, persons with disabilities.
4. policies for sustainable urban mobility in India.

Learning Outcomes: Upon studying the course, the students will be able to:

1. characterise different forms of urban transport systems.
2. identify the interlinkage between land use and transport, travel needs, demand, user choices, behaviour and the factors associated with the development of different urban mobility options.
3. identify the challenges associated with urban mobility, and the policy interventions/solutions that shape sustainable urban mobility in India.

4. Gender and City (Appendix-63): The course takes a multi-dimensional approach to understand the role of gender relations in production of urban space. In doing so, it also attempts to read the intersectionality that exists when reading gender. What this means is that while a gender will have something in common–but they may also differ in other ways perhaps still maintaining internal cohesion. The modernity, when looked sociologically/relationally, had changed the social relations amongst gender. Post Independence, cities particularly metropolises have served as a nesting place for economic growth, opportunities, aspirations freedom and shifting gender relations while retaining the traditional structures of power and ideologies which does not allow a complete transformation. The course, then emphases on reading urban space not only as a product of these social processes but also as a producer of social relations amongst different gender through its built form (design/policy/planning/architecture). Therefore, this course aims to engage with diverse manifestations of gender relations and representation in the cities within the theoretical framework of socio-spatial dialectic.

Objectives

- To introduce students to the importance of gender in reading the city/urban space.
- To develop a critical understanding about the role of planning and policy-making in shaping gendered experiences.
- To build an understanding of varying everyday spatial practices across gender shaping the lived experiences in the cities.

Learning Outcomes

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

- Analyze how gender relations shape and are shaped by urban space.
- Apply intersectionality to understand differentiated urban experiences.
- Critically assess modernity and post-Independence urban change in relation to gender.
- Interpret the city as both a product and producer of social relations.
- Evaluate urban design, planning, and policy through a gender-sensitive lens.
- Use the socio-spatial dialectic to study power and representation in cities.

5. Dissertation (12 Credits, for Honours with Research Track) (Appendix-64): BA dissertation is envisioned as the creative culmination of the BA programme in research track. The core idea is to engage students in an in-depth study of global interconnections, concerns and thematic in form of an independent research, as well as enable them to articulate and express their work in an engaged manner. As part of the dissertation, students receive close supervision and mentorship to explore a subject matter related to their UG specializations. They will be guided to situate their research question within the historical and contemporary processes in the realm of political, socio-economic, cultural, environmental and other domains, and make reflective arguments building on their research and critical analysis.

Objectives: Objectives of UG Dissertation are to enable students to:

- conceptualise a research theme or area, explore the field as an engaged researcher and critically reflect upon the subject;
- apply methods and techniques learnt during the programme towards a concrete research project;
- utilize knowledge of their chosen subject area by conducting in-depth research;
- undertake high quality original publishable research work;
- comprehensively present information from diverse material and be able to present them in coherent manner.

6. Seminar/ Guided Project (4 credits for Honours Track) (Appendix-65): This course shall bring together UG students in small groups to participate in guided reading sessions, including individual or group presentations. These seminar meetings will help students 'anchor' themselves to the UG programme while they are undertaking other courses offered in taught mode. The seminar introduces the students into critical engagement with the writings on specific thematic.

Each faculty member of the School could offer a Seminar topic / area. In the initial part of the course transaction, the faculty member may like to take a few lectures outlining the field and sharing a bibliography. The student will choose one of the seminar topics on offer in a particular semester.

One faculty member supervises each small seminar group. The group shall usually meet weekly (for 4 hours), and milestones will be set for each participant to monitor their progress. The teacher's role in a seminar is at best that of an experienced learner. The teacher provides a broad outline of the Seminar and a short

bibliography. S/he is not the focus of attention. For each session, one student in the class will agree to act as facilitator and submit a report (this activity will be graded). The facilitator's job is to organize the discussion, to keep the conversation on track, to regularly summarize what has been said, to monitor discussion and to wrap up the session in the end. The remaining members of the class are the session participants. Participants will be encouraged to learn to listen actively to each other, and to speak openly to the whole group (not just to the facilitator and/or to the teacher). Every student is expected to identify a set of readings (other than that provided by the teacher) that they would want to discuss in the class.

Objectives

This course intends to encourage students to

- Critically summarise and present the main ideas / arguments of a text in a group
- Gain ability to explore and 'mine' ideas in a group; experience and evaluate diverse views on a text
- Gain clearer understanding of a text through peer learning:
  - **a.** learn to become discussants and facilitators in a discussion;
  - **b.** become active listeners and participants in discussions
- Motivate for research and prepare for discussions

The recommendations made by the Board of Studies, School of Global Affairs (SGA) regarding programme structures of the 8th Semester of UG programmes offered by SGA and adoption of the courses were placed before the Academic Council in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated and resolved to approve the recommendations made by the Board of Studies, School of Global Affairs (SGA) regarding consideration of the programme structures of the 8th Semester of UG programmes offered by SGA and adoption of the courses, except the course titled 'Global Indian Ocean' 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.

However, considering the fact that the course will be offered in the 8th Semester, the Academic Council resolved:

i) to approve the transaction of the course in the 8th Semester and

ii) School of Global Affairs (SGA) to revise the title of course to 'Indian Ocean in Global Context'

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

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Agenda 41.15: To consider the recommendations made by the Board of Studies, School of Global Affairs regarding adoption of course titled 'Border and Borderlands' for the 4th Semester of BA Global Studies.

It was submitted to the Academic Council that the Board of Studies, School of Global Affairs (SGA) in its 15th meeting held on 12th December 2025 had deliberated and recommended the following course to be approved and adopted in 4th semester of BA Global Studies.

1. Border and Borderlands (Appendix-66): Borderlands are dynamic spaces where multiple geographic, economic, social, political and cultural boundaries intersect, creating fluid spaces of hybridity rather than fixed dividing lines. Throughout the course, students will be encouraged to adopt a view from the peripheries in relation to an understanding of the geopolitical history which will challenge them to understand the complexities of the global world.

The course will study four dimensions of borders - political or territorial; trade and commerce; human, and; ecological. Each of these dimensions would be discussed with specific reference to one or more regions of the World. These regions (North America, Balkans, West Asia, South Asia, Central Asia, and African Sahel - have witnessed significant socio-spatial changes due to colonialism, capitalism and neoliberal capitalism. The first unit will begin with the introduction of conceptual tools, dominant theoretical literature, and critical geopolitical history with a special case study reference of Afghanistan which will set the base for a holistic way of analysing border regions. It will also introduce students to alternative epistemologies and methodologies, which have emerged as products of emancipatory struggles and local experiences. The understanding will be expanded through case studies from the border regions of US-Mexico and Northeast India integrated with theories of gender and indigeneity. The second unit will explore the lesser known routes of the Silk Roads which were a complex network of historical trade routes. Such micro-histories of cross-cultural exchanges, trade and connectivity will provide an important understanding of the Himalayan and Trans-Himalayan borderlands. The third unit will integrate the theme of ecology in understanding borders by demonstrating how waterscapes across North America and South Asia, and wildlife mobilities across African savannahs reshape sovereignty, mobility and local livelihoods. The last unit discusses the contemporary political issues of identity, migration, livelihood and the bio-power state in some of the world's most conflict prone and historically layered border regions.

Objectives : The objectives of the course are:

a. to develop an alternate understanding of the temporalities of borderlands across fluid, yet divided time and space;
b. to bring in the material and lived experiences of the borderlands into the discussions in academic spaces;

c. to critically outline and understand how global and local forces interact to produce the supposedly marginal spaces around borderlands.

Learning outcomes: At the end of the course, the student will be able to:

i. Understand multiple intersecting theoretical frameworks on borderlands

ii. Develop a Global Studies perspective on geopolitics.

iii. Gain a better geographical understanding of marginal spaces across the world and their significance in global history and globalisation.

The recommendations made by the Board of Studies, School of Global Affairs (SGA) regarding adoption of the course titled 'Border and Borderlands' for the 4th Semester of BA Global Studies were placed before the Academic Council in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated and resolved to approve the recommendations made by the Board of Studies, School of Global Affairs (SGA) regarding adoption of the course titled 'Border and Borderlands' for the 4th Semester of BA Global Studies 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 41.16: To consider the recommendations made by the Board of Studies regarding adoption of course titled 'Map Appreciation and Digital Cartography' for BA Global Studies and BA Social Sciences.

It was submitted to the Academic Council that the Board of Studies, School of Global Affairs (SGA) in its 15th meeting held on 12th December 2025 had deliberated and recommended the following course to be adopted for BA Global Studies and BA Social Sciences.

1. Map Appreciation and Digital Cartography (Appendix-67): This skill enhancement course is offered to B.A. students of Global Studies and Social Science, with a specific alignment to the Minor stream in Geography. The course focuses on developing foundational skills in map-reading, understanding the theoretical frameworks underpinning contemporary cartographic practices, and initiating students into the art and science of map creation. Emphasis is placed on both the interpretation and production of maps, equipping students with essential tools to analyse spatial data and communicate geographical information effectively.

Objectives

This course aims to:

- Introduce foundational cartographic skills
- Familiarise students with theoretical perspectives in cartography
- Develop practical competencies in map-making
- Enhance spatial thinking and analysis
- Prepare students for advanced geographical and interdisciplinary studies, especially within Global Studies and Social Sciences.

Learning Outcomes:

1. Demonstrate a foundational understanding of map reading, the history of cartography, and the basics of geographic data.
2. Interpret and create maps using contemporary cartographic methods and tools.
3. Apply basic Geographic Information Systems (GIS) concepts

The recommendations made by the Board of Studies, School of Global Affairs regarding adoption of course titled 'Map Appreciation and Digital Cartography' for BA Global Studies and BA Social Sciences were placed before the Academic Council in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated and resolved to approve the recommendations made by the Board of Studies, School of Global Affairs regarding adoption of course titled 'Map Appreciation and Digital Cartography' for BA Global Studies and BA Social Sciences 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 41.17: To consider the recommendations made by the Board of Studies, School of Global Affairs regarding revised course outline for the course namely 'Cities and Social Structures' in the 6th Semester of BA Sustainable Urbanism and BA Social Science Programme and course namely 'History and Global Social Structures' in the 8th Semester of BA Programme.

It was submitted to the Academic Council that the Board of Studies, School of Global Affairs (SGA) in its 15th meeting held on 12th December 2025 had deliberated and recommended the approval of revised course outlines of following courses:

1. **Cities and Social Structures (Appendix-68):** The Cities and Social Structures is a 4 credit DSE course for BA Programmes in Social Science and Sustainable Urbanism respectively. Indian society is shaped by multiple, interrelated forms of social structures and hierarchies. While these structures have historically influenced social organization, their expressions vary across regions and evolve over time. Cities are often viewed as environments that expand opportunities through education, employment, and exposure to diverse social interactions. This perspective has informed longstanding ideas, from scholars to policymakers, about urbanization as a pathway to greater mobility. At the same time, research shows that cities can also reflect or reconfigure existing inequalities. Patterns such as differentiated access to housing, concentration of certain groups in specific occupations, and varied experiences within educational and professional institutions illustrate how social hierarchies may persist, though often in new or more complex forms. These dynamics underscore that urban spaces can simultaneously facilitate mobility and reproduce social differences. This course explores how social structures and hierarchies manifest in urban India, with a focus on class and caste alongside other social axes. It also examines the perspectives, debates, and initiatives that engage with questions of equity, inclusion, and social change in contemporary urban settings.

Objectives:

1. To understand the historical development of social structures and hierarchies in India.
2. To examine how different forms of social hierarchies manifest in Indian cities and towns.
3. To understand issues of equity, inclusion, and social transformation in contemporary urban contexts.

Learning Outcome:

By the end of the course, students will gain

1. A familiarity with the origin of social structures and hierarchies, and traditions and movements which challenged them.
2. An ability to understand and analyse the heterogeneity of urban society based on class, caste, religion etc.
3. A deeper understanding of equity and social justice, for public policy objectives, including in urban areas.

2. Histories of Global Social Structures (Appendix-69): The Histories of Global Social Structures is a 4 credit DSE course of VIII Semester of BA Programme. This course starts by tracing human civilizational histories and the global social institutions and structures that were birthed in the course of this journey. In a sense, the course is about the processes of social structures and how they evolve/change across time and space. Thus the globality of social structures becomes the central thread of the course. The course modules will try to reflect on historical processes and meta-narratives that have played an important role in 'creating' such structures of our societies and how power generates cultural and political consciousness in the margins. It is important here to realize how the very notion of power itself cannot be understood merely within its political assertions but it also immensely impacts other domains of lived realities. As an after-affect through its percolation, power thus leads to the making of multiple social structures which become global in the course of human history. The course starts by tracing the various meanings of social structures across different disciplines and moves to unpack such global social institutions across history.

Objectives

1. Help students to historically locate and analyze issues of social structures and power relations in our society
2. Help reflect on intersectionality between various identities
3. Expose students through the aid of literature, oral narratives, audio-visual media to various archives, to study and debate on histories of social structures and institutions.
4. To encourage students towards critical engagement with diverse source material and learning methods and gain skills in analysis and articulation.

Expected Learning Outcomes

On completion of this course students are expected to have

- A clearer understanding of nuanced interconnections of social relations and its larger historical processes
- Ability to use interdisciplinary methods and tools for understanding complex historical processes
- Critical and reflective thinking skills (i.e. critique/critical analysis)
- Curiosity for learning that makes a positive difference
- Skilled communication i.e. expressing oral and written knowledge about notions of power, marginality and inequality

The recommendations made by the Board of Studies, School of Global Affairs regarding revised course outline for the course namely 'Cities and Social Structures' in the 6th Semester of BA Sustainable Urbanism and BA Social Science Programme and course namely 'History and Global Social Structures' in the 8th Semester of BA

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

Decision: The Academic Council deliberated and resolved to approve the recommendations made by the Board of Studies, School of Global Affairs (SGA) regarding revised course outline for the course namely 'Cities and Social Structures' in the 6th Semester of BA Sustainable Urbanism and BA Social Science Programme and course namely 'Histories of Global Social Structures' in the 8th Semester of BA Programme. After due deliberations, the Academic Council recommended to change the title of course namely 'Cities and Social Structures' in the 6th Semester of BA Sustainable Urbanism and BA Social Science Programme to 'Cities and Social Formations'. As regards to the course namely 'Histories of Global Social Structures' in the 8th Semester of BA Programme, the Academic Council recommended the School to change the title of course to 'History of Global Social Formations' in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

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

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Agenda 41.18: To consider the recommendations made by the Board of Studies, School of Global Affairs regarding adoption of Skill Enhancement (SE-1) Course in place of Value Added Course(VAC-2) for 2nd semester of revised NEP UG programmes structure for cohorts admitted from AY 2025-26.

It was submitted to the Academic Council that the Board of Studies, School of Global Affairs (SGA) in its 15th meeting held on 12th December 2025 had deliberated and recommended the approval of Adoption of Skill Enhancement (SE-1) Course in place of Value Added Course(VAC-2) 2nd semester of revised NEP UG programmes structure for cohorts admitted from AY 2025-26.

The recommendations made by the Board of Studies, School of Global Affairs regarding adoption of Skill Enhancement (SE-1) Course in place of Value Added Course (VAC-2) for 2nd semester of revised NEP UG programmes structure for cohorts admitted from AY 2025-26 were placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated and resolved to approve the recommendations made by the Board of Studies, School of Global Affairs regarding adoption of Skill Enhancement (SE-1) Course in place of Value Added Course (VAC-2) for 2nd semester of revised NEP UG programmes structure for cohorts admitted from AY 2025-26 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 41.19: To consider the recommendations made by the Board of Studies, School of Global Affairs regarding adoption of two courses under Revised NEP programme structure for cohorts admitted from AY 2025-26

It was submitted to the Academic Council that the Board of Studies, School of Global Affairs (SGA) in its 15th meeting held on 12th December 2025 had deliberated and recommended the adoption of following courses under Revised NEP programme structure for cohorts admitted from AY 2025-26

1. 'The Dynamic Earth' adopted as BAGS/BASS/BASU – MDC: Geography (Appendix-70)

2. 'Urban Environment' adopted as BASU – DSC (Appendix-71)

The recommendations made by the Board of Studies, School of Global Affairs regarding adoption of two courses under Revised NEP programme structure for cohorts admitted from AY 2025-26 were placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated and resolved to approve the recommendations made by the Board of Studies, School of Global Affairs regarding adoption of two courses under Revised NEP programme structure for cohorts admitted from AY 2025-26 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 41.20: To consider the recommendations made by the Board of Studies, School of Global Affairs regarding adoption of BA(Program) courses for the 8th Semester of BA Programmes in Global Studies, Social Science and Sustainable Urbanism (Honours) (NEP Batch).

It was submitted to the Academic Council that the Board of Studies, School of Global Affairs (SGA) in its 15th meeting held on 12th December 2025 had deliberated and recommended the adoption of programme structure to be adopted in 8th Semester (Honours) (NEP Batch) of BA Programme in Global Studies, Social Science and Sustainable Urbanism. **(Appendix-72)**

The recommendations made by the Board of Studies, School of Global Affairs regarding adoption of BA(Programme) courses for the 8th Semester of BA Programmes in Global Studies, Social Science and Sustainable Urbanism(Honours) (NEP Batch are placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated and resolved to approve the recommendations made by the Board of Studies, School of Global Affairs regarding adoption of BA(Programme) courses for the 8th Semester of BA Programmes in Global Studies, Social Science and Sustainable Urbanism(Honours) (NEP Batch) 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 41.21: To consider the recommendations made by the Board of Studies, School of Global Affairs regarding adoption of BA(Program) courses for the 8th Semester of BA Programmes in Global Studies, Social Science and Sustainable Urbanism (Honours with Research) (NEP Batch).

It was submitted to the Academic Council that the Board of Studies, School of Global Affairs (SGA) in its 15th meeting held on 12th December 2025 had deliberated and recommended the adoption of BA (Program courses) for the 8th Semester of BA Programmes in Global Studies, Social Science and Sustainable Urbanism (Honours with Research) (NEP Batch) (**Appendix-73**).

The recommendations made by the Board of Studies, School of Global Affairs regarding adoption of BA(Program) courses for the 8th Semester of BA Programmes in Global Studies, Social Science and Sustainable Urbanism (Honours with Research) (NEP Batch) were placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated and resolved to approve the recommendations made by the Board of Studies, School of Global Affairs regarding adoption of BA(Program) courses for the 8th Semester of BA Programmes in Global Studies, Social Science and Sustainable Urbanism (Honours with Research) (NEP Batch) 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 41.22: To consider the recommendations made by the Board of Studies regarding adoption of BA (Program) courses for the 2nd Semester of BA Programme in Global Studies, Social Science and Sustainable Urbanism(NEP Batch from 2025-26 onwards .

It was submitted to the Academic Council that the Board of Studies, School of Global Affairs (SGA) in its 15th meeting held on 12th December 2025 had deliberated and recommended the adoption of BA (Program) courses for the 2nd Semester of BA Programme in Global Studies, Social Science and Sustainable Urbanism(NEP Batch from 2025-26 onwards **(Appendix-74).**

The recommendations made by the Board of Studies regarding adoption of BA (Program) courses for the 2nd Semester of BA Programme in Global Studies, Social Science and Sustainable Urbanism(NEP Batch from 2025-26 onwards) were placed before the Academic Council in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated and resolved to approve the recommendations made by the Board of Studies regarding adoption of BA (Program) courses for the 2nd Semester of BA Programme in Global Studies, Social Science and Sustainable Urbanism (NEP Batch from 2025-26 onwards) 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 41.23: To deliberate and consider the rationalization of Fee Waiver Policy with respect to Ph.D. Programmes.

It was submitted to the Academic Council that the Board of Management in its 19th Meeting held on 19.04.2016, vide Resolution No. 12 **(Appendix-75)**, approved a comprehensive Fee Waiver Policy of Dr. B.R. Ambedkar University Delhi. The underlying principle of the policy was to ensure that no deserving applicant is denied access to education merely due to financial constraints.

As per the approved policy, tuition fee waivers—full and partial—were extended to economically backward students based on defined income slabs. In addition, the University extended a full tuition fee waiver to all students belonging to SC, ST, and PwD categories, irrespective of income.

Pursuant to the above decision, a Notification dated 05.05.2016 **(Appendix-76)** was issued implementing the Fee Waiver Policy for SC, ST, PwD, and EWS students.

Subsequently, in view of the revision in the fee structure and the need to streamline the fee waiver process, the matter was placed before the 46th Meeting of the Board of Management held on 07.10.2024, vide Resolution No. 46.13.8 **(Appendix-77)**. The Board approved a slight revision in the fee waiver policy, primarily relating to the documentation required in support of fee waiver claims. Accordingly, a Standard Operating Procedure (SOP) dated 09.10.2024 **(Appendix-78)** was issued.

(a) Objective

To rationalise the existing Fee Waiver Policy by excluding Ph.D. students from its ambit, in view of the distinct financial support mechanisms already available to them, and to ensure equitable and optimal utilisation of university resources.

(b) Earlier Proposal, if any

Under the existing Fee Waiver Policy approved in 2016 and continued through subsequent revisions, the fee waiver was applicable to all students of the University, including Ph.D.scholars, subject to fulfilment of prescribed conditions.

(c) Highlighting the Changes with Justification

It is observed that Ph.D. students of the University are already beneficiaries of substantial financial support, including:

- Ph.D. Non-NET Stipend, which has been enhanced to double the earlier rate;
- AUD Merit Research Fellowship (AUD-MRF) awarded to eligible scholars;
- UGC-funded fellowships such as JRF/SRF for qualified candidates.

In view of the above, the Ph.D. scholars are placed in a materially different financial position compared to undergraduate and postgraduate students, for whom the Fee Waiver Policy was primarily conceived. Continuing fee waiver for Ph.D. students alongside these fellowships may result in overlapping benefits and does not align with principles of financial prudence and equitable distribution of institutional support.

Considering the above, it was proposed to discontinue the fee waiver for Ph.D.students (across all categories and on income criteria as well) with immediate effect. However, the fee waiver for already admitted Ph.D. students will continue.

Decision: The Academic Council deliberated on the matter pertaining to the rationalization of Fee Waiver Policy with respect to Ph.D. Programmes. After due deliberation, the Academic Council resolved to recommend the rationalization of Fee Waiver Policy by discontinuing the fee waiver to the Students/ Scholars to be enrolled in the Ph.D. Programme from upcoming batches in light of Section 24(1)(vi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

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Agenda 41.24: To consider the recommendations made by the Board of Studies, School of Vocational Studies regarding consideration of Ph.D. Course Work for the Ph.D Programme in Vocational Education.

Introduction and Background

It was submitted to the Academic Council that the Board of Studies of the School of Vocational Studies, Dr B. R. Ambedkar University Delhi, in its 20th meeting held on 10.12.2025 **(Appendix-79)**, had deliberated and recommended the 1st Semester Course and 2nd Semester Course Work of the PhD Programme in Vocational Education.

Proposal

a)To discuss and consider the 1st semester courses under the compulsory category.

Course Title	Code	Category
Perspective of Vocational Education in India	NSVSPDVE01	Compulsory
Research Methodology	NSVSPDRR01	Compulsory
Academic Writing	NSVSPDAR01	Compulsory

b)To discuss and consider the 2nd semester courses under the elective category.

Course Title	Code	Category
Emerging Trends in Research in Accounting and Finance	NSVSPDAF01	Elective
Emerging Research Trends in Early Childhood Care and Education (ECCE) in India.	NSVSPDME01	Elective
Emerging Trends in Research in Retail Management	NSVSPDRM01	Elective
Emerging Trends in Research in Tourism and Hospitality Management	NSVSPDTH01	Elective
Research and Publication Ethics	UNI300101	Compulsory

Brief summary of the courses:

1. **Perspective of Vocational Education in India- (Appendix-80):** This course offers an in-depth exploration of the theoretical, policy, and research landscapes of vocational education, with a strong focus on the Indian context and global trends. It covers foundational theories, policy evolution, institutional frameworks, equity and inclusion, digital transformation, sustainability, and

research frontiers in VET. Through a blend of lectures, case studies, discussions, and practical assignments, the course prepares PhD scholars to conduct original research and contribute to the advancement of vocational education policy and practice.

2. **Research Methodology- (Appendix-81):** This course will develop a clear understanding of the researchers for research philosophy, quantitative research, qualitative research and technology in research. The researchers will be equipped with statistical software, which will be useful for scale development & model testing. The course covers important aspects of philosophy in Tourism & Hospitality Management/ Retail Management/ Accounting & Finance/ ECCME. It will position the researchers to use the philosophical bent of mind in articulation of her/his research philosophy in his/her research. In addition, after completion of this course researchers will be well versed with the fundaments of research and can better communicate his/her understanding of research terminology with the research community. Also, the course will enable the scholars regarding the quantitative as well as qualitative research methods and its application in research. This course will position the researchers to conduct independent research analyse and interpret of the results. It will result into the development of a researcher who can communicate effectively through research writings. Besides this, the course will equip the scholars with the digital tools application in his/her research about research database, data source, questionnaire designing, data collection/extraction and compilation of collected data. In addition, the researchers would be able to analyse and communicate the research finding through optimum use of software for data analysis, visualization and research writing. Through practical assignments, researchers can perform independent research. By the end of the course, researchers will have the necessary skills to implement his/her research philosophy and to conduct high-quality data analytics, identify research gaps, quality research paper writing skills and contribute to scholarly knowledge of vocational education and skill development in the concerned domain.
3. **Academic Writing - (Appendix-82):** The *Academic Writing* course for PhD scholars enrolled in the School of Vocational Studies is designed to strengthen scholarly writing and critical engagement with academic texts. The course focuses on developing advanced writing skills necessary for research, including structuring arguments, engaging with literature, referencing accurately, and maintaining academic integrity. It introduces students to various genres of academic writing such as research proposals, literature reviews, and journal articles, with attention to clarity, coherence, and disciplinary conventions. Recognizing the applied and interdisciplinary nature of vocational education, the course supports scholars in bridging practice with theory through effective academic communication. It also addresses common challenges in doctoral writing, offering strategies for planning, drafting, and revising work. Ultimately, the course aims to empower scholars to contribute

meaningfully to their fields through rigorous, reflective, and well-articulated academic work.

4. **Emerging Trends in Research in Accounting and Finance- (Appendix-83):** The course 'Emerging Research Trends in Accounting and Finance' provides an in-depth exploration of modern developments in accounting, corporate finance, and investment management. It covers critical areas such as financial reporting standards (GAAP, IFRS, Ind AS), corporate financial reporting challenges, forensic accounting, corporate valuation, and restructuring strategies. Additionally, the course examines emerging trends in auditing, capital structure, investment strategies, and financial risk management. Special attention is given to contemporary issues like ESG reporting, AI in auditing and investments, and the role of cybersecurity in finance. Designed for Ph.D. students, this course emphasizes critical analysis and policy implications in financial regulation and accounting practices. Through in-depth study and empirical research, students will critically assess global accounting frameworks, corporate governance issues, and evolving financial trends in a rapidly transforming economic environment.
5. **Emerging Research Trends in Early Childhood Care and Education (ECCE) in India- (Appendix-84):** National Education Policy (2020) has emphasized the significance of Early childhood care and education (ECCE) in the life of a human being and its economic benefit. It also focuses on a role of holistic and play-based education. This emphasis has renewed interest of educationists, policy makers and scholars towards the various arenas of early childhood care and education. The course will introduce students to these new trends pertaining to changing policies, provisions and identify the emerging gaps. In addition, it will also help students to understand ecce in light of diverse childhood present in India. The students will also gain an understanding about emerging research trends in ecce in India vis-à-vis play-based pedagogy, inclusive education, integrating technology and so on. It will further allow scholars to critically evaluate existing policies, practices, innovations, research and analyse future directions.
6. **Emerging Trends in Research in Retail Management- (Appendix-85):** This course offers doctoral scholars a comprehensive exploration of contemporary research issues in the retail sector, with an emphasis on both global and Indian contexts. It covers foundational retail theories, the impact of technological innovation, evolving consumer experience, and the growing importance of sustainability and ethical practices. Through critical engagement with current literature, case studies, and hands-on research activities, the course equips students with the analytical and methodological skills necessary to investigate, interpret, and address emerging challenges in retail. The curriculum is designed to foster advanced research, critical thinking, and evidence-based policy recommendations, preparing students for leadership roles in academia, industry, and policymaking.

7. **Emerging Trends in Research in Tourism and Hospitality Management- (Appendix-86):** This course offers a critical exploration of contemporary research directions in tourism and hospitality, emphasizing theoretical advancement, interdisciplinary innovation, and societal relevance. It equips PhD scholars with the intellectual tools to navigate and contribute to the evolving knowledge landscapes in these fields. Through engagement with emerging global issues, critical thinking frameworks, and inclusive research approaches, scholars will develop the capacity to design and implement meaningful, context-sensitive, and ethically sound research projects that bridge theory, policy, and practice.
8. **Research and Publication Ethics (Adopted from already approved course of University)**

The proposal was placed before the Academic Council for considering the recommendations made by the Board of Studies, School of Vocational Studies regarding Ph.D. Course Work for the Ph.D. Programme in Vocational Education 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 Vocational Studies regarding consideration of the Ph.D. Course Work for the Ph.D. Programme in Vocational Education 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 41.25: To consider the recommendations made by the Board of Studies, School of Vocational Studies regarding consideration of two (02) General Education Component (GEC) courses of the 7th Semester of Bachelor of Vocational Studies(BVoC) Programme.

It was submitted to the Academic Council that the Board of Studies of the School of Vocational Studies, Dr B. R. Ambedkar University Delhi, in its 20th meeting held on 10.12.2025, had deliberated and recommended the following two (02) General Education Component (GEC) courses for the 7th Semester of Bachelor of Vocational Studies under FYUP.

a) 7th semester courses under the compulsory category.

Course Title	Code	Category
Basic Research Methodology	NSVSG7CC01	Compulsory
Formulation of Research Proposal	NSVSG7RP01	Compulsory

Brief summary of the courses:

1. **Basic Research Methodology-(Appendix-87):** This course will introduce the concept, methods and process social and market research with specific reference to the four Bvoc programmes in Tourism and Hospitality, Retail Management, Early Childhood Centre Management and Entrepreneurship and in Accounting and Finance. A thrust of the course is to initiate students into thinking about the idea of inquiry and the relation between knowledge, theory, practice and research. Along with these explorations, it will enable the students to comprehend research reports, papers and studies – through a continuous engagement with actual (and significant) research in the area of tourism and hospitality that introduce the different methodologies and perspectives for research in the area. In doing so, the course will develop basic skills that would facilitate this process. Developing an appreciation for research, and abilities to identify research problems and formulating research questions, will be the major concerns of the course. Throughout the course, the group will reflect on research as an intellectual, ethical and social enterprise. This introductory course on research would support the field component of the programme, enable the students to conceptualise their field projects and facilitate in understanding advanced research methods courses.

2. **Formulation of Research Proposal – (Appendix-88):** This course will introduce the concept, methods and process social and market research with specific reference to tourism and hospitality. A thrust of the course is to initiate students into thinking about the idea of inquiry and the relation between knowledge, theory, practice and research. Along with these explorations, it will enable the

students to comprehend research reports, papers and studies – through a continuous engagement with actual (and significant) research in the area of tourism and hospitality that introduce the different methodologies and perspectives for research in the area. In doing so, the course will develop basic skills that would facilitate this process. Developing an appreciation for research, and abilities to identify research problems and formulating research questions, will be the major concerns of the course. Throughout the course, the group will reflect on research as an intellectual, ethical and social enterprise. This introductory course on research would support the field component of the programme, enable the students to conceptualise their field projects and facilitate in understanding advanced research methods courses.

The proposal was placed before the Academic Council for considering the recommendations made by the Board of Studies, School of Vocational Studies regarding consideration of two (02) General Education Component(GEC) courses for the 7th Semester of BVoC Programme 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 Vocational Studies and resolved that the School of Vocational Studies to revise the title of the course namely "Basic Research Methodology" to "Research Methodology" and further resolved to approve the course namely "Formulation of Research Proposal" in 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 41.26: To consider the recommendations made by the Board of Studies, School of Vocational Studies regarding consideration of two (02) courses for the 7th Semester of Bachelor of Vocational (BVoC) (Accounting and Finance) Programme under FYUP.

Introduction and Background

It was submitted to the Academic Council that the Board of Studies of the School of Vocational Studies, Dr B. R. Ambedkar University Delhi, in its 20th meeting held on 10.12.2025, had deliberated and recommended the following two (02) courses of the 7th semester of the B.Voc (Accounting and Finance) programme under FYUP.

a). 7th semester courses under the DSE.

Course Title	Code	Category
Advanced Research in Securities Analysis and Portfolio Management	NSVSA7RE02	DSE
Training Techniques in Securities Analysis and Portfolio Management	NSVSA7PE02	DSE

Brief summary of the courses:

1. **Advanced Research in Securities Analysis and Portfolio Management – DSE (Appendix-89):** The 'Advanced Research in Securities Analysis and Portfolio Management' course aims equip students with the knowledge and analytical skills required to make informed investment decisions in financial markets. It covers investment avenues, portfolio theory, risk-return analysis, fundamental and technical analysis, valuation, and research techniques using Excel, E views, R, and AI-based tools. Students will gain both theoretical grounding and practical skills in securities analysis and portfolio management.

2. **Training Techniques in Securities Analysis and Portfolio Management – DSE (Appendix-90):** The 'Training Techniques in Securities Analysis and Portfolio Management' course aims equip students with both theoretical grounding and practical skills in securities analysis and portfolio management. This course provides a comprehensive understanding of securities analysis and portfolio management with a strong focus on practical applications. Students will learn to evaluate investment opportunities, measure risk and return, value financial assets, and construct diversified portfolios. By integrating modern tools, data analysis software, and case-based learning, the course equips learners with the analytical and decision-making skills required to navigate financial markets effectively.

The proposal was placed before the Academic Council for considering the recommendations made by the Board of Studies, School of Vocational Studies regarding consideration of two (02) courses for the 7th Semester of Bachelor of Vocational (BVoC) (Accounting and Finance) Programme under FYUP 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 Vocational Studies regarding consideration of two (02) courses for the 7th Semester of Bachelor of Vocational (BVoC) (Accounting and Finance) Programme under FYUP 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 41.27: To consider the recommendations made by the Board of Studies, School of Vocational Studies regarding consideration of six (06) courses for the 8th Semester of Bachelor of Vocational (BVoC) (Accounting and Finance) Programme under FYUP.

Introduction and Background

It was submitted to the Academic Council that the Board of Studies of the School of Vocational Studies, Dr B. R. Ambedkar University Delhi, in its 20th meeting held on 10.12.2025, had deliberated and recommended the following 8th semester courses for the B.Voc (Accounting and Finance) programme under FYUP.

Proposal:

a) To discuss and consider the 8th-semester courses under the DSC and DSE category

Course Title	Code	Category
Financial Planning	NSVSA8DC01	DSC
Data Analytics Using R	NSVSA8DC02	DSC
Sustainability Reporting and Integrated Financial Research	NSVSA8RE01	DSE
Sustainable Finance and ESG Integration for Trainers	NSVSA8PE01	DSE
Empirical Research in International Financial Management	NSVSA8RE02	DSE
Instructional Strategies for International Financial Management	NSVSA8PE02	DSE

Brief summary of the courses:

1. **Financial Planning – DSC (Appendix-91):** The 'Financial Planning' course aims to equip students with comprehensive foundation in financial planning, equipping students with the knowledge and practical skills required to design and implement effective financial strategies across different life stages. It integrates core areas such as personal taxation, investment planning, insurance, retirement, and estate planning, enabling learners to develop holistic financial plans. By combining theoretical concepts with applied case studies and practical exercises, the course prepares students to analyse investment avenues, manage risks, and make informed decisions that align with long-term financial goals.

2. **Data Analytics Using R- DSC (Appendix-92):** The course *Data Analytics Using R* provides students with foundational knowledge and practical skills in data analytics, focusing on data cleaning, manipulation, visualization, and statistical analysis using R. It covers essential topics such as R programming, handling structured and unstructured data, and creating meaningful visualizations through charts and graphs. Students also learn to apply statistical and machine learning techniques, including regression, classification, and hypothesis testing, to interpret complex datasets and support data-driven decision-making. By integrating theory

with hands-on practice, the course equips learners with analytical and problem-solving skills applicable in professional and research settings.

3. **Sustainability Reporting and Integrated Financial Research - DSE (Appendix-93):** The '*Sustainability Reporting and Integrated Financial Research*' course equips students with the conceptual foundations and applied skills required to analyze ESG (Environmental, Social, and Governance) indicators and their impact on business and finance. The course covers global reporting frameworks, integrated reporting, materiality analysis, and sustainability impact assessment, while also introducing students to research tools and databases used in ESG studies. Emphasizing practical application, it enables learners to critically evaluate sustainability disclosures, conduct small-scale research, and link non-financial performance with financial outcomes.

4. **Sustainable Finance and ESG Integration for Trainers - DSE (Appendix-94):** *The* 'Sustainable Finance and ESG Integration for Trainers' *course prepares students to apply finance, investment, and sustainability concepts in the context of professional training and capacity-building. The course covers ESG foundations, global reporting frameworks, and materiality analysis, while emphasizing applied training methods such as seminars, workshops, case discussions, and simulations. Learners gain the ability to design, deliver, and evaluate ESG-focused training programmes that enhance industry readiness and promote ESG literacy across diverse contexts.*

5. **Empirical Research in International Financial Management - DSE (Appendix-95):** The course *Empirical Research in International Financial Management* offers a comprehensive understanding of global financial systems, international capital budgeting, foreign exchange markets, and cross-border investment decisions. It emphasizes practical, data-driven learning by engaging students with real-world financial databases (IMF, World Bank, RBI) to conduct empirical analysis. The course equips learners with skills in evaluating international financial risks, analyzing global financing options, and preparing research-based reports, thereby strengthening their analytical and decision-making abilities within the international finance domain.

6. **Instructional Strategies for International Financial Management - DSE (Appendix-96):** This course equips students with both a conceptual and practical understanding of international financial management, emphasizing the teaching and application of key global finance concepts. Students explore international financial environments, capital budgeting, investment and financing decisions, foreign exchange markets, and risk management. The course integrates instructional strategies with hands-on exercises, case studies, and empirical projects to develop students' ability to analyze complex financial scenarios and communicate them effectively in teaching or professional settings.

The proposal was placed before the Academic Council for considering the recommendations made by the Board of Studies, School of Vocational Studies regarding consideration of six (06) courses for the 8th Semester of Bachelor of Vocational (BVoC) (Accounting and Finance) Programme under FYUP 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 Vocational Studies regarding consideration of six (06) courses for the 8th Semester of Bachelor of Vocational (BVoC) (Accounting and Finance) Programme under FYUP and resolved that the School of Vocational Studies to change the track of Bachelor of Vocational (BVoC) (Accounting and Finance) courses of 7th and 8th Semesters from B.VoC(Pedagogy) to B.VoC(Hons) and B.VoC(Research) to Bvoc(Hons.with Research) in Accounting and Finance under FYUP and place the revised courses in forthcoming meeting of the Academic Council in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

The Academic Council further resolved that the School of Vocational Studies to remove the word Empirical from the Course title "Empirical Research in International Financial Management".

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Agenda 41.28: To consider the recommendations made by the Board of Studies, School of Vocational Studies regarding consideration of four (04) courses for the 8th Semester of Bachelor of Vocational (B.Voc) (Retail Management) Programme under FYUP.

It was submitted to the Academic Council that the Board of Studies of the School of Vocational Studies, Dr B. R. Ambedkar University Delhi, in its 20th meeting held on 10.12.2025, had deliberated and recommended the following four(04) courses for the 8th semester courses of the B.Voc (Retail Management) Programme under FYUP.

a) 8th semester courses under the DSC categories

Course Title	Code	Category
Business Development and Project Management	NSVSR8DC01	DSC
Advanced Store Audit and Process Management	NSVSR8DC02	DSC

b) To discuss and consider the 8th-semester courses under the DSE category

Course Title	Code	Category
Warehouse Management System	NSVSR8DE01	DSE
E-Commerce	NSVSR8DE02	DSE

Brief summary of the courses:

1. **Business Development and Project Management-DSC: (Appendix-97):** The course *Business Development and Project Management in Retail* is designed to complement and strengthen the B.Voc. Retail Management programme by integrating applied business planning and project execution competencies essential for managerial and entrepreneurial roles in the retail sector. It builds upon the foundational knowledge gained in earlier semesters such as retail operations, consumer behavior, and merchandising and advances students' understanding by focusing on strategic business growth, innovation, and project-based management. The course provides both theoretical grounding and hands-on experience through case studies, project simulations, and field-based assignments, enabling students to translate academic learning into practical business solutions.

2. **Advanced Store Audit and Process Management-DSC: (Appendix-98):** This course introduces students to the principles and practices of store auditing, process management, and audit planning within the retail industry. It equips learners with the tools and techniques required to assess store performance, ensure compliance, and improve operational efficiency. Students will explore audit frameworks, SOP design, sampling methods, and digital reporting systems to manage quality, safety, and customer experience effectively. Through practical simulations, mock audits, and data-driven exercises, learners will gain hands-on

experience in preparing audit plans, conducting evaluations, and formulating improvement strategies that align with organizational objectives and legal standards.

3. **Warehouse Management System–DSE: (Appendix-99):** This course provides an in-depth understanding of warehouse operations, planning, inventory control, and technology integration. It prepares students to manage and teach warehousing processes efficiently within retail and e-commerce environments.

4. **E-Commerce – DSE: (Appendix-100):** E-Commerce course is designed to complement the B.Voc program by equipping students with advanced knowledge and practical skills essential for data-driven roles in the e-commerce ecosystem. This course builds on foundational concepts of online retail and digital business, while introducing specialized techniques in data analytics, critical for optimizing e-commerce operations and strategy. By integrating data analysis, visualization, and interpretation methods, students are prepared for roles such as E-Commerce Manager, Data analyst, Digital Marketing Analyst, where insights from data inform strategic decisions. This course thereby reinforces the program's objective of developing competent professionals capable of leveraging data to drive efficiency, customer engagement, and business growth in the digital commerce landscape.

The proposal was placed before the Academic Council for considering the recommendations made by the Board of Studies, School of Vocational Studies regarding consideration of four (04) courses of 8th semester courses of the B.Voc (Retail Management) Programme under FYUP 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 Vocational Studies regarding consideration of four (04) courses for the 8th Semester of Bachelor of Vocational (B.Voc) (Retail Management) Programme under FYUP. After due deliberations, the Academic Council resolved that the School of Vocational Studies to change the track of Bachelor of Vocational (BVoC) (Retail Management) courses of 7th and 8th Semesters from B.VoC(Pedagogy) to B.VoC(Hons) and B.VoC(Research) to B.VoC(Hons.with Research) in Retail Management under FYUP and place the revised courses in the forthcoming meeting of the Academic Council in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

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Agenda 41.29: To consider the recommendations made by the Board of Studies, School of Vocational Studies regarding consideration of four (04) courses for the 8th Semester of Bachelor of Vocational (B.Voc) (Tourism and Hospitality) Programme under FYUP.

It was submitted to the Academic Council that the Board of Studies of the School of Vocational Studies, Dr B. R. Ambedkar University Delhi, in its 20th meeting held on 10.12.2025, had deliberated and recommended the following four (04) courses of the 8th semester courses of B.Voc (Tourism and hospitality) Programme under FYUP.

(a) 8th semester courses of BVoc T&H under the DSC category.

Course Title	Code	Category
Entrepreneurship and Innovation in Tourism and Hospitality	NSVST8DC01	DSC
Heritage in Tourism & Hospitality	NSVST8DC02	DSC

(b) 8th-semester courses of BVoc T&H under the DSE category.

Course Title	Code	Category
Tourism Facilitation	NSVST8DE01	DSE
Revenue Management	NSVST8DE02	DSE

Brief summary of the courses:

1. **Entrepreneurship and Innovation in Tourism and Hospitality- DSC: (Appendix-101):** This course offers a structured introduction to entrepreneurship and innovation in tourism and hospitality. Students learn to recognise opportunities, generate ideas using creativity tools and apply design thinking to develop user-centred solutions. The course builds skills in business modelling, feasibility assessment, basic financial and operational planning and simple digital prototyping. Emphasis is placed on sustainable and community-based entrepreneurship, along with an understanding of relevant legal requirements, industry metrics and funding options. Through practical exercises and project-based learning, students gain the ability to design and present viable tourism and hospitality ventures.

2. **Heritage in Tourism & Hospitality- DSC: (Appendix-102):** This course offers a critical exploration of contemporary heritage issues, typology, policy framework, storytelling, product development, heritage management. It equips students with the intellectual tools to navigate and contribute to the evolving heritage landscapes in these tourism and hospitality. Through engagement with emerging global issues, critical thinking frameworks, and inclusive product development and

heritage management approaches. The students will develop the capacity to develop a clear understanding about heritage in tourism and hospitality at local, regional, national and international.

3. **Tourism Facilitation- DSE: (Appendix-103):** The Tourism Facilitation course equips students with both theoretical knowledge and practical skills essential for smooth and efficient tourist services. It covers key areas such as travel documentation, visitor support systems, service delivery, customer handling, safety management, and sustainable tourism practices. The course emphasizes hands-on learning through simulations, field visits, and technology-driven tools, preparing students for real-world tourism and hospitality challenges. Students also develop intercultural communication, problem-solving, and ethical decision-making skills. By integrating service excellence with responsible tourism practices, the course prepares learners to enhance visitor experiences and contribute positively to the tourism sector.

4. **Revenue Management- DSE: (Appendix-104):** The course introduces students to the principles and applications of Revenue Management in tourism and hospitality, focusing on pricing, forecasting, KPI analysis, and digital distribution. It combines theoretical understanding with hands-on practice using real or simulated datasets and industry tools. Students learn to make data-driven, ethical, and strategically sound revenue decisions across hospitality sectors. The course strengthens analytical and technological competencies essential for improving profitability and operational efficiency. Overall, it prepares graduates for revenue-focused roles in hotels, airlines, restaurants, and travel organisations.

The proposal was placed before the Academic Council for considering the recommendations made by the Board of Studies, School of Vocational Studies regarding consideration of four (04) courses of the 8th semester courses of the BVoc (Tourism and Hospitality) Programme under FYUP 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 Vocational Studies regarding consideration of four (04) courses for the 8th Semester of Bachelor of Vocational (B.Voc) (Tourism and Hospitality) Programme under FYUP and resolved that the School of Vocational Studies to change the track of Bachelor of Vocational (BVoC) (Tourism and Hospitality) courses of 7th and 8th Semesters from B.VoC(Pedagogy) to B.VoC(Hons) and B.VoC(Research) to B.VoC(Hons.with Research) in Tourism and Hospitality under FYUP and place the revised courses in the forthcoming meeting of the Academic Council, in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

The Academic Council further resolved that that the School to revise the title of the course:-

1. "Heritage in Tourism & Hospitality" to "Heritage: Tourism & Hospitality".
2. "Entrepreneurship and Innovation in Tourism and hospitality" to "Innovation and Entrepreneurship in Tourism and Hospitality".

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Agenda 41.30: To consider the recommendations made by the Board of Studies, School of Vocational Studies regarding consideration of four (04) courses of the 8th Semester of Bachelor of Vocational (B.Voc) (ECCME) Programme under FYUP.

It was submitted to the Academic Council that the Board of Studies of the School of Vocational Studies, Dr B. R. Ambedkar University Delhi, in its 20th meeting held on 10.12.2025, had deliberated and recommended the following four(04) courses of the 8th semester of B.Voc (ECCME) programme under FYUP.

8th semester courses of the BVoc ECCME programme

Sl. No.	Name of the revised Course	Credit
1	Family and Community Engagement in Early Childhood Care and Education	4
2	Contemporary Issues in Early Childhood Care and Education	4
3	Programme Evaluation In Early Childhood Care And Education (Research track)	4
4	Professional Development and Leadership in Early Childhood Care and Education (Pedagogy track)	4

Brief summary of the courses:

1. **Family and Community Engagement in Early Childhood Care and Education, (Appendix-105):** This interdisciplinary course draws from family studies, child development, sociology, social work and psychology. Family is the micro system within which the child grows and thus it acts as a critical link between the early childhood services and the children. With this premise, the course focuses on developing students' skills to understand, respect and include the context from which children and their families are coming to the child care services. The course also focuses on providing an understanding of the strategies for working in partnership with the family. The course begins with understanding the role of family in early childhood care and education and related theoretical perspectives. Changes in the family structure and dynamics in Indian context and provisions, policies and programmes that highlight inclusion of family centred practices are also discussed. The course discusses the importance of working in partnership with families. Strategies, methods and challenges of developing partnership with families are also described.
2. **Contemporary Issues in Early Childhood Care and Education, (Appendix-106):** This interdisciplinary course draws from the field of child development, education, sociology and psychology. Early childhood care and education is

undergoing rapid changes due to globalisation, policy change and environmental changes. There is a necessity that early childhood care and education professionals are up to date to these emerging issues in the field. With this premise, this course focuses on introducing students to overarching issues in early childhood care and education landscape in India and globally.

3. **Programme Evaluation In Early Childhood Care And Education (Research track), (Appendix-107):** strengthen quality and effectiveness of programmes. It is a systematic process and involves collecting evidence, data analysis, and reporting results. This courses aims to introduce students to the fundamentals of programme design within the early childhood context and equips them with knowledge about assessment tools, data analytics techniques, and effective ways to communicate findings

4. **Professional Development and Leadership in early childhood care and education (Pedagogy track), (Appendix-108):** This course equips students to lead professional development in early childhood care and education (ECCE) settings by designing, facilitating, and evaluating inclusive, evidence-based professional development programs. It emphasizes applying ECCE pedagogy and adult learning principles, analyzing feedback to improve practice, and promoting systemic wellbeing through leadership and advocacy.

The proposal was placed before the Academic Council for considering the recommendations made by the Board of Studies, School of Vocational Studies regarding consideration of four (04) courses of the 8th Semester of Bachelor of Vocational (B.Voc) (ECCME) Programme under FYUP 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 Vocational Studies regarding consideration of four (04) courses of the 8th Semester of Bachelor of Vocational (B.Voc) (ECCME) Programme under FYUP. After due deliberation, the Academic Council and resolved that the School of Vocational Studies to change the track of Bachelor of Vocational (BVoC) (ECCME) courses of 7th and 8th Semesters from B.VoC(Pedagogy) to B.VoC(Hons) and B.VoC(Research) to B.VoC(Hons. With Research) in ECCME under FYUP and place the revised courses in its forthcoming meeting, 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 41.31: To consider the recommendations made by the Board of Studies, School of Vocational Studies regarding consideration of four (04) General Education Component (GEC) courses of the 8th Semester of Bachelor of Vocational (B.Voc) Programme.

It was submitted to the Academic Council that the Board of Studies of the School of Vocational Studies, Dr. B. R. Ambedkar University Delhi, in its 20th meeting held on 10.12.2025, had deliberated and considered the following four (04) General Education Component (GEC) courses of the 8th Semester Courses of Bachelor of Vocational Studies.

a) 8th semester GEC courses under the compulsory categories

Course Title	Code	Category
Foundations of Assessment and Evaluation	NSVSG8EA01	Compulsory (Pedagogy)
Session Plans and Demonstration Classes	NSVSG8DC01	Compulsory (Pedagogy)
Data Analysis: Quantitative & Qualitative Techniques	NSVSG8CC01	Compulsory (Research)
Research Dissertation with Seminar Presentations	NSVSG8RD01	Compulsory (Research)

Brief summary of the courses:

1. **Foundations of Assessment and Evaluation -(Appendix-109):** This course prepares future educators and vocational trainers to assess and evaluate learners in diverse contexts. With a focus on both foundational assessment principles and unique, technology-driven methods such as digital portfolios and interactive simulations. The course fosters engagement and practical skill development. Learners also gain hands-on experience with industry-specific assessment strategies tailored for real-world applications.

2. **Session Plans and Demonstration Classes- (Appendix-110):** This course aims to equip future educators and vocational trainers with the knowledge and skills required to introduce with concept, demonstrate of introduced topic, practice and demonstrated topic and evaluation of the practice efficiently and effectively. It emphasizes practical, technology-integrated teaching methods to foster student engagement and enhance employability. Additionally, the course covers industry-specific demonstration and lesson plan strategies and robust assessment techniques.

3. **Data Analysis: Quantitative & Qualitative Techniques - (Appendix-111):** This course explores the different ways that social research is carried out, with a focus on research design, data collection and analysis. The course covers qualitative, quantitative and mixed methods of research. This learning will enable students to embark more confidently and creatively on their own dissertation, as well as engage more critically with the research of others.

4. **Research Dissertation with Seminar Presentations - (Appendix-112):** This is compulsory dissertation course for students pursuing research. The dissertation work will enable students to apply the research skills learned in previous semesters and explore any topic of their interest. Each student will select a topic from their field or an interdisciplinary area and conduct an empirical study under the guidance of a supervisor. They will collect and analyse data using appropriate tools and present their findings in a seminar before submitting the final dissertation. The work should reflect originality, clarity, and effective research practice. At the end of the semester, students will submit a written research report and present their study.

The proposal was placed before the Academic Council for considering the recommendations made by the Board of Studies, School of Vocational Studies regarding consideration four (04) General Education Component (GEC) courses of the 8th Semester of Bachelor of Vocational (B.Voc) Programme 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 Vocational Studies regarding consideration four (04) General Education Component (GEC) courses of the 8th Semester of Bachelor of Vocational (B.Voc) Programme in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr. B. R. Ambedkar University Delhi Act, 2007.

The Academic Council further resolved that the School of Vocational Studies to revise the title of the following courses:-

1. "Research Dissertation with Seminar Presentations" to "Research Dissertation".
2. "Foundations of Assessment and Evaluation" to "Assessment and Evaluation".

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Agenda 41.32: To consider the recommendations made by the Board of Studies, School of Vocational Studies held on 10.12.2025 regarding change in the titles of 04 ECCME courses of 8th Semester of B.Voc, ECCME Programme.

It was submitted to the Academic Council that the Board of Studies of the School of Vocational Studies, Dr.B.R. Ambedkar University Delhi in its 20th meeting held on 10.12.2025 had deliberated and recommended revision in the titles of the following courses of the 8th Semester of BVoc ECCME to make the programme more comprehensive and relevant to the current demand of the sector.

Old Course Titles (Approved 2022)	New proposed Course Titles (2025) after consultative meeting
DSC-4: Sociology of Early Childhood Education	Family and Community Engagement in Early Childhood Care and Education
DSC-5: Understanding Children and Childhood: Local and Global	Contemporary issues in Early Childhood Care and Education
DSE-2 (Option 1): Childcare Market - Resources and Innovations Option 2: Innovations in ECCE Field	Research track: Programme Evaluation in Early Childhood Care and Education Vocational track: Professional Development and Leadership in early childhood care and education

The recommendations made by the Board of Studies, School of Vocational Studies regarding change in the titles of 04 ECCME courses of B.Voc 8th semester were placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr. B. R. Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies regarding revision in the titles of the following courses of the 8th Semester of BVoc ECCME. After detailed deliberations, the Academic Council resolved that the School of Vocational Studies to change the track of Bachelor of Vocational (BVoC) (ECCME) courses of 7th and 8th Semesters from B.VoC(Pedagogy) to B.VoC(Hons) and B.VoC(Research) to B.VoC(Hons. With Research) in ECCME under FYUP and place the revised courses before the AC in its forthcoming meeting, in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007

The Academic Council further resolved that the School of Vocational Studies to revise the title of the course namely "Contemporary issues in Early Childhood" to "Understanding Early Childhood Care and Education".

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Agenda 41.33: To consider the recommendations made by the Board of Studies, School of Vocational Studies held on 10.12.2025 regarding change in the titles of 02 GEC courses of 8th Semester of B.Voc Programme.

It was submitted to the Academic Council that the Board of Studies of the School of Vocational Studies, Dr.B.R. Ambedkar University Delhi in its 20th meeting held on 10.12.2025 had deliberated and recommended revision in the titles of the following two(02) GEC courses of the 8th Semester of B.VoC Programme.

Pre-Approved Course name of GEC-8th Semester Courses	**Post GEC Consultative meeting suggested titles of courses**
Evaluation and Assessment (4 credit)	Foundations of Assessment and Evaluation (4 credits)
Demonstration Classes and Lesson Plans (6 Credit)	Session Plans and Demonstration Classes (6 credits)

The recommendations made by the Board of Studies, School of Vocational Studies regarding change in the titles of 02 GEC courses of 8th Semester of B.Voc Programme 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 Vocational Studies regarding change in the titles of 02 GEC courses of 8th Semester of B.Voc Programme in light of Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr. B. R. Ambedkar University Delhi Act, 2007.

The Academic Council further resolved that the School to revise the title of the course from "Foundation of Assessment and Evaluation" to "Assessment and Evaluation".

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Ratification Items

Agenda 41.34: To ratify the decisions taken by the Vice Chancellor regarding improvements in the eligibility criteria for screening the applications for direct recruitment of Teachers and Other Academic Staff as provided for in the "UGC Regulations on Minimum Qualifications for Appointment of Teachers and Other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education, 2018".

Introduction & Background:

It was submitted that the decision taken by the Academic Council in its 39th meeting held on 01.08 2025 vide resolution No. 39.16, a meeting of the Committee constituted by the Vice Chancellor for explicitly defining the eligibility criteria for screening the applications for direct recruitment of Teachers and Other Academic Staff as provided for in the "UGC Regulations on Minimum Qualifications for Appointment of Teachers and Other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education, 2018" and to suggest improvements in the screening process was held in the Conference Hall at Kashmere Gate Campus of Dr. B.R. Ambedkar University Delhi on 10.12.2025 at 03:00 pm. Observations and Recommendations of the Committee are as reproduced below:

Observations of the Committee:

1. It was submitted to the Committee that the Dr. B.R. Ambedkar University Delhi recruits Teachers & Other Academic Staff in accordance with the "UGC Regulations on Minimum Qualifications for Appointment of Teachers and Other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education, 2018".

2. The Committee noted that as per the **UGC Regulations, 2018, clause 4.1 (III)** the eligibility criteria for direct recruitment to the post of Professor in Disciplines of Arts, Commerce, Humanities, Education, Law, Social Sciences, Languages, Library Science, Physical Education, and Journalism & Mass Communication are as follows:

   A.

   i) An eminent scholar having a Ph.D. degree in the concerned/ allied/ relevant discipline, and published work of high quality, actively engaged in research with evidence of published work with, a minimum of 10 research publications in the peer-reviewed or UGC-listed journals and a total research score of 120 as per the criteria given in Annexure II, Table 2.

   ii) A minimum of ten years of teaching experience in university/ college as Assistant Professor/ Associate Professor/ Professor, and/or research

experience at equivalent level at the University/ National Level Institutions, with evidence of having successfully guided doctoral candidate.

OR

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

3. It was submitted to the Committee that during screening of applications received for direct recruitment to the post of Professor as per **UGC Regulations, 2018, clause 4.1 (III)**, need has been felt to more explicitly define the **"outstanding professional"**, **"significant contributions to the knowledge in the concerned/ allied/ relevant discipline"** and **"ten years' experience"** as mentioned in eligibility criteria 'B' above to ensure fair, transparent & objective assessment of eligibility of the candidates who apply under criteria 'B'.

4. The Committee noted that as per the **UGC Regulations, 2018, clause 4.2 (III)** the eligibility criteria for direct recruitment to the post of Professor in Disciplines of Music, Performing Arts, Visual Arts, and Other Traditional Indian Art Forms like Sculpture etc. are as follows:

A

i) An eminent scholar having a doctoral degree.
ii) Have been actively engaged in research with at least ten years of experience in teaching in University/College and / or research at the University/National level institutions.
iii) Minimum of 6 research publications in the peer-reviewed or UGC-listed journals,
iv) Has a total research score of 120, as per Annexure-II, Table 2.

OR

B. A traditional or a professional artist, with highly-commendable professional achievement, in the subject concerned,

i) Having Masters degree, in the relevant subject
ii) Has been 'A'-grade artist of AIR/Doordarshan
iii) Has **Ten years of outstanding performing achievements in the field of specialisation**
iv) Has made **significant contributions in the field of specialisations** and ability to guide research;
v) Has participated in National/International Seminars/Conferences/ Workshops/Concerts and/ or recipient of National/International Awards/Fellowships;
vi) Has the ability to explain with logical reasoning the subject concerned, and
vii) Has adequate knowledge to teach theory with illustrations in the said discipline.

5. It was submitted to the Committee that during screening of applications received for direct recruitment to the post of Professor as per **UGC Regulations, 2018, clause 4.2 (III),** need has been felt to more explicitly define the **"outstanding performing achievements in the field of specialization"** and **"significant contributions in the field of specialization"** as mentioned in eligibility criteria 'B' above to ensure fair, transparent & objective assessment of eligibility of the candidates who apply under criteria 'B'.

Recommendations of the Committee:

After due deliberation the Committee recommends that in respect of Criteria 'B' pertaining to outstanding performance/ significant contribution under all sub-clauses of clause 4 of UGC Regulations 2018 the following be defined in the eligibility criteria to ensure that only outstanding scholars become eligible:

"A Scholar who has received any national award in the relevant field instituted by the Government of India and conferred by the President of India."

The Academic Council, while approving the Constitution of Committee vide Resolution No. 39.16 authorized the Vice Chancellor to take further necessary action in the matter. Accordingly, the recommendations of the Committee have been approved by the Vice Chancellor and in compliance with recommendations of the Committee, in the advertisement for direct recruitment to teaching posts, following Notes have been inserted below eligibility criteria 'B':

1. For direct recruitment to the post of Professor (in Disciplines of Arts, Commerce, Humanities, Education, Law, Social Sciences, Languages, Library Science, Physical Education, and Journalism & Mass Communication etc.) **as per the UGC Regulations, 2018, clause 4.1 (III)** the following Note has been inserted below eligibility criteria 'B':

   Note: Under criteria 'B', applications of only such professionals would be considered by the University, who in addition to the above, have received a national award in the relevant field instituted by the Government of India and conferred by the President of India.

2. For direct recruitment to the posts of Assistant Professor, Associate Professor and Professor (in Disciplines of Music, Performing Arts, Visual Arts, and Other Traditional Indian Art Forms like Sculpture etc.) **as per the UGC Regulations, 2018, clause 4.2 (I), (II) & (III) respectively,** the following Note has been inserted below eligibility criteria 'B':

   Note: Under criteria 'B', applications of only such traditional or professional artists would be considered by the University, who in addition to the above, have received a national award in the relevant field instituted by the Government of India and conferred by the President of India.

The aforesaid decisions taken by the Vice Chancellor are submitted to the Academic Council for ratification. The Minutes of the Committee are placed at **(Appendix-113)**

Decision: The Academic Council ratified the decision taken by the Vice Chancellor in approving the recommendations made by the Committee constituted for explicitly defining the eligibility criteria for screening the applications for direct recruitment of Teachers and Other Academic Staff as provided for in the—UGC Regulations on Minimum Qualifications for Appointment of Teachers and Other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education, 2018 in terms of the power conferred under in light of Section 24(1)(vi) and 24(1)(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.

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Agenda 41.35: To consider the elective course to be offered as a part of Ph.D. course work for the Ph.D. Education Programme in the School of Education Studies (SES).

It was submitted to the Academic Council that the Research Studies Committee of the School of Education Studies (SES) in its meeting held on 28.08.2025, Board of Studies, SES in its meeting held on 06.01.2026 and Standing Committee Research (SCR) in its 70th meeting held on 09.01.2026 had recommended to offer a two (02) credit elective Ph.D. Course titled **"Research Tools Development and Standardisation"** as an elective for the School of Education Studies (SES), Ph.D in Education Programme. The proposed course aims to strengthen and understanding of Research Tool Development and Standardisation, with a focus on quantitative tools commonly used in educational and behavioural research. This course will add value in enhancing the School of Research Methods courses currently on offer.

The modules of the courses are as under:-

Module-1: Understanding Research Tools: This module aims to introduce research students to the classification of data gathering tools, enabling them to develop a clear concept of research tools.

Module-2: Key Concept on Research Tool Development: This module will develop a deeper understanding of the basic characteristics of the quantitative research tools, including Objectivity, Reliability, Validity, and Norms, as well as qualitative research tools focusing on Dependability, Trustworthiness (including Creditability and Transferability), and Conformability. This will support students in developing and evaluating research tools based on these criteria for ensuring rigor.

Module-3: Development and Use of Research Tools: This module covers the process of development of research tools including standardization of research tools, with specific reference to achievement and psychological tools. Students will learn about item analysis, including calculation of difficulty value and discrimination index, along with the development of norms. They will also gain skills in distractor analysis and learn how to analyse the tool results and write a comprehensive research tool manual.

The details of the course were placed before the Academic Council at (Appendix- 114).

The proposal was placed before the Academic Council for considering the recommendations made by the Board of Studies, School of Education Studies regarding the elective course to be offered as a part of Ph.D. course work for the Ph.D. Education Programme 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, SES regarding elective course to be offered as a part of Ph.D. course work for the Ph.D. Education Programme in the School of Education Studies (SES), in terms of the power conferred under Section 24(1)(vi), 24(1)(xiv), 24(1)(xvi) and 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Agenda 41.36: To deliberate on the recommendations made by the Board of Studies, School of Law, Legal and Political Studies(SLPS) and observations made by the Academic Affairs Division regarding the Course Outline 'Forensic Imagination and Forensic Justice' 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 recommended the introduction of 'Forensic Imagination and Forensic Justice' course in the MA Criminology (**Appendix-115)** for future batches.

The course 'Forensic Imagination and Forensic Justice' is a 5 credit course that offers a critical examination of the "forensic turn," moving beyond the notion of forensic science as a neutral collection of legal evidence to analyze it as a dominant cultural and political phenomenon. It will employ frameworks from critical criminology, media theory, and postcolonial studies to investigate how the pursuit of evidence fundamentally shapes modern law, governance, and our understanding of truth, violence, and history. The curriculum is built on the premise that the law is deeply intertwined with its media, examining how technologies—from the archival file to contemporary digital data—function as "material witnesses" actively constructing, rather than simply recording, the facts of a case.

The Modules of the Course are as under:-

Module 1: Introduction: Situating and theorising Forensic Justice and the forensic turn

Module 2: The Historical Context of the Forensic Method

Module 3: Making sense of the forensic turn

Module 4: Narcoanalysis: Case Studies

Module 5: Forensic Media

Module 6: Counter Forensics

After deliberations, the Board of Studies gave its recommendations and online approval which are placed at (**Appendix-116)**.

2. It is submitted that the School has submitted the file before the Competent Authority seeking approval for placing the recommendations of the Board of Studies before the Academic Council wherein the matter was referred by the competent Authority to the Dean Academic Affairs for examining the connection between the course titles and course content.

The Academic Affairs examined the course title and content and made the following observations **(Appendix-117).**

Module-wise Observations

Module I: *The course description is extremely brief and does not adequately convey the scope and objectives of the module. It should be rewritten in an elaborative and analytical manner to clearly communicate the core themes and intent of the module.*

Module II: • *The description of Module II is too brief and lacks sufficient detail. It is suggested that the historical time period, particularly the colonial phase or a specific century, be clearly mentioned to provide academic clarity.*

• *Some of the prescribed readings are outdated. While their relevance is acknowledged, it is strongly recommended that recent and updated readings be added, especially since criminology is an evolving academic discipline at AUD.*

• *On page 5 of the course structure, there is considerable confusion between Module II and Module 1.1. The titles appear nearly identical, and the numbering creates ambiguity. If the thematic focus is the same, the readings are disproportionately extensive and should be rationalized and reorganized accordingly.*

Module III: *Module III contains three sub-sections, each with separate readings, which is academically appropriate. However, for sub-sections 3.1 and 3.2, descriptive explanations are missing. Since this module constitutes a crucial component of the course, it is recommended that the descriptions be clearly articulated and the module be revised with greater conceptual clarity.*

Module IV: *The title and date of Module IV require revision. Additionally, a detailed and coherent description must be provided to justify the academic focus of the module.*

Module V: *In Module V, the title of sub-section 5.1 is incomplete and appears preliminary, resembling an introductory computer course. It should be revised and properly integrated with the main module theme.*

Module VI: *On page 6, Module VI lacks both a proper title and a descriptive outline. Instead, the description has been incorrectly placed under the readings section. This needs immediate correction.*

Weekly Structure

Across the entire course structure, a week-by-week breakup of modules has not been provided. This is a mandatory academic requirement and must be clearly incorporated.

The recommendations made by the Board of Studies (SLPS) and the observations made by the Academic Affairs regarding the Course Outline for the 'Forensic Imagination and Forensic Justice' in the MA Criminology are placed before the Academic Council for deliberations and recommendations 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, SLPS and observations made by the Academic Affairs Division 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. After due deliberations, the Academic Council resolved that the School revise the Course Outline 'Forensic Imagination and Forensic Justice' in the MA Criminology Programme in light of the observations made by the Academic Affairs Division.

The Academic Council further resolved that the School change the title of course from 'Forensic Imagination and Forensic Justice' to 'Forensic Science and Justice".

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Agenda 41.37: To deliberate on the recommendations made by the Board of Studies, SLPS and observations made by the Academic Affairs Division regarding the Course Outline 'Sociology of Law and Crimes in India', common core course for MA Law and Politics and 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 recommended the introduction of **Sociology of Law and Crimes in India** (**Appendix-118**), common core course for MA Law and Politics and MA Criminology.

The course 'Sociology of Law and Crimes in India' is a 5 credit course. It provides a comprehensive sociological exploration of law, crime, and the criminal justice system in India. It examines how legal institutions—police, courts, prisons, and security agencies—shape and are shaped by historical legacies, social hierarchies, political power, and everyday life. Drawing on canonical Indian scholarship and recent ethnographic studies, the course investigates how caste, class, gender, religion, region, and community structure legal encounters and experiences of criminalization. We explore colonial legacies of law, postcolonial state formation, policing cultures, custodial violence, institutional impunity, legal pluralism, vigilantism, counter-terrorism, and emerging surveillance technologies. Organized into six modules, the course moves from foundational theories of law and deviance to empirical studies of criminal justice institutions and contemporary debates on rights, security, digital governance, and state violence. Students will develop the analytical skills needed to critically assess the law's role in governing society and producing social order in India.

The Modules of the Course are as under:

Module 1: Foundations: Law, Modernity & Colonial Legality in India
Module 2: Police Reforms in India
Module 3: Courts, Legal Cultures & Everyday Justice
Module 4: Crime and Social Order
Module 5: Ethnographies of Crime, Policing & Prisons in India
Module 6: Contemporary Challenges — Terrorism, Surveillance & Digital Crime

After deliberations, the Board of Studies gave its recommendations and online approval which are placed at (**Appendix-116**).

2. It was submitted that the School has submitted the file before the Competent Authority seeking approval for placing the recommendations of the Board of Studies before the Academic Council wherein the matter was referred by the Competent Authority to the Dean Academic Affairs for examining the connection between the course titles and course content.

The Academic Affairs examined the course title and content and made the following observations **(Appendix-117).**

The course "Sociology of Law and Crimes in India" appears satisfactory after incorporating the suggested revisions. Module II has already been revised as required. The only remaining suggestion pertains to the inclusion of a week-wise breakup of the modules, as per the prescribed format. It is therefore recommended that these details be added and the revised course be presented at the earliest for further consideration.

Based on the overall assessment, it appears that the course has been prepared hurriedly and is currently in a running condition. Even basic editorial and formatting (cosmetic) revisions, which are essential for a formal academic document, have not been adequately addressed.

The recommendations made by the Board of Studies (SLPS) and the observations made by the Academic Affairs regarding the Course Outline for the Sociology of Law and Crimes in India', common core course for MA Law and Politics and MA Criminology are placed before the Academic Council for deliberations and recommendations 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, SLPS and observations made by the Academic Affairs Division in light of the observations made by the Academic Affairs Division, 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.

After due deliberations, the Academic Council resolved that the School (SLPS) revise the course outline of the common course namely 'Sociology of Law and Crimes in India', in the MA Law and Politics and MA Criminology Programme.

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Agenda 41.38: To consider the replacement of the old programme with the new programmes in various Schools.

It was submitted to the Academic Council that the University, after a thorough review of the admission trends of the past years has decided to discontinue the admissions in the following programmes with effect from the Academic Year 2026-27 as these programmes have seen persistently low admission numbers:-

School of Culture Creative and Expressions:-
i) MA in Film Studies
ii) MA in Literary Art
iii) MA in Performance Studies

School of Liberal Studies:-
i) Bachelor of Arts (Honours) Mathematics

It was submitted that the aforesaid old programmes will be replaced with the new programmes having better focus, employability, and alignment with present trends.

Accordingly, the older programmes in the SCCE and SUS will be replaced by the following new Programmes:-

School of Culture Creative and Expressions (SCCE):-

i) Bachelor in Fine Arts(BFA)
ii) Masters in Performing Arts (MPA) –Theatre Arts

School of Undergraduate Studies(SUS):-

i) Bachelor of Science (B.Sc(H) Mathematics)

The proposal was placed before the Academic Council for considering the replacement of the old programme with the new programmes in various Schools in light of Section 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated and resolved to recommend the replacement of the old programme with the new programmes in various schools in line with UGC Regulations, with effect from Academic Year 2026-27 in light of Section 24(1)(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007. The Academic Council further resolved to place the matter before the Board of Management for consideration.

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

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

Appendix-1

भारत रत्न डा. बी.आर. अम्बेडकर विश्वविद्यालय, दिल्ली

Bharat Ratna Dr B.R. Ambedkar University, Delhi

DR. B.R. AMBEDKAR UNIVERSITY DELHI

MINUTES of 22nd BOARD of STUDIES (BoS) MEETING

SCHOOL OF UNDERGRADUATE STUDIES

DATE: Tuesday, 16th December, 2025

VENUE:

Committee Room 3

KASHMERE GATE CAMPUS

भारत रत्न डा बी.आर.
अम्बेडकर विश्वविद्यालय, दिल्ली



Bharat Ratna Dr B.R.
Ambedkar University, Delhi

The 22nd Board of Studies meeting of the School of Undergraduate Studies, Dr. B. R. Ambedkar University Delhi, was held on 16/12/2025 at 11 am in Committee Room-III, Kashmere Gate Campus, Delhi -110006.

The following members were present in the meeting:

1. Dr. Urfat Anjem Mir, Dean (O), School of Undergraduate Studies (Chairperson)
2. Prof. Satish Kumar, Indira Gandhi National Open University, Delhi- Joined Online (Member)
3. Prof. Surender Kumar, Head, Department of Economics, Delhi School of Economics, Delhi University- Joined Online (Member)
4. Prof. R. P. Mitra, Delhi University (Special Invitee)
5. Prof. N.K. Chadha, Head, Dept of Psychology, Delhi University (Special Invitee)
6. Prof. Rashmi Bhardwaj, GGSIPU (Special Invitee)
7. Prof. Simi Malhotra, JMI (Special Invitee)
8. Prof. Babu P. Ramesh, Dean, School of Development Studies, (AC Member)
9. Prof. Satyaketu Sankrit, Dean, Academic Affairs and Dean, School of Letters (AC Member)
10. Prof. Geetha Venkataraman, School of Liberal Studies (Internal Member of BOS) Joined Online
11. Prof Rukmini Sen, Dean, School of Liberal Studies (AC Member)
12. Prof. Tanuja Singh, Program Coordinator, B.A (H) in Political Science (Internal Member of BOS)
13. Dr. Salvin Paul, Associate Professor, SLGC (Internal Member of BOS)
14. Dr. Gunjan Sharma, Associate Professor, SES (Internal Member of BOS)- Joined online
15. Dr. Anirban Sengupta, Associate Professor, SDS, (Internal Member of BOS)
16. Dr Usha Mudiganti, Assistant Professor, SoL (Internal Member of BOS)
17. Dr. Makkalanban, Associate Professor, B.A (H) in Political Science, SUS, (Special Invitee)
18. Dr. Sanjiv Lavania, Programme Coordinator, B.A (H) in Sociology, SUS, (Special Invitee)
19. Dr Snigdha Vishnoi, Assistant Professor, SLS (Special Invitee)
20. Prof. Tanuja Kothiyal, Program Coordinator, B.A (H) in History, SUS, (Special Invitee)
21. Prof. Diamond Oberoi Vahali, Program Coordinator, B.A (H) in English, SUS, (Special Invitee)
22. Prof. Sonu Madan, Program Coordinator, B.A (H) in Economics, SUS, (Special Invitee)
23. Dr. Sapna Dudeja, Assistant Professor & Dy Dean, SUS, (Special Invitee)
24. Dr. Taposik Banerjee, Assistant Professor & Dy Dean, SUS, (Special Invitee)
25. Dr. Pranay Goswami, Assistant Professor & Program Coordinator, B.A (H) in Mathematics, SUS, (Special Invitee)

26. Ms. Thokchom Bibinaz Devi, Assistant Professor & Program Coordinator, B.A (H) in Psychology, SUS, (Special Invitee)
27. Dr. Monal Manik Dewle, Assistant Professor & Program Coordinator, B.A (H) in SSH, SUS, (Special Invitee)
28. Dr. Manoj Kaumar, Assistant Professor and Dy. Dean, SUS, (Special Invitee)

Leave of Absence – Internal Members Prof. Sanjay Kumar Sharma, School of Liberal Studies, and Professor Farhat Nasreen, Department of History, Jamia Milia Islamia could not attend the meeting.

Opening Remarks

The Chair Dr. Urfat Anjem Mir, Dean, SUS welcomed the experts, the programme coordinators, and the special invitees and began the proceeding. The programme coordinator/faculty members were invited to present their courses as per the scheduled agenda.

Agenda item no 1: To consider the B.A (H) Economics Programme courses under FYUP, SUS.

a) To discuss and consider the 8th semester courses under the DSC, Dissertation and Seminar categories placed at Annexure

Course Title	Code	Category	Annexure no
History of Economic Thought	NSUSIEC116	DSC	Annexure 1
Undergraduate Research Dissertation in Economics	NSUSIEC122	Dissertation	Annexure 2
Seminar Course in Economics	NSUSIEC123	Seminar	Annexure 3

b) To discuss and consider the 8th -semester courses under the DSE category placed at Annexure

Course Title	Code	Category	Annexure no
Spatial Economics: Theory and Applications	NSUSIEC143	DSE	Annexure 4
Introduction to Environmental and Resource Economics	NSUSIEC142	DSE	Annexure 5
Theories of collective choice, voting and welfare	NSUSIEC144	DSE	Annexure 6
Time Series Analysis	NSUSIEC145	DSE	Annexure 7

Professor Sonu Madan, Programme Coordinator, presented the above courses for consideration:

The following suggestions were given by the experts:

- **History of Economic Thought**: Reposition Marx within the Classical Economics module. Add a separate module on post-war economic theories, including Keynes.
- **Undergraduate Research Dissertation in Economics**: Revise the assessment structure by splitting the 70% component into two parts—50% for the written dissertation and 20% for the final presentation.
- **Seminar Course in Economics**: Revise and standardize module titles like Microeconomics and Macroeconomics for greater clarity.

- **Introduction to Environmental and Resource Economics**: Emphasis on environmental well-being, environmental policy and sustainability. Additional inputs may be incorporated after consultation with subject experts.
- **Time Series Analysis**: May revise the project assessment (50%) into two components - 10% for proposal-level presentation and 40% for final output and presentation.

Resolution 1A: The Board members resolved that the course outlines of History of Economic Thought (Annexure 1), Undergraduate Research Dissertation in Economics (Annexure 2), and Seminar Course in Economics (Annexure 3), as 8th-semester courses, in the prescribed format and after incorporating the suggested revisions, are recommended for approval.

Resolution 1B: The board members resolved that the course outlines of Spatial Economics: Theory and Applications (Annexure 4), Introduction to Environmental and Resource Economics (Annexure 5), Theories of collective choice, voting and welfare (Annexure 6), Time Series Analysis (Annexure 7), as 8th-semester DSE courses, in the prescribed format and after incorporating the suggested revisions, are recommended for approval.

Agenda item no 2: To consider the B.A (H) English Programme courses under FYUP, SUS.

a) To discuss and consider the 8th-semester courses under the DSC, Dissertation and Seminar categories placed at Annexure

Course Title	Code	Category	Annexure no
Literary and Cultural Confluence in India	NSUS1EN217	DSC	Annexure 8
Dissertation for English	NSUS1EN218	Dissertation	Annexure 9
Study of a Folk Epic: The Legend of Ponnivala	NSUS1EN219	Seminar	Annexure 10

b) To discuss and consider the 8th-semester courses under the DSE category placed at Annexure

Course Title	Code	Category	Annexure no
Dalit Literature	NSUS1EN239	DSE	Annexure 11
Modern World Drama	NSUS1EN240	DSE	Annexure 12
Latin American Literature	NSUS1EN241	DSE	Annexure 13
Introduction to Science Fiction	NSUS1EN242	DSE	Annexure 14
Postmodernism: Texts and Contexts	NSUS1EN243	DSE	Annexure 15

Professor Diamond, Programme Coordinator, presented the above courses for consideration:

The followings suggestions were given by the experts:

- **Literary and Cultural Confluence in India**
  The Board noted that the reading list is extensive and recommended rationalizing the

number of prescribed texts, indicating that some readings may be discussed selectively. It was also suggested that the course be more evenly balanced across modules and that page numbers of readings be carefully verified. The Board appreciated the academic importance of the course.

- **Dissertation for English**
  The Board discussed the evaluation process and suggested exploring the possibility of involving evaluators from other departments to enhance academic rigor, subject to policy decisions and financial feasibility. Given the large number of dissertations, the Board recommended considering a panel of examiners. It was also noted that the dissertation length may be specified in the range of 8,000–10,000 words.
- **Seminar Course: Study of a Folk Epic – *The Legend of Ponnivala***
  The Board recommended greater clarity and quantification in the assessment scheme, including the number of graded presentations, in line with general assessment policy. It was also suggested that presentations be supported by written or documentary work, and that the rationale for the selection of the epic be clearly articulated. Minor corrections to page numbers and inclusion of key reference texts were also suggested.
- **Dalit Literature**
  The Board found the course outline satisfactory and recommended checking and updating page numbers in the reading list.
- **Modern World Drama**
  The Board suggested greater clarity in the assessment structure, including whether presentations are individual or group-based and the number of plays to be covered. Corrections were suggested in the sequencing of assessment components, and it was recommended that additional references be shared separately with students.
- **Latin American Literature**
  The Board recommended clearer justification of the chronological scope of the course and suggested that Module 1 explicitly situate Latin American literature within the broader context of world literature. It was also advised to clarify whether the course is organized chronologically or thematically and to problematize the concept of "Latin America" in the introductory module.
- **Introduction to Science Fiction**
  The Board suggested adding a brief rationale explaining the weightage of the end-semester examination.

Resolution 2A: The Board members resolved that the course outlines of Literary and Cultural Confluence in India (Annexure 8), Dissertation for English (Annexure 9) and Study of a Folk Epic: The Legend of Ponnivala (Annexure 10), as 8th-semester courses, in the prescribed format and after incorporating the suggested revisions, are recommended for approval.

Resolution 2B: The Board members resolved that the course outlines of Dalit Literature (Annexure 11), Modern World Drama (Annexure 12), Latin American Literature (Annexure 13), Introduction to Science Fiction (Annexure 14) and Postmodernism: Texts and Contexts (Annexure 15), as 8th-semester DSE courses, in the prescribed format and after incorporating the suggested revisions, are recommended for approval.

Agenda Item no 3: To consider the B.A (H) History Programme courses under FYUP, SUS.

a) To discuss and consider the 8th-semester courses under the DSC, Dissertation and Seminar categories placed at Annexure

Course Title	Code	Category	Annexure no
Aspects of Social and Cultural History: Europe (1450-1750)	NSUS1HS415	DSC	Annexure 16
Dissertation Course for Research Students	NSUS1HS443	Dissertation	Annexure 17
Dissertation Course for Research Students (Themes of Modern India: Colonial and post-colonial period)	NSUS1HS444	Dissertation	Annexure 18
Seminar Paper: Histories of Partition of India	NSUS1HS441	Seminar	Annexure 19
Reading Northeast India	NSUS1HS442	Seminar	Annexure 20

b) To discuss and consider the 8th-semester courses under the DSE category placed at Annexure

Course Title	Code	Category	Annexure no
18th-Century India in Regional and Persian Sources.	NSUS1HS438	DSE	Annexure 21
Gender and Society in Modern South Asia (19th and 20th centuries)	NSUS1HS439	DSE	Annexure 22
History of the Indian Ocean World	NSUS1HS440	DSE	Annexure 23

Professor Tanuja Kothiyal, Programme Coordinator, History, presented the courses for consideration:

The following suggestions were given by the experts:

Aspects of Social and Cultural History: Europe (1450–1750)

- Clarify and verify references/authors listed in the readings.

Dissertation Courses (Pre-Modern Indian History / Modern India: Colonial & Post-Colonial)

- May develop one broad, common outline for dissertation course, under which faculty-specific thematic specializations may be accommodated.
- Ensure that the structure remains inclusive of core disciplinary requirements.
- May prepare a consolidated booklet containing dissertation and seminar guidelines if needed.

The History of Partition of India

- Consider revising the course title to *Histories of Partition of India*.
- Rationalize the overall reading load; seven readings per week is excessive.
- Avoid weekly descriptions with single-sentence summaries.

- Restructure the course to avoid becoming overly survey-oriented; reduce content by at least half.
- May limit materials to a manageable combination (e.g., two short stories and one film).
- May include regional perspectives, particularly from the Bengal Partition.
- May consider using resources from the Partition Museum.
- Specify realistic reading limits (approximately 50 pages per week).
- May provide page numbers for all readings.

Reading Northeast India

- Clarify assessment components and criteria.
- Clearly indicate whether and how the pre-history of Northeast India is addressed.

18th-Century India in Regional and Persian Sources

- Shorten and refine module titles.
- Clearly specify assessment components (internal assessments and end-semester exam).
- Indicate which and how many narratives will be selected for detailed discussion.

Gender and Society in Modern South Asia (19th–20th Centuries)

- Add readings for Module 1.
- Clearly separate essential and suggested readings.
- May provide page numbers for all texts.
- Make module descriptions more focused and structured; the course requires reworking for coherence.

History of the Indian Ocean World

- Clearly distinguish between essential and suggested readings.
- Provide page numbers for all listed readings.

Resolution 3A: The Board resolved that the course outlines of Aspects of Social and Cultural History: Europe (1450-1750) (Annexure 16), Dissertation Course for Research Students (Themes of Pre-Modern Indian History) (to be renamed as *Dissertation Course for Research Students*) (Annexure 17), The History of Partition of India (Annexure 19) and Reading Northeast India (Annexure 20), as 8th-semester courses, in the prescribed format and after incorporating the suggested revisions, are recommended for approval. As there will be only one dissertation course accommodating different themes, the course titled *"Dissertation Course for Research Students (Themes of Modern India: Colonial and Post-Colonial Period)"* (Annexure 18) shall be removed.

Resolution 3B: The Board resolved that the course outline of 18th-Century India in Regional and Persian Sources (Annexure 21), Gender and Society in Modern South Asia (19th and 20th centuries) (Annexure 22) and History of the Indian Ocean World (Annexure 23), as 8th-

semester DSE courses, in the prescribed format and after incorporating the suggested revisions, are recommended for approval.

Agenda Item no 4: To consider the B.A (H) Mathematics Programme courses under FYUP, SUS.

a) To discuss and consider the 8th-semester courses under the DSC and Seminar categories placed at Annexure

Course Title	Code	Category	Annexure no
Advanced Algebra II	NSUS1MA548	DSC	Annexure 24
Special Functions	NSUS1MA563	Seminar	Annexure 25
Digital Imaging	NSUS1MA562	Seminar	Annexure 26
Symmetry Groups	NSUS1MA566	Seminar	Annexure 27
Fourier Approximation	NSUS1MA567	Seminar	Annexure 28
Advanced Number Theory	NSUS1MA561	Seminar	Annexure 29
Artificial Neural Networks	NSUS1MA565	Seminar	Annexure 30
Rings of quotients and Polynomial Identities	NSUS1MA564	Seminar	Annexure 31

b) To discuss and consider the 8th-semester courses under the DSE category placed at Annexure

Course Title	Code	Category	Annexure no
Advanced Numerical Methods	NSUS1MA549	DSE	Annexure 32
General Topology	NSUS1MA551	DSE	Annexure 33
Module Theory	NSUS1MA550	DSE	Annexure 34

Dr. Pranay Goswami, Programme Coordinator, Mathematics presented the courses for consideration:

The following suggestions were given by the experts:

General suggestions

- Course descriptions need to be elaborated with clearer objectives and outcomes.
- A practical component should be added to all courses.
- Detailed syllabi with four modules each are required.
- Pedagogy should clearly specify weightage: 40% practical, 40% examination, and 20% continuous assessment, spread across four modules.

Advanced Algebra II

- The course should be expanded to four modules instead of two.
- Pedagogy item (b) on page 177 should be deleted.
- Formatting issues such as the use of multiple fonts need correction.

Special Functions

- Practical or application-based sessions should be introduced, preferably using modelling software.
- The theoretical component may be reduced, with a 40% practical component added.
- Computer lab support should be integrated, using open-domain tools such as R or Python**.**

Digital Imaging

- A strong practical component with hands-on experience should be added.
- The course should be restructured into four modules.
- Practical examination should replace viva; assignments may be replaced with presentations.
- End-semester examination weightage should be 40%.

Symmetry Groups

- The course should be reorganized into four well-developed modules.
- Pedagogy item (b) on page 186 should be removed.

Fourier Approximation

- The course should have four modules.
- Practical applications should be incorporated and pedagogy revised accordingly.

Advanced Number Theory

- Detailed course content needs to be specified.
- A practical-based approach should be introduced, with corresponding changes in assessment and pedagogy.

Artificial Neural Networks

- The course should be structured into four modules.
- Emphasis should be on practical implementation.
- Assessment and pedagogy should be revised accordingly.
- Prescribed textbooks may be reviewed and updated.

Rings of Quotients and Polynomial Identities

- The course should be expanded into four modules with detailed content.

Advanced Numerical Methods

- A laboratory component should be included.
- Programming language may be updated from C++ to R, MATLAB, or Python**.**

General Topology

- The course structure and module details need to be clearly specified.

Module Theory

- Detailed syllabus and module-wise structure need to be provided.

Resolution 4A: The BoS resolved that the course outlines of Advanced Algebra II (Annexure 24), Special Functions (Annexure 25), Digital Imaging (Annexure 26), Symmetry Groups (Annexure 27), Fourier Approximation (Annexure 28), Advanced Number Theory (Annexure 29), Artificial Neural Networks (Annexure 30), and Rings of Quotients and Polynomial Identities (Annexure 31), as 8th-semester courses, in the prescribed format and after incorporating the suggested revisions, are recommended for approval.

Resolution 4B: The BOS resolved that the course outline of Advanced Numerical Methods (Annexure 32), General Topology (Annexure 33), and Module Theory (Annexure 34) as 8th-semester DSE courses, in the prescribed format and after incorporating the suggested revisions, are recommended for approval.

Agenda item no 5: To consider the B.A (H) Political Science Programme courses under FYUP, SUS.

a) To discuss and consider the 8th-semester courses under the DSC, Dissertation and Seminar categories placed at Annexure

Course Title	Code	Category	Annexure no
International Political Economy	NSUS1PO616	DSC	Annexure 35
Undergraduate Research Dissertation in Political Science	NSUS1PO617	Dissertation	Annexure 36
Global Political Philosophy: Dialogues of Western Thinkers and Indian Intellectual Traditions	NSUS1PO618	Seminar	Annexure 37

b) To discuss and consider the 8th-semester courses under the DSE category placed at Annexure

Course Title	Code	Category	Annexure no
Introduction to International Organization	NSUS1PO638	DSE	Annexure 38
Introduction to Global Justice	NSUS1PO639	DSE	Annexure 39
Environmental Politics	NSUS1PO637	DSE	Annexure 40

Professor Tanuja Singh, Programme Coordinator, Political Science presented the courses for consideration.

The following suggestions were given by the experts:

International Political Economy

- Update the course to reflect recent trends in the global economic order.

- May incorporate Indian perspectives on the world economic system.

Undergraduate Research Dissertation in Political Science

- No specific suggestions; general assessment clarity may be aligned with programme norms.

Global Political Philosophy: Dialogues of Western Thinkers and Indian Intellectual Traditions

- Course type should be clearly specified as a *Seminar* course.
- The course requires revision for greater conceptual clarity and coherence.

Introduction to International Organization

- Consider revising the title to *International Governance and Organizational Practices*.
- Update readings with more contemporary scholarship.
- May include perspectives from the Global South.
- South Asian perspectives may be integrated, as they are largely missing across courses.

Introduction to Global Justice

- Clarify the rationale and components of the 25% presentation assessment (to be reviewed across Political Science courses).
- May align module structure more closely with the course summary.
- Strengthen coverage of debates such as cosmopolitanism vs. communitarianism, human rights, and varied conceptions of justice.
- Update readings while retaining key classical texts to maintain balance.

Environmental Politics

- May revise module structure to avoid overlap between environmental politics and governance.
- Suggested module reorganization:
    - Environmental governance and politics
    - Global environmental crises with global and Indian policy contexts
    - Environmental movements in India
    - Debates on sustainable development (cosmopolitanism vs. communitarianism)
- May incorporate key debates such as "full-stomach vs. empty-stomach environmentalism."
- May include Indian thinkers and scholarship.
- The course is thematically important but requires substantial revision, scrutiny of readings, and restructuring before approval.

Resolution 5A: The Board resolved that the course outlines of International Political Economy (Annexure 35), Undergraduate Research Dissertation in Political Science (Annexure 36) and Global Political Philosophy: Dialogues of Western Thinkers and Indian

Intellectual Traditions (Annexure 37) as 8th-semester courses, in the prescribed format and after incorporating the suggested revisions, are recommended for approval.

Resolution 5B: The Board resolved that the course outlines of Introduction to International Organization (to be changed to *International Governance and Organizational Practices*) (Annexure 38), Introduction to Global Justice (Annexure 39) and Environmental Politics (Annexure 40), as 8th-semester DSE courses, in the prescribed format and after incorporating the suggested revisions, are recommended for approval.

Agenda item no 6: To consider the B.A (H) Psychology Programme courses under FYUP, SUS.

a) To discuss and consider the 8th-semester courses under the DSC, Dissertation and Seminar categories placed at Annexure

Course Title	Code	Category	Annexure no
Psychosocial Understanding of Motherhood and Ethics of care	NSUS1PS717	DSC	Annexure 41
BA Psychology Dissertation	NSUS1PS718	Dissertation	Annexure 42
Seminar course : Psychosocial Healing	NSUS1PS719	Seminar	Annexure 43

b) To discuss and consider the 8th -semester courses under the DSE category placed at Annexure

Course Title	Code	Category	Annexure no
Criminal and Forensic Psychology	NSUS1PS737	DSE	Annexure 44
A Psychology of Stories and Storytellers	NSUS1PS738	DSE	Annexure 45

Dr. Bibinaz, Programme Coordinator, Psychology, presented the courses for consideration:

The following suggestions were given by the experts:

A few general suggestions were made regarding Dissertation and Seminar courses across all disciplines:

- A clear distinction is required between seminar and dissertation courses in terms of pedagogy.
- The seminar may involve greater hand-holding, a taught component, and structured guidance, whereas the dissertation may emphasise independent research, with guidance rather than hand-holding.
- Seminar and dissertation courses may operate at different levels of intensity and rigour; however, parity in expectations regarding research process and output should be maintained.
- Instead of offering multiple seminar papers, a single seminar paper with multiple or rotating sub-themes, covering different areas of the discipline, may be offered and revisited at a later stage.

- The seminar may be coordinated by a single coordinator to manage workload and ensure coherence, or alternatively, multiple faculty members may jointly offer one seminar paper, with credits shared among them.
- The course should be directed and structured, yet flexible, allowing scope for experimentation and revision over time.
- While rigour must not be compromised, expectations should remain realistic, given the overall academic workload of students.
- Academic writing should be incorporated as an integral component of the dissertation.
- The programme should encourage experimentation, keeping the structure fluid and open to revision.
- Where feasible, linkages with real institutions, including internships and job-related learning, may be explored.
- Seminar papers may focus on new or cutting-edge themes, or may build upon areas covered in core courses.
- Clear guidelines should be provided on what constitutes class participation, presentations, and evaluation criteria.
- The Board sought clarification on the seminar course regarding the faculty workload, and noted that these issues need to be addressed at the University policy level.

Psychosocial Understanding of Motherhood and Ethics of Care

- The course is not commonly taught in psychology programmes across universities. Concerns were raised about how to accommodate it in psychology programme and suitable change in the course title was suggested.
- The title could include *Parenting* and emphasise critical engagement. Motherhood may be treated as an institution. Indian scholars such as Amrita Nandy could be included. Anu Aneja's *Embodying Motherhood* may be added Unit 4 requires renaming. The final assessment should be summative.
- Since theories of child development are covered elsewhere, the course should avoid repetition. A focus on parenting would allow inclusion of other caregivers as well. The proposed fieldwork-based group practicum (50%) needs reconsideration.
- Greater attention may be given to working mothers and alternative forms of motherhood.
- Overall, the BoS suggested incorporating these revisions, strengthening the focus on mothering/parenting, and retaining the course as a Core.

Seminar Course: Psychosocial Healing

- Clarify the scope of "healing" (individual, community, institutional).

Criminal and Forensic Psychology

- Project-based or case-study assessment is appropriate and may be strengthened further.

A Psychology of Stories and Storytellers

- May revise readings to ensure a clear psychological perspective rather than a sociological one. May consider *patachitra* tradition from Bengal, Orissa.

- May include narratives and storytelling traditions from marginalized contexts and Indian traditions. *Stories Children Tell* by Susan Angel may be included.
- Storytelling from psychological perspective – may be the primary focus.
- Consider changing title to "Psychology of Storytelling."

Resolution 6A: The Board resolved that the course outline of Psychosocial Understanding of Motherhood and Ethics of care (to be changed to *Psychosocial Understanding of Parenthood and Care*) (Annexure 41), BA Psychology Dissertation (Annexure 42) and Seminar course: Psychosocial Healing (to be changed to *Seminar course for Psychology*) (Annexure 43) as 8th-semester courses, in the prescribed format and after incorporating the suggested revisions, are recommended for approval.

Resolution 6B: The Board resolved that the course outline of Criminal and Forensic Psychology (Annexure 44) and A Psychology of Stories and Storytellers (to be changed to *Psychology of Storytelling*) (Annexure 45) as 8th-semester DSE courses, in the prescribed format and after incorporating the suggested revisions, are recommended for approval.

Agenda Item No. 7: To consider the change in the course category of the course "Organisational Behaviour"

The course Organisational Behaviour with code NSUS1PS714 (Annexure 46) was offered in the 6th semester as a DSC, while it should have been recorded as DSE as per the approved FYUP structure. To rectify this in the records in alignment with the approved programme structure, it is requested that this correction may be considered.

Resolution 7: The Board resolved that the course Organisational Behaviour with code NSUS1PS714 (Annexure 46) may be re-categorised as a DSE course and recommended the same for approval.

Agenda item no 8: **To consider the B.A (H) Sociology Programme courses under FYUP, SUS.**

a) To discuss and consider the 8th-semester courses under the DSC, Dissertation and Seminar categories placed at Annexure

Course Title	Code	Category	Annexure no
Law and Society	NSUS1SC816	DSC	Annexure 47
Dissertation for Sociology	NSUS1SC817	Dissertation	Annexure 48
Sociology Seminar Paper	NSUS1SC818	Seminar	Annexure 49

b) To discuss and consider the 8th-semester courses under the DSE category placed at Annexure

Course Title	Code	Category	Annexure no
Cinema and Society in India	NSUS1SC837	DSE	Annexure 50
Demography and Society	NSUS1SC836	DSE	Annexure 51
Organizational Exposure	NSUS1SC838	DSE	Annexure 52

Dr Sanjiv Lavania, Programme Coordinator, Sociology, presented Sociology courses for consideration. Two courses, *Law and Society* and *Demography and Society*, were added as supplementary items to the agenda that had been circulated earlier to the BoS members.

The following suggestions were given by the experts:

Law and Society

- Assessment weightage is missing and needs to be specified.
- Some readings lack page numbers.
- Names of specific organisations should be avoided; use generic descriptors instead.
- Clarification required on in-class exams.
- The rationale for Module 1 (e.g., Begging) could be articulated more clearly.
- Law may be addressed as coercive and violent, not only regulatory (e.g., AFSPA; Rohit Dey).
- Customary laws may be included.
- Avoiding kinship, marriage, and family laws may be difficult due to overlaps; these should be addressed thoughtfully.
- The gender and law module should explicitly include marital rape.

Cinema and Society in India

- Learning Outcomes need action verbs.
- Clarify key texts and specify films/documentaries to be used.
- A clear running thread across modules would be useful (e.g., modernity, social change, identities).
- Cinema may be framed both as a model of society and a model for society.
- Films may be historically contextualised (e.g., why *DDLJ* mattered at a particular moment).
- Cinema may be linked to nation-making processes.
- Each module may include at least one film.
- Important movements like IPTA may be added.
- Suggested readings may include Bhaskar Sarkar's *Mourning the Nation* to strengthen the sociology of cinema perspective.

Organizational Exposure

- The course may be framed using academic sociological language.
- Terms such as *employability* and *networking* may be avoided.

- Emphasise:
    - Hands-on practical experience
    - Application of sociological knowledge
    - Facilitating career planning (academically framed)

- Specify types of organisations (e.g., art and culture, development sector) rather than naming individual organisations.

Resolution 8A: The Board resolved that the course outline of Law and Society (Annexure 47), Dissertation (Annexure 48) and Seminar Paper (Annexure 49) as 8th-semester courses, in the prescribed format and after incorporating the suggested revisions, are recommended for approval.

Resolution 8B: The Board resolved that the course outline of Cinema and Society in India (Annexure 50), Demography and Society (Annexure 51), and Organizational Exposure (Annexure 52) as 8th-semester DSE courses, in the prescribed format and after incorporating the suggested revisions, are recommended for approval.

Agenda Item No. 9: To consider the B.A (H) SSH Programme courses under FYUP, SUS.

a) To discuss and consider the 8th -semester course under the GE category placed at Annexure

Course Title	Code	Category	Annexure no
आधुनिक भारतीय कविता		GE	Annexure 53

b) To discuss and consider the list of MOOC courses under the VBE, SE and GE categories placed at Annexure 54.

Resolution 9A: The Board resolved to recommend the course outline of आधुनिक भारतीय कविता (Annexure 53) as GE course in prescribed format for approval.

Resolution 9B: The Board resolved that the list of UGC approved MOOC courses (Annexure 54) proposed under VBE, GE and SE categories are recommended for approval.

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

(Dr. Urfat Anjem Mir)
Chairperson
Dean (O) School of Undergraduate Studies

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	SUS
Programme(s)	BA Economics
Course title	History of Economic Thought
Course code	NSUSIEC116
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	WS2026
Course coordinator and team	Indervir Singh

1. How does the course link with the vision of AUD?
   This course reflects AUD's vision by fostering critical inquiry into the development of economic ideas. By studying the history of economic thought, students learn not only models but also how ideas emerged, thereby developing critical thinking and an awareness of economics as a social science, aligning with AUD's focus. The course encourages students to question assumptions, understand multiple traditions, and reflect on economic ideas in their own social and historical context. This fosters the kind of "sensitive to social responsibilities" professional the university aims for.

2. How does the course link with the specific programme(s) where it is being offered?
   This course complements the economic analysis focus by showing how key economic ideas developed, which enriches students' understanding of economic theory and analysis. The history-of-thought course allows students to understand how economic thinking has evolved in response to different economic conditions. It helps students integrate theory, historical context and quantitative/analytical tools. Understanding the evolution of ideas gives them context for why certain models or tools are used, which is important in a BA (Hons) Economics programme.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   Yes, this course connects with introductory theory courses (microeconomics, macroeconomics) that the students would have taken or will take. Understanding the history of economic thought helps students see where those theories came from, how they evolved, and what assumptions they carry. It also connects with courses in development economics and the Indian economy, as many historical ideas directly tie into development and policy questions. There may be an overlap in content. However, rather than being a duplication, this overlap is intentional. The course on the history of ideas adds the depth of how those theories emerged and what their historical context was.

4. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify)
   The minimum eligibility requirement to be admitted to FYUP in Economics at AUD and an understanding of Intermediate Microeconomics and Intermediate Macroeconomics is required for the course.

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
   As per the SUS norms.

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
   As per the course scheduling norms for the BA Economics program.

7. **Course Details:**

   a. Summary:
   This course traces the evolution of economic ideas from ancient and pre-classical traditions to modern schools of thought. It introduces students to ancient economic writings, Mercantilism, Physiocracy, and the contributions of pre-classical thinkers like Cantillon and Hume. The course examines Classical Political Economy through the works of Smith, Ricardo, Malthus, Say, and Mill, followed by Marx's critique of capitalism. Students then study the Marginal Revolution, the rise of neoclassical economics through Marshall, and major heterodox traditions such as the Austrian School, Post-Keynesian economics, and early Institutionalism. The course highlights how economic theories emerge from specific historical contexts and shape contemporary debates.

   b. Objectives:

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

   - Trace the evolution of economic ideas from ancient times to the present.
   - Understand the philosophical and methodological foundations of different economic schools.
   - Analyse major theoretical contributions of key thinkers such as Smith, Ricardo, Marx, Marshall, and others.
   - Critically examine how economic theories were shaped by historical conditions.
   - Recognise contemporary debates in economics as part of a longer intellectual lineage.

   c. Expected learning outcomes:

   After completing this course, students will be able to:

   - Explain the central arguments and assumptions of major economic thinkers across different eras.
   - Critically evaluate contrasting theories of value, distribution, growth, and market behaviour.
   - Apply historical frameworks to interpret current macroeconomic and microeconomic policy debates.
   - Articulate the evolution of economic methodology, including shifts from political economy to formal modelling.
   - Demonstrate comparative understanding of orthodox and heterodox traditions.

d. Overall structure

The course will have the following modules:

i. Module 1: Pre-classicals: Ancient economic ideas (Arthashastra, Xenophon, Plato, Aristotle); Mercantilism (state, trade, bullionism and national power), Physiocracy (Quesnay's Tableau Économique, the idea of productive vs. unproductive labour), and Precursors of Classical thought (Richard Cantillon, David Hume) (3-4 weeks)

ii. Module 2: Classical Economics: Adam Smith (The Wealth of Nation- Division of labour, invisible hand, labour theory of value) David Ricardo (theory of rent, distribution of income, labour theory of value), Thomas Robert Malthus (Population dynamics and subsistence constraints, theory of gluts), Say's Law of Market, JS Mill (value theory, International trade, The wage fund), Marxian Economics: source of value, surplus value, economic surplus, historical transformation, accumulation of capital and crisis, the law of falling rate of profits, the reproduction schema (3-4 weeks)

iii. Module 3: The Marginal Revolution: the emergence of marginal utility theory of value- William Stanley Jevons, Carl Menger and Léon Walras; Marshallian Economics and the Birth of Neoclassical Economics (2-3 weeks)

iv. Module 4: Development of Macroeconomic Thought: Earlier Macroeconomic Thoughts (quantity theory of money, Schumpeter and growth), Keynes and Keynesian Revolution, Monetarism, Microfoundations of Macroeconomics, New Classical Economics, New Keynesian Economics & Coordination Failure (1-2 weeks)

v. Module 5: Heterodox School of Thought: the Austrian School of Economics, Austrian School of Economics vs German Historical School, Post-Keynesian Economics; Institutionalism (old): Veblen, Commons, and the institutional critique (2-3 weeks)

e. Course contents:

Primary textbooks

1. Landreth, Harry and David C. Colander (2002) History of Economic Thought, 4th edition, Houghton Mifflin Company, Boston. (LC)
2. Blaug, Mark (1997). Economic Theory in Retrospect, 5th ed. Cambridge University Press, Cambridge. (MB)
3. Buchholz, Todd G. (1999). New Ideas from Dead Economists, Penguin Group, New York. (TGB)
4. Schumpeter, Joseph (1954). History of Economic Analysis, Oxford University Press, New York. (JS)

Additional references:

1. Heilbroner, Robert L. (2003). The Worldly Philosophers, updated 7th edition, Simon and Schuster, New York.
2. Backhouse, Roger E. (2002). The Ordinary Business of Life, Princeton University Press.
3. Medema, Steven G., and Warren J. Samuels (2003). The History of Economic Thought: A Reader. Routledge, London.

4. Robbins, L. C. (1998). A History of Economic Thought: The LSE Lectures, Princeton University Press, Princeton NJ.
5. Samuelson, Paul A., and William A. Barnett, ed. (2007). Inside the Economist's Mind: Conversations with Eminent Economists, Wiley.
6. Ekelund, Robert B., Jr. and Robert F. Hébert (2007). A History of Economic Theory and Method. 5th ed. Waveland Press.

	Topics	Week	Reference
	Ancient economic ideas: Xenophon, Plato, Aristotle, Arthashastra	1	LC Chapter 2
	Pre-classicals: Mercantilism (state, trade, bullionism and national power)	2	MB Chapter 1
	Physiocracy (Quesnay's Tableau Économique, the idea of productive vs. unproductive labour)	3	MB Chapter 1
1.	Precursors of Classical thought (Richard Cantillon, David Hume)	3	LC Chapter 3/ MB Chapter 1
	Adam Smith (The Wealth of Nation- Division of labour, invisible hand, labour theory of value)	4	LC Chapter 4/ MB Chapter 2
	David Ricardo (theory of rent, distribution of income, labour theory of value)	5	LC Chapter 5/ MB Chapter 4
	Thomas Robert Malthus (Population dynamics and subsistence constraints, theory of gluts)	6	LC Chapter 5/ MB Chapter 3
	Say's Law of Market, JS Mill (value theory, International trade, the wage fund theory)	7	LC Chapter 5 & 6/ MB Chapter 5 & 6
	Marxian Economics: source of value, surplus value, economic surplus, historical transformation, accumulation of capital and crisis, the law of falling rate of profits, the reproduction schema	8	MB Chapter 7
	The Marginal Revolution: the emergence of marginal utility theory of value- William Stanley Jevons, Carl Menger and Léon Walras;	9	LC Chapter 8/ MB Chapter 8
	Marshallian Economics and the Birth of Neoclassical Economics	10	LC Chapter 10/ MB Chapter 9
	Development of Macroeconomic Thought: Earlier Macroeconomic Thoughts (quantity theory of money, Schumpeter and growth), Keynes and Keynesian Revolution, Monetarism,	11-12	LC Chapter 15/ MB Chapter 16

Microfoundations of Macroeconomics, New Classical Economics, New Keynesian Economics & Coordination Failure		
Heterodox School of Thought: the Austrian School of Economics, Austrian School of Economics vs German Historical School, Post-Keynesian Economics	13-14	LC Chapter 13 & 17/ MB Chapter 12
Institutionalism (old): Veblen, Commons, and the institutional critique	15	LC Chapter 12
Review of the course	16	

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

The course will have two equally weighted assessments, each contributing 50% to the final grade.

8. **Pedagogy:**
   a. Instructional strategies:

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

   c. Expertise in AUD faculty or outside

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

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Undergraduate Studies:

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

Signature of the Dean of the School

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 Honours
Course title	Undergraduate Research Dissertation in Economics
Course code	NSUSIEC122
Total Credits	6
Course type (core/compulsory/ elective/any other – please specify)	compulsory for students pursuing a BA degree with Research
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	WS2026
Course coordinator and team	BA Economics Program Committee

1. How does the course link with the vision of AUD?
   This course aligns closely with AUD's vision of fostering socially engaged, critically informed, and ethically grounded scholarship. By encouraging students to undertake independent research on diverse economic questions, the course nurtures analytical thinking, intellectual autonomy, and methodological rigour. Its emphasis on theoretical, empirical, and field-based inquiry supports AUD's commitment to interdisciplinary and context-sensitive learning. The focus on real-world economic issues deepens students' understanding of social and developmental challenges, thereby promoting AUD's mission of cultivating responsible graduates who contribute meaningfully to society through research-driven insights and evidence-based policy thinking.

2. How does the course link with the specific programme(s) where it is being offered?
   This research course builds directly on the theoretical foundations and analytical skills developed across the BA Economics (Honours) programme. The course provides students an opportunity to apply their disciplinary learning to real economic questions. It strengthens their capacity to connect theory with evidence, deepen conceptual understanding, and engage critically with current economic debates. The course serves as a capstone experience, enabling students to consolidate programme-wide competencies and demonstrate independent research ability through the production of a dissertation.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   By building on the conceptual foundations of the undergraduate curriculum, this course supports students in developing the competencies needed for pursuing advanced economics studies.

4. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify)
   8th semester BA Economics honours students who are eligible for research.

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): Winter semester

7. **Course Details:**

a. Summary: This research course in economics equips students to undertake independent inquiry across theoretical, empirical, and mixed-methods frameworks. Under the supervision of a faculty mentor, students will work on assigned topics, review relevant literature, and formulate well-defined research questions. They will learn research design, theoretical modelling, data analysis, and academic writing, depending on the nature of their project. Students may pursue theoretical research, empirical studies, experiments, policy analysis, or field-based investigations. Regular consultations will support the development of arguments, methods, and clarity of expression. The course culminates in a dissertation that demonstrates the student's ability to conduct rigorous and original economic research.

b. Objectives:

- To enable students to formulate coherent and researchable questions in economics.
- To train students in conducting literature reviews and identifying relevant theoretical and empirical frameworks.
- To develop students' ability to choose appropriate research methodologies, whether experimental, theoretical, empirical, or mixed-methods.
- To strengthen skills in data collection, modelling, analysis, or theoretical reasoning, depending on the nature of the project.
- To cultivate academic writing, critical thinking, and argumentation skills.
- To guide students in producing an original and rigorous dissertation that demonstrates independent research capability.

c. Expected learning outcomes:

At the successful completion of this course students will be able to

- Identify a clear and feasible research problem within an economic domain.
- Conduct a systematic review of relevant theoretical and empirical literature.
- Develop an appropriate research design - theoretical, empirical, qualitative, or mixed-methods.
- Construct and analyse economic models or carry out investigations, as required by their topic.
- Apply suitable analytical tools, reasoning, and methodological approaches to address their research question.
- Present research findings coherently through structured academic writing and oral presentations.
- Produce a well-argued, original dissertation demonstrating independent research competence and scholarly rigour.

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

Given that the dissertation accounts for only 6 of the 22 credits in the 8th semester, the research component is designed to be focused, manageable, and aligned with students' interests and capacities. The dissertation may take one of several forms, depending on the nature of the topic and the student's chosen approach. Possible formats include: expository research, short empirical study, case study, literature survey with annotated bibliography. This structure allows flexibility while ensuring that each student produces a coherent, academically grounded, and well-argued dissertation within the available credit and time constraints.

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

The dissertation may take one of several forms, depending on the nature of the topic and the student's chosen approach. Possible formats include:

1. **Expository Research** – involving the construction of examples, counterexamples, conceptual clarifications, or theoretical explorations.

2. **Short Empirical Study** – based on primary or secondary data and employing quantitative, qualitative, or mixed research methods.

3. **Case Study** – examining a specific event, institution, policy, community, or economic phenomenon in depth.

4. **Literature Survey with Annotated Bibliography** – providing a systematic and analytical review of existing theoretical and empirical research.

Assessment Attributes:

The dissertation or the resulting essay from the research work will be graded based on the following criteria:

1. Clarity of argument and written communication.
2. Application of economic concepts: rigor, accuracy, and depth.
3. Engagement with related literature.
4. Appropriate referencing and citation style.

Format:

The dissertation should follow the latest APA standards for academic writing and referencing.

The dissertation should be structured as follows with approximate word limits in bracket. The dissertation as a whole should be of 5,000 to 8,000 words:

1. Title page
2. Abstract (250 words)
3. Introduction (750 -1,000 words)
4. Literature Review (1,000 -2,000 words)
5. Methodology (500 - 1,000 words)
6. Results & Discussion (2,000 - 3,000 words)
7. Conclusion & Policy Implications (500 - 1,000 words)
8. Bibliography

Milestones:

The student registering for dissertation will go through the following stages of assessment and progress evaluation:

1. Proposal (3 weeks),

2. Progress presentation (10 weeks)
3. Final submission and presentation (at the end of the semester)

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

Proposal: 10%, Interim progress report: 20%, Final dissertation: 70%

Progress presentations and final dissertation to be assessed by the dissertation supervisor and an additional faculty member from the program, both to be assigned by the Program Committee.

UGC/AUD norms for plagiarism will be strictly applied.

8. **Pedagogy:**
   a. Instructional strategies:

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

   c. Expertise in AUD faculty or outside

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

Signature of Course Coordinator(s)

Note:

5. 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.
6. 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.
7. 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	Seminar Course in Economics
Course code	NSUSIEC123
Total Credits	6
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	WS2026
Course coordinator and team	BA Economics Program Committees

1. How does the course link with the vision of AUD?
   This course aligns with AUD's vision by fostering critical, interdisciplinary engagement with economic ideas and their social implications. Through seminar discussions and independent research, students develop analytical rigor, reflect on issues of equity and collective welfare, and learn to evaluate institutions and economic decisions in a socially responsive and ethically grounded manner. The course nurtures dialogue, encourages critical analysis of conceptual frameworks, and prepares students to engage with public issues in ways consistent with AUD's commitment to social justice, inclusivity, and transformative education.

2. How does the course link with the specific programme(s) where it is being offered?
   This course complements the BA Economics programme by deepening students' understanding of core economic concepts and exposing them to advanced theoretical and applied research. It reinforces analytical skills developed in earlier coursework, encourages independent inquiry, and strengthens students' ability to critically evaluate economic arguments.

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 economics 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)
   8th semester BA Economics honours students.

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): Winter semester

7. **Course Details:**

a. Summary: This seminar course provides an advanced, interdisciplinary engagement with key areas of economics, including Microeconomics, Macroeconomics, Development Economics, the Indian Economy, and Environmental Economics. Each module introduces central concepts and contemporary debates through instructor-led discussions, followed by student-led seminars based on curated research readings. The course emphasizes critical thinking, analytical reasoning, and the ability to connect theoretical frameworks with real-world economic issues. Students will examine diverse perspectives, engage with cutting-edge scholarship, and develop skills in academic presentation and independent writing. The course culminates in a final presentation and a short research paper on a theme assigned to them.

b. Objectives:
   - Develop conceptual understanding of the seminar theme by engaging with advanced readings and research papers discussed in class.
   - Synthesize information from multiple sources to develop coherent interpretations and perspectives on the assigned topic.
   - Communicate effectively by preparing and delivering seminar presentations and participating in scholarly discussions.
   - Develop understanding to conduct in-depth research into particular areas of concern.

c. Expected learning outcomes:
   - Engage critically with advanced readings and research papers circulated in class and demonstrate deep understanding of a research theme.
   - Identify key arguments, methodologies and findings in the assigned literature.
   - Compare and contrast different scholarly perspectives.
   - Synthesize insights from multiple papers into coherent arguments.
   - Prepare and deliver seminar presentations that clearly explain complex ideas.
   - Design and conduct a small research inquiry culminating in a written paper.
   - Apply proper academic referencing and citation practices.
   - Present final work publicly and defend it intellectually.

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

   This seminar course is designed as a theme-based exploration of selected areas in economics, using a curated set of research papers and foundational books. Each module focuses on a distinct theme - such as Microeconomics, Macroeconomics, Development Economics, the Indian Economy, or Environmental Economics - and is anchored in key scholarly readings. Students are assigned specific papers or book chapters to present and discuss in class, fostering critical engagement with advanced literature.

   The course will be conducted in classroom mode with faculty leading the discussions and students expected to devote time beyond the classroom in studying the assigned readings in preparation for the in-class discussion and presentations. **From the list of modules given below two to four modules will be offered in a semester based on student interest and availability of faculty.**

   Students will be expected to play an active part in all discussions, which will be assessed for grade by the instructor through both direct observation and written discussion notes to be submitted by students. Apart from presenting the material assigned to them over the semester, students will be expected to submit one term paper of approximately 4,000 words by the end of the semester.

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: Institutions, Incentives, and Economic Behaviour
This seminar module explores foundational and advanced topics in microeconomics that connect individual decision-making, institutional structures, and social outcomes. Through instructor-led discussions and student seminars, the module introduces analytical tools and theoretical frameworks from price theory, choice theory, law and economics, game theory, network theory, collective choice, and market institutions. Students will engage critically with research papers and apply concepts to real-world economic situations.

Module objective: This module is to enable students to develop a deeper conceptual and analytical understanding of microeconomic behaviour and institutions. Through guided discussions and seminar presentations, students will learn to critically evaluate research papers, interpret theoretical arguments, and apply microeconomic reasoning to real-world economic and institutional contexts.

Essential readings:

- Dang, T. H., (2013) A Microeconomics Reader, Routledge
- Sen, A. (2017). Collective Choice and Social Welfare, Penguin
- Jackson, M. O. (2008). *Social and economic networks*. Princeton University Press.
- Cooter, R., & Ulen, T. (2016). *Law and economics* (6th ed.). Addison-Wesley.
- Maschler, M., Zamir, S., & Solan, E. (2020). Game theory. Cambridge University Press.

Suggested readings:

- Sen, A. (1982). Choice, Welfare and Measurement. Harvard University Press
- Easley, D., & Kleinberg, J. (2010). Networks, crowds, and markets. Cambridge university press.
- Jain, S. K. (2022). Social Choice Theory. Springer Verlag, Singapore
- Jain, S. K. (2015). Economic analysis of liability rules. Springer India
- Taylor, A. D., & Pacelli, A. M. (2008). Mathematics and politics: Strategy, voting, power and proof. New York, NY: Springer New York
- Arrow, K. J., Sen, A., & Suzumura, K. (Eds.). (2010). Handbook of social choice and welfare (Vol. 2). Elsevier.
- Brams, S., Gehrlein, W. V., & Roberts, F. S. (Eds.). (2009). The mathematics of preference, choice and order: essays in honor of Peter C. Fishburn. Springer Science & Business Media.

Module 2: Business Cycle: Theory and Policy
This seminar module explores the development of modern macroeconomics through the study of original research papers. It aims to strengthen the understanding of macroeconomics developed in earlier core courses by taking students to the original sources, placing works in their historical context. Through concrete examples it shall illustrate the process of theory development and choice guided by empirical evidence which drives the progress of macroeconomics.

Module objectives: The module will help students appreciate how economic theory in general and macroeconomic theory in particular is developed by the community of economists. Through guided study of original research papers they will acquire the skills required to understand technical work and to search and analyse academic literature. They will also develop the ability to build a toolbox of different models with the ability to synthesise insights from disparate formal models into a rich understanding of an economic question.

Essential Readings:

- Snowdon B. and Vane H.R. (eds) (1997). *A Macroeconomics Reader*, Routledge
- Mankiw, N.G. and Romer, D. (eds) (1991). *New Keynesian Economics,* Vol I and II, MIT Press
- Hartley, J.E. et al. (eds) (1998). *Real Business Cycles: A Reader*, Routledge
- Allen, F et al. (eds) (2011). *Liquidity and Crises*, Oxford University Press

Suggested Readings:

- Snowdon, B. and Vane H.R. (2005). *Modern Macroeconomics: Its Origins, Development and Current State,* Edward Elgar
- De Vroy, M. (2016). *A History of Macroeconomics from Keynes to Lucas and Beyond,* Cambridge University Press
- Allen, F. and D. Gale (2007). *Understanding Financial Crises*, Oxford University Press
- Taylor, J. B. and Uhlig, H. (2016). *Handbook of Macroeconomics,* Vol 2, North Holland
- Friedman, B.M. and Woodford, M. (2010). *Handbook of Monetary Economics,* Vol 3, North Holland

Module 3: Development Economics

This seminar module examines the processes that influence economic growth and improve living standards, particularly in low- and middle-income countries. It explores the complex nature of development by analysing growth, human development, poverty, inequality, and the role of institutions in shaping economic outcomes.

Module Objective: This module aims to equip students with a conceptual and empirical understanding of how human development, poverty, inequality, and institutions interact to influence development outcomes. Through theoretical insights and real-world case studies, it encourages students to critically examine why some nations prosper while others struggle, and how inclusive policies can foster sustainable development.

Essential readings:

- North, D. C. (1990). *Institutions, Institutional Change, and Economic Performance*. Cambridge University Press.
- Acemoglu, D., Johnson, S., & Robinson, J. A. (2002). Reversal of fortune: Geography and institutions in the making of the modern world income distribution. *The Quarterly journal of economics*, *117*(4), 1231-1294.
- Acemoglu, D., Johnson, S., & Robinson, J. A. (2001). The colonial origins of comparative development: An empirical investigation. *American Economic Review*,

91(5), 1369- 1401.Ghatak & Jiang JDE 2002 A simple model of inequality, occupational choice & development.

- Banerjee, A. V., Gertler, P. J., & Ghatak, M. (2002). Empowerment and efficiency: Tenancy reform in West Bengal. *Journal of Political Economy*, *110*(2), 239-280.
- Kudamatsu, M. (2012). Has democratization reduced infant mortality in Sub Saharan Africa? Evidence from micro data. *Journal of the European Economic Association*, 10(6), 1294–1317.
- Greif, A. (1993). Contract enforceability and economic institutions in early trade: the Maghribi trader's coalition. *American Economic Review*, 83(3), 525-548.
- Dell, Melissa. 2010. "The persistent effect of Peru's mining mita", *Econometrica*,78(6), 1863-1903.
- Banerjee, A., & Iyer, L. (2005). History, institutions, and economic performance: The legacy of colonial land tenure systems in India. *American Economic Review*, 95(4), 1190-1213.
- Baland, J. M., & Robinson, J. A. (2008). Land and power: Theory and evidence from Chile. *American Economic Review*, *98*(5), 1737-1765.
- Haughtonand, J., & Khandker, S. R. (2009). Handbook of poverty and inequality.
- Ravallion, M (2016). The Economics of Poverty: History, Measurement, and Policy, Oxford University Press, New Delhi
- Rangarajan. C & Mahendra Dev, S.(2017) *Counting the poor: Where Do We Stand*, Academic Foundation , New Delhi
- Deaton, A., & Kozel, V. (2005). Data and dogma: the great Indian poverty debate. The World Bank Research Observer, 20(2), 177-199
- Wisor, S. (2011). *Measuring global poverty: Toward a pro-poor approach*. Springer.
- Milanovic, B. (2016). *Global inequality: A new approach for the age of globalization*. Harvard University Press.
- Stiglitz, Joseph E. (2012). The Price of Inequality: How Today's Divided Society Endangers Our Future. New York: W.W. Norton & Co
- Banerjee, A. V., & Duflo, E. (2011). *Poor economics: Rethinking poverty & the ways to end it*. Random House India.
- Thorat, S. (2009). *Dalits in India: Search for a common destiny*. SAGE Publications Ltd.

Module 4: Contemporary issues in Indian Economy

This course gives an overall understanding of contemporary issues of the Indian economy by studying poverty, employment, inequality, alongside current sectoral trends and the role of social security programmes. It analyses how deprivation and labour market conditions are measured, how these indicators have evolved over time, and how policy changes have influenced their outcomes. The module also discusses the present situation of agriculture, manufacturing and services, showing the challenges in farming, the difficulties in expanding manufacturing and the growing dominance of the service sector. The course also studies important social security measures such as the Public Distribution System and MGNREGA, highlighting their role in reducing vulnerability and supporting inclusive development.

Module Objective: This course discusses the contemporary issues arising in the process of the attempted transformation of the Indian economy. The aim is to equip students to analyse the current challenges in the broad areas such as poverty, employment, inequality and the mechanisms of social security alongside sectoral growth patterns. It will enable them to understand the real scenario and to conduct in depth research in particular areas of concern.

Essential readings:

- KAPILA U. (2016). Indian economy since independence. New Delhi: Academic Foundation.
- RANGARAJAN C. (2004). Select essays on Indian Economy. New Delhi: Academic Foundation.
- JALAN B. e. (2004). Indian Economy. New Delhi: Penguin Books.
- AGRAWAL A., AGRAWAL M. K. (2017). Indian Economy. New Delhi: New Age International.
- ESWARAN M., KOTWAL A. (1994). Why poverty persists in India. New Delhi: Oxford University Press.
- NAGARAJ, R. (2013). India's Economic Development, in Atul Kohli and Prerna Singh edited, Routledge Handbook of Indian Politics, RoutledgeSen, Abhijit. "Some reflections on agrarian prospects." Economic & Political Weekly 51.8 (2016): 12-15.

Suggested Readings:

- Bandyopadhyay, s. (2022). Vulnerability as an Ex Ante Measure of Poverty: An Empirical Investigation for India, Economic & Political Weekly, LVII, No.34, pp. 13-17
- Pani, N and Banerjee, D. (2023). Is Inequality the Unstated Constraint on , Economic & Political Weekly, LVIII, No.27, pp. 41-48.
- Chakraborty, J. and Nagaraj, R. (2020). Has India Deindustrialised Prematurely? A Disaggregated Analysis, Economic & Political Weekly, LV, No.48, pp. 40-47.

Module 5: Public Policy for Sustainability and Resilience

This module focuses on how governments, markets, and institutions design and implement public policies for long-term sustainability and resilience, linking economic theory with real-world applications in climate, energy, infrastructure, public health, and socioeconomic stability. Students will explore the historical evolution of sustainability policy, contemporary challenges, and the potential trade-offs inherent in policy design and implementation, with a particular focus on sustainability, innovation, inclusive development, well-being, and climate justice in Asian contexts.

Essential Reading:
Poocharoen, O. O., Boossabong, P., & Chamchong, P. (2025). Handbook of Public Policy in Asia. Edward Elgar Publishing.

Suggest Reading:

Ayyar, R. V. (2009). *Public Policymaking in India*. Pearson Education India.

Prakash, A., & D'Souza, M. (Eds.). (2025). *Changing Tides: Climate Action and Justice in India*. Taylor & Francis.

Bhukta, A., & Hazra, S. (Eds.). (2025). *Economics of the Energy Crisis: Environment, Policy and Security in the Indian Subcontinent*. Taylor & Francis.

Mohanty, M., & Sarkar, R. (2025). *Financing Climate Action: India in a Global Context*. Routledge

Pratap, K. V., & Gupta, M. (2023). *Infrastructure Financing in India: Trends, Challenges, and Way Forward*. Oxford University Press.

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

Class Participation & Discussion Notes: 20%, Presentation 30% and Seminar Paper 50% UGC/AUD norms for plagiarism will be strictly applied.

8. Pedagogy:

Instructional strategies:

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

b. Expertise in AUD faculty or outside

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

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Undergraduate Studies:

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

Signature of the Dean of the School

Appendix-5

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 Economics
Course title	Spatial Economics: Theory and Applications
Course code	NSUSIEC143
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	2026
Course coordinator and team	Dr. Sugam Agarwal

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

   This course supports AUD's vision by promoting socially engaged, interdisciplinary economic analysis that is sensitive to geography, inequality, and regional development. By examining how spatial patterns influence economic opportunities, access to resources, and urban–regional disparities, the course encourages students to think critically about equity, sustainability, and inclusive development. It equips learners to understand spatial aspects of economic planning and policy, thereby contributing to democratic, contextually grounded, and socially responsible knowledge creation.

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

   The course strengthens the BA Economics programme by introducing students to Spatial Economics—a growing field essential for understanding modern economic geography, urbanisation, regional dynamics, and spatial inequality. It builds on microeconomic and regional-development foundations by integrating spatial data analysis and spatial econometric tools. Students gain analytical skills relevant for research, policy evaluation, urban planning, and development economics, thereby complementing the programme's emphasis on quantitative reasoning, empirical analysis, and interdisciplinary application.

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

   Yes. This course connects to Microeconomics, Development Economics, Econometrics, and Statistics taught in the programme. It extends foundational concepts such as market interactions, externalities, regional disparities, and policy analysis to the spatial dimension. While it overlaps in themes such as agglomeration, location choice, and economic development, it remains a standalone course that develops new competencies in spatial thinking, spatial data handling, and spatial econometric modelling.

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

   Students should have Class 12-level mathematics and be eligible for the BA Economics programme at AUD. Basic familiarity with microeconomics and introductory econometrics

is essential. The course introduces all foundational concepts, and no prior experience with GIS, spatial data, or econometrics software is expected.

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):
As per course scheduling norms for BA economics program.

7. **Course Details:**

a. Summary:

This course introduces how geography and space influence economic activity, why firms and people cluster, and how cities and regions develop. It covers classical location theories (von Thünen, Weber, Christaller, Lösch), agglomeration forces, transport costs, and urban systems. The course then provides an introduction to spatial data, spatial autocorrelation, spatial weights matrices, and exploratory spatial data analysis using GeoDa. It concludes with key spatial econometric models (SAR, SEM, SDM) and their applications in urban and regional economics.

b. Objectives:

1. To explain the role of space and geography in economic outcomes.
2. Introduce major theories of location and agglomeration.
3. Familiarize students with spatial data structures and spatial autocorrelation.
4. Provide hands-on experience in Exploratory Spatial Data Analysis (ESDA) using GeoDa.
5. Enable students to understand and estimate basic spatial regression models.
6. Apply spatial methods to real-world urban and regional issues.

c. Expected learning outcomes:

After completing this course, students will be able to:

1. Describe how geographical space influences economic behaviour, market outcomes, and the spatial distribution of economic activity.
2. Explain the theoretical foundations of location choices by firms, households, and governments using classical and modern spatial models.
3. Work with spatial data and construct spatial weights matrices.
4. Compute and interpret Moran's I and LISA statistics.
5. Use GeoDa for spatial visualization and analysis.
6. Identify spatial dependence and choose appropriate spatial models (SAR, SEM, SDM).
7. Analyze urban and regional problems using spatial economic tools.

d. Overall structure

The course will have following modules:

1. Module 1: Foundations of Spatial Economics & Urban Systems (Weeks 3-4)
2. Module 2: Classical Theories of Location & Urban Hierarchies (Weeks 4-5)
3. Module 3: Spatial Data, Mapping & Spatial Autocorrelation (Weeks 3-4)
4. Module 4: Spatial Regression Models & Applications (Weeks 3-4)

e. Course contents:

Primary textbooks:

- Brakman, S., Garretsen, H., & van Marrewijk, C. (2009). The New Introduction to Geographical Economics (2nd ed.). Cambridge University Press.
- Brueckner, J. K. (2011). Lectures on Urban Economics. MIT Press.
- Jean Dubé & Diègo Legros (2014), Spatial Econometrics Using Microdata (Elsevier).
- McCann, P. (2013). Modern Urban and Regional Economics (2nd ed.). Oxford University Press.
- O'Sullivan, A. (2012). Urban Economics (8th ed.). McGraw-Hill.

Additional readings:

- Anselin, L. (2024). An Introduction to Spatial Data Science with GeoDa: Volume 1: Exploring Spatial Data. CRC/Chapman & Hall.
- LeSage, J. P., & Pace, R. K. (2009). Introduction to Spatial Econometrics. Chapman & Hall/CRC.
- Loonis, V. (Ed.), & de Bellefon, M.-P. (Coord.) (2018). Handbook of Spatial Analysis: Theory and Application with R (Insee Méthodes No. 131). INSEE / Eurostat.

f. Contents (week wise plan with readings):

Topics	**Week**	**Reference**
Introduction: Why Geography Matters in Economics; role of space in shaping economic outcomes; Economic Clusters in the World Economy; Economic Interactions Across Space; Global shifts in economic activity; Urbanization patterns and megacities	1	Chapter 1 from Brakman
Introduction to Why Cities Exist; Definition and types (internal & external scale economies); Agglomeration Economies: input sharing, labour pooling, knowledge spillovers; Localization vs. urbanization economies; Transport Costs and Firm Location; Interaction of Scale Economies and Transport Costs; Retail Agglomeration & Shopping Centre Economics	2-3	Chapter 1 from Brueckner Chapter 3 O'Sullivan Additional ref: Chapter 2 from McCann
Von Thünen Model: Spatial organization of agricultural land use; Land Competition in the von Thünen Model; The Bid–Rent Model for Firms	4	Chapter 4 from McCann

Weber's Location Production Model; Location Effect of Input Transport Costs; Location Effect of Output Transport Costs; Location Effect of Varying Factor Prices; Location Effect of New Input Sources & New Markets; Hotelling model of Spatial Competition	5-6	Chapter 1 from McCann
Urban Hierarchies: Why cities differ in size; Christaller's Central Place Theory; Lösch's Central Place Theory; Empirics of Urban Systems: Rank–Size Rule	7-8	Chapter 3 from McCann
What is spatial econometrics? Why space matters in data analysis; Type of data: cross-sectional, time-series, Spatio-temporal; Introduction to Spatial Processes; Spatial Examples & Visualisation	9	Chapter 1 from Jean Dube Additional ref: Chapter 2 from Anselin
Different types of Spatial Data: Point, Contiguity, Areal; Spatial weights matrices: Contiguity (rook, bishop, queen), Inverse-distance; Standardization of weights (row-standardization); Constructing W matrices using software (GeoDa)	10-11	Chapter 2 from Jean Dube Additional ref: Chapter 2 from Loonis Chapter 10,11,12 from Anselin
Global Spatial autocorrelation: Moran's I index and its Computation; Using Moran's I to determine optimal W; Practical application in GeoDa software.	12	Chapter 3 from Jean Dube Additional ref: Chapter 3 from Loonis Chapter 13 from Anselin
Local Spatial Autocorrelation (LISA): Hotspots, coldspots, outliers; Cluster maps; Practical Application of LISA and interpreting Cluster Map	13	Chapter 3 from Jean Dube Additional ref: Chapter 16 from Anselin
Review of linear regression; Linking spatial and temporal autoregressive models; Temporal vs. spatial dependence; Spatial autoregressive models; Spatial dependence in the dependent variable; Sources of spatial autocorrelation; Diagnostic tests in spatial econometrics; LM and Robust LM tests; Model selection: SAR, SEM, SDM	14-15	Chapter 4 from Jean Dube Additional ref: Chapter 1 and 2 from LeSage and Pace
Review of the course	16	

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

   The course will have two equally weighted assessments**,** each contributing 50% to the final grade.

2. Pedagogy:

a. Instructional strategies: Classroom lectures, presentations.

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

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-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)	FYUP in Economics
Course title	Introduction to Environmental and Resource Economics
Course code	NSUSIEC142
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	2026
Course coordinator and team	Dr. Robin Singhal

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

   AUD envisions graduates who possess a well-rounded understanding of how society and the economy function. In this spirit, the course fosters a comprehensive understanding of the role of the public sector in economic systems, while also emphasising the importance of public policy in promoting societal well-being. By incorporating the dimensions of natural capital, environmental constraints, and sustainability, it equips students with a more holistic and policy-relevant perspective for fostering sustainability and resilience within the broader process of growth and development.

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

   The course is closely aligned with the objectives of the Economics programme, as it enables students to revisit and extend the analytical framework of economics by explicitly incorporating the critical role of natural capital and environmental constraints. By integrating these dimensions into economic reasoning, the course deepens students' understanding of ecological and sustainability considerations within public policymaking. This alignment strengthens the programme's emphasis on equipping students with a more comprehensive and policy-relevant perspective, fostering competencies essential for promoting sustainable, resilient, and inclusive development.

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

   In the backdrop of the foundations laid through the core courses on Microeconomics, Macroeconomics, and Public Economics: Theory and Policy during the 2nd and 3rd year of the FYUP in Economics, this course is offered as an elective that both builds upon and complements these core subjects. This course broadens the scope of economic analysis to incorporate natural capital and environmental constraints, thereby enhancing students' understanding of sustainability, resilience, and inclusivity in the context of policymaking.

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

   Compulsory courses of Microeconomics and Macroeconomics.

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):

   As per course scheduling norms for B.A. (H.) Economics programme.

7. **Course Details:**
   a. Summary:

      Contemporary environmental challenges make it essential to recognise natural capital as both the foundational support for modern economic systems and the ultimate limit to their expansion. Without due attention to the critical role of natural capital in sustaining social and economic well-being, it remains challenging to attain a deeper understanding of achieving the broader aims of sustainability and resilience. Increasingly, these challenges underscore the need to broaden the analytical framework for addressing environmental policy beyond traditional emphases on externalities, public goods, and welfare economics.

      Against this backdrop, this course provides a robust interdisciplinary foundation grounded in ecological principles and the law of entropy, enabling a re-examination of conventional understandings of how economies function at both the micro and macro levels. Furthermore, by promoting a comprehensive understanding of the integration of natural capital into economic analysis—particularly in assessing prospects for economic growth and environmental quality—the course offers extensive coverage of issues related not only to the disposal of by-products from economic activities into the environment, but also to the harvesting and depletion of natural resources from it.

   b. Objectives:

      This course broadens economic analysis by integrating natural capital and environmental constraints, enabling students to understand the foundational role of ecological systems in economic decision-making. It cultivates a deeper appreciation of sustainability, resilience, and inclusivity as central considerations in public policy design, equipping students with a holistic and policy-oriented perspective for guiding more responsible and sustainable pathways of growth and development.

   c. Expected learning outcomes:

      Upon completion, students will be able to:

      - Demonstrate an understanding of key environmental and economic terminology and principles.
      - Conduct microeconomic analyses that internalise environmental constraints.
      - Appraise macroeconomic frameworks incorporating natural capital.
      - Employ quantitative models for decision-making in renewable resource contexts.
      - Articulate ethical positions related to environmental stewardship.

- Develop strategic sustainability proposals that are supported by sound economic reasoning.
- Construct integrated explanations of economic–ecological interdependencies.

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

This course explores how economic systems operate within ecological constraints, beginning with Module 1, which introduces key concepts and scientific principles essential for understanding environmental limits. *Module 2* embeds these principles into microeconomics, reshaping how production, consumption, and market behaviour are viewed through a sustainability lens. *Module 3* scales this up to the macroeconomic level, showing how environmental capital influences growth, stability, and long-term equilibrium. *Module 4* then applies these insights to renewable resource management, examining optimal harvesting strategies and the intrinsic value of ecosystems. Ultimately, Module 5 integrates natural capital and ecological services into long-term development considerations, emphasising how resource scarcity and sustainability influence responsible economic growth for future generations.

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

The detailed module-wise format is as mentioned below:

Module 1: Introduction to Foundational Concepts and Principles [2 weeks]

This module introduces the key concepts—such as market failure, natural capital, scarcity, and sustainability—alongside foundational principles including the laws of thermodynamics, the conservation of mass, and ecological limits, thereby providing students with the essential grounding needed to understand how economic activity is embedded within environmental constraints and preparing them for deeper insights in subsequent modules.

Essential readings with page numbers:

Thampapillai, D. J., & Ruth, M. (2024). Environmental economics: Concepts, methods and policies. Routledge, Ch. 1 (pp. 3-13), 2 (pp. 14-28), and 3 (pp. 31-43).

Suggested readings:

Hussen, A. (2018). Principles of environmental economics and sustainability: an integrated economic and ecological approach. Routledge.

Module 2: Microeconomics and the natural environment [3 weeks]

This module examines how incorporating the laws of thermodynamics and the principles of sustainability reshape the microeconomic frameworks applied to demand, production, costs, and supply. It further provides an enhanced understanding of market organisation by considering how sustainability constraints and ecological realities influence market behaviour, efficiency, and resource allocation.

Essential readings with page numbers:

Thampapillai, D. J., & Ruth, M. (2024). Environmental economics: Concepts, methods and policies. Routledge, Ch. 7 (pp. 90-104), 8 (pp. 105-124), and 9 (pp. 125-133).

Suggested readings:

Hussen, A. (2018). Principles of environmental economics and sustainability: an integrated economic and ecological approach. Routledge.

Module 3: Macroeconomics and the natural environment [4 weeks]

This module examines how macroeconomic theory evolves when environmental capital is explicitly incorporated into analysis, including its depletion as well as investments in environmental assets and related technologies. In doing so, it highlights the distinction often made in macroeconomics between short-run dynamics — characterised by fluctuations in output, employment, and prices — and the long-run pursuit of a stable economic trajectory. The module emphasises that efforts to stabilise short-term economic variability are intrinsically linked to the possibility of achieving long-term equilibrium, particularly when environmental capital and resource constraints are recognised as structural determinants of sustained economic wellbeing.

Essential readings with page numbers:

Thampapillai, D. J., & Ruth, M. (2024). Environmental economics: Concepts, methods and policies. Routledge, Ch. 11 (pp. 151-163), 12 (pp. 164 to 179), and 13 (pp. 180 to 196).

Suggested readings:

Ruth, Matthias (2020) A Research Agenda for Environmental Economics. Edward Elgar Publishing.

Module 4: Renewable Resource Harvesting and Environmental Dynamics [3 weeks]

This module introduces students to analytical models for the optimal harvesting of renewable resources, exploring how economic and biological considerations shape their sustainable management. It broadly examines various theoretical perspectives and management approaches, highlighting how assumptions about growth, value, sustainability, and the benefits of leaving the resource unharvested influence optimal harvesting strategies. Further, it also considers how natural environments can hold intrinsic worth beyond their extractive use, prompting re-evaluation of conventional cost–benefit assessments in resource development. This includes the discussions of irreversible environmental losses and the uncertainties involved in estimating the long-term value of services provided by ecosystems left undisturbed.

Essential readings with page numbers:

Fisher, A. C. (2020). Lecture notes on resource and environmental economics. Springer, Chapter 3 (pp. 59 to 74) & Chapter 4 (pp. 75 to 91).

Suggested readings:

Perman, R., Ma, Y., McGilvray, J. and Common, M., 2011. Natural resource and environmental economics. Pearson Education.

Module 5: Natural Resources, Public Policy and Human Well-being for Sustainable Development [3 weeks]

This module broadens the traditional understanding of productive resources by incorporating natural capital and the essential ecological services that sustain human well-being—such as fertile soil, unpolluted air, and clean water. In doing so, it examines the evaluation of resource scarcity over time through both physical metrics —such as reserve estimates and reserve-to-production ratios—and economic measures, including price trends and cost dynamics. Building on this expanded perspective, the module also engages critically with the principles of sustainability and sustainable development, emphasizing the imperative to fulfil present needs without diminishing the capacity of future generations to meet theirs.

Essential readings with page numbers:

Fisher, A. C. (2020). Lecture notes on resource and environmental economics. Springer, Chapter 5, pp. 93 to 116.

Suggested readings:

Perman, R., Ma, Y., McGilvray, J. and Common, M., 2011. Natural resource and environmental economics. Pearson Education.

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

The assessment pattern for the course comprises class presentations (20%), term paper (40%) and End Semester Exam (40%).

8. **Pedagogy:**

a. Instructional strategies:

Mainly classroom teaching with occasional use of instructional videos, and group activities like presentations, problem solving, etc.

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

Audio-Video and internet-equipped classroom

c. Expertise in AUD faculty or outside

Expertise lies within the 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-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	SUS
Programme(s)	BA Economics
Course title	Theories of collective choice, voting and welfare
Course code	NSUSIEC144
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	2026
Course coordinator and team	Taposik Banerjee

1. How does the course link with the vision of AUD?
   This course reflects AUD's vision by fostering critical inquiry, promoting equity in democratic systems, and encouraging interdisciplinary learning. It equips students to analyze voting mechanisms through the lens of social justice, empowering them to engage thoughtfully with issues of representation, fairness, and inclusion in contemporary political and civic life.

2. How does the course link with the specific programme(s) where it is being offered?
   The course strengthens the BA Economics programme by introducing students to the economic analysis of collective decision-making. It deepens their understanding of how preferences are aggregated in societies, a key concern in public choice theory and welfare economics. Through formal methods, students explore how institutions shape outcomes, reinforcing core skills in analytical reasoning**,** model-based thinking, and interdisciplinary application which are hallmarks of the economics curriculum at AUD.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   Yes, this course connects to themes explored in Public Economics**,** Collective Choice Theory, and Welfare Economics, which are taught through different courses at AUD. While it builds on similar ideas around decision-making, institutions, and social welfare, these courses are not prerequisites for enrolling in this 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)
   Class 12 level mathematics along with the minimum eligibility requirement to be admitted to FYUP in Economics at AUD.

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):
   As per course scheduling norms for BA economics program.

7. **Course Details:**

a. Summary:

This course provides an introduction to the mathematical and philosophical foundations of collective choice rules and voting systems. Students will explore a variety of collective choice methods, their strengths and weaknesses, and the paradoxes and impossibility results that arise in collective decision-making. Topics include majority and plurality systems, ranked-choice methods, approval voting, Condorcet methods, Borda count, proportional representation, weighted voting, and voting power indices. The course also examines Arrow's Impossibility Theorem and its implications for designing fair and consistent voting systems.

b. Objectives:

By the end of this course, students will:

- Understand the purpose and structure of different collective choice systems used in democratic decision-making.
- Analyze the advantages and limitations of various collective choice methods.
- Explore the mathematical concepts underlying voting systems, including fairness criteria and voting power.
- Evaluate real-world and theoretical implications of paradoxes and impossibility theorems involved in different collective choice rules and voting systems.

c. Expected learning outcomes:

After completing this course, students will be able to:

- Describe and compare major collective choice methods such as plurality, instant runoff, approval voting, Borda count and majority rule.
- Identify and explain key concepts like monotonicity, Condorcet winners and losers.
- Apply the Shapley-Shubik and Banzhaf indices to evaluate the power of one individual to influence a decision in weighted voting systems.
- Demonstrate an understanding of Arrow's Impossibility Theorem and articulate its significance in social choice theory.
- Critically assess the fairness and effectiveness of collective choice systems in various real-world contexts.

d. Overall structure

The course will have following modules:

i. Module 1: Basic collective choice rules and their implications (3-4 Weeks)
ii. Module 2: Extensions and refinements of the basic rules with special focus on the plurality system (4-5 Weeks)
iii. Module 3: Alternative aggregation mechanisms (4-5 Weeks)
iv. Module 4: Complexities and trade-offs in collective decision-making (3-4 Weeks)

e. Course contents:
Primary textbooks –

1. Collective Choice and Social Welfare by A. K. Sen, Penguin, 2017 (AKS)
2. The Mathematics of Elections and Voting by W. D. Wallis, Springer, 2014 (WDW)
3. The Mathematics of Voting and Apportionment: An Introduction by Sherif El-Helaly, Birkhäuser, 2019 (SH)
4. Social Choice Theory: An Introductory Text by S. K. Jain, Springer, 2022 (SJ)
5. Mathematics and Politics: Strategy, Voting, Power and Proof by A. Taylor and A. M. Pacelli, Springer 2008 (AT)

Additional references:

1. Social Choice and Individual Values by K. Arrow, Martino Fine Books, 2012
2. The Mathematics of Voting and Elections: A Hands-On Approach by J. Hodge, R. Klima, American Mathematical Society, 2005
3. Social Choice and the Mathematics of Manipulation by A. Taylor, CUP, 2005

	Topics	Week	Reference
1.	Introduction - what is a collective choice rule, social welfare function and voting system and why the voting system matters. Examples of different systems.	1	WDW Ch1, SH Ch1, SJ Ch1, AKS Ch-1,4 Additional ref: K.Arrow
	Method of majority decision and plurality rule: Examines collective decision frameworks based on majority and plurality principles, with emphasis on their implications for social welfare.	2	WDW Ch2, SH Ch1.1
	Plurality rule - advantages and limitations: Analyzes the simplicity of the plurality rule alongside its limitations leading to potentially suboptimal welfare allocations.	3	WDW Ch2, SH Ch1.1
	Plurality with instant runoff, Hare procedure, Coombs procedure: Examines sequential elimination systems that refine collective choice, enhancing representativeness.	3-4	WDW Ch2, SH Ch1.2
	Monotonicity, Condorcet methods, Condorcet winner, Condorcet loser : Investigates fairness principles ensuring consistent social rankings, highlighting welfare losses from strategic behavior and paradoxes in collective choice mechanisms.	5-7	WDW Ch3, 4, SJ Ch6, 9 SH Ch1.2, 1.3
	Approval voting and Proportional representation : Discusses alternative aggregation systems that expand preference expression and promote proportional outcomes, aiming to maximize collective welfare and inclusivity.	8-9	WDW Ch7, AT Ch1

Borda count: Explores a ranking-based collective choice method that assigns scores to preferences, promoting welfare outcomes reflecting broader consensus across individuals.	10	WDW Ch4, SH Ch1.4
Weighted voting, Yes-No voting: Examines collective decision systems incorporating unequal influence or binary choice structures, assessing implications for representation, fairness, and social welfare.	11	WDW Ch8, SH Ch2, AT Ch2
Voting power index – Shapley-Shubik, Banzhaf: Analyzes measures of individual influence in collective choice settings, using power indices to evaluate fairness and welfare distribution within groups.	12-13	WDW Ch8, SH Ch2, AT Ch3
Arrow's Impossibility Theorem - Description of values – Description of the result: Introduces fundamental conditions for fair social choice, outlining Arrow's theorem and highlighting the contradictions present within the idea of collective rationality.	14-15	WDW Ch5, SJ Ch5 AT Ch7, A.K. Sen
Review of the course	16	

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

The course will have two equally weighted assessments, each contributing 50% to the final grade.

2. **Pedagogy:**
   a. Instructional strategies:

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

   c. Expertise in AUD faculty or outside

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

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.

2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Undergraduate Studies:

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

Signature of the Dean of the School

Appendix-8

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) Economics
Course title	Time Series Analysis
Course code	NSUSIEC145
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	BA
Proposed date of launch	Jan 2026
Course coordinator and team	Dr. Krishna Ram, krishna@aud.ac.in

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

   This course builds on the BA Economics courses "Statistics", Econometrics 1 and "Econometrics II". It draws examples and applications from the courses "Macroeconomics I" and "Macroeconomics II"

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

   The BA Economics course "Econometrics I and Econometrics II " or equivalent knowledge of econometrics.

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

   As per SUS norms.

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

   As per course scheduling norms for BA economics program.

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

   The course will help students to implement the spirit of reasoned enquiry that is part of the vision of AUD. It will add to the set of techniques available to them to bring empirical evidence to bear on social scientific questions.

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

   This course complements the macroeconomics core courses offered in BA economics program at AUD by providing tools for empirically studying many of the questions raised in those courses. It will add to the basket of electives in the econometrics area.

7. **Course Details:**
   a. Summary:

This course will provide an introduction to time series analysis. The course will cover both univariate and multivariate time series analysis. Under univariate analysis the students will learn about the assumptions of stationarity, stationarity tests, autoregressive moving average (ARMA) models, autoregressive integrated moving average (ARIMA) models, including autocorrelation (ACF) and partial autocorrelation (PACF) functions. Under multivariate time series analysis, the course discusses vector autoregression (VAR), vector error correction (VECM), Autoregressive Conditional Heteroscedastic (ARCH) and Generalized Autoregressive Conditional Heteroscedastic (GARCH) models. The course will also cover the use of software packages to implement the methods studied.

b. Objectives:
    1. To familiarize students with the basic algebra and statistics of time series.
    2. To acquaint students with the most important time series models used in economics.
    3. To teach the art of investigating questions in economics using these models.

c. Expected learning outcomes:

    At the end of the course students should be able to:
    i. Define key concepts in time series econometrics.
    ii. Prove all theoretical results used except for a few that are too techincal to be included in a course at this level.
    iii. Apply time series methods to analyse issues in macroeconomics and finance problems, relations between variables and their effects on each other.
    iv. Use time-series software packages.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

    The course will begin with univariate models and then subsequently generalize the results to multivariate models. The broad modules are:
    i. Basic properties of univariate time series.
    ii. Examples of univariate models: ARIMA, ARCH and GARCH. Models with unit roots.
    iii. The basic algebraic and statistical properties of VARs and VECMs.
    iv. Estimation of VARs and VECMs.

    Readings:

    [B] Brooks, C. *Introductory Econometrics for Finance*, Second Edition. Cambridge University Press.2008

    [E] Enders W. *Applied Econometric Time Series*. 4th Edition. Wiley, 2015

    [L] Levendis, J. D. (2018). *Time series econometrics*: Learning Through Replication (using Stata), Second Edition, Springer International Publishing.

[WB] Wichmann, R., & Brooks, C. (2019). R Guide to Accompany Introductory Econometrics for Finance.

[TB] Tao, R., & Brooks, C. (2019). Python Guide to Accompany Introductory Econometrics for Finance. *Available at SSRN 3475303*.

[SS] Shumway, R. H.,& Stoffer, D. S. (2025). *Time series analysis and its applications: With R Examples,* (5th edition). New York: springer.

Assessment Plan:

Assessment	Objective	Weight
Class Tests	To assess their understanding of the concepts and lectures taken	One class test 50%
Empirical Project	To test their ability to identify economic problems, modelling it using appropriate tools and interpretation of results	50% (Proposal: 10 % and Project submission: 40 %)

8.

a. Contents (week-wise plan with readings):

Week	Topic	Essential Reading	Additional Reading
	Univariate Time Series		
1-2	Introduction to the time series: Examples and characteristics, type of time series process, trend, seasonality, cycle, concept of stationarity, stochastic process etc	[L] Ch-1,	[E], Ch-1; [SS], ch-1 & 2
3-4	Review of Basic Statistics and Linear Algebra: Covariance, correlation, lag operator.	[E] Appendix A, [SS], Appendix B	
5-6	Stochastics Process: Autoregressive (AR), Moving Average (MA) and Autoregressive Moving Average (ARMA) processes – their properties, conditions for stationary, autocorrelation function (ACF), partial autocorrelation function (PACF),	[L] ch-2 & 3	[E] Ch-2 ; [SS] Ch -3
7	ARIMA models, determination of the	[L] ch-4 and 5	[E] ; [SS] , Ch-3

	order of integration, trend stationery and difference stationary processes		
8	Unit root tests or tests of nonstationary – Dickey-Fuller (DF) test, augmented Dickey-Fuller (ADF test), Phillips-Perron test, KPSS test.	[L] Ch- 7	[E] Ch-4
9-10	ARCH and GARCH Models: Estimation and Interpretation, Application to Financial Time Series	[L] Ch-9	[E] Ch-3
	Multivariate Time Series Models		
11	Vector Autoregressive Models	[L] Ch-10	[E] Ch 5
12	Impulse response function and Variance decomposition	[L] Ch-10	[E] Ch 5
13	Granger Causality	[L] Ch 10	[E] Ch-5
14-15	Cointegration and Vector Error Correction Models	[L] Ch- 12	[E] Ch 6

9. **Pedagogy:**
   a. Instructional strategies: Classroom lectures, presentations.
   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
   Classroom with a projector and sound system. Computer lab with recent version of STATA/R and at least one computer for every two students.
   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 (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Appendix-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	Literary and Cultural Confluence in India
Course code	NSUS1EN217
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Discipline Core (DSC)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG Semester 8
Proposed date of launch	WS 2026
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 thinking related to co-existence, tolerance, democratic thinking and harmony, this course offers a much needed addition to the literature programmes everywhere, as it develops the diverse literary and cultural confluences across the Indian subcontinent.

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 synthesis culture, tradition and languages within the domain of social science and humanities. Keeping this in mind, this course offers a deeper perspective as it amalgamates discourses from several courses where students have been initiated to these issues briefly. Moreover this course too like numerous other English courses converses with other art forms. This course is designed around fiction, poetry, visual and performative art forms, architecture, cinema and poetic mystical and spiritual confluences in India. It will also engage with several theoretical and historical readings around these concerns.

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 numerous literary traditions of India, especially the BA course titled: “Literatures of the Indian Subcontinent” and almost all the courses related to the Indian Knowledge system, as these courses develop the confluence of cultures and traditions across the Indian subcontinent besides other aspects of Indian culture and traditions.

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

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

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

7. **Course Details:**
   a. Summary: This course is especially designed to introduce students to the study of the confluence of literatures and cultures across the Indian subcontinent. It will look at the confluence and flow of art, literature, music, dance, architecture, festivals, cuisines, life styles, and poetic mystical and spiritual traditions and will study the common concepts, motifs and literary forms across diverse cultures and traditions and will examine how these forms have evolved by flowing into each other. The course will study the manner in which cultures influence each other and will examine the formation of cultures through constant interactions. It will study the development of cultural synthesis and the creation of new synthesised cultural formulations and their evolution in India. The course will illuminate the common elements across numerous cultural traditions and will enumerate the cultural, spiritual and literary formation of the Indian subcontinent that grew because of this synthesis. In particular the course will develop insights into mystical and spiritual pluralism, confluence and coexistence in India, the common concepts and motifs across various art forms. It will finally look at the contemporary narratives of love and support which are but a reflection of co-existence, embedded in the rich soil of cultural flows and synthesis.

   b. Objectives:
      - The objective of the course is to familiarize the students to the rich array of literary and cultural flows in India.
      - It is to develop an understanding of how literary forms and cultures develop by interacting with each other.
      - It is to inculcate inclusivity, appreciation of coexistence and tolerance of differences at the same time.
      - Through an understanding of the cultural evolution of India based on diversity and synthesis, the course will help students appreciate and understand the formation of the Indian subcontinent as an amalgamation of various cultures and this is one of the main objectives of the course.
      - It will offer an inclusive lens which will be egalitarian.
      - The objective is to foster peace and harmony across diverse communities by developing a deep understanding of the humanity lurking within us through the study of narratives of love and support in moments of deep crisis.

- The objective of the course is to promote ideas around universal love and respect for all sentient beings by focussing on the commonalities across several poetic mystical and spiritual traditions in India.

c. Expected learning outcomes:

- Students opting for the course will develop the ability to appreciate the confluence of culture, literature and history of the Indian subcontinent
- They will be familiarised with diverse literary and artistic forms in the Indian subcontinent and will understand how these forms originated, evolved and informed each other
- They will learn to coexist with diversity of cultures, and will appreciate multiculturalism in India as they will be able to understand the commonalities across this multicultural dimension of the Indian subcontinent
- They will be able to identify the common concepts and motifs across literary and cultural forms
- They will be able to tolerate differences and will be able to appreciate coexistence
- The course will foster love and harmony and will work through building peace in India
- The course hopes to inculcate ideas around universal love in the course participants by building on egalitarian, humanistic and spiritual traditions in India

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

The course is divided into four modules:
The first module is an introductory module related to the cultural and literary formation of India. The second module will discuss the confluence of cultures in India as reflected in literature, visual and performative arts, architecture and festivals. The third module will discuss the synthesis and cross cultural dialogues across poetic mystical and spiritual traditions in India. The fourth module will enumerate on the contemporary legacies of love as reflected in literature and cinema.

Module I: Introduction to the Cultural and Literary formation of India (3 weeks)

Module II: Confluence of Literary, Visual and Performative Cultures in India (4 weeks)

Module III: Poetic Mystical and Spiritual flows across India (5 weeks)

Module IV: Resonances: Contemporary Narratives of Love and Coexistence in India (3 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:
(ii) Assessment Plan (weight, mode, scheduling) for the course:

Module I: Introduction to the Cultural and Literary formation of India (3 weeks)

Module Description: This module will be an introductory module and will discuss the cultural formation of India. With more people, religions and cultures integrating into the Indian subcontinent, India became enriched with diversity of cultures which is deeply reflected in the literary and cultural confluences across India. A few readings reflecting and analysing the cultural and literary formation of India, cross cultural dialogues and its reflection in literature will be discussed in this module.

Module Objective: The objective of this module is to familiarize the students to the cultural and literary formation of India.

Essential readings:

Joshi, Umashankar. "Sahitya Akademi Samvatser Lectures: Three: 'The Idea of Indian Literature'." Sahitya Akademi, 2003, pp. 7-50.

Khusrau, Amir. "Multilingual Literary Culture." *Indian Literary Criticism*: *Theory and Interpretation*, edited by G. N. Devy, Orient BlackSwan, 2002, pp. 92-95.

Basham, A.L. "Introduction." *A Cultural History of India*, edited by A.L. Basham, Oxford Clarendon Press, 1975. pp. 1-7.

Sharma, Dharminder. "Religious Pluralism in Ancient India: Unravelling the tapestry of co-existence and cultural exchange." Web. 26 October 2025. <https://www.ijrar.org/papers/IJRAR19D5101.pdf>, pp. 1-9.

Suggested Readings:

Pollock, Sheldon. "Introduction." *Literary Cultures in History: Reconstructions from South Asia,* edited by Sheldon Pollock, University of California Press, 2003, pp.1-36.

Satyanath, T. "Understanding South Asia: South-East Asian Cultural Contacts: An Alternative Perspective".

Module 2: Confluence of Literary, Visual and Performative Cultures in India (4 weeks)

Module Description: This module will focus on the numerous art forms that reflect confluence of cultures such as Hindustani classical music, Khayal, Kathak, miniature art forms, the Rajputana and Buddhist architecture, the Buddhist cave paintings and literary forms such as the Barahmasa, the Qissa and the Ghazal to name a few. It will refer to composite imagery and motifs across various visual and performative art forms and common literary cultures and forms that influenced each other. The module will refer to the cultural, literary and artistic flows across India that are but a reflection of the composite culture and communal harmony which is embodied in the cross cultural fertilisation and participation of festivals, cuisines, clothing, lifestyles and worldviews.

Module Objective: The objective of this module is to reflect on the cross cultural fertilisation in India and the evolution and flows of cultures through cultural dialogues and integration.

Essential Readings:

Akbarabadi, Nazir. "Holi Ki Baharen", “Diwali.” *Nazir Akbarabadi: Selected Poems,* edited and translated by Paul Smith, Createspace Independent Pub, 2013.

Islam, Kazi Nazrul. “"Samyabadi","Kandari Hushiar." Web. 25 July 2025. <https://www.scribd.com/document/648694266/nazrul>

Shah, Waris. *Heer Ranjha*. Trans. Muhammad Munawar Butt. Charleston: CreateSpace, 2013.

("Baramasa’ section)

Mukherjee, Sujit. “Propositions”. Web. 26 July 2025. <*https://egyankosh.ac.in/bitstream/123456789/54065/1/B-1U-1.pdf*>

Sethi, Cristin McKnight. “Cultural,Exchange, and Syncreticism in the arts of south Asia since 1200.” Web. 10 October. 2025..<https://smarthistory.org/reframing-art-history/cultural-exchange-syncretism-arts-south-asia-since-1200/>

Asif Ali, Asif. Syncretic-Architecture of Fatehpur Sikri a Symbol of Composite Culture.” Web. 28 July 2025. < <https://www.neliti.com/publications/72409/syncretic-architecture-of-fatehpur-sikri-a-symbol-of-composite-culture>

Khayal Gatha. Directed by Kumar Shahani. 1989. (Film)

Suggested Readings:

Coomaraswamy, Ananda K. “The Dance of Shiva” and “Christian and Oriental Philosophy of Art.” *The Dance of Shiva: Fourteen Essays*, Sunwise Turn, 1918.

Dhrupad. Directed by Mani Kaul. 1982. (Film)

Branfoot, Crispin. “Reinscribing Tradition: Temple Artisans and Architectural Practice in South India.” In *Artibus Asiae*, Vol. 60, No. 1 (2000), pp. 79–120.

Khasnobis, Barnashree. “The Emergence of Hindustani Music: A Cultural Investigation into the Syncretic Nature of Hindustani Music.” Web. 21. November. 2025. <https://www.academia.edu/44689402/The_Emergence_of_Hindustani_Music_A_Cultural_Investigation_into_the_Syncretic_Nature_of_Hindustani_Music>

Masterpieces of Buddhist Art: Story of Buddhism (Film 6). Directed by Benoy K. Behl K.

Module 3: Poetic Mystical and Spiritual flows across India (5 weeks)

Module Description: This module will discuss the synthesis and common concepts and conceptual flows across numerous poetic, mystical and spiritual traditions in India that all professed and emphasized universal love and compassion. The concept of love, compassion and unification of all

beings as the greatest form of spirituality was common across all these traditions. The module will discuss how the unifying concept across these numerous spiritual traditions was love for all sentient beings. The module will also discuss the common literary motifs across numerous and diverse mystical poetry in India. As the focus of the module is on the poetic mystical Bhakti and Sufi traditions in particular, therefore this module will discuss in detail some of the poets and readings listed below.

Module Objective: The objective of the module is to see the manner in which the numerous poetic mystical and spiritual traditions flowed through the Indian subcontinent around the same time and how these traditions informed each other conceptually and literary.

Essential Readings:

Tukaram. "All Men to me are Godlike Gods." Web. 25 November 2025. <https://allpoetry.com/All-men-to-me-are-god-like-Gods!>

Tulsidas. "Within this Body." Web. 10 July 2025. < https://www.poemhunter.com/poem/within-this-body/>

Bhagwat Gita: "He who finds Me in all beings and all beings in Me, he is not lost to Me nor am I lost to him." *Essays on the Gita* by Shri Aurobindo, Aurobindo Ashram,1920.

Lal Ded (Lalleshwari). "Seek Him in your heart," "I, Lalla, entered
the gate of the mind's garden and saw Siva united with Sakti." Web. 15 July 2025. <https://scroll.in/article/867201/five-poems-by-lal-ded-the-kashmiri-mystic-who-merged-erotic-and-spiritual-longing-in-her-poetry>

Bullah Shah. "I searched the mosque, I searched the shrine,
In my own heart, I saw the sign." Web. 10 October 2025. <https://peakpoetry.com/bulleh-shah-poetry/>

Kabir. "Koi bole Ram Ram khoi Khudai." Web. 10 October 2025. <https://bhajanganga.com/mobile_bhajan/lyrics/id/6967/title/koi-bole-ram-ram-koi-khudai-koi-sewe-gosaiya-koi-alahe>

Nanak. "Ik Onkar." Web. 15 October 2025. <https://mooji.org/music/sahaja-samadhi/5>

Arjun Dev. "Aval Allah nūr upāiā kuḏraṯ ke sabḫ bandḏe." Web. 15 October 2025.<https://music.apple.com/in/song/aval-allah-noor-upaya-kudrat-ke-sabh-bande/1193124288>

Pramanick, Mrinmoy. "Sab Loko Koy Lalan ke Jaat Sansare" in "Lalan's Songs" Web. 6 June. 2025. <file:///C:/Users/diamond/Desktop/Lalans-Songs.pdf>

Kumar, Sisir. "The Mad Lover", *Indian Literature*, vol. XLVII, no. 215, no. 3, May-June 2003, Sahitya Akdemi, New Delhi, pp. 149-78.

Had-Anhad. Directed by Shabnam Virman.2008. (Film)

Suggested Readings:

Baba Farid. “O Farid, the creator dwelleth in creation/ and creation in the Creator: Whom called thou bad, since there is none besides him,” *Baba Farid. Makers of Indian Literature* by Balwant Singh Anand, Sahitya Akademi, 1975, p. 50.

Andal. “The spotless being…” *Eating God: A Book of Bhakti Poetry,* translated by Ravi Shankar, edited by Arundhati Subramaniam, Penguin, 2014, p.14.

Basu, Abhishek.“The Baul Workplace: Towards a Review of the Icon.” *Sufiism and Bhakti in South Asia: Love, Loss and Liberation,* edited by Kavita Punjabi, Orient Black Swan, 2011, pp. 223-234.

1 Corinthians 13: “If I speak in the tongues[a] of men or of angels, but do not have love, I am only a resounding gong or a clanging.” Web. 10 August 2025. <cymbal.https://www.biblegateway.com/passage/?search=1%20Corinthians%2013&version=NIV>

Acharya Umaswami. *Tattvartha Sutra.* Web. 27 November 2025 < *https://www.wisdomlib.org/jainism/book/tattvartha-sutra-with-commentary*> (Excerpts) "On the Nature [artha] of Reality [tattva]" is a Jain text written by Acharya Umaswami in Sanskrit between the 2nd and 5th centuries CE. The Tattvārthasūtra is regarded as one of the earliest, most authoritative texts in Jainism.

Rowkith, Shannai and Raisuyah Bhagwan. "Honoring Tribal Spirituality in India: An Exploratory Study of Their Beliefs, Rituals and Healing Practices." Web. 27 November 2025. https://www.mdpi.com/2077-1444/11/11/549

Rinpoche, Khenchen Thrangu. *Shantideva's A Guide to the Bodhisattva's Way of Life.* Library of Tibetan Works & Archives, 2016.

“Aa airyemaa ishyo, Yasna 54.1” Web. 28 November 2025. zorathrism<https://www.avesta.org/wzse/wzse37.pdf>

Module 4: Resonances: Contemporary Narratives of Love and Coexistence in India (3 weeks)

Module Description: This module will discuss the resonances of the confluences of cultures of love and co-existence in contemporary times as reflected in literature and cinema in the 20th and the 21st century in India. It will also refer to some significant poems and film songs that emphasize the theme of equality, egalitarianism and love for all beings. The module will refer to contemporary literature and cinema that reflects love and support in moments of deep crisis. This module will exemplify and synthesize the basic theme of the course. It will discuss in detail some of the readings and films listed below.

Module Objective: The objective is to cultivate cultures of peace, coexistence and harmony in India by referring to literary narratives that exemplify these themes.

Essential readings:

Abbas, Khwaja Ahmad, "The Death of Sheikh Burhanuddin." *Stories about the Partition of India: Volumes I, II, III*, edited by Alok Bhalla, Harper Collins, 1994.

Agyeya. "Badla". Web. 15 July 2024. <*https://hindikahani.hindi-kavita.com/BadlaAgyeya.php*>

Sultanpuri, Majrooh. "Lahu ka rang ek hai." Web. 15 June 2024.
<https://www.hindigeetmala.net/song/bane_ho_ek_kaaq_se.htm>

Ludhianvi, Sahir. "Khudaa-e-bartar." Web. 5 July. 2024. <https://www.rekhta.org/nazms/khudaa-e-bartar-tirii-zamiin-par-zamiin-kii-khaatir-ye-jang-kyuun-hai-sahir-ludhianvi-nazms?sort=popularity-desc>

Films

Kaya Taran. Directed by Sashi Kumar. 2004.

The Miniaturist of Junagadh. Directed by Kaushal Oza. 2022.

.Amar Rahe ye Pyaar. Directed by Prabhu Dayal. *1961.*

Bajrangi Bhaijaan. Directed by Kabir Khan. 2015.

Suggested Readings:

Tagore, Rabindranath. *The Religion of Man*. Unwin Books, 1975.

Ludhianvi, Sahir. **"**Aye Shareef Insaano." Web. 5 July. 2023. <https://www.rekhta.org/nazms/ai-shariif-insaano-khuun-apnaa-ho-yaa-paraayaa-ho-sahir-ludhianvi-nazms?sort=popularity-desc>

Dharamputra. Directed by Yash Chopra. 1961.

Train to Pakistan. Directed by Pamela Rooks. 1998.

Henna. Directed by Randir Kapoor. 1991.

(ii) Assessment Plan (weight, mode, scheduling) for the course:
Assessment 1: Presentations In-class 20% (throughout the semester)
Assessment 2: Mid-term Research project 35% (End March)
Assessment 3: End-term Exam, In-class 45 % (during the School's end term schedule)

1. **Pedagogy:**
   a. Instructional strategies: Based on lectures and discussions

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

c. Expertise in AUD faculty or outside: Expertise in AUD faculty
d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) Recommended linkages National Museum New Delhi, IGNCA New Delhi

Diamond Oberoi Vahali
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 with Research
Course title	Dissertation for English
Course code	NSUS1EN218
Total Credits	6
Course type (core/compulsory/ elective/any other – please specify)	Dissertation (compulsory for those pursuing BA (Honours) with Major in English with Research
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG Semester 8
Proposed date of launch	WS 2026
Course coordinator and team	BA English Programme Committee

1. How does the course link with the vision of AUD? As AUD promotes and emphasizes on developing critical abilities to enhance research competencies in the students, the additional dissertation component in the BA programmes according to norms will initiate the undergraduate students into writing a full research dissertation for the first time.

2. How does the course link with the specific programme(s) where it is being offered? The dissertation is a part of the BA English programme and the courses offered at the undergraduate level will help students identify the areas of their interest and research.

3. Does the course connect to, build on or overlap with any other courses offered in AUD? The dissertation will build upon the courses offered at the undergraduate level to the English students.

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

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, though the process of writing the proposal for the dissertation will begin in the middle of the 7th semester itself.

7. **Course Details:**

a. Summary: The BA English dissertation is designed to initiate the BA students into the dynamics of research. The students will be encouraged to select areas for research which are new and areas where not much research has been undertaken so far. The students may opt to develop their research around the courses and areas that they have been familiarised with during their undergraduate

academic exposure or may explore other areas of their interest. The dissertation can be written on literary themes, forms, genres, authors, components of literary history, literary concepts and theoretical perspectives. The English programme encourages research around translation and translating literary writings. Research can be carried out in any allied disciplines like cinema, performing and visual arts. The programme encourages ethnographic and field based research especially related to folkloristics and research on indigenous literatures and communities as well as in the area of life writing and memory studies and other allied areas. The topics and the areas of research are not fixed, however the dissertation topics should align with the research areas/interests of the English faculty. The minimum word limit for the dissertation will be 6500 words and the maximum will be around 8000 words excluding citations and references. The presentations of dissertation proposals and allotment of research supervisors will take place in the 7th Semester itself.

b. Objectives:

- The objective of writing the dissertation is to develop skills of reading, writing, analysing and researching
- It is to initiate the students into the research process
- It is to teach students to apply research methods
- It is to inculcate research skills and the ability to access basic tools related to research
- The objective is to ensure that the BA dissertation will be an important step in the journey of the researchers which will take them into higher academic research aspirations

c. Expected learning outcomes:

- Students will be initiated into the research process
- In the process of exploring research topics, they will be exposed to a diversity of research areas
- They will learn to do focused and comprehensive research in a short period of time
- They will develop skills related to reading, writing, analysing and researching
- They will learn to access diverse tools of research
- They will be exposed to new areas of research and this will facilitate them into conducting further research at a higher level
- They will understand various research methods and will learn to apply research methods to their particular research topics.

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

The proposal presentations will take place in the 7th semester. The supervisors will also be allotted in the 7th semester. It is expected that the students will submit their final proposal to their respective supervisors towards the end of the 7th semester. The work in progress presentation will take place in the middle of the 8th semester. The students will be expected to submit their complete dissertations towards the end of the 8th semester which will be followed by a viva voce examination by a panel comprising the supervisor and members of the English faculty and wherever possible one external examiner from some other school within AUD whose area is similar to the area of research.

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

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

1. Work-in-Progress- presentation and submission of a chapter (middle of the 8th semester 20%),
2. Final dissertation submission (First week of May 60%)
3. Viva Voce (end of the 8th semester 20%)

f. **Pedagogy:**
   a. Instructional strategies: Supervision/ Guidance and research based discussions with the research scholar

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

   c. Expertise in AUD faculty or outside: Expertise in AUD faculty

   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) Will be decided as per the area of research of the research scholar

BA English Programme Committee
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-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	SUS
Programme(s)	BA (Honours) with Major in English
Course Title	Study of a Folk Epic: The Legend of Ponnivala
Course Code	NSUS1EN219
Total Credits	6
Course Type (Core/Compulsory/ Elective/Any Other – Please Specify)	Seminar Course compulsory for BA (Honours) with Major in English
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG Semester 8
Proposed Date of Launch	WS2026
Course Coordinator and Team	Dr. Amit Singh & Dr. Bhoomika Meiling

1. How does the course link with the vision of AUD?
   This course is in-sync with AUD's vision to promote courses comprising texts and traditions from different regions and time periods. Since it pushes the boundaries of cultural enquiry outside the written and textual domain, it also conforms to AUD's vision of promoting knowledge from outside the routine domains. It also highlights the richness and significance of cultural diversity of India and contributes towards AUD's efforts towards promoting research and study of Indian literary and cultural traditions.

2. How does the course link with the specific programme(s) where it is being offered?
   The English Programme at AUD attempts consistently to widen its range of innovative syllabi as well as enrich its pedagogies and methodologies. The programme's vision is to make the students well aware of varied genres, forms and cultural texts and traditions. A course on a folk epic adds to the realization of this vision. Further, a full-fledged course on a South Indian epic will help broaden the students' horizons about genre, orality as well as culture. Hence, the course adheres to the vision of the BA English programme.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This course connects with the other courses on epics such as "The Epic", "Reading Mahabharata", and "Retellings of Ramayana". It is also related to BA English core course on "Folk, Oral, Indigenous and Popular Cultures". This course attempts to complement and supplement these preceding courses and it 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)

Since this is a seminar course, students are expected to actively participate in the activities, exercises, etc. suggested in the course. Many Indian epics thrive as living performative traditions, and it is imperative that the students investigate these traditions too first hand with the help of analytical and critical tools that they will acquire in this course. The students will also be expected to put up a seminar during/ by the end of this course.

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): Lecture-cum-Seminar Mode.

7. **Course Details:**
   a. Summary: This course attempts to investigate deeply *The Epic of Ponnivala*, and engage students in understanding this ancient epic's origin as well as its modern day documentation and revival by Prof. Brenda E. F. Beck. The study of this epic will begin with an introduction of some of the folk epics of India, say *Khamba and Thoibi*, *The Epic of Pabuji*, *Pandun ka Kada*, *Bhili Bharat*, *Alha*, *Chandayan*, *Dhola*, *Himal and Nagrai*, and so on located in the larger context of India's cultural diversity while investigating the debates/ dialectics around oral versus written, folk versus classical traditions. The intersections between these two diverse traditions, and their impact on the cultural matrix in which these traditions are located, will also be introduced to the students. The later modules will deal with the analyses of some of the significant themes represented/ reflected in *The Ponnivala Epic*. Different avatars of this epic, especially its visual depictions, will also be undertaken for deeper investigations. A comparative study of this epic vis-à-vis other epics, both Indian and global, will also be one of the focus areas of this course.

   As a living tradition, this epic provides an excellent opportunity for students to engage with and understand, through Prof. Beck's excellent works at least, the processes involved in the making, preservation, and promotion of folk traditions in general and the folk epics in particular. Thematic analogies as well as comparative analysis of this fantastic tale/ tradition would also be quite insightful in the study of other epics, both classical and folk. To sum up, the choice of *The Ponnivala Epic* for this seminar course is primarily based on the significance of this fantastic epic tradition in our times and the need to introduce students to the rich cultural diversity it represents. The significance of choosing this epic also lies in the inspirational discovery and revival of this epic tradition as well as the relevance of its themes revolving around family, gender, nature, cosmos, religion, etc. that reflect the ethos of our country's peasant society.

   The Ponnivala Epic seems a good choice as it fulfils the aims and objectives of this seminar course on Folk Epics. It is an excellent folk epic representing the living tradition of a region excluded from academic studies, especially in North India, despite the fact that it highlights as well represents the rich cultural diversity of India. A close competitor in this choice was the Siri Epic of Tulunad. However, Prof. Brenda Beck's erudite scholarship, both creative and critical, in documentation, popularisation and theorisation of this epic provides the required material for

transacting this seminar course. This epic, also, complements/ supplements courses on mainstream epics like *Ramayan*, *Mahabharat* and *Cilappatikaram*.

b. **Objectives**:

1. To acquaint students with the rich diversity of folk epic traditions of India.
2. To introduce them to the South Indian Epic Tradition in general and the Ponnivala Epic Tradition in particular.
3. To engage them with the aspects of the origin, development, revival, and sustenance of epics.
4. To investigate significant themes and concepts represented in the Ponnivala and other folk epics of India.
5. To develop filed based skills, like documentation, transcription, translation/ retelling, and theorisation relevant in the study of folk epics.

c. **Expected Learning Outcomes**: After the completion of this course, students will be able to:

1. Acknowledge and appreciate the richness of Indian folk epics.
2. Demonstrate an advanced level knowledge of The Ponnivala Epic Tradition.
3. Demonstrate a thorough knowledge of the revival and sustenance of *The Ponnivala Epic*.
4. Establish linkages between the themes and concepts associated with various epics across the world.
5. Conduct field based research in finding and documenting epic traditions, especially of their own socio-cultural milieu.

d. **Overall Structure** (course organisation; rationale of organisation; brief module outlines):

This course is divided into five modules: Introduction to Folk Epics with a Special Focus on the Legend of Ponnivala, Folk/ Oral versus Classical/ Written Traditions, Thematic Concerns in *The Ponnivala Epic*, Graphic Versions of *The Ponnivala Epic*, and Comparative Analyses of *The Ponnivala Epic*. Every module will have detailed lectures by the Course Instructor followed by exercises/ activities by the students on topics suggested by the Instructor. Sometimes students may also be encouraged to work on a topic decided by them as a group. The students will be encouraged to analyse, evaluate and apply the insights they have developed through the classroom interactions as well as reading the prescribed texts. Since most of the folk epics represent living, performative traditions, it is imperative that the students are introduced to the processes like documentation, transcription, translation/ retelling, and theorisation of epics.

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

(b) (i) **Module I: Introduction to Folk Epics with a Special Focus on The Legend of Ponnivala (Weeks 1-2)**

Module Description: This introductory module introduces students to Folk Epics of India with a special focus on *The Ponnivala Epic*. The written version of this epic, Elder Brother's Story (Volume I & II) will be prescribed for as the primary reading for this module. The history of this epic, including its modern day revival by Prof. Brenda E. F. Beck, will be undertaken for class lectures.

Module Objective: The chief objective of this module is to introduce students to the rich diversity of folk epic traditions of India, and engage them with the processes involved in the making of *The Ponnivala Epic*.

Essential Readings:

Beck, Brenda E. F. *Elder Brother's Story: An Oral Epic of Tamil*, Vols. I & II. Institute of Asian Studies, 1992.

Suggested Readings:

Beck, Brenda E. F. "Discovering a Story". *Studying Hinduism in Practice*. Ed. Hillary Rodrigues. Routledge, 2011.

---. *The Three Twins: The Tellings of a South Indian Folk Epic*. Indiana University Press, 1982.

---. "What the Sister Knew: A South Indian Folk Epic from the Sister's Point of View". *Religious Studies and Theology*. Vol. 33, No. 1, 2014, pp. 65-92.

Module 2: Folk/ Oral versus Classical/ Written Traditions (Weeks 3-5)

Module Description: This module will encourage students to engage with the pertinent questions vis-a-vis folk/oral and classical/written traditions, and investigate what happens at the intersection of these two. The main line of enquiry in this module will focus on the two types of epic traditions: oral and written. The students will be introduced to the comprehensive scholarship, both creative and critical, on the epic traditions of India, while engaging with the larger questions of the medium of their composition, promotion, and sustenance.

Module Objective: This objective is to encourage students to engage with the pertinent questions vis-a-vis folk/oral and classical/written traditions of the epic form.

Essential Readings:

Honko, Lauri, Jawaharlal Handoo, and John Miles Foley. Ed. "Introduction", "Epic Traditions in India", and "Integrating Oral and Written". *The Epic: Oral and Written*. Central Institute of Indian Languages, 1998, pp. 1-116 & 193-232.

Suggested Readings:

Blackburn, S. H., Claus, P. J., Flueckiger, J. B., & Wadley, S. S. *Oral Epics in India*. University of California Press, 1992.

Finnegan, Ruth. *Oral Poetry: Its Nature, Significance and Social Context*. Cambridge University Press, 1977.

Hurley, Michael D. and Mchael o'Neill. "Epic". *Poetic Form: An Introduction*. Cambridge University Press, 2012, pp. 120-144.

Mishra. Mahendra K. *Oral Epics of Kalahandi*. National Folklore Support Centre, 2007.

Rutherford, Richard. "Introduction" and "Epic". *Classical Literature: A Concise History*. Blackwell Publishing, 2005, pp. 1-48.

Ong, Walter. "Introduction", "The Orality of Language", "The Modern Discovery of

Primary Oral Cultures" & "Oral Memory, The Storyline and Characterization". *Orality and Literacy*. Routledge, 2012, pp 39-67 & 161-181.

Module 3: Divine and the Cosmos in *The Ponnivala Epic* (Weeks 6-9)
Module Description: This module engages students with thematic and conceptual concerns of *The Ponnivala Epic*. Various themes, plot/ narratives, characters (both divine and human), etc. will be thoroughly investigated. Insights from different perspectives, across disciplines, will be encouraged to be recalled, evaluated, and applied in reading of this epic.

Module Objective: To engage students with thematic and conceptual concerns of *The Ponnivala Epic*

Essential Readings:
Beck, Brenda E. F. "Introduction" in *Land of the Golden River*. Friesen Press, 2023, pp. 1-21.
---. "Summarizing an Epic Legend: The Legend of Ponnivala Nadu". *Hidden Paradigms: Comparing Epic Themes, Characters, and Plot Structures*. University of Toronto Press, 2023, pp. 11-38.
---. "Splitting, Replicating, and Twinning of Gods and Animals". *Hidden Paradigms: Comparing Epic Themes, Characters, and Plot Structures*. University of Toronto Press, 2023, pp. 245-276.
---. "The Story Told by the Stars: Babylonian Star-Lore and the Hindu Nakshatras". *Hidden Paradigms: Comparing Epic Themes, Characters, and Plot Structures*. University of Toronto Press, 2023, pp. 277-308.

Suggested Readings:
---. "The Monsoon Rains: Filling a Lotus Pond and Nourishing a Golden River". *Hidden Paradigms: Comparing Epic Themes, Characters, and Plot Structures*. University of Toronto Press, 2023, pp. 245-276.
Eliade, Mircea. *Images and Symbols: Studies in Religious Symbolism*. Princeton University Press, 1952, pp. 92-124.
Radhakrishnan, S. "The Hindu Idea of God". *The Heart of Hindustan*. Rupa & Co., 2002, pp. 42-47.

Module 4: Graphic Versions of *The Ponnivala Epic* (Weeks 10-12)

Module Description: This module engages students with the 2 Volume Graphic Version of *The Ponnivala Epic*, and will attempt to encourage them to investigate this fascinating tale in other formats like videos, serials, and animations.

Module Objective: To investigate other formats like videos, serials, and animations to familiarize students to the dynamic nature of this tale.

Essential Readings:
Beck, Brenda E. F. and Cassandra Cornall. *The Legend of Ponnivala: A Comic Series in Two Parts*, Vols. I & II. N.I.A. Educational Institutions, 2015.

Suggested Readings:
Beck, Brenda E. F. "The Shining Lotus Plant: A Visual Approach to Finding Hidden Paradigms". *Hidden Paradigms: Comparing Epic Themes, Characters, and Plot Structures*. University of Toronto Press, 2023, pp. 309-356.

Module 5: Comparative Analyses of *The Ponnivala Epic* (Weeks 13-16)

Module Description: This module engages students with in-depth analyses of *The Ponnivala Epic* in conjunction with some of the representative epics/ texts/ traditions across globe, like *The Mahabharata*, *The Epic of Gilgamesh*, *The Holy Bible*, *The Vatnsdaela Saga*, and The Nanabush Stories.

Module Objective: To engage students in an indepth analysis of the epic along with some of the representative epics/ texts/ traditions across globe

Essential Readings:

Beck, Brenda E. F. "Character and Plot Structures: The Mahabharata". *Hidden Paradigms: Comparing Epic Themes, Characters, and Plot Structures*. University of Toronto Press, 2023, pp. 39-108.

---. "Human Life as a Balancing Act: The Epic of Gilgamesh". *Hidden Paradigms: Comparing Epic Themes, Characters, and Plot Structures*. University of Toronto Press, 2023, pp. 109-136.

---. "Seven Great Phases of History: The Bible's Old and New Testament Stories". *Hidden Paradigms: Comparing Epic Themes, Characters, and Plot Structures*. University of Toronto Press, 2023, pp. 137-167.

Suggested Readings:

Beck, Brenda E. F. "Landscapes and Identity Formation: The Vatnsdaela Saga". *Hidden Paradigms: Comparing Epic Themes, Characters, and Plot Structures*. University of Toronto Press, 2023, pp. 39-108.

---. "Human versus Extra-Human Powers: The Nanabush Story Cycle". *Hidden Paradigms: Comparing Epic Themes, Characters, and Plot Structures*. University of Toronto Press, 2023, pp. 224-244.

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

Seminar Presentations: Students will be required to make presentations on the chosen but pre-approved topics. These presentations will be spread across semester, and its weightage would be 30%.

The Presentation Report: The written report of the presentations to be submitted by the students three weeks before the last teaching day, and its weightage would be 20%.

End Semester Examination: This assessment would be final in-class assessment, and its weightage would be 50%.

8. **Pedagogy:**
   a. Instructional strategies: Interactive Class Lectures, Classroom Activities/ Workshop, Seminar Presentations, and Field Visits. This course hinges on active participation of students in class interactions, and hence classroom lectures would be combined with activities to make every lecture by the instructor an active and participatory experience. The continuous assessments throughout the semester would also conform to this pedagogical requirement.

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

c. Expertise in AUD faculty or outside: Prof. Tanuja Kothial, Nina Sabnani, Mahendra K. Mishra, Joseph Miller, Prof. Sadhna Naithani, Prof. Alok Bhalla, and Prof. Brenda Beck.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) Sophia Hilton Foundation, Toronto and Chitrashala, Bhilwara.

Signature of Course Coordinator(s) Dr. Amit Singh & Dr. Bhoomika Meiling.

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	SUS
Programme(s)	BA (Honours) with Major in English
Course title	Dalit Literature
Course code	NSUS1EN239
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 Semester 8
Proposed date of launch	WS26
Course coordinator and team	Dr. Kopal

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

   This course aligns directly with AUD's mission to cultivate socially responsible, critically aware graduates who can engage meaningfully with India's diverse knowledge traditions. The study of Dalit literature — a recognized and widely used academic term across national and international universities — enables students to confront key social realities of caste, inequality, and structural exclusion.

   By examining texts that foreground experiences historically marginalised in Indian literary production, the course strengthens AUD's commitment to **social justice, equity, and interdisciplinary inquiry**. It also extends the university's emphasis on crossing cultural, linguistic, and economic barriers, since Dalit writing emerges from multiple regions, languages, and expressive forms.

2. How does the course link with the specific programme(s) where it is being offered?
   This course strengthens the literature programme by addressing a major strand of Indian literary production that remains central to understanding modern Indian writing but is often underrepresented in formal curricula. Where earlier courses introduce broad frameworks, this course enables students to study a distinct body of literature that has shaped debates on representation, literary value, and cultural citizenship in India. It also develops analytical skills that are central to the programme: reading texts alongside histories, social structures, political movements, evolving genres, and questions of language and form. In doing so, the course also supports the programme's commitment to interdisciplinary work and to cultivating nuanced, context-sensitive forms of literary interpretation.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   It builds directly on core courses such as "Literatures of the Indian Subcontinent", "Folk, Oral, Indigenous, Popular Cultures", "Issues of Gender in Indian Literary Texts", and "Theories of Marginality", extending their concerns into a more focused examination of

how writers from historically marginalised communities narrate experience, identity, conflict, and social transformation.

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 AUD norms
6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
Semester long, lecture and discussion based course

7. **Course Details:**
a. Summary:
This course offers a focused introduction to Dalit Literature, a firmly established field in Indian literary scholarship and a standard category in university syllabi across the country. It traces the emergence of key concepts through seminal writings by Phule, Ambedkar, and the Dalit Panthers, establishing the intellectual and historical ground from which this literature develops. Students read autobiography, poetry, and fiction that foreground questions of voice, representation, memory, and social structure, allowing them to understand how literary form interacts with lived experience. Attention is given to regional variation, linguistic diversity, and the evolution of genres within Dalit writing. The course also maps major debates on aesthetics and literary method, situating Dalit literary practice within broader conversations in literary studies.

b. Objectives:

i) To introduce students to a significant body of modern Indian writing that reflects on caste, social stratification, dignity, and questions of belonging.
ii) To equip students with conceptual tools for analysing how literary forms from and speak to specific historical conditions.
iii) To familiarise students with key debates on literary method, representation, and the agency of voice in modern Indian literature.
iv) To cultivate close reading skills attentive to language, form, and the ethical stakes of narrative.
v) To encourage students to situate individual texts within broader intellectual, social, and cultural conversations in India.

c. Expected learning outcomes:

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

1. Analyse major works that address caste and social hierarchy with clarity and contextual awareness.
2. Explain how historical and regional conditions shape different literary genres and modes of self-representation.
3. Identify and evaluate key arguments within contemporary debates on literary method, ethics, and representation.

4. Demonstrate strong close-reading skills, especially in relation to autobiographical and testimonial narratives.
5. Formulate independent, well-reasoned interpretations of texts and articulate them in discussion and writing.
6. Develop small research or creative-critical projects that extend course themes into new contexts or materials.

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

The course is organised into four modules that move from conceptual grounding to close textual study, then to debates on literary method, and finally to independent student work.

Module 1 introduces foundational thinkers and key terms that shaped modern discussions of caste, community, and self-representation in Indian literature. It establishes the intellectual ground necessary for approaching later texts.

Module 2 focuses on major literary genres—autobiography, poetry, and fiction—through representative works from different regions and periods. This module develops students' interpretive skills and helps them see how literary form responds to lived experience.

Module 3 turns to debates on aesthetics, language, and literary practice. Students engage with arguments on method, representation, readership, and the cultural work of literature, enabling them to situate primary texts within larger conversations.

Module 4 provides space for independent inquiry, allowing students to extend course themes into new materials and regions. The aim is to help students consolidate learning and pursue questions of personal interest through guided research or creative-critical exploration.

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: Foundations of Dalit Thought (Weeks 1–2)

Module Description: This module introduces students to the intellectual and political groundings of Dalit writing through pioneering thinkers who challenged inherited social hierarchies. It traces the emergence of the term *Dalit* as a literary and political category, examines key debates about nomenclature and representation, and situates early texts within broader histories of caste critique and democratizing movements in India.

Module Objective:

To introduce students to the intellectual foundations of Dalit thought and trace the emergence of "Dalit" as a significant category.

Essential Readings:

Ambedkar, B. R. “The Indian Ghetto—The Centre of Untouchability.” *Dr. Babasaheb Ambedkar: Writings and Speeches*, vol. 5, Government of Maharashtra, 1989, pp. 18–22.

-- “Speech at Mahad.” *Dr. Babasaheb Ambedkar: Writings and Speeches*, vol. 17, Part 1, Government of Maharashtra, 2003, pp. 1–7.

Dalit Panthers. “Dalit Panthers Manifesto.” 1973. Reprinted in *No Alphabet in Sight: New Dalit Writing from South India*, edited by K. Satyanarayana and Susie Tharu, Penguin, 2011, pp. 537–540.

Krishnappa, B. “Dalit Literature.” In *The Exercise of Freedom: An Introduction to Dalit Writing*, edited by K. Satyanarayana and Susie Tharu, Navayana, 2013, pp. 20–27.

Suggested Readings:

Rajkumar. *Dalit Literature and Criticism*. Orient Blackswan, 2010. (Chapters 1–2)

Devy, G. N. “Varna and Jati: Consolidation of Social Hierarchy.” In *The Indians: Histories of a Civilization*, edited by G. N. Devy, Tony Joseph, and Ravi Correa, Aleph Book Company, 2022.

Zelliot, Eleanor. *From Untouchable to Dalit: Essays on the Ambedkar Movement*. Manohar, 1992.

Prasad, Kalekuri. “The Dalit Movement and the Dalit Literary Movement.” In *The Exercise of Freedom: An Introduction to Dalit Writing*, edited by K. Satyanarayana and Susie Tharu, Navayana, 2013.

Module 2: Literary Texts (Weeks 3–9)

Module Description: This module introduces a wide range of autobiographical writing, poetry, and short fiction that has shaped this field of study. Students explore how different genres represent lived experience, social worlds, and questions of voice, memory, and self-fashioning. The selections are organised to show diversity across language, form, and region, allowing students to trace key thematic and stylistic concerns through close reading. Some of the texts listed below will be taken up for detailed discussion.

Module Objectives:

1. To examine how autobiography, poetry, and short fiction articulate the lived textures of caste, focusing on voice, memory, embodiment, and issues around self-representation across regions and languages.

2. To develop close reading skills attentive to form, genre, and narrative strategy, enabling students to understand how literary texts reshape experience into aesthetic, historical and ethical expression.

A. Autobiography and Testimony

Valmiki, Omprakash. *Joothan: A Dalit's Life*. Translated by Arun Prabha Mukherjee, Columbia University Press, 2003. (Excerpts)
Bama. *Karukku*. Translated by Lakshmi Holmström, Oxford University Press, 2000. (Excerpts)
Pawar, Urmila. *The Weave of My Life: A Dalit Woman's Memoirs*. Translated by Maya Pandit, Columbia University Press, 2008. (Excerpts)
Byapari, Manoranjan. *Interrogating My Chandal Life: An Autobiography of a Dalit*. Translated by Sipra Mukherjee, SAGE, 2018. (Excerpts)
Gidla, Sujatha. *Ants Among Elephants: An Untouchable Family and the Making of Modern India*. Farrar, Straus and Giroux, 2017. (Excerpts)

B. Poetry

Selections from *Poisoned Bread: Translations from Modern Marathi Dalit Literature*, edited by Arjun Dangle, Orient Longman, 1992.
{Bimsen Dethe, "Song"
Keshav Mehsram, "In Our Colony"
Prahlad Chendawankar, "My Father"
Jyoti Lanjewar, "Caves"
Shinde, F. M. "Habit."}
Damodar More. "Poetry Reading"
Dhasal, Namdeo. Selected poems. *A Current of Blood: Poems*. Translated by Dilip Chitre, Navayana, 2018.

Dil, Lal Singh. Selected poems from *Poet of the Revolution: Memoir and Selected Poems.* Edited and translated by Nirupama Dutt, Penguin Viking, 2012.

Following selections from *Steel Nibs Are Sprouting: New Dalit Writing from South India*, edited by K. Satyanarayana and Susie Tharu, HarperCollins, 2013.

{Indudhara Honnapura, "My Poem"
Mudnakudu Chinnaswamy, "Sandals and I"
Subbu Holeyar, "I could have, even now…"}

Following selections from *No Alphabet in Sight: New Dalit Writing from South India*, edited by K. Satyanarayana and Susie Tharu, Penguin, 2011.

{Sukirtharani, Selected poems.
S. Joseph, "Identity Card"
Swaroopa Rani, Challapalli, "Water."}

C. Fiction – Short Stories

Bagul, Baburao. "When I Hid My Caste." *When I Hid My Caste: Stories*, translated by Jerry Pinto, Navayana, 2018.

Shyamala, Gogu. "Raw Wound." *Steel Nibs Are Sprouting: New Dalit Writing from South India*, edited by K. Satyanarayana and Susie Tharu, HarperCollins, 2013.

Vinodini, M. M. “The Parable of the Lost Daughter.” *The Exercise of Freedom: An Introduction to Dalit Writing*, edited by K. Satyanarayana and Susie Tharu, Navayana, 2013, pp. 164–177.

Navaria, Ajay. “New Custom.” *The Exercise of Freedom: An Introduction to Dalit Writing*, edited by K. Satyanarayana and Susie Tharu, Navayana, 2013.

P A Uthman. “The World of Rabbits”. *Don’t Want Caste: Essays and Stories*, translated by Abhirami Suresh, Eka/Westland, 2021.

Suggested Readings:

Guru, Gopal, editor. *Humiliation: Claims and Context*. Oxford University Press, 2009.
Bhattacharya, Neeladri, and K. S. Chinna Rao. *The Past of the Outcaste: Readings in Dalit History*. Orient Blackswan, 2021.
Das, Sisir Kumar. 2002. “The Narrative of Suffering: Caste and the Underprivileged”. In Translating Caste, edited by Tapan Basu, 150–180. New Delhi: Katha.
Guru, Gopal. “Dalit Women Talk Differently.” *Economic and Political Weekly*, vol. 30, no. 41–42, 1995.
Jaaware, Aniket. *Practicing Caste: On Touching and Not Touching*. Fordham University Press, 2018.
Rege, Sharmila. *Writing Caste/Writing Gender: Narrating Dalit Women’s Testimonios*. Zubaan, 2006.

Module 3: Debating Dalit Aesthetics and Literary Practice (Weeks 10–12)

Module Description: This module examines the contested ground of aesthetics within the field: how writers argue over form, voice, audience, and the purpose of literature itself. Students track divergent positions—what literature should sound like, whom it should address, what experiences it can or cannot represent, and how artistic choices intersect with lived realities. The focus is on clarifying the stakes of these debates and understanding how they shape both literary production and critical interpretation.

Module Objectives:

1. To examine major debates on literary form, representation, and aesthetic method within Dalit writing, and to understand how these arguments shape both creative practice and critical interpretation.
2. To analyse the emergence of a Dalit public sphere and how it has shaped divergent approaches to literary production and the circulation of ideas.

Essential Readings:

Puttaiah, B. M. “Does Dalit Literature Need Poetics? ”in *Steel Nibs Are Sprouting: New Dalit Writing from South India*, edited by K. Satyanarayana and Susie Tharu, HarperCollins, 2013.
Limbale, Sharankumar. Selected sections from *Towards an Aesthetics of Dalit Literature: History, Controversies, and Considerations*. Translated by Alok Mukherjee, Orient Blackswan, 2004.

Prasad, Chandrabhan. “Untouchability and Its Hidden Agenda” and “Lovelines in the Times of the Chaturvarna.” in The Exercise of Freedom: An Introduction to Dalit Writing, edited by K. Satyanarayana and Susie Tharu, Navayana, 2013.
Maitreya, Yogesh. “Dalit Literature: On Memory and Death.” in *Singing/Thinking Anti-Caste: Essays on Anti-Caste Music and Text*. Panthers’ Paw Publications, 2021.
— — —. “Dalit Women as Active Participants in Ambedkarite Movement.”
Brueck, Laura. “Introduction” in *Writing Resistance: The Rhetorical Imagination of Hindi Dalit Literature*. Columbia University Press, 2014, pp.1-19.
Gajarawala, Toral. *Untouchable Fictions: Literary Realism and the Crisis of Caste*. Fordham University Press, 2013, pp.16-28.

Suggested Readings:

Rajkumar. “Understanding Dalit Aesthetics” and “Dalit Criticism in Practice.” in *Dalit Literature and Criticism*. Orient Blackswan, 2010.
Swaroopa Rani, Challapalli. *“*Caste Domination / Male Domination” in *Steel Nibs Are Sprouting: New Dalit Writing from South India*, edited by K. Satyanarayana and Susie Tharu, HarperCollins, 2013.
Tharakam, Bojja. “Caste–Class” in *Steel Nibs Are Sprouting: New Dalit Writing from South India*, edited by K. Satyanarayana and Susie Tharu, HarperCollins, 2013.

Module 4: Projects and Reflections (Weeks 13–14)

Module Description: Students extend classroom learning into independent inquiry, focusing on themes, texts, regions. Emphasis is on thoughtful engagement with literary questions, social realities, and modes of interpretation. They will be expected to produce – long, detailed presentation or exhibition along with a reflective note (2,500 words) linking the project to course concerns.

Module Objective: To ensure that students are able to extend classroom learning into independent inquiry, focusing on themes, texts, regions.

(ii) Assessment Plan (weight, mode, scheduling) for the course:
Mid-term exam: 40%

Reflective write up: 20%

End term project: 40%

8. **Pedagogy:**
   a. Instructional strategies: Lecture and Discussion mode

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

   c. Expertise in AUD faculty or outside : Expertise in AUD

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

Dr Kopal
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-13

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	Modern World Drama
Course code	NSUS1EN240
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 Semester 8
Proposed date of launch	WS 2026
Course coordinator and team	Dr. Vikram Singh Thakur

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

   The course has been designed keeping in mind AUD's vision of exposing students to diversity and inculcating in them a commitment to human values. The choice of plays drawn from an eclectic range of cultural and linguistic traditions across the world will expose students to a variety of dramatic literary expressions and issues. The course includes plays written by European, Indian, Russian, Caribbean, African and American playwrights and reflect core human values like love, courage, compassion, integrity among others while also reflecting their own specificities.

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

   The B.A. English programme at Dr. B. R. Ambedkar University has a commitment "to dismantle the hierarchy between British Literature and other literatures in English, including literatures in translation." The programme is thus committed to exposing students to world literature. Keeping this in view, this course seeks to engage with diverse body of dramatic literature produced across the world during the modern period. The course, as the programme demands, shall engage students with several important movements in the tradition of modern world drama.

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

   The course in fact builds up on **Introduction to Drama**, a third semester BA English core course. The present course has been designed as an elective course for 8th semester, for students who may be interested in studying and exploring the field of drama. The course would also help interested students in pursuing research in the field of drama in the subsequent semester.

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

Interest in drama

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:

      The course introduces students to modern drama written in various languages across the world through English translations. It will familiarize students with various aesthetic movements, intellectual shifts, and dramaturgical innovations that reshaped world theatre in response to modernity, industrialisation, colonialism, world wars, and rapidly changing social structures. The course begins with a module on theoretical understanding of drama. The course shall then take up important dramatic styles and conventions beginning with realism and naturalism, expressionism, epic theatre, political theatre, existentialism, absurdism. Moving beyond the Euro-American drama, the course shall engage with postcolonial drama as well. In addition to the compulsory plays, students would also cover many other plays and playwrights through class presentations.

   b. Objectives:

      - The objective of the course is to introduce students to the literary genre viz. drama. It is to familiarize them to major plays, playwrights, themes, movements and conventions that guided the birth and evolution of modern drama across the world.
      - The objective of the course is to introduce students to the major playwrights, movements, and ideas that shaped the development of modern drama from the late nineteenth century onward. It seeks to familiarise learners with social, political, and cultural contexts that influenced dramatic innovation across Europe, America, Africa, and Asia.
      - The objective is to help the students analyse plays in a detailed manner as the course adopts a rigorous close reading approach towards various play-texts.
      - The choice of plays in the course made across time and space shall also encourage the students to read plays in a comparative framework. They can thus look at linkages and differences among various modern dramatic traditions. Thus establishing linkages and connections across these traditions is one of the objectives of the play.
      - As the course also intends to screen a few performances of the prescribed plays for the benefit of the students, the students will be able to develop more nuanced and extratextual understanding of a play.

   c. Expected learning outcomes:

i. Understand major theatrical movements and their historical significance.
ii. Discuss the impact of social, political, and philosophical ideas on dramatic works.
iii. Analyze formal and stylistic elements of dramatic texts.

iv. Compare dramatic traditions from different regions.
v. Develop critical thinking and writing skills
vi. Synthesize ideas discussed in class with their reading of texts
vii. Conduct independent research on plays, playwrights and movements
viii. The students will develop the ability to analyse plays in a comparative framework

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

The course is divided into 5 modules. The course begins with an engagement with foundational dramatic theory. Modules 1 to 5 are woven around various dramatic movements and conventions that have governed drama in the modern world. Module 1 deals with plays employing the mode of Realism and Naturalism. Module 2 looks at Expression in drama that came in response to formalism that came with Realism and Naturalism. Module 3 is dedicated to the modern dramatic giant Bertolt Brecht, whose dramaturgy, almost single-handedly, changed the way theatre had been approached. Inspired by Existentialism, a short yet powerful post-War theatrical movement – Theatre of the Absurd – forms the nucleus of Module 4. The idea is to look at various playwrights in this tradition in a general framework. One of the playwrights in this module will be dealt with extensively in class. No course on Modern World drama can be complete without taking into account post-colonial theatre. Hence, the last module i.e. Module 5 deals with drama written in post-colonial times reflecting several issues that gained prominence in post-colonial societies. One text from each module shall be taken up for detailed study in class. A long list of plays shall be made available for students to choose from for class presentations.

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:

Introduction to the course| Understanding Drama (Week 1-2)

The introductory section takes up the fundamentals of dramatic theory which will introduce students to the concepts, techniques and elements of drama. This section shall help them understand and analyse plays better in the subsequent modules. The introductory section will include discussing the nature, elements and structure of drama like plot, language, dialogue, conflict, structure, characterization, staging, etc. The section aims to build the foundational understanding of drama and theatre so that the students can engage with this genre in a more nuanced manner.

Esslin, Martin. “Definitions, delimitations” & “The Structure of Drama”. *An Anatomy of Drama*. London: Sphere Books, 1983 (1978), pp. 9-13 & 43-54.

Suggested Reading:

Beckerman, Bernard. Chapter 1, “Definitions” & Chapter 2, “Foundations”. *Dynamics of Drama: Theory and Method of Analysis.* New York: Alfed A. Knopf, 1970, pp. 3-34 & 35-78.

Module 1| Realism and Naturalism (3-4 weeks)

Module Description: Late nineteenth century Europe witnessed the emergence of a new kind of drama located within the naturalistic and realistic movements that found its expression in varied creative expressions. Drama moved away from older conventions to representations and critiques of the modern society and aimed to portray life truthfully, often highlighting middle-class struggles and social issues. This module shall introduce students to realism and naturalism in drama. One of the representative plays shall be taken up for detailed class discussion.

Module Objective: To introduce students to Realism and Naturalism in Drama

Essential Readings:

Strindberg, August. “Miss Julie” (1888). *Miss Julie and Other Plays*. Trans. Michael Robinson. Oxford and NY: OUP (1998), 2008, pp. 3-47.

Chekhov, Anton. “The Cherry Orchard” (1904). *Anton Chekhov: Plays*. Trans. Peter Carson. Penguin Classics, 2002, pp. 281-346.

Zola, Emile. *Thérèse Raquin* (1873). Tr. Pip Broughton. London: Oberon Books (1989) 2003.

Suggested Reading:

Zola, Emile. “Naturalism on the Stage.” *The Experimental Novel and Other Essays.* Tr. Belle M Sherman. New York: Haskell House, 1964, pp. 109-160.

Module 2: Expressionism (5-6 weeks)

Module Description: Expressionism as a dramatic form emerged in Germany in the early decades of the 20th century but soon spread to other parts of the world influencing American playwrights like Eugene O’Neill and Elmer Rice. Expressionistic theatre came into existence partly as a reaction to the constraints of Realism and Naturalism and partly in response to the urban and modern bourgeois society. Ernst Toller, one of the major expressionist dramatists argued that Expressionism was not a mirror but a magnifying glass.

Instead of representing the world as it were, Expressionistic drama chose to focus on the inner turmoil and psychological experiences of characters. This module explores key characteristics, themes, and techniques of Expressionist drama, focusing on its historical development, influential playwrights, and its impact on modern theatre. Students will engage with one of the following Expressionist plays through class discussions and analysis.

Module Objective: To introduce students to Expressionism in Drama

Essential Readings:

Kaiser, Georg. "From Morn to Midnight" (1912). *Plays: Volume One*. Trans. B. J. Kenworthy, et al. London: Calder and Boyars, 1971, pp. 17-73.

Toller, Ernst. *Masses and Man* (1921). Trans. Vera Mendel. London: The Nonesuch Press, 1923.

O'Neill, Eugene. "The Hairy Ape" (1922). *Four Plays by Eugene O'Neill*. New York: Signet, 1998, pp. 245-308.

Suggested Reading:

Styan, J.L. "Expressionism in the Theatre." *Modern Drama in Theory and Practice: Volume 3: Expressionism and Epic Theatre*. Cambridge: Cambridge University Press, 1981. pp.1-7.

Module 3: Epic Theatre (7-9 weeks)

Module Description: Epic Theatre, associated most commonly with the German playwright and theatre director – Bertolt Brecht – emerged during the middle of the 20th century. With its innovative alienation effect or *Verfremdungseffekt* and unconventional narrative techniques it transformed the dramatic experience from a sensory to a reflective one. Perhaps no other theatrical movement in the 20th century can be compared with Epic theatre in terms of its influence on world drama. It shaped the works of such playwrights/theatre practitioners like Joan Littlewood, Erwin Piscator, Augusto Baol and Habib Tanvir among others. This module explores the core principles of Epic Theatre, its break from traditional theatre forms influenced by the Aristotelian conventions, and its revolutionary role in challenging the audience's passive consumption of theatre. Students shall study Brecht's theatrical innovations by focussing on one of the following plays.

Module Objective: To introduce students to the core principles of Epic Theatre and its break from traditional theatre forms

Essential Readings:

Brecht, Bertolt. *Mother Courage and Her Children* (1939). Trans. Eric Bentley. NY: Grove Press, 1966.

Brecht, Bertolt. *The Good Person of Szechwan* (1943). Trans. John Willett. Ed. John Willett and Ralph Manheim. NY: Arcade Publishing, 1994.

Brecht, Bertolt. *The Caucasian Chalk Circle* (1944). Trans. Eric Bentley. New York: Grove Press, 1947.

Suggested Reading:

Brecht, Bertolt. "Theatre for Pleasure or Theatre for Instruction" & "A Short Organum for the Theatre" *Brecht on Theatre: The Development of an Aesthetic*. Ed & Tr. John Willett. New York: Hill and Wang, (1964) 1988, pp. 69-76 & 179-205.

Module 4: Existentialist and Absurd Drama (10-11 weeks)

Module Description: The years of the Second World War and the post-War period witnessed the emergence of drama that drew upon Existentialist philosophy and Camus's concept of the "Absurd". The complete breakdown of belief in social and political systems in the aftermath of the War, the fragmented, isolated and lonely existence and its consequent angst found its expression in a new and powerful anti-realist dramatic form named "Absurd Drama" by Martin Esslin. The influence of this dramatic movement was not limited to Europe but impacted the dramatic traditions world over. Playwrights like Harold Pinter, Edward Albee, Badal Sircar, Satish Alekar among others have written plays inspired by the convention of the absurd theatre emphasising isolation and boredom, lack of purpose and meaninglessness in life and absurdity of the modern life. This module will discuss existentialism and absurdity as evidenced in drama by taking up one of the representative plays from this dramatic tradition.

Module Objective: To introduce students to Existentialist and Absurd Drama and its numerous expressions.

Essential Readings:

Ionesco, Eugene. *Rhinoceros* (1959). Trans. Derek Prouse. New York: Grove P, 1960.

Pinter, Harold. "The Birthday Party". *The Birthday Party, and the Room: Two Plays*. London: Grove Press, 1961, pp. 7-88.

Sircar, Badal. *Ebong Indrajit*. [And Indrajit] Trans. Girish Karnad. Calcutta: Oxford University Press, 1974.

Suggested Reading:

Esslin, Martin. "The Theatre of the Absurd". *The Tulane Drama Review*, Vol. 4, No. 4 (May, 1960), pp. 3-15

Module 5: Postcolonial Drama (12-14 weeks)

Module Description: Postcolonial Drama is a relatively new field and refers to the drama emerging from the former European colonies. It includes drama written in the nations of Asia, Africa and Latin America. Though these countries had undergone the common experience of colonisation they had their own specific experiences too. This module introduces students to drama reflecting concerns, issues and themes of such post-colonies including decolonisation, representation, resistance and reclamation of their cultures and histories. At least one of the following plays will be taken up for detailed discussion in the class.

Module Objective: To introduce students to drama reflecting concerns, issues and themes of several post-colonies

Essential Readings:

Aido, Ama Ata. "Anowa" (1970). *Postcolonial Plays: Anthology*. Ed. Helen Gilbert. London: Routledge, 2008, pp 101-127.

Karnad, Girish. "*Naga-mandala*" (1990) [Play with a Cobra]. *Collected Plays: Volume 1*. New Delhi: OUP, 2005, pp. 243-300.

Walcott, Derek. "Dream on Monkey Mountain." *Dream on Monkey Mountain and Other Plays*. London: Jonathan Cape, 1972, pp. 207-326.

Thiong'o, Ngugi wa & Micere Githae Mugo. *The Trial of Dedan Kimathi*. Waveland Press, 1976.

Suggested Reading:

Gilbert, Helen and Joanne Tompkins. "Introduction: Re-acting (to) Empire". *Post-Colonial Drama: Theory, Practice and Politics.* London: Routledge, 1996, pp.1-14.

Plays for Group Presentations (Note: The course instructor will allot all groups a play each for presentations from this long list, the plays for group presentations may change every semester):

Abe, Kōbō. "The Ghost is Here". Three Plays by Kōbō AbeTr. & and with an introduction by Donald Keene. New York: Columbia University Press, pp. 132-226.

Alekar, Satish. "Begum Barve". *Collected Plays of Satish Alekar*. Ed. Samik Bandyopadhyay. New Delhi: Oxford University Press, 2009, pp. 289-358.

Bharti, Dharamvir. *Andha Yug* (The Blind Epoch) (1953). Tr. Alok Bhalla. New Delhi: OUP, 2005.

Chappell, In-Sook. *Mountains: The Dreams of Lili Kwok*. London: Bloomsbury, 2016.

Chye, Kee Thuan. “1984 Here and Now”. *Postcolonial Plays: An Anthology*. London: Routledge, 2008, pp. 254-272.

Kokoschka, Oscar. “Murderer Hope of Womankind”. *Seven Expressionist Plays*. Trans. J. M. Ritchie and H. F. Garten. German Expressionism ser. London: John Calder, 1983 (1980), pp. 25-32.

Kumar, Kusum. “Suno Shefali” (1978) [Listen Shefali]. Trans. by B.T. Seetha. *Staging Resistance: Plays by Women in Translation.* Ed. Tutun Mukherjee. New Delhi: OUP, pp. 182-228.

Fo, Dario. *Accidental Death of an Anarchist*. Bloomsbury Publishing, 1987 (1970).

Genet, Jean. *The Maids.* Trans. Bernard Frechtman. London: Faber & Faber, 1957.

Lai, Stan. “Secret Love in Peach Blossom Land”. Tr. Stan Lai. Ed. Lissa Tyler Renaud *Selected Plays of Stan Lai, Volume 1:Secret Love in Peach Blossom Land and Other Plays*. Ann Arbor: University of Michigan Press, 2021, pp.19-114.

Lorca, Lo Federico García. *The House of Bernarda Alba* (1936). Trans. Gwyne Edwards. London: Metheun, 1998.

Maponya, Maishe. “The Hungry Earth.” *Postcolonial Plays: An Anthology*. London: Routledge, 2008, pp. 16-24.

Miller, Arthur. *All My Sons* (1946). New York: Penguin, 2000.

Padmanabhan, Manjula. *Harvest*. New Delhi, Kali for Women, 1997.

Pirandello, Luigi. “Six Characters in Search of an Author” (1921). *Luigi Pirandello: Three Plays*. Trans. Anthony Mortimer. Oxford: OUP, 2014, pp. 1-60.

Sartre, Jean-Paul. “No Exit (1944).” *No Exit and Three Other Plays*. New York: Vintage, 1989 (1946), pp. 1-46.

Shaw, G B. *Pygmalion* (1913). Victoria: Penguin, 1946.

Soyinka, Wole. “Kongi’s Harvest”. Collected Plays, Vol. 2. New York: OUP, 1974, pp. 59-141.

Tendulkar, Vijay. “Ghashiram Kotwal” (1972). Trans. Jayant Karve and Eleanor Zelliot. *Collected Plays in Translation*. Calcutta: Seagull Books, 2004 (2003), pp. 359-416.

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

1. Class participation (includes engagement with class discussion, interaction with peers and willingness to contribute) - Throughout the semester (10%)
2. Mid semester Exam- As per AUD calendar (30%)
3. Group presentations-Towards the last two weeks of the semester (20%)
4. End semester Exam-As per AUD calendar (40%)

8. **Pedagogy:**

   a. Instructional strategies:
   Although lecture method will be used for teaching the course, students would be expected to participate in class discussions. The course shall make use of documentaries/play performances to enhance the students' understanding of various modules.
   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
   A classroom with a good audio/video system required.
   c. Expertise in AUD faculty or outside: In house expertise
   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): No

Dr Vikram Singh Thakur
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-14

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	Latin American Literature
Course code	NSUS1EN241
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 Semester 8
Proposed date of launch	WS 2026
Course coordinator and team	Dr Usha Mudiganti

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

   The course, in keeping with the AUD's vision, offers the advanced undergraduate student an entry point into literatures from regions that are part of the New World. This opens up the student's knowledge about diverse literary cultures and increases possibilities of explorations into newer areas of the study of literature and culture.

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

   Extending the thrust of the BA English programme of providing a holistic view of literary studies as an integral part of global humanities and social sciences, this course brings in an expansive exploration of new areas of literary and culture studies. By its very nature, the course introduces debates on transnational practices of literary forms that are an outcome of a shared colonial experience. It builds upon the debates on the postcolonial condition in literary endeavours introduced in various courses through the first three years at the BA English programme at AUD.

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

   Although the course brings in a new geographical area of literature to the undergraduate students of the university, it builds on debates introduced in other courses such as Literature of the Renaissance, Literatures of the Indian Subcontinent, Postcolonial Literatures, Folk, Oral, Indigenous and Popular Literature. It may have some overlap with the authors introduced in the course on Crime fiction.

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 university norms

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
   Semester-long in the 8th semester

7. **Course Details:**
   a. Summary: This course is meant to be an introduction to the debates and trends in Latin American literature. Literature from the nineteen countries that constitute the category of Latin American literature are a response to centuries of European colonialism of the South American continent. Therefore, it is postcolonial literature written in the language that is shared by most of the inhabitants of the continent. Given the facts that it was the coloniser's language and the term, Latin America, was used by the French to refer to the continent, this term's adaptation by the writers of the continent as a uniting phrase, will be the radial point of the course. The course will discuss the beginning of this new literary identity and the importance of the appropriation of colonial texts for this new beginning in the first module. It will also briefly touch upon the influence of European Romanticism in Latin American literature in the nineteenth century. The next module will begin with a discussion on the shift from nineteenth century to the trends in the early twentieth century. In the third module the influence of Modernism will be covered. The fourth module will focus on the Boom generation of Latin American writers. The final module will introduce the dialogues between literature and the other arts in Latin America.

   b. Objectives:

      - To impart the significance of Latin American literature for postcolonial cultures.
      - To motivate students to think of literary studies as unifying human experiences beyond geo-political boundaries.
      - To evaluate literary trends within socio-cultural debates.
      - To be able to analyse the importance of dialogues among literary and other cultural artefacts.
      - To build emotions of empathy for various postcolonial experiences.

   c. Expected learning outcomes:

      - Interpret Latin American literature as the outcome of colonialism.
      - Locate the literary tradition as globally relevant even in contemporary times.
      - Engage with critical and ideological debates within that literary tradition.
      - Develop critical thinking about the New World and its literary traditions.
      - Build connections between literary and cultural traditions in Latin America
      - Students will be able to respond empathetically to various postcolonial experiences of oppression.

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

      Through four modules, this course will introduce the debates and trends in modern Latin American literature. It will begin with discussions on the term Latin America and the early debates that informed the adapting of the term by writers from the nineteen countries of the South American continent. It will trace the origins of this literature to colonial times and will end with contemporary literature from the region. The course will navigate through the changes that occurred in the literature of the region from the early nineteenth century to contemporary times with texts from the Romantic period,

Modernismo, Modernism, and Magic Realism. Finally, the course will introduce the dialogue between literature and the other arts through team presentations by students. Each module will be executed with close textual analysis of poetry and various forms of prose texts in the class. The course will be transacted through the following four modules: Module1: Early debates on Latin American literature, Module 2: From Romanticism to Modernismo, Module III: Modernism in Latin American Literature, and Module IV: The Boom Generation and After.

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: Early debates on Latin American literature (2 weeks; 4 classes of 2 hours each)

Description:
This module will introduce the term—its origin, the problematic aspects, the alternatives and the final acceptance of the term. It will introduce the debates on 'discovery' of an entire continent, problematise the notion and will touch upon the echoes of this idea in contemporary times. It will discuss European imperial expansion in the 14th and 15th centuries and focus on issues of identity and erasure. It will also bring in the early resistance to imperialism through the appropriation of colonial travel writing by Fray Bartholomew de la Casas and will introduce the first rumblings of opposition to the imperial regime of Spain through the work of Simon Bolivar.

Module Objective:
To discuss the term Latin American literature and to introduce its early origins.

Essential Readings:

1. Zinn, H. 'Columbus and Western Civilization'. In Russ Kick (Ed.), *You are still being lied to: The new disinformation guide to media distortion, historical whitewashes and cultural myths*. New York: The Disinformation Company Ltd. 2009.
2. *The Diario of Christopher Columbus's First Voyage to America 1492-1493*. Abstracted by Fray Bartolome de Las Casas, Transcribed & translated into English by Oliver Dunn and James Kelly Jr., Univ. of Oklahoma Press, Norman and London, 1989 (Excerpts)
3. Bolívar, Simón. 'Cartagena Manifesto -1812', 'The Jamaica Letter', in *Simon Bolivar: The Bolivarian Revolution*, Verso, 2009. 5-16, 40-64.
4. Gobat, Michel. 'The Invention of Latin America: A Transnational History of Anti-Imperialism, Democracy, and Race'. *The American Historical Review*. Volume 118, Issue 5, December 2013, 1345-1375 (https://doi.org/10.1093/ahr/118.5.1345)

Suggested Readings:

1. Bawa, V. K. (2010). *Latin America: An Introduction*. New Delhi: NBT (Chapters 1: Latin America or Indo America p.p 3-4, Chapter 2: The Americas and the Asian Connection pp. 5-12, and Chapter 5: The Emergence of National Identities in the Nineteenth Century pp. 36-59.)
2. Mignolo, W.D. (2005). *The Idea of Latin America*. Malden: Blackwell Publishing (Chapter 1: The Americas, Christian Expansion, and the Modern/Colonial Foundation of Racism pp.1-50)

Module 2: From Romanticism to Modernismo (3 weeks; 6 classes of 2 hours each)

Description:

This module will discuss the influence of French and German Romantics on Latin American literature. The influence of the Venezuelan writer Andres Bello will be discussed. The module will focus on the motifs and trends that brought in a distinct quality to the Romantics of the region with discussions on the figure of the gaucho and the costumbrismo. It will bring in concerns about the rise of the USA as a new imperial power after the Spanish-American War and the ensuing anxieties about religion in the region. The ways in which the form of realism was used to engage with the socio-political issues of the region will also be discussed through the costumbrista in Argentina. The use of folklore and humour in the genre of tradiciones in Peru will also be discussed in this module.

Module Objective:

To understand the significance of literature in deliberations on socio-political matters in the region.

Essential Readings:

Gertrudis Gomez de Avellaneda "On Parting" https://allpoetry.com/poem/8602119-On-Parting-by-Gertrudis-Gomez-de-Avellaneda and "To Him" https://allpoetry.com/To-Him

Jose Marti "Love in the City" (1913) https://poets.org/poem/love-city

Ruben Dario "To Roosevelt" (1904)
https://faculty.chass.ncsu.edu/slatta/hi216/documents/dario.htm

Esteban Echevarria "The Slaughterhouse" (1841, 1871)
https://digitalrepository.unm.edu/cgi/viewcontent.cgi?article=2096&context=nmq

Ricardo, Palma. "Bolivar's Justice" and "Friar Gomez's Scorpion" from *Peruvian Traditions* Trans by Helen Lane. OUP: 2004.

Suggested Readings:

- Bawa, V.K. "Working for indigenous people and the poor: The Roman Catholic Church and liberation theology". In V.K. Bawa, *Latin America: An Introduction*. New Delhi: NBT. 2010:134-152.

- Martí, José. “Our America” (1891) in *Nineteenth Century Nation Building and the Latin American Intellectual Tradition: A Reader*, Janet Burke & Ted Humphrey (Ed and trans), Hackett Publishing Company, Indianapolis/Cambridge, 2007: 258-267.
- Mariátegui, José Carlos. *Seven Interpretive Essays in Search of Peruvian Reality.* Univ. of Texas Press, (1928) 1971. (Chapters 1, 2,3) Available at: http://www.marxists.org/archive/mariateg/works/1928/index.htm

Module III: Modernism in Latin American Literature (3 weeks; 6 classes of 2 hours each)

Description: This module will focus on Modernism in Latin American literature. In the process it will introduce the work of some of the best known writers of the region and will locate the significance of this body of literature in the changes in the literary world around the globe.

Module Objective:

To read some of the most significant writers of the period and understand the importance of this body of work.

Essential Readings:

1. Selected poems of Nicolas Guillen such as ‘Motivos de son’ (1930), ‘The Dove of Popular Flight—Elegies’ (1958) and ‘I Have’ (1964) (Any 2 of these will be discussed in class)
   Mistral, Gabriela. ‘The Sad Mother’, ‘Bitter Song’. From Ternura, 1924.
2. Neruda, Pablo. ‘Canto General’. (1950) Translated by Jack Schmitt (America, My Love and The Heights of Macchu Picchu)
3. Vallejo, Caesar. ‘The Big People’. (1961). https://www.poetryfoundation.org/poetrymagazine/browse?volume=98&issue=6&page=14

Suggested Readings:

1. Neruda, Pablo. ‘I Explain Some Things’. (1937). Translated by Jodey Bateman
2. Eisner, Mark. ‘What we can learn from Neruda’s poetry of resistance’. Paris Review. 26th March 2018. https://www.theparisreview.org/blog/2018/03/26/pablo-nerudas-poetry-of-resistance/
3. Augier, A and Bernstein, J.M. (1951). ‘The Cuban Poetry of Nicolas Guillen’. *Phylon* (1940-1956), Vol. 12, No. 1, pp. 29-36. Published by: Clark Atlanta University Stable URL: https://www.jstor.org/stable/272318 Accessed: 21-09-2019 10:52 UTC
4. Prevost, Gary (2007) ‘Fidel Castro and the Cuban Revolution’, Headwaters: The Faculty Journal of the College of Saint Benedict and Saint John’s University: Vol. 24, 19-33. Available at: http://digitalcommons.csbsju.edu/headwaters/vol24/iss1/4

Module IV: The Boom Generation and After (5 weeks; 10 classes of 2 hours each)

Description: This module will introduce the student to the new trends in Latin American literature from the second half of the twentieth century onwards. The writers of this period were not only integrating postmodernist styles of writing but were also incorporating

culture-specific traditions and lore in their work. This led to new forms of writing such as Magic Realism. Literature written during this period was also a response to dictatorial regimes in many of these countries. The literary narrative, therefore, became a medium to enter into a dialogue about the impact of socio-political changes on the lives of the people of those countries.

Module Objective:

To understand the unique contribution of Latin American literature, in terms of form and content, within World Literature

Essential Readings:

1. Carpentier, Alejo. "Journey Back to the Source". (1963). Translated by Francis Partridge from The Oxford Book of Latin American Short Stories Ed by Roberto Gonsalez Echevarria. New York: OUP, 1997. 221-232.
2. Donoso, Jose. 'Ana Maria'. *The Vintage Book of Latin American Stories*. Vintage: 2000. 85-99.
3. Llosa, Mario Vargas. The Challenge. The Oxford Book of Latin American Short Stories. Ed. Roberto Gonzalez Echevarria. OUP: 1999. 390-99.
4. Lispector, Clarice. 'The Crime of the Mathematics Professor'. *The Oxford Book of Latin American Short Stories*. Ed. Roberto Gonzalez Echevarria. OUP: 1999. 400-405.
5. Marquez, Gabriel Garcia. 'The Handsomest Drowned Man in the World'. *The Vintage Book of Latin American Stories*. Vintage: 2000. 100-105.
6. Borges, Jorge Luis. 'The Aleph'. *The Vintage Book of Latin American Stories*. Vintage: 2000. 3-16.
7. Fuentes, Carlos. 'The Doll Queen'. *The Oxford Book of Latin American Short Stories*. Ed. Roberto Gonzalez Echevarria. OUP: 1999. 354- 366.
8. Paz, Octavio. 'The Street'. 'The Bridge'. https://allpoetry.com/Octavio-Paz
9. Allende, Isabel. 'Chile in my Heart' and 'This Country Inside my Head' from *My Invented Country* (2003). Translated by Margaret Sayers Peden. London: Harper Perennial. 2004. 175-198.

Suggested Readings:

1. Alonso, Carlos J. They Have Never Been Modern (Either) In *The Burden of Modernity: The Rhetoric of Cultural Discourse in Spanish America*. OUP:1998. 171-177.
2. Galleano, Eduardo. 'Open veins of Latin America' (1973) Translated by Cedric Belfrage, New York: Monthly Review Press. 1-15.
3. Echevarria, Roberto Gonzalez. 'Introduction'. *The Oxford Book of Latin American Short Stories*. OUP: 1997. 1-8.
4. Fuentes, Carlos. "The Storyteller". *The Vintage Book of Latin American Stories*. Vintage Books: 1998. ix-xiii.

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

1. Assessment 1: Mid-term Exam, In-class for 40% in early March
2. Assessment 2: Team Presentations, In-class for 20% in the last week of April
3. Assessment 3: End-term Exam, In-class for 40% during the School's end term schedule

8. **Pedagogy:**
   a. Instructional strategies: In class with a reader.

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

   c. Expertise in AUD faculty or outside: In the university

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

Dr. Usha Mudiganti
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-15

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 Science Fiction
Course code	NSUS1EN242
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 Semester 8
Proposed date of launch	WS 2026
Course coordinator and team	Dr. Jasmine Sharma

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

   The course, "Introduction to Science Fiction" offers an interesting, and expressive platform to critically think about the impact of science and technology on everyday lives. Through the exploration of global literary traditions including novel, short story, poetry and play, this course will attempt to encourage students to examine issues of gender, race, planetary belonging, colonialism, posthumanism, etc. within the texts prescribed in the course. With this course, students can successfully upgrade their theoretical knowledge through intensive reading, understanding, and interpretation of texts prescribed in specific modules. This course is a comprehensive step-forward in motivating students to discern elements of power, marginality, social, and environmental justice, constructively aligning with AUD's commitment and vision to socially relevant critical inquiry and equitable thoughts for the leaders, and thinkers of tomorrow. The course also aligns with the guidelines of NEP 2020 while maintaining specific focus on interdisciplinary dimensions, addressing environmental ethics, posthuman developments, and futuristic goals.

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

   The course, "Introduction to Science Fiction" is closely aligned with the academic and pedagogical aims of BA English (4 year program). It emphasizes future-oriented learning, and skill building among students through maintaining a specific focus on theoretical understanding of a nuanced genre such as science fiction. The objective of this course is to expose students to diverse futures, and identities questioning stereotypical constructions of race, gender, class at the backdrop of planetary crisis which is central to the vision of the BA English programme. Through exploring ethical, and moral dilemmas in and around the world, this course strengthens interdisciplinary connection between sciences and humanities (specifically English Literature) as well as paves an optimal pathway for engendering viable conditions of social responsibility towards the human race, and the planet in more sustainable ways. Overall, this course envisions to equip students with creative thinking skills,

analytical tools for critical understanding to shape and navigate inclusive and sustainable futures for all.

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

   Yes, this course connects with other courses offered at AUD especially those focusing on Literary Theory, Theories of Marginalities, Environmental Ethics, and Popular Literature.

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

7. **Course Details:**

   a. **Summary:** This course explores the genre of science fiction through a profound examination of selected literary texts. Spread across 5 modules, the course begins with a detailed discussion of fundamental definitions and terminologies such as science fiction, speculative fiction, science fact, fantasy, etc. With each module, students will be able to interrogate and respond to some of the most pressing questions pertaining to humanity, technology, society, and environment. Overall, this course will usher students to attempt textual, critical, and technocultural analysis through close reading, of selected texts. It will encourage students to build optimal historical, cultural, and intertextual connections between the various types of science fiction as discussed throughout the course. By the end of the course, students will be able to formulate informed arguments, and will develop a deep-seated understanding of the ever-advancing and critical genre of science fiction, which will make them more empathetic, and socially responsible towards their human, posthuman, and planetary community.

   b. Course Objectives:

   1. To understand science fiction as a critical genre of study in global literary tradition.
   2. To evaluate selected texts of the science fiction genre through close reading, textual, and thematic analysis.
   3. To evaluate how the genre of science fiction critically examines questions of technology, class, race, gender, posthumanism and environment within broader socio-cultural and planetary dynamics.
   4. To motivate students in constructing critical and persuasive arguments in speech, and writing around science fiction, and related terms.
   5. To inculcate empathy and social responsibility among students which will help form them into ethically oriented citizens of tomorrow.

c. Expected Learning Outcomes:

1. Identify and differentiate between science and speculative fiction, climate fiction, fantasy, types of science fiction etc.
2. Interpret selected texts of the science fiction genre employing literary and cultural theory.
3. Engage with critical and ideological questions of power, gender, and justice in the prescribed texts.
4. Build intertextual connections between the various readings prescribed in this course through class discussions, presentations, term papers.
5. Foster critical thinking, and analysing skills of students by the end of the course.

d. Overall Structure (course organisation; rationale of organisation; brief module outlines):

Organized into five modules, this course incorporates texts which will offer an intricate blend of science, technology, culture, and environment. Tracing the beginning of science fiction and its early developments, the course navigates across popular orientations within the genre such as gender, race, posthumanism, and ecology. Detailed discussions around these orientations will be conducted during classroom lectures. Along with this, students will be taught genre theory including important terms, differences and types right from the commencement of the course. The course will dedicate separate modules for novel, short story, poetry and play. Each module shall be integrated with close textual analysis of primary readings as per the number of weeks and classes stipulated for each module (module-wise details provided below). By the end of the course, students will also engage in making powerful, and expressive presentations on selected science fiction films of their choice (list of films is provided at the end of Module V). The course will conclude with the end-semester examination to assess students' overall understanding of the genre.

Module, and week-wise structure for this course is as follow:

Module 1: Understanding Science Fiction: Origin and Development of the Genre (3 weeks)
Module 2: Science Fiction Novels (5 weeks)
Module 3: Science Fiction Short Stories (3 weeks)
Module 4: Science Fiction Poetry (2 week)
Module 5: Science Fiction Play (2 weeks)
Presentations (throughout the semester)

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: Understanding Science Fiction: Origin and Development of the Genre (3 weeks/ 6 classes)

Description:
This module will introduce students with the fundamental terms and concepts of science fiction. It will focus on understanding important phrases and definitions such as science fiction, speculative fiction, science fact, speculative fabulation, fantasy, etc. This module will also discuss the various types of science fiction(s) with suitable examples, and the different periods of the evolution of the genre such as Proto Science Fiction, Pulp Era, The Golden Era, the New Wave and the backlash, contemporary science fiction etc. Finally, it will closely examine three critical readings on science fiction which paved the way for the development of the genre.

Module Objective:

To understand the science fiction genre and trace its development through three critical readings.

Essential Readings:
1. Suvin, Darko. "On the Poetics of the Science Fiction Genre." *College English*, Vol. 24, No. 3, 1972, pp. 372- 382.
2. Haraway, Donna. "SF: Science Fiction, Speculative Fabulation, String Figures, So Far. . ." Pilgrim Award Acceptance Comments, 2011, pp. 1-17.
3. Kincaid, Paul. "Through Time and Space: A Brief History of Science Fiction." In *Teaching Science Fiction*, edited by Andy Sawyer and Peter Wright, 21–27, Palgrave Macmillan, 2011.

Suggested Readings:

1. Evans. Arthur B. "The Origins of Science Fiction Criticism: From Kepler to Wells." *Science Fiction Studies*, Vol. 26, No. 78, 1999, pp. 163-186.
2. Atwood, Margaret. *In Other Worlds: SF and Human Imagination*, Virago Press, 2012.
3. Moylan, Tom. *Demand the Impossible: Science Fiction and the Utopian Imagination*, Peter Lang, 2014.
4. Rabkin, Eric S. "Science Fiction and the Future of Criticism." PMLA, Vol. 119, No. 3, 2004, pp. 457-473.

Module 2: Science Fiction Novels (5 weeks/ 10 classes)

Description:

This module will emphasize the rise of science fiction novels (focus to be maintained on contemporary science fiction.) It will interrogate the idea of posthumanism and gender within the selected readings. Students will attempt a close reading of the contemporary novels and

interpret deep-rooted technological, ecological, philosophical, and dystopian concerns within the narratives.

Module Objective:

To read, and understand the dimensions of gender, and posthumanism in two science fiction novels.

Essential Readings:

1. Atwood, Margaret. *Oryx and Crake.* Bloomsbury, 2003. (Novel)
2. Chiang, Ted. *The Lifecycle of Software Objects.* Subterranean Press, 2010. (Novella)

Suggested Readings:

1. Booker, Keith M & Thomas, Anne- Marie. *The Science Fiction Handbook.* Wiley-Blackwell, 2009.
2. Parrinder Patrick. Science Fiction: A Critical Guide. Routledge, 1979.
3. Roberts, Adam. *The History of Science Fiction*. Palgrave Macmillan, 2006.
4. Stableford, Brian. *Science Fact and Science Fiction*. Routledge, 2006.

Module 3: Science Fiction Short Stories (3 weeks/ 6 classes)

Description: This module will examine the selected short stories from the science fiction genre. Four short stories from different time periods will be interpreted to understand the critical development of the genre and the transformations incurred across time. Each story will be interpreted for its setting, futuristic ideology and techno-scientific relevance from 17th to the 21st century.

Module Objective:

To interpret nuances of technological transformations in selected science fiction short stories.

Essential Readings:

1. Kepler, Johannes. "Somnium." *Createspace Independent Publishers,* 2017. (Originally published in 1653).
2. Clark, Arthur C. "Nine Billion Names of God." *Harcourt Publishers*, 1967. (Originally published in 1956).
3. Le Guin, Ursula. "The Ones who Walk Away from Omelas." In *The Wind's Twelve Quarters,* Harper Perennial, 1976, pp. 275-284. (Originally appeared in "New Dimensions" 1973).
4. Singh, Vandana. "Life Pod." In *Ambiguity Machines: And Other Stories*, Small Bear Press, 2018, pp. 67-80.

Suggested Readings:

1. Armitt, Lucie. "Introduction." In *Where No Man Has Gone Before: Women and Science Fiction*, edited by Lucie Armitt. Routledge, 2012, pp. 1-13.

2. Seed, David. *Science Fiction: A Very Short Introduction*. Oxford University Press, 2011.
3. Zigo Diane & Michael T. Moore. "Science Fiction; Serious Reading, Critical Reading." *The English Journal,* Vol. 94, No. 2, 2004, pp. 85-90.

Module 4: Science Fiction Poetry (2 weeks/ 4 classes)

Description:

In this module, students will read, understand and analyse selected science fiction poetry. There are four poems in this module. Each poem will present a specific futuristic facet of science fiction such as development of electric vehicles, robotic partners, and space explorations in future. It will also help in familiarizing students to cognize poetry and its unique and expressive inclusion within the science fiction genre.

Module Objective:

To attempt a close reading of four science fiction poems and understand their contemporary and futuristic relevance.

Essential Readings:

1. Ginsberg, Allen. "The Green Automobile" In *Collected Poems*, 1947-1977, HarperCollins, 1953, pp. 118-122.
2. Lewis, CS. "Science fiction Cradlesong." In *allpoetry.com,* 1954.
3. Salverio, Susan. "Robosexual." In *Cyborgia,* Mayapple Press, 2010, p. 11.
4. Smith, Tracy K. "Sci-Fi." In *Life on Mars,* Graywolf Press, 2011, p. 13.

Suggested Readings:

1. Collins, Logan Thrasher. "CyberGaia: Earth as Cyborg." *Humanities and Social Sciences Communications,* Vol. 11, No. 322, 2024, pp. 1-8.
2. Haraway, Donna. "A Cyborg Manifesto: Science, Technology and Socialist Feminism in the Late Twentieth Century." In *Simians, Cyborgs, and Women: The Reinvention of Nature.* Routledge, 1991, pp. 149-181.
3. Sparrow, Robert, Horn Elina & Friederike Eyssel. "Do Robots have Sex? A Prolegomenon." *International Journal of Social Robotics*, 2023, pp. 1-17.

Module 5: Science Fiction Play (2 weeks/ 4 classes)

Description:

In this module, focus will be maintained on reading, understanding and analysing a science fiction play. Students will both read and watch the play which will familiarize them with the grim stage setting, nuanced postcolonial, and futuristic themes calling for observing the biased Euro-centric transaction between the East and the West.

Module Objective:

To read, and watch a science fiction play and analyse its unique addition to the science fiction genre.

Essential Readings:

1. Padmanabhan, Manjula. *Harvest,* Hachette, 2017. (Originally published in 1997).

Suggested Readings:

1. Banerjee, Suparno. *Indian Science Fiction: Patterns, History, and Hybridity.* University of Wales Press, 2020.
2. Chattopadhyay, Bodhisattva. "On the Mythologerm: Kalpvigyan and the Imperial Science." *Science Fiction Studies,* Vol. 43, No. 3, 2016, pp. 435-458.
3. Khan, Sami Ahmed. *Star Warriors of the Modern Raj: Materiality, Mythology, and Technology of Indian Science Fiction.* Duke University Press, 2021.

Options for Group Presentations (throughout the semester)

1. Andrej Tarkovsky's *Solaris (*1972)
2. Ridley Scott's *Blade Runner* (1982)
3. The Wachowskis' *Matrix* (1999)
4. Joseph Koniski's *Oblivion* (2013)
5. Christopher Nolan's *Intersteller* (2014)
6. Alex Garland's *Ex Machina* (2015)
7. Denis Villeneuve's *Arrival* (2016)
8. Maitrey Bajpai and Ramiz Illam Khan's *Carbon: The Story of Tomorrow* (2017)
9. Sujoy Ghosh's *Anukul* (2017)
10. Frant Gwo's *The Wandering Earth* (2019)

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

1. Mid-term exam (as per academic calendar): 30%
2. Presentations (throughout the semester): 30%
3. End-term exam (as per academic calendar): 40%

f. **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

Dr Jasmine Sharma
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 programmes 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-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	SUS
Programme(s)	BA (Honours) with Major in English
Course title	Postmodernism: Texts and Contexts
Course code	NSUS1EN243
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG Semester 8
Proposed date of launch	WS26
Course coordinator and team	Dr. Sapna Dudeja

1. How does the course link with the vision of AUD?
   This course aligns with the University's vision of fostering critical thought, inclusivity and societal justice by engaging with the ideas of seminal theorists of postmodernism from across the globe. The course seeks to deepen students' understanding of literary and cultural traditions as also introduce them to some non-western interventions in existing discourses. Since postmodern texts and cultural expressions cut across generic and disciplinary boundaries, the course strengthens the focus on inter-disciplinarity as envisaged in National Education Policy 2020 as well as the University's academic objectives.

2. How does the course link with the specific programme(s) where it is being offered?
   This course builds upon the students' understanding of literary periods viz. Old English, Medieval English, Renaissance, Neoclassical, Romantic, Victorian and Modern by introducing them to the Postmodern and the Contemporary. It thus connects with all the period specific courses offered up till the eighth semester as well as the Literary theory course offered in the fifth semester to the BA English programme, establishing linkages (with post structuralism and deconstruction), highlighting continuities as well as discontinuities, especially beneficial for students planning to pursue the MA English programme.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This course has a thematic connection with another course titled 'Modern and Postmodern World 1750-2010' offered by the BA History programme and one more course, which is no longer offered by the School of Culture and Creative Expression. However, the central focus of this course and the engagement intended has a standalone character. The students will not only be introduced to the theoretical discourse around postmodernism but will also be made to analyse texts of postmodern culture, including but not limited to architecture, art, cinema, music and fiction, focusing on how different contexts shape texts differently.

4. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify): None, though an understanding of basic theoretical approaches, especially structuralism, post structuralism and deconstruction, will be useful.

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 and discussion based course

7. **Course Details:**
   a. Summary: This course will introduce students to the concept and the theoretical debates around postmodernism from Habermas and Lyotard to Jameson, familiarize them with postmodern architecture, art, cinema, music and fiction, analysing some of these texts with respect to their contexts of origin as well as the Indian context, encouraging a critique of postmodernism from the Indian standpoint, and using Mukherjee, Bhabha and Spivak as points of departure to launch that critique.

   b. Objectives:
   1. To introduce students to postmodernism or the cultural logic of late capitalism, its continuities and discontinuities with modernism.
   2. To understand the theoretical debates that led to its discursive construction as a cultural phenomenon.
   3. To analyse its cultural and literary articulations via architecture, art, cinema, music and fiction.
   4. To critique from one's own specific subject position and context, that is, as a student of literature located in India in the 21st century.

   c. Expected learning outcomes:
   Upon completion of the course, students will be able to:
      1. Identify and articulate the characteristics of the postmodern, its similarities and differences from the modern.
      2. Critically evaluate the genesis of the concept as a discursive construct, wherein it is not just important for something to happen but it is equally important to theorize about it.
      3. Examine postmodern architecture, art, cinema, music and fiction vis-à-vis its context and ours.
      4. Critically analyse the postmodern in light of the postcolonial, neocolonial and globalization.

   d. Overall structure (course organisation; rationale of organisation; brief module outlines):
   Module 1: Introduction (1 week)
   Module 2: What is Postmodernism? (3 weeks)
   Module 3: Postmodern art and culture (4 weeks)
   Module 4: Postmodern fiction (3 weeks)
   Module 5: Whose Postmodernism? (3 weeks)
   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:

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

Module 1: Introduction (1 week)

Module Description:

This introductory module will trace the shift from modernism (late nineteenth to mid twentieth centuries) to postmodernism (mid twentieth century to the present, though waning): from utopian longings for an orderly world to a playful acceptance of disorder; from belief in the macronarratives of history, progress, rationality, universal truth to the rise of micronarratives from the margins, relativism, perspectivism, fragmentation, subjectivity; from parody to pastiche; from upholding the hierarchy between high and low culture to a deconstruction of this binary; from big politics to identity politics.

Module Objective: To introduce students to postmodernism or the cultural logic of late capitalism, its continuities and discontinuities with modernism.

Essential Readings:

Hassan, Ihab. "Toward a Concept of Postmodernism." *Postmodernism: A Reader.* Edited by Thomas Docherty. Routledge, 2014, pp. 146-156.

Suggested Readings:

Brooker, Peter, ed. *Modernism/Postmodernism.* Routledge, 2014.

Huyssen, Andreas. *After the Great Divide: Modernism, Mass Culture, Postmodernism.* Indiana UP, 1986.

Module 2: What is Postmodernism? (3 weeks)

Module Description: The readings in this module will engage students with the key debates around postmodernity as unfinished modernity, which should be continued with a consensual pursuit of principles of enlightenment viz. communicative rationality, universal emancipation and justice (Habermas) or as a distinct cultural phenomenon involving a rejection of consensuality and the meta-narratives of progress, rationality and universality (Lyotard) or a materialist economic understanding of postmodernity as the cultural logic of late-capitalist societies (Jameson). Essential readings will be used for in-class discussions while the suggested reading is to deepen the understanding of the concept.

Module Objective: To understand the theoretical debates that led to its discursive construction as a cultural phenomenon.

Essential Readings:

Habermas, Jurgen. "Modernity – An Incomplete Project." *Postmodernism: A Reader.* Edited by Thomas Docherty. Routledge, 2014, pp. 98-109.

Lyotard, Jean-Francois. "Answering the Question: What is postmodernism?" **And** "Note on the Meaning of 'Post-'." *Postmodernism: A Reader.* Edited by Thomas Docherty. Routledge, 2014, pp. 38-50.

Jameson, Fredric. "Postmodernism, or The Cultural Logic of Late Capitalism." *Postmodernism: A Reader.* Edited by Thomas Docherty. Routledge, 2014, pp. 62-92.

Suggested Readings:

Huyssen, Andreas. "Mapping the Postmodern." *After the Great Divide: Modernism, Mass Culture, Postmodernism.* Indiana UP, 1986, pp. 179-221.

Module 3: Postmodern art and culture (4 weeks)
Module Description: This module will aim at giving a bird's eye view of postmodern art and culture viz. architecture where the earliest expressions of the same can be traced to art cinema and music where some of the popular expressions of the same can be traced. The students will be encouraged to identify what counts as postmodern in each of these domains with specific reference to India. A field visit may be arranged to achieve the module objectives. Students will also be sensitized to the postmodern and the politics of the popular, the relevance as well as the non/desirability of deconstructing the binary between high and low culture. Essential reading list will be used for in-class discussions while the essays in the suggested reading list may be used to deepen engagement with some of the concepts discussed in class. The students will be required to make short presentations based on their understanding of what is postmodern culture and how is it related to the popular.

Module Objective: To analyse its cultural articulations via architecture, art, cinema and music.

Essential Readings:

Morgan, Diane. "Postmodernism and architecture." *The Routledge Companion to Postmodernism.* Edited by Stuart Sim. Routledge, 2011, pp. 119-130.

Trodd, Colin. "Postmodernism and art." *The Routledge Companion to Postmodernism.* Edited by Stuart Sim. Routledge, 2011, pp. 131-142.

Hill, Val. "Postmodernism and cinema." *The Routledge Companion to Postmodernism.* Edited by Stuart Sim. Routledge, 2011, pp. 143-155.

Scott, Derek B. "Postmodernism and music." *The Routledge Companion to Postmodernism.* Edited by Stuart Sim. Routledge, 2011, pp. 182-193.

Suggested Readings:

Storey, John. "Postmodernism and popular culture." *The Routledge Companion to Postmodernism.* Edited by Stuart Sim. Routledge, 2011, pp. 204-214.

Jencks, Charles. *The Story of Post-Modernism: Five Decades of the Ironic, Iconic and Critical in Architecture.* Wiley, 2011.

Venturi, Robert et al. *Learning from Las Vegas: The Forgotten Symbolism of Architectural Form.* The MIT Press, 1972/77.

Docherty, Thomas, ed. *Postmodernism: A Reader.* Routledge, 2014, pp. 265-67.

Bertens, Hans. *The Idea of the Postmodern: A History.* Routledge, 1995, pp. 51-78.

Dudeja, Sapna. "Shopping Malls, Globalization and the Dynamics of Power." *Caesurae: Poetics of Cultural Translation.* Vol. 1 Issue1 (2015), pp. 1-10.

Module 4: Postmodern fiction (3 weeks)

Module Description: Since postmodernism lends itself most readily to the fictional form of narrativity, this module will engage students with an example or two of postmodern fiction as historiographic metafiction (Hutcheon), or a text of pleasure (Barthes) or poioumena (Fowler) or one that incorporates self-reflexivity, intertextuality, pastiche, unreliable narration, multiple perspectives, open-endedness, irony, playfulness, black humour, magic realism, fabulation, temporal/spatial fragmentation, hyper reality or altered states of consciousness and so on. Any one or two of the following may be picked up for in-class discussion depending on the interest of the students, course coordinator and availability of time. This module will further help students in creating a short story, play or set of poems that incorporate postmodern narrative techniques.

Module Objective: To analyse its literary expressions via fiction.

Essential Readings (Any 1-2 of the following):

John Fowles' *The French Lieutenant's Woman*

Thomas Pynchon's *Gravity's Rainbow*

Kurt Vonnegut's *Slaughterhouse-five*

Jeanette Winterson's *Sexing the Cherry*

Anthony Burgess' *A Clockwork Orange*

Milan Kundera's *The Book of Laughter and Forgetting*

Salman Rushdie's *Midnight's Children*

Art Spiegelman's *Maus*

Joseph Heller's *Catch-22*

Don DeLillo's *White Noise*

Italo Calvino's *If on a Winter's Night a Traveller*

Vladimir Nabokov's *Pale Fire*

Suggested Readings:

Lewis, Barry. "Postmodernism and fiction." *The Routledge Companion to Postmodernism.* Edited by Stuart Sim. Routledge, 2011, pp. 169-181.

Waugh, Patricia. *Metafiction: The Theory and Practice of Self-Conscious Fiction*. Methuen, 1984.

McCaffery, Larry. *Postmodern Fiction: A Bio-Bibliographical Guide*. Greenwood, 1986.

McHale, Brian. *Postmodernist Fiction*. Methuen, 1987.

Currie, Mark. *Postmodern Narrative Theory*. Macmillan, 1998.

Nicol, Brian. *The Cambridge Introduction to Postmodernist Fiction*. Cambridge UP, 2009.

Hutcheon, Linda. *A Poetics of Postmodernism: History, Theory, Fiction*. Routledge, 1988.

Dudeja, Sapna. "Historiographic Metafiction: An Assessment." *Research Hub: International Multidisciplinary Research Journal*. Vol. 2 Issue 4 (April 2015), pp. 1-3.

Module 5: Whose Postmodernism? (3 weeks)

Module Description: The readings in this module will interrogate postmodernism from the perspective of the non-West, enabling a contextual critique of this cultural phenomenon raising questions such as: how relevant is postmodernism in the context of South-Asia, specifically India, is there a possibility to critique it from one's own unique perspective, is it simply a 'western' cultural phenomenon, the new cultural imperialism of the west or is the non-west also implicated in this discourse, can we talk about west and non-west as homogeneous categories of analysis or when identities themselves have become fluid, multiple, processual, there can be no 'pure' identities, and finally, can we, located in South-Asia, specifically India, wrest something of value from this cultural phenomenon.

Module Objective: To critique, from one's own specific subject position and context, that is, as a student of literature located in India in the 21st century.

Essential Readings:

Mukherjee, Arun P. "Whose Post-Colonialism and Whose Postmodernism?" *World Literature Written in English*, 30: 2 (1990): 1-9.

Bhabha, Homi K. "The Postcolonial and the Postmodern: The Question of Agency." *The Location of Culture.* Routledge, 1994, pp. 171-197.

Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" *Marxism and the Interpretation of Culture*. Edited by Cary Nelson and Lawrence Grossberg. University of Illinois Press, 1988, pp. 271-313.

Suggested Readings:

Sardar, Ziauddin. *Postmodernism and the Other: The New Imperialism of Western Culture*. Pluto Press, 1998.

Dirlik, Arif. "The Postcolonial Aura: Third World Criticism in the Age of Global Capitalism." *Contemporary Postcolonial Theory.* Ed. Padmini Mongia. OUP, 1997.

Ahmad, Aijaz. "Interviewed I: Culture, Nationalism, and the Role of Intellectuals." and "Interviewed II: Issues of Class and Culture." *In Defense of History: Marxism and the Postmodern Agenda*. Eds. Ellen Meiksins Wood and John Bellamy Foster. Aakar Books, 2006.

Rattansi, Ali. "'Western' Racisms, Ethnicities, and Identities in a 'Postmodern' Frame." *Racisms, Modernity and Identity on the Western Front*. Eds. Ali Rattansi and Sallie Westwood. Polity Press, 1994, pp. 15-85.

Eaton, Richard M. "(Re)imag(in)ing Otherness: A Postmortem for the Postmodern in India." *Journal of World History*, Vol. 2, 2000, pp. 57-78.

Kwame, A. A. "Is the Post- in Postmodernism the Post- in Postcolonial?" *Critical Inquiry* 17 (Win. 1991): 336-57.

Maurya, Vibha, ed. *Postmodernism: A Discussion.* Delhi: Kalinga Publications, 1994.

Mohanty, Chandra Talpade. “Under Western Eyes: Feminist Scholarship and Colonial Discourses.” (1986). *Feminism without Borders: Decolonizing Theory, Practicing Solidarity.* Zubaan, 2003, pp. 17-42.

Wang, Fengzhen. “Third-World Writers in the Era of Postmodernism.” *New Literary History*, Vol. 28, No. 1, 1997, pp. 45-55.

Conclusion (1 week)

The concluding week will tie the different threads, revise concepts and reiterate the learnings from the course.

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

In-class participation and short presentations on postmodern art, architecture, cinema, music, fashion etc.: 20% (throughout the semester)

Mid-term assessment – Creating a short story/play/set of poems using postmodern techniques of narrativizing (like multiple perspectives, irony, historiographic metafiction, relativism, pastiche etc.) **OR** Contextual creative adaptation reflecting postmodern features (for example, rewriting from the perspective of a marginal character or placing characters in a different context) **OR** Critical analysis, in the form of a term paper, of any postmodern cultural expression (like shopping malls, music remixes, theme parks etc.): 40%

End term exam: 40%

8. **Pedagogy:**
   a. Instructional strategies: Lectures and discussions based on the prescribed readings, using audio-visual aids
   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Audio-visual system
   c. Expertise in AUD faculty or outside: AUD faculty
   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Field visit to the Lotus Temple or One Horizon Centre may be organized.

Dr. Sapna Dudeja

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	School of Undergraduate Studies
Programme(s)	BA History (FYUP)
Course title	**Aspects of Social and Cultural History: Europe (c. 1450-1750)**
Course code	NSUS1HS415
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	DSC
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG (8th Semester)
Proposed date of launch	WS 2026
Course coordinator and team	Prof. Tanuja Kothiyal

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 8.

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 classroom 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 eighth semester of the BA Hons and BA Hons with Research in History.

7. Course Details:

a. **Summary:** This course moves beyond narratives of kings and treaties to explore historiography of society and culture in Europe (c. 1450-1750). The course investigates the structures, beliefs, experiences of everyday life in Europe between 16th and 18th centuries through some of the foundational methodological frameworks, with like the *Annales* School, the history of *mentalités*, Microhistory and History of Everyday. The focus of the course is on methodology with research on Europe forming the backdrop. It examines how historians have used these approaches to reconstruct the worlds of common men and women: peasants, artisans, women, heretics, and the marginalised. Students will learn how within the framework of the Annales school a methodological shift took place, where everyday concerns and behaviors of common people became animated in the works of historians. Rather than focusing on ideas and practices of elite and the intellectuals, the focus of history writing shifted to the beliefs and actions of common people. Instead of viewing these as irrational actions of the illiterate and uninformed, historians began viewing these as strategic responses, emerging out of a rather contextual understanding of the world from the viewpoint of the subalterns. Thus, peasants, workers, women, heretics, outcasts emerged as drivers of action, rather than mere responders in their class locations. This historiographical shift challenged the framing of class as merely an economic category and revealed the ways in which different sections of the society responded to each other. Further approaches developed within this tradition opened the discipline of history to other practices like psychohistory, global history and ethnography. The course is structured methodologically and thematically, with modules dedicated to gender, popular culture, print, and religion. Students will deeply and critically engage with some of the foundational texts, assess the strengths and limitations of each methodology, and learn to apply these.

b. Objectives: The students will be able to

- Understand the categories of 'social' and 'cultural' within the frames of history writing
- Understand the historiographical development, core principles, and key figures of the *Annales* School, *Mentalités*, Microhistory, History of the Everyday.
- Critically analyse how these methodologies have transformed the study of society and culture in history and added to new methodologies like Global history
- Explore major themes such as gender relations, popular belief systems, the impact of print, visual culture, and the dynamics of power at the local level.
- Develop the ability to read secondary literature methodologically and to evaluate the construction of historical arguments.

c. Expected learning outcomes: Students will be able to:

1. **Articulate** the core tenets and historiographical significance of the History from Below, *Annales*, *Mentalités*, Microhistory and History of the Everyday approaches.
2. **Analyse** how different methodological frameworks lead to varying interpretations of the same period.

3. **Evaluate** the intersections of social structures and cultural systems in shaping everyday life.
4. **Construct** a sophisticated historical argument based on primary source analysis and methodological awareness.
5. **Critique** the limitations of these approaches, including issues of representation, agency, and scale.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

1. **What is Social and Cultural History? (3 Weeks)**
2. **Uncovering Worldviews: *Mentalités* (3 weeks)**
3. **A Closer Look: The Microhistorical Turn (2 weeks)**
4. **Gender and the Social Order (2 weeks)**
5. **Belief, Ritual, and Popular Religion (2 weeks)**
6. **The Print Revolution and Popular Culture (2 weeks)**

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: What is Social and Cultural History? (3 weeks)

This introductory module begins by understanding the relationship between history and place, by locating Europe in history. Rather than treating it as a fixed geographical entity, the module explores the emergence of the idea of Europe, through shifting relationships between various geographical and cultural regions. Further, we explore the historiographical shift that took place in the latter half of twentieth century when focus of history writing on Europe gradually shifted from political history to social and cultural history. In doing so, it engages with how the categories of 'society' and 'culture' came to be redefined in the history writing on Europe and reclaimed from the margins of history writing.

Essential Readings

Burke, Peter, 'Did Europe exist before 1700?', *History of European Ideas* Vol. 1. pp. 21-29. Pergamon Press Ltd. 1980.
Yapp, M. E. 'Europe in the Turkish Mirror' *Past & Present, (Nov.,1992),* 134-155.
Stearns, Peter N. "Social History Present and Future." *Journal of Social History* 37, no. 1 (Autumn 2003): 9–19.
Thompson, E. P. *The Making of the English Working Class*. New York: Vintage Books, 1966.

Burke, Peter. *What is Cultural History?* 3rd ed. Cambridge: Polity Press, 2018

Further Reading:
Joll, James, 'Europe: A Historian's View' *History of European Ideas* Vol. 1. pp. 7-19. Pergamon Press Ltd. 1980.
Braudel, Fernand, *The Mediterranean and the Mediterranean World in the Age of Philip II* (Vol. I), "Introduction to Part I" and "Conclusion."

Module 2: Uncovering Worldviews: *Histoire des Mentalités* (2 Weeks)

How can we access the '*mentalite'* of past societies?

This module explores the idea of '*mentalite'* which seeks to reconstruct the collective psychology, unspoken assumptions, and emotional frameworks of the past. We examine how history writing focused on the ways in which time, space, beliefs, childhood, magic, death etc were understood collectively in Europe between 16th and 19th centuries. Along with rationality and scientific attitudes, deep rooted beliefs persisted, and continued to shape public thoughts and attitudes. Historians attempted to capture these beliefs and attitudes within the rubric of '*mentalite'* or collective thought. This module explores the idea of *mentalité* in depth through case studies like the Great Cat Massacre, or how people's attitudes towards phenomenon like childhood and death shifted over time in accordance with social, economic and cultural shifts.

- **Essential Readings:**

  Le Roy Ladurie, Emmanuel. *The Peasants of Languedoc*. Translated by John Day. Urbana: University of Illinois Press, 1974. "Introduction" and "Conclusion."
  Bloch, Marc. *The Royal Touch: Sacred Monarchy and Scrofula in England and France*. Translated by J. E. Anderson. London: Routledge & Kegan Paul, 1973.
  Darnton, Robert. *The Great Cat Massacre and Other Episodes in French Cultural History*. New York: Basic Books, 1984.

  Further Readings:
  Ariès, Philippe. *The Hour of Our Death*. Translated by Helen Weaver. New York: Alfred A. Knopf, 1981, Chapters 1-3.
  Emmanuel Le Roy Ladurie, *Montaillou: The Promised Land of Error* , Tr. Barbara Bray George Braziller, NY, 2008.
  Lucien Febvre, *The Problem of Unbelief in the Sixteenth Century: The Religion of Rabelais,*

Module 3: A Closer Look: The Microhistorical Turn (2 Weeks)

What can the story of one obscure individual or small community tell us about the larger culture?

Microhistory responds to the large-scale analyses of the *Annales* by focusing on a single event, village, or individual. We study how this approach uses intensive magnification to reveal the complexities of social relationships, power negotiations, and cultural norms. This methodological approach attempted to explore the links between 'unremarkable people or events' and the larger world of ideas, showing how the microcosm around the ordinary and mundane could reveal larger designs. Microhistorical approach was employed later by other methodological frameworks, for example global histories to argue that histories of single commodities like sugar, cotton, opium etc, revealed larger patterns of colonial domination in the 19th and 20th centuries. In this module we especially focus on extraordinary lives of two ordinary people that of the Italian miller Mennocio (*Cheese and the Worms*) and French trickster Martin Guerre.

- **Readings:**

  Giovanni Levi, "On Microhistory," in Peter Burke (ed.), *New Perspectives on Historical Writing*, Cambridge, 1991, 97-119.
  Carlo Ginzburg, ,"Microhistory: Two or Three Things That I Know about It", (Tr. John Tedeschi, Anne C. Tedeschi), *Critical Inquiry,* Vol. 20, No. 1 (Autumn, 1993), pp. 10-35.
  Texts
  Ginzburg, Carlo. *The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller*, (Translated by John and Anne Tedeschi), Johns Hopkins University Press, 1980.
  Natalie Zemon Davis, *The Return of Martin Guerre*, Harvard University Press, 1983.

Module 4: Gender and the Social Order (2 Weeks)

How were gender roles constructed, performed, and contested in early modern society?

Applying methodology of Annales School this module investigates the construction of gender, the dynamics of the household, and the everyday world of women in Europe. Annales managed to shift focus on how women's lives were recorded in the contemporary archives. They explored how a range of female prototypes like the mother, wife, prostitute, nun etc were evoked in post reformation Europe. The module explores how the idea of morality emerged as a dominant discourse and was employed in the regulation of sexuality. It examines how structures like 'home' and 'family' were framed in this period. The module explores how gender intersected with class, honour, and legal systems.

- **Readings:**

  Davis, Natalie Zemon, "Women's History" in Transition: The European Case", *Feminist Studies,* Vol. 3, No. 3/4 (Spring - Summer, 1976), pp. 83-103.
  Roper, Lyndal, *The Holy Household: Women and Morals in Reformation Augsburg*, Clarendon Press, NY, 1991, 132-165.

Hunt, Lynn, *The Family Romance of the French Revolution.* Berkeley: University of California Press, 1992, Select chapters.

Further Readings:

Sarti, Raffaella, *Europe at Home: Family and Material Culture 1500-1800,* Yale University Press, 2002.

Module 5: Ritual, and Popular Religion (2 Weeks)

What did religion mean to ordinary people, and how was it lived and experienced?

This module focuses on the everyday religious beliefs and practices of the laity in early modern Europe. Moving away from a linear history of 'Reason and Rationality' in Europe, this module looks at multiple ways in which ritual and religion were understood and practiced every day. We explore how along with philosophical debates on reform and counter-reformation, discourses on folk practices continued. While monastic orders and monasteries became sites of heated debates on nature of religion, the priests at the level of the villages struggled to locate themselves between high reason and local belief systems. Studying the trials on witchcrafts the module shows, how frameworks of legality and reason could easily be made to coexist with folk practices.

Readings:

Ginzburg, Carlo, *The Night Battles: Witchcraft and Agrarian Cults in the Sixteenth and Seventeenth Centuries*.

Federici, Silvia, *Witches, Witch Hunting and Women,* PM Press, 2018.

Thomas, Keith. *Religion and the Decline of Magic: Studies in Popular Beliefs in Sixteenth- and Seventeenth-Century England*. Oxford: Oxford University Press, 1997. (Introduction and select chapters on magic and popular belief).

Further Readings:

Christian, William, *Local Religion in Sixteenth-Century Spain,* Princeton University Press, 1981

Klaniczay, Gábor and Éva Pócs, *Witchcraft and Demonology in Hungary and Transylvania,* Palgrave Macmillian, 2017 (Select Chapters).

Module 6: The Print Revolution and Popular Culture (2 Weeks)

- **How did the shift from manuscript to print transform communication, knowledge, and cultural authority?**

This module examines the impact of print on early modern society and explores how print was employed in multiple ways to multiple ends. The module explores how print changed the ways of thinking about society and sociality in Europe between 16th and 19th centuries. We explore the expanding world of literacy, and its impact on how diverse ways of framing culture gained momentum with the advent of print. The role of print in shaping of a nascent

"public sphere", through printing of learned texts, newspapers to the proliferation of cheap print (chapbooks, pamphlets, broadsides) is explored.

- **Readings:**

  Eisenstein, Elizabeth L., *The Printing Revolution in Early Modern Europe*, Chapters 4 & 5.
  Chartier, Roger, *The Culture of Print: Power and Uses of Print in Early Modern Europe*, Polity Press, 1989. "Introduction."
  Wiltenburg, Joy, 'Crime into text' *Crime and Culture in Early Modern Germany,* University of Virginia Press, 2012, 65-87.
  Baron, Sabrina, 'The guises of dissemination in early seventeenth-century England: news in manuscript and print', in *The Politics of Information in Earrly Modern Europe,* Routledge, Ny, 2001, 41-56.

  Further Readings:
  Scribner, Robert, *For the Sake of Simple Folk: Popular Propaganda for the German Reformation*, Cambridge University Press, 1981, Chapters 1 and 7.
  Hall, David D., "The World of Print and Collective Mentality in Seventeenth-Century New England," in *Cultures of Print: Essays in the History of the Book*, University of Massachusetts Press, 1996.

(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): NA

Signature of Course Coordinator(s):Tanuja Kothiyal

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	SUS
Programme(s)	History
Course title	Dissertation Course for Research Students
Course code	NSUS1HS443
Total Credits	6
Course type (core/compulsory/ elective/any other – please specify)	Dissertation
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG course/ 8th Semester (NEP/FYUP)
Proposed date of launch	WS 2026
Course coordinator and team	Prof. Tanuja Kothiyal, Prof. Dhirendra Dangwal, Prof. Sanjay Sharma, Dr. Yogesh Snahi, Dr. Dharitri Narzry, Dr. Dhiraj Nite, Dr. Shailaja Menon, Dr. Sudhi Mandloi, Dr. Pallavi Chakravarty, Dr. Manoj Kaumar

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

This course aligns closely with the broader vision of Ambedkar University Delhi (AUD), which underscores critical inquiry, inclusivity, and interdisciplinary engagement. By examining history through both primary and secondary sources, students are encouraged to critically analyse multiple layers of evidence and develop a nuanced understanding of historical research.

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

The themes offered for research are essential for cultivating historically informed, analytically rigorous, and methodologically sound scholarship. They are designed to train students in contemporary approaches to historical interpretation, enabling them to engage with historiography, source criticism, and diverse narrative frameworks. This structured exposure will undoubtedly contribute to producing historically sensitive and critically aware learners equipped to approach the past with fresh perspectives and scholarly depth.

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

Yes, this course builds on several foundational courses within the History program, on Indian and world history.

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

   According to the structure of the four-year undergraduate program, this course is designed for final-year students enrolled in the History Honours programme. It is a compulsory course and must be taken either as a core requirement by students pursuing History Honours with Research degree.

4. **No. of students to be admitted (with justification if the usual cohort size is proposed):**

   As per SUS norms.

5. **Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):**
   (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Winter Semester

6. **Course Details:**

Summary:

The course focuses allows students to pick research questions from larger themes, analyse primary sources and arrive at conclusions. The proposed research themes are grounded in multiple areas of History and are essential for understanding the broader processes that shape historical conditions. The framework encourages students to select **one theme from the given broad areas and use it to construct a** history through well-defined academic components. Students are required to prepare an **8,000-word dissertation**, supported by both primary and secondary sources, in order to develop a rigorous and research-based understanding of history writing.

Objectives:

- Students will get trained in the critical use of **primary sources** to construct original, well-founded historical arguments on the chosen theme.
- Students will engage with a wide range of sources, including primary documents, court records, administrative texts, and regional literary materials, as well as visual and material sources like paintings and architecture to develop a deeper understanding of the social, cultural, political, and economic complexities of history.

- They will learn reading sources in translation while simultaneously appreciating the linguistic, cultural, and historical contexts in which these sources were produced.

Expected learning outcomes:

Learning Objectives

- Students will gain a broad and disciplined understanding of how historical data is collected, managed, and interpreted at the undergraduate level, particularly within the framework of Pan-Indian history in pre-modern times. They will learn to critically engage with regional, courtly, and royal primary documents, developing the ability to read, compare, and analyse both primary and secondary sources with academic rigour.
- Students will acquire a strong conceptual understanding of the significance of pre-colonial history in shaping India's social, political, cultural, and economic structures, as reflected across the selected themes.
- Students will learn to critically interpret translated primary sources and regional textual traditions, enabling them to understand historical processes from multiple linguistic and cultural perspectives.
- The course will introduce students to a wide range of thematic sources, allowing them to explore diverse aspects of regional and pan-regional history across vast time zones.
- By the end of the course, students will be able to formulate clear historical arguments and hypotheses based on close reading of primary and secondary sources. They will also gain the methodological confidence required to write balanced, evidence-based historical narratives.

Note: ***Learning outcomes will vary depending on the theme selected by each student. Since every theme provides distinct historical expertise, students will achieve specialised skills aligned with the specific sources and debates relevant to their chosen topic.***

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

Across the themes offered, each student is required to select **one theme** to develop their dissertation. The selected theme must be pursued by applying appropriate research methods and adhering to the basic principles of academic writing and historical inquiry. On part of the Undergraduate Programme Committee, students are encouraged to choose a theme that aligns with their interests and analytical strengths. They will receive structured guidance under expert supervision at every stage of the research process. These themes are designed to help students conceptualise their research, frame a coherent draft, and eventually produce a well-argued academic paper. Each theme provides a focused entry point into pre-colonial Indian history, enabling

students to explore sources, debates, and interpretations with clarity and purpose. The overall aim is to cultivate independent historical thinking and introduce students to the foundational skills of scholarly research.

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

Themes within the broad temporal zone of precolonial colonial and postcolonial periods:

State and Politics
Social History
Cultural History
Economic History
Labour History
Environmental History
History of Regions
Gender History
Oral History
Global History

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

Note: - *Each student is required to select* ***one theme*** *for their dissertation. Once a student finalises the theme,* ***the concerned faculty member or supervisor will immediately provide a curated reading list, including both primary and secondary sources.*** *This ensures that every student has access to a concise, relevant, and manageable set of texts. With this focused reading list, students will be able to prepare effectively, engage critically with the material, and develop a strong, well-structured dissertation. The process is designed to offer clarity, guidance, and academic support at every stage of research and writing. Students will be supervised through weekly 4 hour engaged supervision per week. The process of theme selection and broad orientation to research pedagogy will start towards the end of 7th semester, while the research project will be carried out in the 8th semester.*

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

Dissertation Evaluation Stages

- **End of January – Proposal Evaluation (10%)**
- Submission and presentation of your research proposal, including topic justification, objectives, and preliminary framework.
- **End of February – Secondary Literature Review (15%)**
- Assessment of your understanding of key scholarly debates, major historians, and existing research related to your theme.

- **End of March – Primary Literature Review (15%)**
- Evaluation of your engagement with primary sources, archival material, textual readings, or field-based evidence (as applicable).
- **Final Submission – Final Paper (40%)**
- The final paper must reflect original analysis, clear argumentation, and proper referencing.
- The final presentation will be made before the entire faculty.
- The final paper will also be evaluated by a second reader from the faculty for an additional layer of academic scrutiny.

7. **Pedagogy:**
    - Instructional strategies: 4 hours direct supervision per week.
    - Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/other instructional space; any other – please specify):
    - Expertise in the AUD faculty or outside the University
    - Linkages with external agencies (e.g., with field-based organizations, hospitals, and others

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated, and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved by the Board of Studies 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 [date] and has been approved in its 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	SUS
Programme(s)	BA History
Course title	Seminar Paper: Histories of Partition of India
Course code	NSUS1HS441
Total Credits	6
Course type (core/compulsory/ elective/any other – please specify)	Seminar Paper
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	WS 2026
Course coordinator and team	Dr Pallavi Chakravarty

How does the course link with the vision of AUD?
This course is a guided reading course on the lines of the component of Seminar Paper as envisioned within the AUD UGCF and NEP guidelines. Such courses will allow students who are in the 4th year of their graduation to think out aloud and read more deeply on a theme/s they have so far done in a more broad perspective in their courses upto the fourth year. It also complies with the NEP Seminar Paper component.

How does the course link with the specific programme(s) where it is being offered?
As mentioned above, it complies with the component of Seminar Paper as visualised in the NEP.

Does the course connect to, build on or overlap with any other courses offered in AUD?
Yes it builds up on two courses which students have already completed so far—Modern India (1857-1947) and Contemporary India (1947 to present).

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

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

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

Course Details:
Summary:
This course is a guided reading course which aims to cover multiple aspects of a theme students have already come across in their previous courses on modern Indian history—the partition of India

and its aftermath. The course looks at the theme of partition in greater detail tracing its historiography and ending with a discussion on more recent trends in researching and writing its history.

Objectives:
1. to familiarise the students with the theme of partition studies in greater detail.
2. to enable students to gather a deeper understanding of historiographical trends in historical research and writing using one particular theme and elaborating upon the historiographical trend it has followed.
3. to enable students to have an in-depth understanding of a specific theme in order to further explore historical research in future.

Expected learning outcomes:
1. the student would have gained in-depth knowledge in the very first task of doing historical research—reading and tracing historiographical trends on a specific theme of historical research.
2. the student will have been exposed through these secondary works on partition to multiple ways of doing research on a specific theme in terms of use of primary sources, choice of topic of research, and in articulation of arguments.
3. the student will be better read through these regular reading exercises and class discussions and will also learn to write academic work through the final seminar paper.

Overall structure (course organisation; rationale of organisation; brief module outlines):
The course is organised around 5 themes—
Historiography on partition; works detailing on the what led to the partition; works detailing on the meaning of partition; works detailing on the 'long partition'; works detailing on the representation of partition (in literature, cinema and oral history).
Through these themes the students will be able to grasp a vast body of scholarly work on the single theme of partition of India and its aftermath.

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: Historiography on Partition [3 weeks]
This module introduces the students to the historiography on the theme of partition history. The first set of readings in this module looks at partition studies from a comparative perspective—global partitions: was partition a strategy of exit from colonies by erstwhile rulers or a genuine attempt to address ethnic conflicts. Works comparing the partitions in Ireland and Indian subcontinent will be read in week 1. Thereafter in week 2 readings discussing the trajectory of partition historiography in the specific case of Indian subcontinent will be discussed. Finally, in week 3 students will read certain contemporary works/ participant histories and thoughts on partition to get a sense of the historiography just discussed above.

Week 1:
T G Fraser, *Partition in Ireland, India and Palestine: Theory and Practice* ; Author, T. G. Fraser ; Edition, illustrated ; Publisher, Macmillan, 1984 (chs 1 and 3)

G. G. Deschaumes and Rada Ivekovic (eds), *Divided Countries, Separated Cities: The Modern Legacy of Partition*. New Delhi: Oxford University (2003). pp.140-75

Smita Tewari Jassal and Eyal Ben-Ari (eds), *The Partition Motif in Contemporary Conflicts,* New Delhi: Sage Publications (2007). pp 19-54.

Week 2:
Asim Roy, The High Politics of India's Partition: The Revisionist Perspective - The High Politics of India's Partition: The Revisionist Perspective. Modern Asian Studies;24(2) pp.385-408.(1990)
Pankhuree R Dube, 'Partition Historiography', *The Historian,* pp 55-79 (2015)
Joya Chatterji, '"Partition Studies: Prospects and Pitfalls." Journal of Asian Studies 73(2): 309–12. (2014)

Suggested Readings:
Joya Chatterji, "New Directions in Partition Studies." History Workshop Journal 67:213–20 (2009)
David Gilmartin, The Historiography of India's Partition: Between Civilization and Modernity. The Journal of Asian Studies, 74, pp 23-41 (2015)
'Four Opinion on the Partition of India' EPW https://journals.sagepub.com/doi/pdf/10.1080/03064228508533994

Week 3:
Essential Reading:
C.H.Philips and M.D.Wainwright (ed.), Partition of India: Policies and Perspectives, London, 1970.

Suggested reading (based on each cohort any 1 or 2 views from these primary sources will be juxtaposed)
B R Ambedkar, *Pakistan or Partition of India,* (1946)
Rajendra Prasad, *India Divided,* (1946)
Maulana Azad, *India Wins Freedom,* (1989)
C Khaliquzamman, *Pathways to Freedom ,* (1961)
Chaudhri Mohammad Ali, *The Emergence of Pakistan* (1967)
B R Nanda, *Witness to Partition: A Memoir,* (2003)
Ram Manohar Lohia, *Guilty Men of India's Partition* (1960)

Module 2: The Road to the Partition of India (3 weeks):
This module focuses on the select works which focus on various factors leading upto the partition of India. As will have been discussed in first module, these works belong to the first trend in partition historiography—works seeking to answer the 'what' question—what led to partition of India. Students will be exposed to the multiple viewpoints coming from the vantage point of differing perspectives on this issue—all-India perspective vs regional perspectives; Imperialist vs Nationalists, religion vs political viewpoints, and subaltern perspectives.

Week 4:

Sucheta Mahajan, *Independence and Partition, Erosion of Colonial Power in India*, Sage Series in Modern Indian History, Delhi, (2000) [chs 9, 12]
Yasmin Khan, *The Great Partition: The Making of India and Pakistan*, New Haven and London (2007) [ch 6]
Stanley Wolpert, *A Shameful Flight,* (2006) [ch8]

Week 5:
Essential Readings:
Venkat Dhulipala, 'Between Jinnah and Toba Tek Singh: Rethinking the Struggle for Pakistan in Late Colonial India' PMML Occasional Paper 50 [pp 1-28]
Joya Chatterji, *Bengal Divided: Hindu Communalism and Partition*, Cambridge (2002) [ch5]
Anindita Ghoshal ed *Revisiting Partition: Contestation, Narratives and Memories*. New Delhi: Primus Books. (ch 6)

Suggested Readings:
Neeti Nair, *Changing Homelands*: Hindu Politics and the Partition of. India. Cambridge and London: Harvard University Press, 2011
Salil Misra, A Narrative of Communal Politics: Uttar Pradesh, 1937-39, Sage Series in Modern Indian History, New Delhi, 2001.
Gyanendra Pandey, Remembering Partition: Violence, Nationalism and History in India, Cambridge (2001)

Week 6:
Ramnarayan S Rawat, 'Partition Politics and Achhut Identity: A Study of the Scheduled Castes Federation and Dalit Politics in UP, 1946–48' in Suvir Kaul (ed), The Partitions of Memory: The Afterlife of the Division of India, ND: Permanent Black (2001), pp. 111-39.
Sekhar Bandyopadhyay, 'Transfer of Power and the Crisis of Dalit Politics in India, 1945–47'. Modern Asian Studies. 2000;34(4):893-942.

Uttara Shahani, 'Bonded citizenship: Caste, Partition, and the prevention of exit.' Modern Asian Studies. 2025;59(2):427-454

Suggested Readings:
Dwaipayan Sen The Decline of the Caste Question: Jogendranath Mandal and the Defeat of Dalit Politics in Bengal. Cambridge: Cambridge University Press, 2018

Module 3: Implementing Partition and the Human Dimension (3 weeks)
This module focusses on the second strand in partition historiography where research shifted to understanding the 'what and how' questions, i.e. how the decision was going to be implemented on the ground and what it meant to the people actually affected by the event. While looking at implementation the focus will be on certain themes—coming up of the Boundary Commissions which decided the territories; the functioning of the Partition Committees and the physical division of men and resources; and also the coming together of the territories in India and Pakistan (integration of the nation-state).

The human dimension looks at what partition meant to the rank-and-file people who were forcibly displaced from their homelands: the experience of multiple forms of violence, the long migration route, and the sense of loss for the homelands left behind.
Thus, this module combines a statist narrative of implementation of partition alongwith the human dimension experience of the violence and displacement. The readings mentioned below are divided under the following themes—implementation of partition; integration of the nation; human dimension explored under the categories of caste, class, gender and communal experiences.

Week 7:
Anwesha Sengupta, 'Breaking Up: Dividing Assets between India and Pakistan in Times of Partition', IESHR, vol. 54, no. 4, 2012, pp. 529–48.
Yaqoob Khan Bangash, 'Implementing Partition: Proceedings of the Punjab Partition Committee, July-August, 1947' in *Modern Asian Studies,* 2021, pp.1-43 [online version]
Joya Chatterji, 'The Fashioning of a Frontier: The Radcliffe's Line and Bengal's Border Landscape, 1947–52', Modern Asian Studies, vol. 33, no. 1, 1999, pp. 185–242.
Lucy P Chester, *Borders and Conflict in South Asia: The Radcliffe Boundary Commission and the Partition of Punjab*, Manchester: Manchester University Press, 2009. [ch 3]

Suggested Readings:
Rakesh Ankit, *India in the Interregnum: Interim Government, September 1946–August 1947*, New Delhi: Oxford University Press (2019)

Week 8:
Ian Copland, The integration of the princely states: A 'bloodless revolution'? South Asia: Journal of South Asian Studies, 18(sup001), 131–151 (1995)
Narayani Basu, V P Menon: The Unsung Architect of Modern India, ND: S and S (2021)

Suggested Readings:
Yaqoob Bangash, A Princely Affair: The Accession and Integration of the Princely States of Pakistan, 1947-1955, Karachi: OUP (2015)

Week 9:
Urvashi Butalia, The Other Side of Silence, ND: Kali for women (1998) [ch 4]
Jasodhara Bagchi and Subhoranjan Dasgupta (eds), The Trauma and the Triumph: Gender and Partition in Eastern India, Vol 1, Kolkata: Stree (2003 and 2007) [interviews section]
Rachna Mehra, "The Birth Pangs Of A Divided Nation: Articulating The Experiences Of Women And Children In The Post - Partition Period." *Proceedings of the Indian History Congress* 75 (2014): 1247–52.
Vazira F Y Zamindar, *The Long Partition and the Making of Modern South Asia: Refugees, Boundaries, Histories*, New York: Columbia University Press, 2007. [ch 1]
Sekhar Bandyopadhyay and Anasua Basu Roy Chaudhury, *Caste and Partition in Bengal: The Story of Dalit Refugees, 1947-67* ND: OUP (2022) ch 2 and 3

Module 4: The Long Partition and Its Aftermath (3 weeks)

This module discusses what comes in the last and most recent trend in partition historiography—research related to the aftermath of partition. Here questions of refugee rehabilitation, post-independent state structures and citizenship, emergence of and reorientation of new spaces (physical and mental) are discussed. Rehabilitation can be looked at from perspective of state-refugee responses, host-refugee responses, gender, caste perspectives. And building of the new nation comes across through perspective of state towards its constituents thus focussing on citizenship and its other. In brief, this trend in partition historiography strikes a balance between the human and political dimension on partition where each dimension reinforces the other.

This module is largely focussing on two themes—rehabilitation of refugees and post-independent citizenship in India again with focus from caste, gender and communal paradigms.

Week 10:

U B Rao, *The Story of Rehabilitation,* ND GOI (1966) [part 1]

Joya Chatterji, The Spoils of Partition: Bengal and India, 1947–1967. Cambridge Studies in Indian History and Society. Cambridge University Press; 2007 [chs 3-4]

Suggested Readings:

Satya M Rai, *Partition of Punjab: A Study of the Effects on the Politics and Administration of Punjab (I), 1947-56,* Bombay: Asia Publishing House (1966)

Pallavi Chakravarty, Boundaries and Belonging: Rehabilitating Refugees in India, 1947-1971, ND: Primus Books (2022)

Week 11:

Ritu Menon and Kamla Bhasin, *Borders and Boundaries: Women in India's Partition*, New Delhi: Kali for Women, 1998. [pp 167-203]

Ravinder Kaur, *Since 1947: Partition Narratives Among Punjabi Migrants of Delhi*, New Delhi: Oxford University Press, 2007. [Ch 4]

Uditi Sen, Citizen Refugee: Forging the Indian Nation after Partition, Cambridge: Cambridge University Press, 2018. [Ch2]

Suggested Readings:

Gargi Chakravartty, Coming Out of Partition: Refugee Women of Bengal, New Delhi: Bluejay Books, 2005.

Week 12:

Joya Chatterji, 'South Asian Histories of Citizenship, 1946-1970', The Historical Journal , DECEMBER 2012, Vol. 55, No. 4 (DECEMBER 2012), pp. 1049-1071

Taylor C Sherman, William Gould and Sarah Ansari, From Subjects to Citizens, Society and Everyday State in India and Pakistan, 1947-70, *Modern Asian Studies* special volume, vol 45, part1, January 2011. pp.81-108; 131-178.

Haimanti Roy, *Partitioned Lives: Migrants, Refugees, Citizens in India and Pakistan, 1947–65*, New Delhi: Oxford University Press, 2012.
Vazira Zamindar, *The Long Partition and the Making of Modern South Asia.* New York: Columbia University Press (2007) [ch 6]

Module 5: Writing and Representing Partition (3 weeks)
This module looks at how partition has been written or discussed in more creative representations like cinema, art and literature. These are also important sources for understanding the long-term impact of partition in our society as well for enriching history-writing on the subject. This module will also enable students to see how histories of this event are written and imagined in textbooks and works for popular consumption as well as what the contribution alternate sources can do in history writing.

Week 13:
Krishna Kumar, Prejudice and Pride: School Histories of the Freedom Struggle in India and Pakistan, New Delhi: Viking, Penguin India (2003) [introduction]
Anam Zakaria, 1971: A People's History from Bangaladesh, Pakistan and India, ND: Random House (2019) [part 1]
Raghuvendra Tanwar, Reporting the Partition of Punjab 1947, Press, Public and other Opinions, ND: Manohar (2006) [select news reports]

Week 14:
Alok Bhalla, Partition Dialogues: Memories of a Lost Home, ND: OUP (2007) [select interviews]
Niaz Zaman, A Divided Legacy: The Partition in Selected Novels of India, Pakistan and Bangladesh Karachi: OUP (2001) [introduction]
Diamond O Vahali, "Partition and the Betrayal of India's Independence: An Analysis of Ritwik Ghatak's Cinema". Revista Canaria De Estudios Ingleses, no. 76 (April), 91-101.
Urvi Mukhopadhyay, 'The partition and cinematic experience: the case of the Lahore-Based Film Industry' in Anindita Ghoshal ed. *Revisiting Partition: Contestation, Narratives and Memories*. New Delhi: Primus Books. (2022).

Suggested Readings:
Rimi Bhattacharya and Debali Mukherjee-Leonard, The Indian Partition in Literature and Films: History, Politics, and Aesthetics, London: Routledge (2015)

Week 15:
Urvashi Butali, The Other Side of Silence, ND: Kali (1998) [ch 4]

Nonica Datta, *Violence, Martyrdom and Partition: A Daughter's Testimony* (Delhi, 2009) [select portions] [part 2]
Anchal Malhotra, Remnants of a Separation: A History of the Partition of India through Material Memory (Harper Collins, 2017)

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

Class discussion based on written submission for each module—50%
Final Paper with presentation—50%

Pedagogy:
Instructional strategies:
Film screening and visit to Partition Museum situated on campus is also part of the pedagogy.
This is a reading course, students will be given readings before the class and active class discussion is encouraged and also evaluated.
Drafts of paper will be written and checked till final presentation and final draft in the end of semester.

Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
None

Expertise in AUD faculty or outside
Available
Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
Partition Museum in the campus will be an immensely useful site of study.

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

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

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA History
Course title	**Seminar Paper: Reading India's North East**
Course code	**NSUS1HS442**
Total Credits	6
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG /8th semester
Proposed date of launch	WS2026
Course coordinator and team	Dharitri Narzary – Coordinator

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

   Yes, this course builds on the research-oriented courses, especially Theories and Methods, and Reading and Academic Writing in Historical Study, offered to BA History (Hons.) students in the 7th semester in alignment with the NEP requirements.

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 minimum 7-10 students.

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Winter Semester (Semester long course in Seminar Mode)

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

   This course fit very well with AUD vision of inclusiveness and integrating pedagogical teaching with research training. By focusing the course on a specific region of India, the North-East, the idea is to generate interest and awareness among students about the rich historical tradition of the region that has been largely ignored in the mainstream historical studies.

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

   The AUD History programme is designed to give exposure to students about various historical traditions as practiced across the Indian sub-continent. This course will allow students to explore the historical possibilities embedded in regional and

vernacular histories and thus, is very much in tune with the multiple approaches of doing history at AUD.

7. **Course Details:**

a. Summary:

This course will be taught as a specialized regional history course in a guided reading mode, with the area of focus being the northeast of India. It will help students to understand the rich cultural and geographical diversity, historical contexts, contemporary socio-political complexities and challenges. Northeast of India is a dynamic space that reflects the transregional continuity of history - culminated through human migration, cultural interconnectedness and fluidity. The fascinating and dynamic aspects of the region's past, embedded in the textual and oral narratives, and what kind of ruptures appeared in the region's historical experiences as a result of external encounters and interventions at different points in time will be the subject matter of the course. Through the readings of a wide range of literature and texts, the students will learn about these multi-dimensional aspects of the region's history and explore different kinds of historical possibilities.

The history of India's North-East is one of the least studied areas, even as there are many academic and non-academic writings on the region. It is a region that remained largely outside the historical imagination of India until a very recent time. Therefore, the larger objective of the course is to also familiarise students with the lesser-known aspects of its historical journey since pre-colonial times, its role in the making of modern India and the post-colonial/contemporary challenges.

Studying a region with a long history and as diverse as the North East in a semester mode is challenging. Therefore, the course is thematically organized to highlight certain major historical interventions and milestones. The format will allow students to get familiar with different types of sources to address issues and concerns related to historical knowledge production vis-à-vis the region. While the aim is to train them how to read and use different sources, the intent is also to make students understand the politics of representation and knowledge production in a larger context. Thus, engagement with certain archival/non-archival materials /texts, vernacular sources (translated), oral traditions, etc. and juxtapose them with the secondary literature of different genres for comprehending the complex processes involved in the making of the regional history of North-East will be the central focus. This will help students to make coherent arguments based on sources used or made available and to develop sound conceptual framework.

b. Objectives: To provide an inter/multidisciplinary understanding of the region while discussing how regions are made or conceptualised. 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 approaches when engaging with a subject. The end objective is to make a researcher out of a student by training them to hypothesize.

c. Expected learning outcomes: Students will be able to:

1. Learn to read critical texts
2. Learn how to critically engage with texts/sources

3. Learn to identify, locate and use sources
4. Analyse and Interpret sources
5. Develop conceptual framework of their research
6. Frame historically and theoretically sound questions/ arguments
7. Present their understanding of problems through reading in coherent manner

d. Overall structure (course organisation, rationale of organisation; outline of each module):

The course will have 5 thematic modules and each module will have one focus area for an intensive engagement. The modules are designed 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.

Module 1. Doing Regional History: Locating the North East of India **(2 + 1 weeks = 3 weeks)**

This module will introduce students to the concept of region/regionality/regionalism and how historians have engaged with it. This module will help foreground the need for identifying distinctive qualifiers while doing regional history. Drawing from the larger theoretical and conceptual frameworks of regional study, the module will help students to understand different and differentiated aspects of the North East of India. Knowing about the geo-cultural context is an essential pre-requisite in the conceptualization of a region; this module is, thus, designed to encourage students to learn more about the historical 'diversity' that exists in the region.

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

- Geographically situate the north east of India/know about its geo-cultural /political location/conditioning, understand the processes involved in conceptualizing a region/northeast.
- Identify certain cultural characteristics of the region as a whole
- Understand the region's historical significance in a larger context

Readings

Week 1 & 2

B. P. Sahu (2015). 'From Regional Histories to Histories of the Regions and Beyond', *Social Scientist,* (March-April), Vol. 43, No. 3/4, pp. 33-47.

Elize S. van Eeden (03 Dec 2024): Considering the Many Variations of Regional History, *Histories of People and Place*, DOI: 10.1080/28334299.2024.2433919

Umesh A Kadam (2005). 'The Regional Conception of History: An Introductory Essay', in Kirit K Shah and Meherjyoti Sangle edited *Historiography: Past and Present*, Rawat Publications.

Week 3

Arupjyoti Saikia (2019). *The Unquiet River: A biography of the Brahmaputra*, OUP.

Neeladri Bhattacharya and Joy L. K. Pachuau (eds.), 2019. *Landscape, Culture and Belonging_ Writing the History of Northeast India*, Cambridge University Press (2019).

Activity 1: Write a thought piece based on the readings and class discussion

Module 2. Historiographical Sources and Trend **(1+ 2 = 4 weeks)**

This module will engage with the different types of sources used by historians to reconstruct the region's past and review the historiographical trend in the study of the north-east. Much of the early writings on the North East came from colonial ethnographers and official surveyors; thus how contemporary scholars have engaged with and interpreted these sources will be discussed in the module to see whether there is a continuity or a shift in the historiographical trend. This module will use some primary sources alongside secondary reading to help them differentiate different types of sources necessary for developing an analytical framework.
The module will help students:

- To contextualize themes and topics
- To identify and differentiate sources
- Learn to make sense of information and use them
- To understand the significance of secondary and primary sources in history writing

Readings
Week 4
Eadward Gait (1906). The History of Assam (Calcutta)
Munin Saikia (2011). "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
R.K. Jhalajit Singh (1992). *A Short History of Manipur*, JM Printing Works (Imphal).
Sidney Endle (1936). *The Kacharis*
Verrier Elwin, *The Philosophy of NEFA*

Week 5 & 6
Amalendu Guha (1977). *Planters Raj to Swaraj: Freedom Struggle & Electoral Politics in Assam (1826-1947)*, Tulika Books.
Gunnel Cederlof (2013). *Rule Against Nature: Founding an Empire on India's North-Eastern Frontiers*, NMML Occasional Paper, Series 20.
Sajal Nag
Sanghamitra Misra (2005). 'Changing Frontiers and Spaces: The colonial state in nineteenth century Goalpara', *Studies in History*, 21:1.

Activity 2: Secondary Literature Review.

Module 3. Making of the North-East (**2 + 2 weeks = 4 weeks**)

This module will take off by discussing the conceptualization of the region and engage with the question of representation and interpretation. How and when did this directional term become a noun and marker of regional /cultural identity? Thus, by highlighting certain historical processes, interventions and milestones like migrations, pre-colonial socio-political institutions, arrival of colonialism and colonial modernity, the region's participation in the national movement and post-colonial developments to draw attention to regional/local particularities, the module will underscore the nuances of making of the region.
The idea is to prompt students to make critical analysis of the sources and understand the importance of juxtaposing historically lived experiences with narrativization, e.g. exoticization of place and people. It will highlight the significance of the 'discursive' in doing regional /local/micro history.

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

- Make sense of the complex historical processes in the study of India's northeast
- Make formulations and historically sound arguments
- Have a good understanding of the region and regionality
-

Readings:

Week 7 & 8

David Vumlallian Zou and M Satish Kumar (2011). 'Mapping a Colonial Borderland: Objectifying the geo-body of India's north-east', *The Journal of Asian Studies*, vol. 70, Issue 1.

Erik De Maaker and Vibha Joshi (2007). Introduction: The North east and Beyond: Region and Culture, Journal of South Asian Studies, Vol. XXX, No. 3, Dec. 2007.

Lipokmar Dzüvichü and Manjeet Baruah (eds.) 2018. *Modern Practices in North East India: History, Culture, Representation*, Routledge: London.

Jayeeta Sharma (2011). *Empire's Garden: Assam and the Making of India*, Duke University Press: Durham and London.

Week 9 & 10

Bodhisatta Kar, 2008. in Raziuddin Aquil and Partha Chatterjee (eds), History in the Vernacular, Permanent Black.

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,

Sajal Nag (2018). Playing with Nature: History and Politics of Environment in North-East India, Routledge.

Activity 3: Group discussion and debate around a selected text.

Module 4. Post-colonial reimagination of the North East **(2+ 1 = 3 weeks)**:

This module is premised within the larger context of de-colonization to engage with the changes envisaged for the region after independence. The focus will be around the idea of nation-building, regional aspirations and reconfigurations to delineate the differentiated historical journeys within the region. This will necessarily lead to engaging with some critical historical junctures and events like 1962 /1971 wars, peoples movements, etc. to understand the genesis of contemporary problems and contestations in historical contexts. The temporality of historical knowledge production and internal / external dynamics in the process will be the central theme around which the reading-based discussions will be held. It will draw comparative and parallel examples to highlight the entry of 'modern' interventions/ideologies/reconsiderations influencing the historical thinking and knowledge production.

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

- Comprehend the shifts in the history and historical transformations the region underwent
- Develop new perspectives in the study of South Asian history
- Identify distinctive historical markers in the context of regional historical study

Readings

Week 11 & 12
Manjeet Baruah (2012). *Frontier Cultures: A social History of Assamese Literature*, Routledge: New Delhi.
Joy L. K. Pachuau and Willem van Schendel, 2015. *The Camera as Witness: A Social History of Mizoram*, *Northeast India,* Cambridge University Press.
M. Mayilvaganan, Nasima Khatoon, Sourina Bej, 2020. Tawang, Monpas and Tibetan Buddhism in Transition_ Life and Society along the India-China Borderland, Springer (Singapore)

Week 13
M S Prabhakar (197). Politics of a Script: Demand for Acceptance of Roman Script for Bodo Language, *Economic and Political Weekly*, Vol. 9, No. 51
Udayon Misra (2018). *The Burden of History: Assam and the Partition – Unresolved Issues*, Oxford University Press.
Sajal Nag (2018). Playing with Nature: History and Politics of Environment in North-East India, Routledge.

Activity 4: Rewriting Exercise on a given text

Module 5. Contemporary Challenges: Society, culture and sustainability **(2 weeks)**:

This module will approach the region through social history framework and engage with concerns and challenges reflected in the contemporary literature. Particularly, the transformations experienced during the course of 20th century to the turn of the century, induced by larger national and global currents will be taken up, including phenomenon such as globalization, urbanization, climate change etc. and how they have influenced the region and regional thinking. As a concluding module, it will assess the overall historical trajectory of the region and its people, who, from being represented as 'people without history' for the longest period of time in the history of modern India are responding or reclaiming their history. In doing so, the module will take students through the rich body of oral histories embedded in people's memory as legends, stories, songs and other forms of cultural expressions that reveal the region's historical consciousness. The module will thus help trace the origin of migrations, cross-cultural interactions, founding of social institutions, customs and belief systems, notion of territoriality and boundaries, etc.
By the end of the module students will be able to:

- Make an analysis of the regional complexities
- Identify and problematise topic for research
- Develop historical sensitivity

Readings:
Week 14 & 15

Amarjeet Singh (ed.), 2020. Understanding Urbanization in Northeast India: Issues and Challenges, Routledge.
David Vumlallian Zou, Raiding the Dreaded Past: Representation of Headhunting and Human Sacrifice in North-east India, Contributions to Indian Sociology, 39(1), pp. 75-105.
Neeladri Bhattacharya and Joy L. K. Pachuau (eds.), 2019. *Landscape, Culture and Belonging_ Writing the History of Northeast India*, Cambridge University Press (2019).

Shobhana L Chelliah (2005). 'Asserting Nationhood Through Name Change: Case of the Metei of Northeast India', *Anthropological Linguistics*, Vol. 47, No. 2, pp. 169-216.
Tiplut Nongbri (2014). *Development, Masculinity and Christianity: Essays and Verses From India's North East*, IIAS: Shimla.
Udayon Misra (2014). India's North-east: Identity Movements, State and Civil Society

Activity 5: Write a research proposal on any one of the themes from the course

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 by the Board of Studies 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 [date] and has been approved in its 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/SLS
Programme(s)	History
Course title	**18th-Century India in Regional and Persian Sources**
Course code	NSUS1HS438
Total Credits	4 credits
Course type (core/compulsory/ elective/any other – please specify)	DSE
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG course/ 8th Semester (NEP/FYUP)
Proposed date of launch	Winter 2026
Course coordinator and team	Dr. Manoj Kaumar

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

This course aligns closely with the vision of Ambedkar University Delhi (AUD), which emphasises critical thinking, inclusivity, and interdisciplinary learning. By focusing on history through primary and secondary sources, students engage with multiple layers of evidence to explore one of the most important and debated centuries in Indian history.

The course enables students to trace patterns of change and continuity over time, encouraging them to form their interpretations of historical events and themes. This approach fosters original thinking and analytical skills. Moreover, studying diverse sources, including those in different languages, helps students understand the inclusive nature of history and promotes the idea of equal representation of all voices in historical narratives.

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

As part of the four-year undergraduate program, the fourth year is designed to be research-oriented. This course aligns with that vision by offering students a focused engagement with primary sources. It is specifically tailored for final-year students, helping them develop the skills necessary to analyse historical materials and construct well-founded arguments. Through this

course, students also gain a deeper understanding of the significance of the 18th century in Indian history, which is often viewed as a critical and transitional period.

3. **Does the course connect to, build on, or overlap with any other courses offered in AUD?**
Yes, this course builds on several foundational courses within the History program, ***such as Medieval India I, Early Modern India, The Rise of Regional Empires, and Travels and English Company Records.*** It deepens students' understanding of the transitional period from the decline of the Mughal Empire to the emergence of colonial rule in India. While it conceptually builds upon these earlier courses, it offers a distinct focus and does not overlap with any of them.

4. Specific requirements on the part of students who can be admitted to this course:
(Pre-requisites; prior knowledge level; any others – please specify): None.
According to the structure of the four-year undergraduate program, this course is designed for final-year students enrolled in the History Honours programme. It is a compulsory course and must be taken either as a core or an elective requirement.

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

6. **Course scheduling** (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Winter semester/Summer Semester

7. **Course Details:**

a. Summary:

This course focuses on 18th-century India, a period marked by both transition and continuity. It explores how the decline of the Mughal Empire and the death of Aurangzeb created a political vacuum that led to significant regional upheaval and the emergence of new power centres. Students will engage with multiple translated sources across different modules, allowing them to understand how historical developments unfolded after the collapse of centralised Mughal authority. The course is especially valuable for students interested in both medieval and modern Indian history, as it emphasises the critical role of primary sources in shaping historical

narratives. The eighteenth century occupies a special place in Indian history, situated between two major imperial phases: the waning Mughal Empire and the rise of British colonial rule. Historians in recent decades have moved beyond traditional empire-centric narratives to focus on the rich social, political, and economic processes that characterised this period. Among the most significant developments was the formation of regional states, which were built upon local economic growth, new revenue-extraction mechanisms, and the assertion of political autonomy.

Rather than viewing the decline of the Mughal Empire as a period of chaos and collapse, this course draws on region-centric historiography to show how many parts of India witnessed vibrant political and economic activity. ***Historians such as Muzaffar Alam, Seema Alavi, and Farhat Hasan highlight how Indo-Persian culture and administrative traditions continued to shape regional polities. The emergence of powers such as the Marathas, Awadh, Hyderabad, Mysore, and the Sikhs reflects the decentralised but dynamic nature of this era***. The entry and gradual expansion of the British East India Company, particularly in Bengal and South India, had profound consequences for India's political economy. From the mid-18th century onwards, the Company's increasing control led to structural changes, including shifts in revenue collection, trade, and governance, which laid the groundwork for colonial rule. However, as historians such as Irfan Habib and Sanjay Subrahmanyam argue, these changes were complex and often built upon existing regional systems rather than replacing them entirely.

The 18th century also witnessed widespread conflict among regional powers, resulting in what some scholars describe as a "war economy." These conditions not only affected political alliances and revenue systems but also led to social dislocation and popular resistance. The second half of the century saw uprisings and local revolts that reflected the growing unrest caused by both internal pressures and colonial encroachment. Culturally, the period was remarkably vibrant. Despite political fragmentation, regional courts continued to patronise the arts, literature, and architecture. Talented poets, painters, and musicians flourished under regional rulers, developing new forms of expression and aesthetics. ***Scholars such as David Shulman and Rajeev Kinra emphasise how vernacular languages and local cultural traditions thrived, reflecting a complex coexistence of political change and cultural creativity. Overall, the course equips students with the tools to critically read historical sources, including***

Persian, vernacular, and Regional Texts, thereby rethinking the 18th century as a period of transformation rather than decline.

Objectives: The primary objective of this course is to train students in the critical use of primary sources to construct original and well-founded historical arguments. Students will engage with a variety of sources, including Persian documents, court records, and Regional texts, to gain a deeper understanding of the complexities of 18th-century India. The course emphasises the importance of reading sources in translation while also appreciating the linguistic and cultural contexts in which they were produced. It will also acquaint students with the rich historiography on the Mughal state and Regional empire, as well as the significant interventions that historians have made in their efforts to study the society, culture, and politics of the period.

Expected Learning Outcomes

- Students will develop a comprehensive understanding of how historical data is managed and interpreted at the undergraduate level, particularly within the context of Pan-Indian history. They will gain familiarity with regional, courtly, and royal Persian documents, enabling them to critically engage with both primary and secondary sources. Through this process, students will be trained to analyse, interpret, and write historical narratives with an appreciation for the evolving nuances of historical writing.
- Students will develop a clear understanding of the 18th century's significance in shaping India’s social, political, cultural, and economic landscape.
- Students will be able to critically read and interpret translated primary and Regional sources
- The course will expose students to a wide variety of sources from different regions, enabling them to engage with diverse aspects of regional history.
- Students will understand how Regional sources contribute to the reconstruction of Indian history, particularly in the context of the 18th century.
- By the end of the course, students will be equipped to formulate historical hypotheses based on a close reading of both primary and secondary sources, and will be ready to engage with primary and secondary sources with a strong approach to historical writing, free from bias.

Module I:

Historiography and Debates: Understanding the Nature of the Eighteenth Century (Week 1- 2)

The aim of this module is to develop a comprehensive understanding of the nature and complexities of the eighteenth century through the interpretations of various historians and their perspectives. The module introduces students to the major political, social, economic, and cultural developments of the eighteenth century. Through this study, students will gain insight into the key concerns and latest scholarly debates, enabling them to critically assess the historiographical interpretations and the overall impact of the eighteenth century on the making of modern India, through the basis on secondary and primary sources.

Readings:- This unit will introduce students to eighteenth-century historiographical debates and the major trends within the *Scribe* and *Munshi* traditions in eighteenth-century India.

- Alavi, Seema. (2002). The Eighteenth Century in India, Delhi, Oxford University Press, pp. 8- 33
- Alam, Muzaffar and Sanjay Subrahmanyam. (Eds.). (2011). Writing the Mughal World, New York: Oxford University Press, Chapter -1: Introduction, pp.11-27
- Bayly, C.A. (1983). Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion. New York, Cambridge University Press. pp.24-41
- Sekhar Bandyopadhyay, *From Plassey to Partition and After,* Orient Blackswan, ND (2004), Chapter 1, Transition of the 18th Century pp.22-55

Module-II

Memory, Power, and Empire: Reinterpreting Bhimsen Saxena's Perspective through Tarikh-i-Dilkusha /Nuskha-i-Dilkusha (Week-3-5)

Description

Tarikh-i-Dilkusha* or *Nuskha-i-Dilkusha is a Persian historical account written by Bhimsen, a Hindu official and soldier in the Mughal army under Emperor Aurangzeb. ***Tarikh-i-Dilkusha/Nuskha-i-Dilkusha*** by Bhimsen Saxena offers a vivid eyewitness account of Aurangzeb's Deccan campaigns and the Mughal–Maratha wars. Combining loyalty with critique, Bhimsen highlights the empire's administrative failures, moral decline, and the strains of

prolonged warfare. His narrative blends personal observation with political insight, providing a rare vernacular perspective on the late Mughal state and its crisis.

Readings

- *Tarikh-i-Dilkasha*/*Nuskha-i-Dilkusha*), translated into English by Sir Jadunath Sarkar and edited by V. G. Khobrekar (Department of Archives, Government of Maharashtra, 1972; pp-15-78/ 110-145 (Primary Source)
- Kinra, Rajeev. (2015). Writing Self, Writing Empire: Chanderbhan Brahman and the Cultural World of the Indo-Persian State Secretary, Berkeley: University of California Press.Chapter 2, A Mirror for Munshis: Secretarial Arts and Mughal Governors, pp.60-77 .https://archive.org/details/oapen-20.500.12657-32861/page/n11/mode/2up?q=%22adam+talib%22
- Athar Ali, The Mughal Nobility under Aurangzeb (Asia Publishing House, Bombay, 1966; revised edition, Oxford University Press, New Delhi, 1997)
- Munis D. Faruqui, The Princes of the Mughal Empire, 1504–1719 (Cambridge University Press, Cambridge, 2012), Chapter 7, The Prince Shackled, 1680s–1707,pp 274-302

Module-III

Poetry, Power, and Memory: 18th Century Sikh History through *Sri Gur Sobha* (Gurumukhi/Punjabi) (c. 1711) **(6-7 Weeks)**

Description:

Sri Gur Sobha, composed by Kavi Sainapati around 1711 CE, is among the earliest poetic biographies of Guru Gobind Singh Ji, written in Gurmukhi shortly after the Guru's passing in 1708. Sainapati, one of the fifty-two poets at the Sikh court of Guru Gobind Singh, provides a vivid portrayal of the Guru's life, including major battles such as Anandpur (1704) and Chamkaur, as well as the political struggles of early eighteenth-century Punjab. The work reflects both loyalty and critical insight, depicting the resilience of the Sikh community in the face of Mughal authority and highlighting the emergence of a distinct moral and political consciousness.

Readings

- Sainapati (2014). *Sri Gur Sobha* (Prof. Kulwant Singh, Trans.). Institute of Sikh Studies, Chandigarh./ Singh, Ganda (Ed. & Trans.). (1967). *Sri Gur Sobha by Sainapat* (Partial translation and critical edition). Panjab University, Chandigarh. (out-of-print, available in archives). (**Primary Source)**
- Alam, Muzaffar. (2013). The Crisis of Empire in Mughal North India: Awadh and the Punjab, 1707-48, 2nd., Delhi: Oxford University Press, Chapter 4, 'Mughal Power, the Sikhs and Other Local Groups in the Punjab, 'Sikh Uprising under Banda Bahadur 1708-15.
- Grewal, J.S. and Indu Banga (Ed.). (2001). History and Ideology: The Khalsa Over 300 Years, Delhi: Oxford University Press, pp. 35-64
- Fenech, Louis. The Darbar of the *Sikh Gurus: The Court of God in the World of Men.* New Delhi: Oxford University Press, 2008.

Module-IV**

Between Glory and Ruin: *Muraqqa-e-Dehli* and the Making of Urban Memory (8-10Weeks)

Description

This memoir by Dargah Quli Khan provides a vivid, firsthand account of Shahjahanabad's social, cultural, and artistic life during the late Mughal era. Blending prose with poetic excerpts, it captures Delhi's vibrant urban world, its ***poets, musicians, dancers, markets, festivals, and the coexistence of Hindu and Muslim traditions.*** While celebrating Delhi's Persianate culture, it also reflects a sense of decline amid political instability after Aurangzeb's reign.

Readings

- Khan, Dargah Quli. (1989). Muraqqa-e Dehli, trans. Chander Shekhar and Shama Mitra Chenoy. Delhi: Deputy Publication, pp. 1-26, 33-52, 55-60, 65-70, 75-84, 93-125. **https://archive.org/details/dargah-quli-khan-tr.-chander-shekhar-shama-mitra-chenoy-muraqqa-e-delhi-deputy-publication-sic-1989/Dargah%20Quli%20Khan%20%28tr.%20Chander%20Shekhar%2C%20Shama%20Mitra%20Chenoy%29%20-%20Muraqqa%20e%20Delhi-**

Deputy%20Publication%20%5Bsic%5D%20%281989%29/page/7/mode/2up

(Primary Source)

- Kaicker, Abhishek. (2006). "The Colonial Entombment of the Mughal Habitus: Delhi in the 18th and 19th Centuries", University of British Columbia, MA dissertation.
- Dalrymple, William. White Mughals: Love and Betrayal in Eighteenth-Century India. Bloomsbury Publishing, London, 2002.
- Gupta, Narayani. Delhi Between Two Empires, 1803-1931: Society, Government and Urban Growth. Oxford University Press, Delhi, 1981

Module V*

Power and Pen: The Maratha History through Panipat Bakhar (c. 1761) by Raghunath Yadav (Week 12-13)

Description:

Bakhar of Panipat, authored by Raghunath Yadav only months after the Third Battle of Panipat in 1761, stands as one of the earliest, most direct, and detailed eyewitness narratives of the largest and most consequential battle of the eighteenth century. This book offers a rare contemporaneous account of the Maratha campaign against the Afghans under Ahmad Shah Abdali. Its value lies not only in its proximity to the events it describes, but also in its ability to capture the psychological, logistical, political, and moral dimensions of a catastrophic defeat that reshaped the subcontinent.

Raghunath Yadav, a survivor of the battle, provides granular descriptions of troop movements, battlefield organisation, resource management, decision-making failures, and internal divisions within the Maratha ranks. He documents shifting alliances, betrayals, the acute scarcity of food and fodder, and the pressures that shaped strategic choices in the months leading to the final confrontation. His narrative also offers insights into the broader socio-political consequences of the defeat, ranging from administrative breakdown to the immense human suffering that followed. Equally important is the literary and historiographical significance of the text. As a bakhar, it reflects the distinctive genre of Marathi historical writing characterised by narrative immediacy, dramatic structure, and a blend of factual reporting with moral commentary. For scholars and students, the Bakhar of Panipat demonstrates how eighteenth-century Maratha chroniclers conceptualised state, power, warfare, and moral responsibility.

The text also enables students to compare normative Persianate court chronicles with regional vernacular historical traditions, expanding their understanding of multi-lingual historiography in early modern India.

Readings

- Panipat Bakhar by Raghunath Yadav, (Trans.by). Dr Uday S. Kulkarni, with transliteration by Ninad Bedekar, provides an accessible and authoritative rendering of this important primary source. https://archive.org/stream/in.gov.ignca.35187/35187_djvu.txt
  Chapter-Introduction, Chapter-V, and Chapter-6
- Kulkarni, Uday S. *The Third Battle of Panipat*. Pune: Mula-Mutha Publishers, 2014.Chapter 1 pp.17-38
- O'Hanlon, Rosalind. (2010). "The Social Worth of scribes: Brahmins, Kāyasthas and the Social Order in Early Modern India", IESHR, Volume 47 (4), pp. 563-595.
- Prachi Deshpande, Creative Pasts: Historical Memory and Identity in Western India, 1700–1960 (New York: Columbia University Press, 2007, First Chapter, Introduction pp.12-31
- Duff, James Grant. (2011). History of the Marathas, Cambridge: Cambridge University Press. pp.53-78.

Module-VI*

Ahom Past: Memory, and Regional Historiography of North East (14-15 Weeks)

Descriptions

Buranjis are the historical chronicles of the Ahom kingdom (1228–1826), written in the Ahom-Assamese language, serving as official court records. They cover political events, genealogies, and socio-cultural aspects of Assam and the Northeast, with several focusing on the 18th-century

period of Ahom decline, Moamoria rebellions, Burmese invasions, and British interventions leading to the Treaty of Yandabo (1826). That concern texts are primary sources for Northeast history, offering indigenous perspectives on Ahom governance, conflicts, and cultural resilience.

Readings

- **Ahom Buranji** by *Rai Saheb Golap Chandra Barua* (noted Ahom scholar; compiler of the *Ahom–Assamese–English Dictionary*) **Publication Details:** Assam Government Press, Shillong, 1930; reprinted by Indian Culture Portal & Archive.org. 500+ pages.pp 240-288,https://ia800408.us.archive.org/18/items/in.ernet.dli.2015.450867/2015.450867.Ahom-buranji.pdf (Primary Source)
- Guha, Amalendu (1982) 'The medieval economy of Assam' in Tapan Raychaudhuri and Irfan Habib, The Cambridge Economic History of India, vol. I, c. 1200-1750.
- Saikia, Arupjyoti (2008). "History, buranjis and nation: Suryya Kumar Bhuyan's histories in twentieth-century Assam". *The Indian Economic and Social History Review*. **45** (4): 473–507.
- Chatterjee, Partha (2008). "Introduction: History in the Vernacular". In Aquil, Raziuddin; Chatterjee, Partha (eds.). *History in the Vernacular*. Ranikhet: Permanent Black. pp. 1–24.

Week 16

*Note: Expert Lectures for Modules 4, 5, and 6 are subject to approval by the competent authority. These lectures, delivered by subject experts, will help students develop a deeper understanding and active engagement with the course themes. The sessions will be scheduled in the respective weeks indicated above, following formal approval.

**Note: Field exploration is mandatory for Module 4, focusing on *Shahjahanabad (Delhi)*. The objective is to engage with original documents, explore historical sites, and understand their historical significance in relation to the present context. This activity will be conducted under the Learning Enhancement Scheme, subject to necessary approval.

*** ***This course comprises six important modules that cover 18th-century Indian History. For evaluation, students will be required to attempt any five modules, although all six modules will be covered during the lectures.***

End Semester Exam. 17 weeks.

First Assessment	**Assignment:- Based on Experiential Questions**	**30%**
Second Assessment	**Presentation on Field-Based Research on Shahjanabad**	**20%**
End Sem 50%	**Class-based written exam**	**50%**

Pedagogy:

- Instructional strategies:
- Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/other instructional space; any other – please specify):
- Expertise in the AUD faculty or outside the University
- Linkages with external agencies (e.g., with field-based organizations, hospitals, and others

Signature of Course Coordinator(s): Dr. Manoj Kaumar

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 by the Board of Studies 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 at its 22nd meeting, held on *16 December 2025,* and has been approved as an elective in its current 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	SUS
Programme(s)	History
Course title	Gender and Society in Modern India (19th and 20th centuries)
Course code	NSUS1HS439
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	December 2026
Course coordinator and team	Dr Sudhi Mandloi

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 8.

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 classroom 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 eighth semester of the BA Hons and BA Hons with Research in History.

Course description

This course examines the complex relationship between colonialism, gender, and modernity from the eighteenth to the mid-twentieth century. It interrogates how British colonial rule, through law, education, religion, and reform, redefined Indian social structures and gender relations. It addressed questions regarding the 'notions' of masculinity, femininity, gender inclusivity, socio-religious' space' of women, feminism, etc. This would involve unpacking the concepts of "masculine" and "feminine" in colonial society, exploring their interrelationship, and examining how they constituted the social order. Historians have expanded the scope of gender as a new methodological tool, not just in women's studies, but also in every political, intellectual, religious, economic, social, and administrative change, as these changes have impacted the actions and roles of men and women. They pointed out that society's concern over gender structure and its various cultural dimensions influenced every other structure or development. The people's notion of gender is shaped not only by the way they think about men and women but by how they think about their sexuality in general. It also examines how gendered identities were crucial to the development of Indian nationalism, focusing on representations of women as symbols of tradition, purity, and the nation. Attention will be paid to intersections of caste, class, religion, and region, revealing the diversity of gendered experiences under colonial rule. Students will explore primary debates around *sati*, widow remarriage, women's education, and the so-called "woman question" that became central to both colonial discourse and Indian reform movements. The course contextualizes the participation and contribution of women in imperial spaces, as well as in political and legal processes that had a male predominance. While examining questions and debates on social reforms, education, customary laws, religious identities, popular culture and partition, it questions patriarchy and the nuances of historical gender dynamics. The course foregrounds the experiences of women, tracing how colonial modernity reconfigured gender roles, family structures, and public life, and how women themselves participated in and contested these transformations.

Objectives:

- Introduce key theoretical and historical frameworks for understanding gender as a category of analysis in the study of colonial India.
- Examine the impact of British colonialism on Indian gender relations, social institutions, and family structures, with attention to how colonial power redefined notions of femininity and masculinity.
- Analyse the "woman question" and major social reform movements concerning practices such as *sati*, widow remarriage, female education, and child marriage, and their role in shaping debates about modernity and morality.
- Critically study the relationship between gender and nationalism**,** particularly how women's bodies and roles became central to the imagination of the nation, and how women participated in nationalist and anti-colonial movements.
- Introduce students to feminist historiography and post-colonial perspectives**,** enabling them to critically engage with historical writing on gender.

Expected learning outcomes:

- Students will be able to explain key theoretical concepts, including gender, patriarchy, intersectionality, colonial modernity, and feminism, within the context of Indian colonialism.

- Understand how gender operated as a central category in shaping colonial governance, social hierarchies, and cultural practices.
- Critically evaluate feminist historiography and approaches to writing women's and gender histories in South Asia.
- Analyse how colonial rule redefined gender relations through legal, educational, and moral reforms.
- Assess British colonial interventions in practices such as *sati*, widow remarriage, child marriage, and purdah, and their implications for Indian women.
- Explain how gendered identities were central to nationalist ideologies and anti-colonial movements.
- Reflect on the ongoing significance of colonial gender histories in shaping contemporary feminist thought and activism.

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Module- Week- wise description and suggested readings

Module I: Understanding Gender: Issues of Femininity and Masculinity (Two Weeks)

The module explores the complex and contested discourse on gender in modern India. It explores how notions of masculinity and femininity were intertwined with the politics of empire, nationalism, and modernity. We attempt to understand how femininity and masculinity both became colonial and nationalist projects. It also explores the role of reformers and nationalists in reclaiming masculinity through projects of physical regeneration, moral discipline, and the reassertion of an indigenous sense of strength.

Essential Readings:

1. Scott A Joan, Gender and politics of History, Columbia University Press, 1988. (chapter one and two, pp. 1-28)
2. Bhasin Kamla, Understanding Gender, Women's unlimited, Kali for women1999 (chapter one and two, pp 1-54)
3. Sinha Mrinalni- Colonial Masculinity: The Manly Englishman and the Effeminate Bengali in the late nineteenth century, Manchester University Press, Manchester, 1995. (chapter three and four)
4. Nandy Ashis- The intimate enemy, OUP, 1983 (chapter one, pp 1-66)
5. Banerjee Srikanta- Make me a Man, Masculinity, Hinduism and nationalism in India. (chapter one, pp1-20)
6. Chaudhuri, Maitreyi, (ed), Feminism in India, Kali for Women, Delhi, 2004, (chapter one, two and three, pp1-76)

Module II- Colonialism and 'the Woman question': Education and Law (Two weeks)

This module examines how colonial discourses and indigenous reform movements shaped ideas about domesticity and modernity. Through key debates on practices such as sati, widow remarriage, education, and the "woman question," the module highlights the gendered dimensions of colonial modernity and nationalist reform. It examines the introduction of Western education and legal frameworks under British rule. By engaging with key legal debates, the module highlights the complex relationship between gender, law, state, and social change.

Essential Readings-

1) Sarkar Tanika and Sarkar Sumit(ed)- Women and social reform in Modern India, A Reader, Permanent Black, Ranikhet Cantt., 2007, 2 Vols, (chapter 3 pp 53-84 and chapter four pp 113-144)
2) Kumkum Sangari and Sudesh Vaid (ed) Recasting Women: Essays in Colonial History, Kali for women, 1989, (Chapter by Lata Mani, pp117-134 and Sumit Sarkar p.106)
3) Minault, Gail. *Secluded Scholars: Women's Education and Muslim Social Reform in Colonial India*. Delhi: Oxford University Press, 1998 (pp.1-105)
4) Basu Aparna- Essays in the History of Indian Education, New Delhi Concept Publishing Co, 1982, (pp 32-70)
5) Rao. V. Parimala: History of Education in India, 1780-1947, Routledge India, 2025 (chapter one pp 1-35, chapter seven, pp 153-174)
6) Janaki Nair, Women and Law in Colonial India: a social history, South Asia Books, 1996. (Chapter one pp1-18, chapter two- pp19-48, chapter seven-pp 180-213)

Suggested Readings:

1. Nanda B.R- Indian women: From Purdah to Modernity, Vikas Publishing House Pvt Ltd, New Delhi, 1976
2. Chandra Sudhir- Enslaved Daughters: Colonialism, Law and Women's Rights, Delhi, OUP,1999
3. Bharati Ray (ed)- From the Seams of History: Essays on Indian women, OUP, New Delhi, 1995.

Module III: Women, Nationalism and the Public Sphere (Two weeks)

This module examines the intersections of gender, nationalism, and public life in India from the mid-nineteenth century to the mid-twentieth century. It explores the formations of women's

organisations and the shaping of the public sphere. Students will engage with debates on women's engagement with political participation, analysing both, how nationalist discourses sought to construct idealised femininities while women negotiated and challenged these roles. Further we will also examine the political engagement of Dalit women in the Ambedkarite movement for their rights to citizenship.

Readings-

1. Anagol Padma, The Emergence of Feminism in India, 1850–1920, Routledge 2006. (chapter one, four and seven)
2. Jayawardena Kumari- Feminism and Nationalism in the Third world, Zed Books, 1986. (Chapter six pp,73-108)
3. Basu Aparna and Ray Bharati(ed) Women's struggle: A history of All- India Women's Conference, Manohar Publishers, 2002. (chapter one and four pp.1-69)
4. Chatterjee, Partharjee, The Nation and Its Fragments: Colonial and Post-colonial Histories, Princeton University Press, 1993. (Chapter 6 and 7)
5. Pawar Urmila and Moon Meenakshi, 'We also made history: Women in Ambedkarite movement' Zubaan Publishers, 2004 (chapter eight pp. 130- 145 and chapter nine pp.145-165)

Suggested Readings:

1. Bjorkert, Suruchi Thapar, Women in the Indian National Movement: Unseen Faces and Unheard Voices 1930-42, Sage, Delhi, 2006
2. Majumdar Vina- Symbols of power studies on the political status of women in India Allied Publishers Pvt. Ltd, Bombay, 1976
3. Agnew Vijay-Elite women in Indian Politics Vikas Publishing House, New Delhi, 1979.

Module IV: Women, Work and Economy (two weeks)

This module examines the historical dimensions of women's work and economic participation during the nineteenth and twentieth centuries. It explores the transformation of women's work and economic roles, examining how colonial economic policies, industrialisation, and social reforms reshaped women's participation in agriculture, crafts, industries, and domestic labour. Students will analyse both the visible and invisible forms of women's work and how gender, caste, and class intersect to structure women's economic experiences.

Readings:

1) Sen Samita- Women and Labour in Late Colonial India: The Bengal Jute Industry, Cambridge University Press, 1999. (Chapter one and two pp.20-65)

2) Sen Samita, Gender and Class: Women in Indian Industry, 1890-1900, Modern Asian Studies, Vol 42, January 2008.
3) Krishnamurthy J- (ed) Women in Colonial India: Essays on survival, work and the state, OUP, 1989, (Chapter six pp 81-96 and eight pp180-198 and nine pp 269-301)
4) Forbes Geraldine- Women in Modern India, Cambridge University Press, New York, 1996, (Chapter six pp 157-188)
5) Fernandes Leela, The politics of Gender, Class and Culture in the Calcutta Jute Mills, University of Pennsylvania Press, 1997, (Chapter three pp 109-122)

Module V: Women and Print Culture: Some Major Debates (two weeks)

This module examines the emergence of print culture in colonial India and its deep entanglement with gender ideologies, reform discourses, and the making of new public spheres. It explores how the circulation of books, periodicals, and pamphlets created spaces where debates on women's education, morality, domesticity, and rights unfolded. It also highlights how women participated as readers, writers, editors, and subjects of the colonial print world. It examines women's access to reading and writing, the representation of women in Print. It examines the relationship between the emergence of vernacular print and female readership, women's magazines and domesticity and women writers and early feminist voices.

Readings:

1. Francesca Orsini, Print and Pleasure: Popular Literature and Entertaining Fictions in Colonial North India, Permanent Black, 2009. *(Chapter one, pp 1-45)*
2. Gupta Charu(ed)- Gendering Colonial India- Reforms, Print, Caste and Communalism, Delhi: Orient Blackswan, 2001 (Chapter six, seven pp 159-187 and twelve pp. 317-342)
3. Tanika Sarkar, Hindu Wife, Hindu Nation: Community, Religion and Cultural Nationalism, Indian University Press, 2002.
4. Malhotra Anshu and Hurley S.M (ed), Speaking of the Self: Gender, Performance, and Autobiography in South Asia, Duke University Press, 2015, (Chapter one 33-55 and chapter four pp 95-120)
5. Feminist Consciousness in Women's Journals in Hindi: 1910-1920 *(Vir Bharat Talwar)* — *pp.* 204 – 232 in Recasting Women: Essays in Colonial History — Kumkum Sangari & Sudesh Vaid (Eds.)

Module VI Gender and Post-Colonial Indian State (two weeks)

This module explores how independence, nation-building, and modernisation projects shaped women's roles as citizens, workers, and social subjects in post- colonial India. Building on the colonial legacy of legal reform, this module examines how independent India sought to reimagine gender justice within a democratic and constitutional framework while navigating deeply rooted social, religious, and patriarchal structures. The module discusses how the post-colonial legal system addressed issues of women's rights, citizenship, and equality through key

legal interventions, including the Hindu Code Bills, anti-dowry legislation, and laws on sexual violence and domestic abuse.

1. Agnes Flavia, *Law and Gender Inequality: The Politics of Women's Rights in India* Oxford University Press, 1999. (Chapter three pp.42-55. four pp.56-70, and five pp.71-89)
2. Menon Nivedita*,* Seeing Like a Feminist*,* Zubaan Publications, 2012. (chapter one pp.1-38 and six pp 138-163)
3. Desai Nera, From Articulation to Accommodation: Women's Movement in India, in Visibility and Power., ed Leela Dube, Eleanor Leacock and Shirley Ardener, OUP. 1986, (pp. 294-315)
4. Desai Neera and Vibhuti Patel, Change and challenge in international decade, 1975-1985, Popular Prakashan Bombay, (pp 68-80*.)*
5. *Kishwar Madhu, Off the Beaten Track: Rethinking Gender Justice for Indian Women* Oxford University Press, 1999. (Chapter one pp1-8, chapter 10 pp 112-122, Chapter 13, pp.153-173)

Suggested readings:

1) Charu Gupta, Sexuality, obscenity and community: Women, Muslims and The Hindu in Colonial India, Permanent Black, 2005.
2) Radha Kumar – *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800–1990Kali for Women*, 1993
3) Chakrawarti Uma- Rewriting History: The Life and Times of Pandita Ramabai, Kali for Women, 1998.
4) Chakravarti Uma- Gendering Caste through feminist lens, Sage Publication, 2018.
5) Nair Janaki- On the question of agency in Indian feminist Historiography, Gender and History, Vol 6, 1994.
6) Sen Samita- Motherhood and mothercraft: Gender and nationalism in Bengal, Gender and History Vol 5 1993.
7) Tanika Sarkar, Religion and Women in India: gender, faith and politics, 1780s-1980s, University of New York Press, 2024.
8) Desai, Neera, Women in Modern India1857-1947, Vora and Co, Bombay ,1957
9) Aggarwal, Bina, A Field of One's Own: Gender and Land Rights in South Asia, CUP, Cambridge, 1994.
10) Words to Win: The Making of Amar Jiban: A Modern Autobiography, Kali for Women, New Delhi, 1999.
11) Forbes, Geraldine Women in Colonial India: Essays on Politics, Medicine and Historiography, Chronicle Books, Delhi, 2005 (Chapters on 'Education to Earn' and 'Medicine for Women')
12) Ramabai, Sararswati Pandita, The High Caste Hindu Woman, Philadelphia, 1888
13) Rosalind O'Hanlon, "Recovering the Subject: Subaltern Studies and Histories of Resistance in Colonial South Asia, Modern Asian Studies, Vol 22, 1988.

14) Burton Antoinette, Burdens of History: British Feminists, Indian Women, and Imperial Culture, University of North Carolina Press, 1994

Assessment Plan for the course:
Assessment I: Home Assignment (30%).
Assessment II: Short answer type Class test (20%)
Assessment III: End-Semester in-class examination (50%)

Signature of Course Coordinator(s): Dr SUDHI MANDLOI

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 by the Board of Studies 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 at its 22nd meeting, held on *16 December 2025,* and has been approved as an elective in its current 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 History
Course title	History of the Indian Ocean World
Course code	NSUS1HS440
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	January 2026
Course coordinator and team	Dr Pallavi Chakravarty

How does the course link with the vision of AUD?
AUD has always had courses which are broader in scope and themes and also which encourage students to think of alternate paradigms. Indian Ocean in History is a course which is expansive in temporality and also makes a unique way of looking at history of humankind viz through the perspective of ocean/water instead of land-based notions of territories and polities.

How does the course link with the specific programme(s) where it is being offered?
History courses in AUD pertain to the regular courses on ancient, medieval and modern and thereafter there are also courses which are based on thematics across these timeframes. This course belongs to the latter category and contributes towards a novel perspective for students to understand global history through the oceans.

Does the course connect to, build on or overlap with any other courses offered in AUD?
In terms of political and social history there would be overlaps with courses like Medieval World, Modern and Post-Modern World, and also Indian History through Literature where it matches with the use of literature to analyse historical events. But overall it is a course which introduces a most novel way of looking at political, socio-cultural history from the ocean gaze.

Specific requirements on the part of students who can be admitted to this course:
(Pre-requisites; prior knowledge level; any others – please specify)
None.

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

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

Course Details:
Summary:
The course will employ a world historical approach from the vantage point of the sea and its coasts to destabilize traditional land-centric and nation-state approaches to understanding the human past. We will examine historical connections in the Indian Ocean and around its shores across the sweep of global history, sailing across time in a thematic rather than a chronological fashion. The course

will focus on the western Indian Ocean primarily and how contacts between places like India, Arabia, and eastern Africa have shaped the lives of people who live near the sea and whose existence is affected by the rhythms of the monsoon. Through their interactions, different groups of people facilitated the circulation of goods and ideas, giving rise to a common cosmopolitan culture recognisable throughout the maritime region. It is also important to note that it is impossible to conceive of contemporary India without considering the historical impact of the subcontinent's connections to its larger oceanic region.

Objectives:

- To revisit the traditional notions of nation-centric and land-centric histories.
- To learn about the role of African, Arabic and Middle Eastern people in the socio-economic and political history of India.
- To focus on the history of islands as a separate genre.
- To learn about the notions of piracy and slavery and placing them in a global context.
- To place Indian Ocean in the context of globalization, connected histories, histories of mobility and circulation in a broad sense.
- To observe how the history of land is often determined by the history of a sea.
- To study the presence of Indian Ocean in the folklore, epics, local cultures and literary traditions in India.

Expected learning outcomes:

- The student would have learned to see an alternate way of looking at political, economic and social histories when the vantage point is the sea and not land.
- The student would have learned about the existence of inter-connected histories and histories of globalisation even before the colonial and post-colonial times.
- The student would have understood that modernity and related technological/ideological cannot be identified solely with the west and the coming of the Europeans.
- The student would also be now able to deal with a more diverse set of sources to understand and explore the historical craft.

Overall structure (course organisation; rationale of organisation; brief module outlines):
There are 6 modules which look at the various aspects with the Indian Ocean at the centre for analysing historical events and processes—history and historiography of Indian Ocean (comparing it with the other more dominant histories of Atlantic Ocean and the Mediterranean Sea); sources for studying the ocean in history (maritime archives, shipwrecks as source of history writing); looking at the pre-European period in the Indian Ocean; the European colonisers and the Indian Ocean; the humans of the ocean (seafarers, pilgrims, travellers, pirates, slaves and labour); thinking through ocean (cross-cultural exchanges and their impact on afro-asian societies, the need to preserve these creolised cultures through heritagisation).

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

Module 1: Historiography of Indian Ocean [week 1 and 2]
This module focuses on the historiographical trends in doing and studying ocean histories. The readings focus on the shift from the more popular Mediterranean Sea histories to the Indian Ocean studies. Ocean as a method is studied in some detail in this module in week 2.

Readings:
https://theconversation.com/exploring-the-indian-ocean-as-a-rich-archive-of-history-above-and-below-the-water-line-133817

M N Pearson, *The Indian Ocean,* Routledge (2003), chs 1 and 2
Dilip Menon, Nishat Zaidi, Simi Malhotra, Saarah Jappie eds *Ocean as Method: Thinking with the Maritime,* London: Routledge (2022), ch 1.
Marcus P M Vink, "Indian Ocean Studies and the 'new thalassology'," Journal of Global History, Cambridge University Press, vol. 2(1), pages 41-62, May (2007)
A. Wink, 'From the Mediterranean to the Indian Ocean: Medieval History in Geographic Perspective,' Comparative Studies in Society and History (July, 2002), pp. 416-445.
Ashin Das Gupta and M N Pearson, *India and the Indian Ocean 1500-1800,* Calcutta: OUP (1987) chs 1 and 2

Module 2: Sources for studying Indian Ocean History [week 3 and 4]
This module focuses on the how a multiple range of sources can be used to study the Indian ocean and its influence in re-writing political-economic histories; how the sources can be used to shift the gaze from land-based histories to water-based history narratives.
One week will be dedicated to reading and understanding *In an Antique land* as a source to understand multiple themes emerging from the Indian Ocean: histories of connectivity, exchanges and people moving around.

Readings:
H P Ray, 'Maritime Archaeology of the Indian Ocean', Oxford Research Encyclopaedia of Asian History Online Publication Date: Feb 2017
Ranabir Chakravarti, 'India and the Indian Ocean: Issues in Trade and Politics upto 1500 BC' Mumbai: Maritime History Society (2014)
Dilip Menon, Nishat Zaidi, Simi Malhotra, Saarah Jappie eds *Ocean as Method: Thinking with the Maritime,* London: Routledge (2022), ch 3
James P Delgado, Shipwrecks as Historical Sites, Graves, and Memorials', in *The Great Museum of the Sea: A Human History of Shipwrecks* (New York, 2025; online edn, Oxford Academic, 24 July 2025)
Stewart Gordon, *When Asia was the World,* ch 4
Amitav Ghosh, *In an Antique Land*

Module 3: The Indian Ocean from the 7th to 15th Centuries AD [week 5-7]
This module looks at a vast time period from the 7th-15th centuries. The focus here is on looking at the intermingling of the political and the social. The cultures which dominate the ocean in these centuries are the Hindu, Buddhist and Islamic traditions. In terms of polities too, one sees the predominance of the Cholas (India), Tang dynasty (China) and the Arabs (Arabian Peninsula). This coming together of Hindu, Buddhist, and Islamic traditions and their spread in the western and eastern parts of the Indian ocean is discussed through the readings of Ibn Batuta, Marco Polo and other travelogues as well as present scholarly works. This module focuses on looking at the socio-cultural exchanges across the western and eastern Indian ocean as well as on the spread of knowledge with regard to boat-building, navigation, trade and also finally empire building. Thus questioning the idea of global networks coming to existence only with the advent of the Europeans in the sea.

Readings:
M N Pearson, *The Indian Ocean,* Routledge (2003), chs 3 and 4
Sugata Bose, *A Hundred Horizons: The Indian Ocean in the Age of Global Empire*. Harvard University Press, 2006, ch 2
Ibn Batuta Travels, https://orias.berkeley.edu/resources-teachers/travels-ibn-battuta/journey
Philip Beaujard, *The worlds of the Indian Ocean*. Cambridge ; New York: Cambridge University Press (2019) chs 5 and 12

K N Chaudhuri, *Trade and Civilisation in the Indian Ocean: An Economic History from the Rise of Islam to 1750* (Cambridge: Cambridge University Press, 1985) ch. 2, 6 and 7
Stewart Gordon, *When Asia was the World,* ch 10
Stephane Pradines and Farouk Topan, eds. *Muslim Cultures of the Indian Ocean: Diversity and Pluralism, Past and Present*. Edinburgh University Press, 2023. http://www.jstor.org/stable/10.3366/j.ctv32vqh22. (select chapters)
Tansen Sen, 'The impact of Zheng He's expeditions on Indian Ocean interactions' in Bulletin of the School of Oriental and African Studies, University of London, Vol. 79, No. 3 (2016), pp. 609-636

Module 4: The Europeans in the Indian Ocean: 15th-19th centuries [weeks 8-10]
This module looks at the coming of the Europeans in the Indian Ocean trade and polity. Their presence dominates from the end of 15th century and follows the following trajectory—Portuguese (15th c), Dutch (16th c) and British and French finally dominating for the remaining centuries in the Indian Ocean. A reading of the European presence in the Indian ocean shows how the once peaceful and pragmatic approaches towards ocean trade and polity changes with the coming of the Europeans. Ideologically the flourishing ocean trade and cultures are at once deemed archaic and pre-modern with modernity, ideas of nation-states, territory coming only with the Europeans. This might also be the point from where land-based, narrow histories then started dominating from the more fluid and truly cosmopolitan worlds of the ocean based histories. Themes of conquest, colonisation, convict/penal colonies will be part of this module. And resistances to the same will also be looked at.

Readings:
M N Pearson, *The Indian Ocean,* Routledge (2003), chs 5 and 7
Sugata Bose, *A Hundred Horizons: The Indian Ocean in the Age of Global Empire*. Harvard University Press, 2006, ch 4
Mahmood Kooria, "Killed the Pilgrims and Persecuted Them": Portuguese Estado da India's Encounters with the Hajj in the Sixteenth Century". In *The Hajj and Europe in the Age of Empire*. Leiden (2017)
Mahmood Kooria, "An Abode of Islam Under a Hindu King: Circuitous Imagination of Kingdoms among Muslims of Sixteenth-Century Malabar." Journal of Indian Ocean World Studies, 1 (2017), pp. 89-109.
Ashin Dasgupta and M N Pearson, *India and the Indian Ocean ,* Calcutta: OUP (1987), 1500-1800 chs 3-7
Suparna Sengupta, *'Convict Colonisation' of the Andamans: The Imperial Context,* PMML Occasional Paper 102 (2020)
Aparna Vaidik, Settling the Convict: Matrimony and Domesticity in the Andamans: Matrimony and Domesticity in the Andamans. *Studies in History*, *22*(2), 221-251 (2006)
Claire Anderson, 'The Andaman Islands Penal Colony: Race, Class, Criminality, and the British Empire'. International Review of Social History. 2018;63(S26):25-43.

Module 5: Peopling the Indian Ocean—Sailors, Pilgrims, Travellers, Pirates, Slaves and Labour [week 11- 13]
This module looks from a thematic perspective how people have used the ocean for reasons beyond economics alone. Here we will familiarise ourselves with the people who dominated the oceans—notably travellers, pilgrims and pirates. Multiple perspectives can be seen to shape their worlds and make us understand who they were. It also goes on to show a different world when we look from the oceans: a more truly cosmopolitan world of people and ideas. At the same time, indenture migration was a chapter in the ocean history linked with colonialism and European intervention which again shows the exploitative nature of the western societies over the eastern colonies. A

comparison with slavery of earlier times and indenture of colonial times too brings out this overly exploitative relation in the forefront.

Readings:
M N Pearson, *The Indian Ocean,* Routledge (2003), chs 8
Sugata Bose, *A Hundred Horizons: The Indian Ocean in the Age of Global Empire*. Harvard University Press, 2006, ch 3 and 6
Claire Anderson, *Subaltern Lives: Biographies of Colonialism in the Indian Ocean World, 1790–1920*. Cambridge University Press; 2012. (select chs)
Amitav Ghosh, "Of Fanás and Forecastles: The Indian Ocean and Some Lost Languages of the Age of Sail," in Gupta, Hofmeyr, and Pearson, Eyes Across the Water: Navigating the Indian Ocean (2010)
Alessandro Stanziani, *Bondage:* Labor and Rights in Eurasia from the Sixteenth to the Early Twentieth Centuries, Bergahn Books (2014), ch 7
Janet Ewald, "Crossers of the Sea: Slaves, Freedman, and Other Migrants in the Northwestern Indian Ocean, c. 1750-1914," in The American Historical Review (February 2001)
Campbell, *The Structure of Slavery in Indian Ocean Africa and Asia* (2004), Introduction: "Slavery and Other Forms of Unfree Labour in the Indian Ocean World"
Alpers, "The African Diaspora in the Indian Ocean: A Comparative Perspective," in Jayasuriya & Pankhurst, The African Diaspora in the Indian Ocean (2003)
Patricia Risso, "Cross-Cultural Perceptions of Piracy: Maritime Violence in the Western Indian Ocean and Persian Gulf Region During a Long Eighteenth Century," in Journal of World History (2001)
Sebastian R Prange, Asian Piracy in Oxford Research Encylopedia of Asian History (2017)
Ashutosh Kumar, Coolies of the Empire: Indentured Indians in the Sugar Colonies, 1830–1920. Cambridge University Press; 2017. Ch 4
Charu Gupta, 'Innocent' Victims/'Guilty' Migrants: Hindi public sphere, caste and indentured women in colonial North India. Modern Asian Studies. 2015;49(5):1674-1674.

Module 6: Thinking through the Ocean: Cosmopolitanism, Creolisation, Universalism and Globalisation [week 14-15]
This module brings out the ideological currents as emanating from the ocean: a view from the ocean rather than towards the ocean. At the same time it identifies the possibilities of the near future that emerge from ocean cosmopolitanisms. This module will discuss the several literary works, cultural exchanges and undercurrent ideas of cosmopolitanism, creolisation, universalism, globalisation and 'heritage-isation' emanating from the ocean world.

Readings:
Sugata Bose, *A Hundred Horizons: The Indian Ocean in the Age of Global Empire*. Harvard University Press, 2006 ch 7 and conclusion
Ananya J Kabir, 'Activating Pondicherry Creole: Conversation as Method' in *Third Text,* 19th May 2023
Marina Carter and K Torabully, *Coolitude: An Anthology of the Indian Labour Diaspora*. Anthem Press; 2002. Ch 4.
Jim Sykes and Julia S Byl, *Sounding the Indian Ocean: Musical Circulations in the Afro-Asiatic Seascape*, UCB (2023) chs 7, 11 and 14
Burkhard Schnepel and Tansen Sen eds *Travelling Pasts: The Politics of Cultural Heritage in the Indian Ocean World*, Brill (2019), introduction.
Laura Fair, "Making Love in the Indian Ocean: Hindi Films, Zanzibari Audiences, and the Construction of Romance in the 1950s and 1960s," in Cole and Thomas, Love in Africa (2009)
T B Hansen, "In Search of the Diasporic Self: Bollywood in South Africa," in Kaur & Sinha, Bollyworld: Popular Indian Cinema through a Transnational Lens (2005)

Enseng Ho, “Empire through Diasporic Eyes: A View from the Other Boat,” in Comparative Studies in Society and History (April 2004)

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

Three assessment situations
Assessment 1: Thought Piece/Review Essay—30 %
Assessment 2: Assignment/Project—30%
Assessment 3: End Semester Exam—40%

Pedagogy:
Lectures and use of audio/video presentations

Instructional strategies:
In-class lectures, discussions from pre-circulated readings

Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
None

Expertise in AUD faculty or outside
Available

Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
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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-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	School of Undergraduate Studies
Programme(s)	BA Mathematics Programme
Course title	Advanced Algebra II
Course code	NSUS1MA548
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	DSC (Core for BA Mathematics, Elective for all BAs except Mathematics)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG (8th Semester)
Proposed date of launch	January 2026
Course coordinator and team	Geetha Venkataraman and Balchand Prajapati

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

   Advanced Algebra is a subject that is most widely used by Mathematicians and also plays a role in applications. This course will help students develop their ability to think abstractly within the setting offered through Abstract Algebra. This is a course which is of the level of the first year of a typical postgraduate course in mathematics. Such skills would add to a student's ability to analyse and solve problems even in real life.

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

   This is the fifth course in Algebra and is intended for those who wish to deepen their knowledge in the subject.

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

   Yes, it builds on the knowledge base of Algebra I (NSUS1MA503), Algebra II (NSUS1MA506), Algebra III (NSUS1MA509), Advanced Algebra (NSUS1MA539).

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 Algebra (NSUS1MA539).

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):

   8th Semester

7. **Course Details:**
   a. Summary: This is an advanced course on Abstract Algebra. This course will build upon earlier courses and give the students an advanced understanding of Group Theory and Galois Theory.
   b. Objectives: The aim of the course is to deepen the concepts of Group theory, and Galois Theory.
   c. Expected learning outcomes: After completing this course, students will be able to pursue higher degrees involving the study of Algebra.
   d. Overall structure (course organisation; rationale of organisation; brief module outlines): There are two modules in this course each covering half the total syllabus. The course may be taught with 2 lectures a week each for the two modules (totally 4 lectures a week). Students will also have 1 hour of tutorials per week for the course.

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

   (b) (i) Module wise-format

   Module 1: Review: Splitting field, algebraic extension, and Finite field; Cyclotomic field, Solvability by radicals, Algebraic closure, definition and examples, Separable polynomial, inseparable polynomial, seperable and inseparable extensions

   Module 2: Cyclotomic polynomial, degree, irreducibility and cyclotomic extensions, Automorphism of fields, fixed field, Galois Group, Character, The fundamental Theorem of Galois Theory, finite field, Galois groups of quadratics, cubics and quartics

   Module 3: Semidirect products, definition, examples and some classification of groups using semidirect products, Normal and subnormal series, composition series, solvable series, equivalent subnormal series, Zassenhaus Lemma (statement only), Schreier's Theorem on refinements, Jordan-Holder Theorem

   Module 4: p-groups, definition, examples and properties, upper central series, nilpotent groups, definition and examples, properties of nilpotent groups, Commutators and lower central series, Solvable group, definition and examples, derived series, properties of solvable groups.

   References

1. David S. Dummit and Richard M. Foote, *Abstract Algebra*, Third Edition, John Wiley and Sons, 2004.
2. Thomas W Hungerford, *Algebra*, Graduate Texts in Mathematics, Springer, 1974.

   Suggested readings:

1. Michael Artin, Algebra, 2nd Edition, Pearson Education, 2011.
2. D. J. S. Robinson, *A Course in the Theory of Groups*, Second Edition, Springer, 1991.
3. Joseph Rotman, *Galois Theory*, 2nd Edition, Springer New York, NY, 1998.
4. Joseph Rotman, *An Introduction to Group Theory*, Fourth Edition, Springer, 1999.

   (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
   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-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 Mathematics (Hons)
Course title	Special Functions
Course code	NSUS1MA563
Total Credits	3
Course type (core/compulsory/ elective/any other – please specify)	Seminar Paper (Elective for all BA Mathematics (Hons))
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG (8th Semester)
Proposed date of launch	January 2026
Course coordinator and team	Pranay Goswami

1. How does the course link with the vision of AUD?
   Special functions course is a study of mathematical functions that have acquired established names and notations due to their frequent and crucial importance in mathematical analysis, applied mathematics, physics, and engineering. This is a course which is of the level of a postgraduate course in mathematics. Such skills would add to a student's ability to analyse and solve problems even in real life.

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

   This is a course on a specialised topic and is intended for those who wish to deepen their knowledge in the subject.

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

   Yes, it builds on the knowledge base of 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 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):

   Seminar mode

7. **Course Details:**
   a. Summary: Special functions are a collection of non-elementary mathematical functions that arise frequently in applied mathematics, physics, and engineering when solving

differential equations, integral equations, and other advanced problems. They typically cannot be expressed in terms of simple elementary functions (polynomials, exponentials, logarithms, and trigonometric functions).

b. Objectives: The primary objective of studying special functions is to equip students, mathematicians, physicists, and engineers with the techniques and knowledge required to solve advanced analytical problems that are intractable using only elementary functions..
c. Expected learning outcomes: After completing this course, students will be able to
   1) Define the most common special functions (Gamma, Beta, Bessel, Legendre) using their series, integral, or differential equation representations.
   2) Derive and utilize key properties such as orthogonality, recurrence relations, generating functions, and integral representations to manipulate and simplify expressions.
   3) Solve second-order linear ordinary differential equations (ODEs) that arise from physical models (e.g., using Frobenius method) and recognize their solutions as special functions.
d. Overall structure (course organisation; rationale of organisation; brief module outlines): There are three modules in this course each covering approximately a third of the syllabus. The course may be taught with 3 lectures a week.
e.
f. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module wise-format

Module 1: Euler's Integrals, Elementary properties of Gamma functions and Beta functions, Relation between Gamma functions and Beta functions

Module 2: Legendre Differential Equation, Legendre Polynomials Pn(x), Rodrigues' Formula, Generating Function, Recurrence Relations, Orthogonality Property. Bessel's Equation, Bessel Functions of the First Kind Jn(x) and Second Kind (Yn(x)), Generating Function, Integral Representations, Recurrence Relations, Orthogonality Property.

Module 3: Hermite Polynomial and Laguerre Polynomials—Differential Equation, Generating Function, Rodrigues' Formula, Orthogonality.

Module 4: Differential equations of hypergeometric functions, properties of hypergeometric functions, Properties of confluent hypergeometric functions

Lab Manual: Graphs and evaluation of Gamma and Beta functions, Legendre Polynomials, Bessel Functions, Hermite, Laguerre functions and Hypergeometric functions using Mathematica

Reference:

1. W. W. Bell, *Special Functions for Scientists and Engineers*. Mineola, NY: Dover Publications, 2004
2. George E. Andrews, Richard Askey, and Ranjan Roy, *Special Functions*, Encyclopedia of Mathematics and its Applications 71, Cambridge University Press, 1999
3. Nico M. Temme, *Special Functions: An Introduction to the Classical Functions of Mathematical Physics*. New York: Wiley, 1996.
4.

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

There will be three tentative assessment situations:

Presentation: 30% Weightage
Assignment: 30% Weightage
Report/Exam: 40% Weightage

8. **Pedagogy:**
   a. Instructional strategies: Classroom Lectures, Tutorials;There will be three lectures/presentations a week.
   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
      Classroom
   c. Expertise in AUD faculty or outside AUD faculty.

   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) 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-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 Mathematics (Hons)
Course title	**Digital Imaging**
Course code	NSUS1MA562
Total Credits	3
Course type (core/compulsory/ elective/any other – please specify)	Seminar Paper (Elective for all BA Mathematics)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG (8th Semester)
Proposed date of launch	January 2026
Course coordinator and team	Dr. Deep Singh

1. How does the course link with the vision of AUD?
   Digital Imaging is a course on the basics of digital image security which includes basic arithmetic/matrix operations on digital image matrices and the construction of algorithms for providing security protocols. This is a course which is of the level of a postgraduate course in mathematics. Such skills would add to a student's ability to analyse the digital images and provide them security during transmission over the insecure channels, and hence it is a course which deals with the problems occurring in real life digital data transfer.

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

   This is a course on a specialised topic and is intended for those who wish to deepen their knowledge in the subject.

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

   Yes, it builds on the knowledge base of Introduction to Cryptography (Sem-VII).

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 Introduction to Cryptography (Sem-VII).

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):

   Seminar mode

   a. **Course Details:** Summary: This course is an introductory course on digital image security which deals with the Fundamentals of Digital Information, Digital Images, threats to digital images, the cryptographic principles. The analysis of digital images and techniques to

provide them security during transmission over insecure channels, and hence it is a course which deals with the problems occurring in real-life digital data transfer

b. Objectives: The primary objective of this course is to provide an understanding of the digital images, threats to digital images, and the cryptographic principles responsible for protecting digital images/data from hacking and unauthorized access.
c. Expected learning outcomes: After completing this course, students will be able to
   1) Define the images in digital form using their matrix representations.
   2) Differentiate between text data and image-data encryption algorithms.
   3) Design the basic algorithms which are used to for protect the digital images/data from hacking and unauthorized access.
d. Overall structure (course organisation; rationale of organisation; brief module outlines): There are three modules in this course each covering approximately a third of the syllabus. The course may be taught with 3 lectures a week.
e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module wise-format

Module 1: Fundamentals of digital information and digital images: Digital data and its characteristics, analog vs. digital representation, digital image formation process, image representation and storage formats, pixel, resolution, bit depth, color models, image histogram, gray-level transformation, and basic operations on digital images.

Module 2: Concepts of image security: Introduction to information security, image data sensitivity, digital data security goals: confidentiality, integrity, and authentication, threats to digital images, women-in-the-middle attacks.

Module 3: Cryptographic security principles: Shannon's principle of confusion and diffusion, differences between text and image encryption, visual cryptography: introduction of digital watermarking algorithms, visible watermarking schemes, blind watermarking schemes.

Module 4: Lab Component: Practicals on digital image representation, digital image formation, pixel information, resolution, RGB-image models, segregation of colour components, image histogram, gray-level transformation, and basic operations on digital images.

References:

1. Rafael C. Gonzalez and Richard E. Woods, Digital Image Processing, Pearson Education, 4th Edition, 2018.
2. Alfred J. Menezes, Paul C. van Oorschot, and Scott A. Vanstone, Handbook of Applied Cryptography, CRC Press, 1996.
3. Hua, Z., & Zhou, Y., Image Encryption: Fundamentals and Advances, Springer, 2021.
4. William Stallings, Cryptography and Network Security: Principles and Practice, Pearson Education, 8th Edition, 2023.
5. Rafael C. Gonzalez, Richard E. Woods, and Steven L. Eddins, Digital Image Processing using Matlab, Pearson Prentice Hall, 3rd Edition, 2022.

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

There will be three tentative assessment situations:

Presentation/Viva/Practical-Lab assessment: 30% Weightage
Assignment/test: 30% Weightage
Report/Exam: 40% Weightage

7. **Pedagogy:**
   a. Instructional strategies: Classroom Lectures, Tutorials; There will be three lectures/presentations and two hours practicals in the computer lab per week.
   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
   Classroom, Computer Lab.
   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-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 Mathematics (Hons)
Course title	Symmetry Groups
Course code	NSUS1MA566
Total Credits	3
Course type (core/compulsory/ elective/any other – please specify)	Seminar Paper (Compulsory basket of 6 credits, Elective for all BA Mathematics (Hons))
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG (8th Semester)
Proposed date of launch	January 2026
Course coordinator and team	Geetha Venkataraman

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

   Symmetry groups is a specialised course which will immerse the student in advanced topics of group theory, a branch of abstract algebra. This course will help students develop their ability to think abstractly and also master higher levels of the subject. This is a course which is of the level of a postgraduate course in mathematics. Such skills would add to a student's ability to analyse and solve problems even in real life.

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

   This is a course on a specialised topic and is intended for those who wish to deepen their knowledge in the subject.

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

   Yes, it builds on the knowledge base of Algebra I (NSUS1MA503), Algebra II (NSUS1MA506), Algebra III (NSUS1MA509), Advanced Algebra (NSUS1MA539).

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 Algebra (NSUS1MA539).

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):

   8th Semester

7. **Course Details:**

a. Summary: This is a seminar paper on a specialised topic in Group Theory. This course will build upon earlier courses and give the students an advanced understanding of Group Theory.
b. Objectives: The aim of the course is to deepen the concepts of Group theory.
c. Expected learning outcomes: After completing this course, students will be able to pursue higher degrees involving the study of Group theory.
d. Overall structure (course organisation; rationale of organisation; brief module outlines): There are three modules in this course each covering approximately a third of the syllabus. The course may be taught with 3 lectures a week. Students will also have 1 hour of tutorials per week for the course.

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

(b) (i) Module wise-format

Module 1:
Words, empty word, equivalence classes of words, free group, universal mapping property, universal factor property, generators and relations, group presentations, dihedral group, quaternion group

Module 2:
definition of isometry and examples, symmetry group of a figure in R^n, symmetries of the plane: reflection, rotation, translation and glide-reflection, definition and examples

Module 3: classification of the finite plane symmetry groups, Theorem that the only finite plane symmetry groups are either cyclic or dihedral, classification of the finite rotation groups of R^3, Theorem that the only finite subgroups of the rotation group of R^3 are cyclic, dihedral, A_4, S_4 or A_5. Examples of rotation groups of some solids.

Module 4: Definition and examples of strip patterns, definition and examples of wallpaper patterns, classifying strip patterns, symmetry groups of strip patterns, classifying Wallpaper patterns.

References

1. Joseph A. Gallian, Contemporary Abstract Algebra (Fourth Edition), Narosa Publishing House,New Delhi, 1999.
2. J J Rotman, An Introduction to Group theory, 4th edition, Springer, 1999.

Suggested readings:

1. M. A. Armstrong, Groups and Symmetry, Springer New York, NY, 1988.
2. D. J. S. Robinson, *A Course in the Theory of Groups*, Second Edition, Springer, 1991.

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

There will be three tentative assessments situations:

Class Test: 20% Weight ((between 1 month-1.5 months of start of course)

Mid Sem/Assignment/Presentation: 30% Weight (around 1 month after class test)
End Sem: 50% Weight (towards the end of the semester)

8. **Pedagogy:**
   a. Instructional strategies: Classroom Lectures, Tutorials; there will be three lectures a week and one tutorial per week for each student in this course.
   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
   Classroom, Library
   c. Expertise in AUD faculty or outside AUD faculty.
   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) NA

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Undergraduate Studies:

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

Signature of the Dean of the School

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 Mathematics (Hons)
Course title	Fourier Approximation
Course code	NSUS1MA567
Total Credits	3
Course type (core/compulsory/ elective/any other – please specify)	Seminar Paper (Elective for all BA Mathematics(Hons))
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG (8th Semester)
Proposed date of launch	WS 2025-26
Course coordinator and team	Mradul Veer Singh

1. How does the course link with the vision of AUD?
   This course helps students develop their ability to use classical mathematical techniques in Fourier analysis and approximation using Summability. This course further enhanced the ability to do the research in the area of Summability, Fourier analysis and Approximation theory.

2. How does the course link with the specific programme(s) where it is being offered?
   This is a basic course that includes some of the fundamental concepts in Summability, Fourier analysis and Approximation theory. This course is an important part of the Mathematics programme for those who wish to pursue research in Summability, Fourier analysis, Approximation theory and related areas.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   Yes, this course connects to build a foundation for advanced courses such as Discrete Functional Analysis (SLS3MA012) and Approximation Theory (SLS3MA041).

4. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify) Elementary concepts in Mathematical Analysis are required.

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 (VIII the semester)

7. **Course Details:**
   a. Summary:
      This is a foundation course on Summability and Fourier approximation. This course provides the knowledge of classical tools and techniques required in the field of approximation. The applications of underlying theory are important in various fields such as signal analysis, digital signal processing, medical and defence etc.

b. Objectives:

The primary objective of this course is to introduce the fundamental topics in Summability, Fourier series and approximation. This course also aims to equip the students with fundamental key concepts and essential tools which will help them to conduct research in Fourier analysis, Approximation theory and related areas.

c. Expected learning outcomes:

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

(i) Understand the concept of summability and its applications.

(ii) Get insight about some classical tools used in Fourier approximation

(iii) Explore examples of related topics and develop understanding of the key concepts in Summability and approximation theory.

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

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:

Non-convergence of infinite series, Summability, Cesaro Summability, Matrix Summability, Silverman Toeplitz theorem, Abel Summability, other summability methods

Module 2:

Fourier series, Convergence of Fourier series, Pointwise and uniform convergence, Mean convergence, A Divergent Fourier series

Module 3:

Summability of trigonometric Fourier series, Partial sums and integral representation, Dirichlet pointwise convergence theorem, Lebesgue pointwise convergence theorem, Application of (C, 1) summability in signal analysis

Module 4:

Weierstrass approximation theorems, trigonometric and algebraic approximation, Bernstein polynomials, Korovovkin Theorems, Structural properties of functions, modulus of continuity, degree of approximation and some direct results on approximation in Lp-spaces

References:

Essential Readings:

1. M. Buntinas, Classical and discrete functional analysis with measure theory, CUP, 2022.

2. G. Bachman, L. Narici, E. Beckenstein, Fourier and Wavelet Analysis, Springer, 1991.

3. H. N. Mhaskar, D. V. Pai, Fundamentals of Approximation Theory, CRC, 2000.

Suggestive Readings:

4. R. A DeVore, .G. G. Lorentz, Constructive Approximation, Springer, 1991.
5. G. H. Hardy, Divergent Series, Oxford University Press, 1949.

(ii) Assessment Plan (weight, mode, scheduling) for the course:
There will be three tentative assessments situations:

Presentation 1: 30% Weightage
Presentation 2: 30% Weightage
Assignment/Report: 40% Weightage

8. **Pedagogy:**
   a. Instructional strategies:
   Classroom Lectures, Tutorial/Discussion/Presentation session; there will be three lectures a week and one hour tutorial/discussion per week for each student in this course.

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

   c. Expertise in AUD faculty or outside AUD faculty

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

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Undergraduate Studies:

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

Signature of the Dean of the School

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)	BA Mathematics (Hons)
Course title	Advanced Number Theory
Course code	NSUS1MA561
Total Credits	3
Course type (core/compulsory/ elective/any other – please specify)	Seminar Paper (Elective for all BA Mathematics (Hons))
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG (8th Semester)
Proposed date of launch	January 2026
Course coordinator and team	Ramneek Khassa

1. How does the course link with the vision of AUD?
   This course will make students look at some important number theoretic topics with more rigour and also from application point.

2. How does the course link with the specific programme(s) where it is being offered?
   This is a course adding on to the Number theory course studied by students in one of the previous semesters. It is intended for those who wish to deepen their knowledge in the subject.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   Yes, it builds on the knowledge base of the course Number Theory and Cryptography (NSUS1MA515)

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(NSUS1MA515).

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):
   Seminar Mode

7. Course Details:

a. Summary: Primitive Roots and their applications, Pythagorean triples and solvability/insolvabilty of certain non-linear Diophantine equations, Representation of positive integers as Sums of two squares, Sums of more than two squares, Continued Fractions and applications, Pell's equation.

b. Objectives: The primary objective of this course is to use and further develop the knowledge gained in previous Number Theory course to study some interesting and deeper number theoretic topics and look at their applications.

c. Expected learning outcomes: After completing this course, students will be able to develop mathematical reasoning, proof-writing, and problem-solving skills. More specifically, the student will be able to:
   1. Have good knowledge about primitive roots and be able to understand their applications in various areas.
   2. Be familiar with the solvability/insolvability of certain non-linear Diophantine equations.
   3. Know about representation of integers as Sums of squares (two or more than two).
   4. Have knowledge about Continued fractions and their applications.

d. Overall structure (course organisation; rationale of organisation; brief module outlines): There are three modules in this. The course may be taught with 3 lectures a week.

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

(b) (i) Module-wise format

Module 1

Primitive Roots for Primes, Composite Numbers with Primitive Roots, Applications of Primitive Roots.

Module 2

Pythagorean triples and dealing with solvability /insolvability of certain non-linear Diophantine equations, Fermat's Last Theorem (proof for n=4)

Module 3

Representation of positive integers as sums of two squares, Representation of positive integers as differences of two squares, Representation of integers as sums of more than two squares, Lagrange Theorem.

Module 4

Finite Continued Fractions, Properties of convergents, Infinite continued fractions, Farey Fractions, Pell's Equation.

Lab component: Labs using Mathematica for Module 1 and Module 4.

References:

1. David M Burton, *Elementary Number Theory (Seventh Edition)*, Tata McGraw-Hill Edition, Indian reprint, 2012.
2. Niven Ivan, Zuckerman Herbert S., & Montgomery Hugh L*, An introduction to the Theory of Numbers* (*5th Edition*), Wiley, 1991.

(ii) Assessment Plan (weight, mode, scheduling) for the course:
There will be three tentative assessment situations:
Assessment 1 (Presentation/Written test): 40% Weightage
Assessment 2 (Assignment/Exam/Presentation): 40% Weightage
Lab: 20% Weightage

8. Pedagogy:

a. Instructional strategies: Classroom Lectures, Tutorials and Lab; There will be three lectures/presentations a week.
b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
Classroom, well-equipped lab with required software
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-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)	Mathematics
Course title	Artificial Neural Networks
Course code	NSUS1MA565
Total Credits	3
Course type (core/compulsory/ elective/any other – please specify)	Seminar Paper (Elective for B.A. Mathematics)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	WS 2025-26
Course coordinator and team	Kranti Kumar

1. How does the course link with the vision of AUD?
   This course helps students develop their ability to understand the basic building blocks related to artificial neural network (ANN) and machine learning. This course provides the foundation for the advanced level This course will further enhance the ability to do the study and research in the area of machine learning and artificial intelligence.
2. How does the course link with the specific programme(s) where it is being offered?
   This is a basic course that includes some of the fundamental concepts in machine learning and artificial intelligence. This course is an important part of the Mathematics programme for those who wish to pursue further study in machine learning, data science and various areas of artificial intelligence.

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) Elementary concepts in Calculus and Linear Algebra are required.

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 (VIII the semester)

7. **Course Details:**
   a. Summary:
      This is a foundation course on Artificial Neural Network and Machine Learning. This course provides the knowledge of essential concepts, techniques and tools required in the field of Neural Network and Machine Learning. The applications of ANN and Machine Learning are enormous covering almost every fields nowadays whether science, engineering, social science, medical science, business, defence or our day-to-day life.

b. Objectives:

The primary objective of this course is to introduce the fundamental topics in artificial neural network and machine learning. This course also aims to equip the students with fundamental key concepts and essential tools which will help them to conduct further study/research in the wider domains of machine leaning and artificial intelligence or apply these techniques in different areas of business, defence, medical or other.

c. Expected learning outcomes:

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

(i) Understand the basic concepts of ANN and its association with human brain.
(ii) Get insight about some famous neural network-based models
(iii) To know about the different types of learning algorithms used in ANN.
(iv) To understand the important practical issues associated with the training of a neural network architecture.

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

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:

Artificial Neural Network (ANN): Neural Network-an overview, Historical Development of Neural Network, Human versus computers,

Module 2:

Neural network architecture, weights, activation function, bias, threshold, types of activation function and some useful derivations of activation functions, training/learning algorithms types.

Delta learning rule, McCulloch-Pitts neuron model, Hebb Net, Choice of activation and loss function, choice and number of output nodes,

Module 3:

Gradient Descent Algorithm, Perceptron, Single and Multilayer Perceptron, The Multilayer Network as a Computational Graph, Back propagation, Back propagation neural network, Radial Basis Function Networks, Training a Neural Network with Backpropagation,

Module 4:

Practical Issues in Neural Network Training, The Problem of Overfitting, The Vanishing and Exploding Gradient Problems, Difficulties in Convergence, Local and Spurious Optima, Computational Challenges

Lab work: Topic mentioned in Module 2 to Module 4 using Python

References:

1. S.N. Sivanandam, S. Sumathi, S.N. Deepa, Introduction to Neural Networks Using MATLAB 6.0. Tata McGraw Hill Publishing Company, 2017.
2. C.C. Agarwal, Neural Networks and Deep Learning, Springer, 2019.
3. S. Haykin, Neural Networks and Learning Machines. Pearson, Third Edition, 2016.

(ii) Assessment Plan (weight, mode, scheduling) for the course:
There will be Four tentative assessment situations:
Presentation 1: 20% Weightage
Assignment/End Sem: 40% Weightage
Lab Work: 20%

8. **Pedagogy:**
   a. Instructional strategies:
   Classroom Lectures, Tutorial/Discussion/Presentation session; there will be three lectures a week and one hour tutorial/discussion 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 Lab with Python

   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-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	Undergraduate Studies
Programme(s)	BA Mathematics
Course title	Rings of quotients and Polynomial Identities
Course code	NSUS1MA564
Total Credits	3
Course type (core/compulsory/ elective/any other – please specify)	Seminar Paper (Elective for BA Mathematics)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	WS2025-2026
Course coordinator and team	Balchand Prajapati

1. How does the course link with the vision of AUD?
   This course has been made for fourth year undergraduate students as per NEP 2020. It teaches and enhances the knowledge of quotient rings and polynomial identities in many variables. This course explores new ideas in the direction of rings having polynomial identities in many noncommuting variables.
2. How does the course link with the specific programme(s) where it is being offered?
   It is an advanced course in the area of pure mathematics that is really required for a four year graduate student. It introduces the very first concept of polynomial identities in many noncommuting variables to undergraduate students and teaches upto the advanced level.
3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   It is built on the course ring theory and module theory.
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 requires prior knowledge of rings and modules.
5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): As per AUD norm

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): It is a one semester long course.

7. **Course Details:**
   a. Summary: Basic definition and examples of dense ideal, essential ideal, polynomials in several variables, ring of quotients, polynomial identity containing derivations and automorphisms.

   b. Objectives: The aim of the course is to introduce and deepen the concepts of different kinds of ideals and ring of quotients associated with these. To introduce central closure and extended centroid of prime rings. To give basic concepts of polynomial identities. Further, applications of these theories to solve mathematical problems.

   c. Expected learning outcomes:
      At the end of course students should be able to:
      i. understand the definition and concepts of dense and essential ideals.

ii. understand the ring of quotients of prime rings and semiprime rings, central closure and extended centroid.
iii. to know about the terms polynomial identities like Generalized polynomial identity, Standard polynomial identity, Polynomial identity ring, Differential identity.
iv. use these concepts to solve problems related to these areas.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):
There are three modules of this course. Module 1 contains the basic definition and examples of dense and essential ideals and rings of quotients. Module 2 contains more about quotient rings. Module 3 talks polynomial in several variables and their uses in differential identity.

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

Prime and semiprime ideal, Prime and semiprime ring, Essential right ideal, Dense right ideal, Ring of quotients of prime and semiprime rings, Extended centroid, Central Closure.

Module 2

Maximal right ring of quotients, Two-sided and symmetric ring of quotients (Martindale's ring of quotients)

Module 3

Central closure and extended centroid, Polynomial in several variables over the extended centroid, Polynomial identity,

Module 4

Generalized polynomial identity, Standard polynomial identity, Polynomial identity ring, Differential identity

Essential readings with page numbers:

[1] Beidar, Konstant I., Wallace S. Martindale, and Alexander V. Mikhalev. Rings with generalized identities. CRC Press, 1995.
[2] Passman, D. S. Infinite group rings, Marcel Dekker INC, NY 1971

Suggested readings:

[3] Herstein, I. N. Rings with involutions. The University of Chicago Press, Chicago and London, 1976
[4] Belov, A. K., Karasik, Y., and Rowen L. H. Computational aspects of polynomial identities, Vol 1, Kemer's Theorems, 2nd Edition, CRC Press, 2016

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

Presentation 1 : 30% Weightage
Presentation 2 : 30% Weightage
Assignment Report: 40% Weightage

8. **Pedagogy:**
    a. Instructional strategies: Classroom Lectures: There will be three lectures/presentations a week.

    b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
    Classroom, Library.
    c. Expertise in AUD faculty or outside: AUD Faculty

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

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Undergraduate Studies:

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

Signature of the Dean of the School

Appendix-32

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

School/Centre proposing the course	Undergraduate Studies
Programme(s)	BA Mathematics
Course title	Advanced Numerical Methods
Course code	NSUS1MA549
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	DSE (Elective)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	WS2025-2026
Course coordinator and team	Pranay Goswami and Kranti Kumar

1. How does the course link with the vision of AUD?
   The course teaches students computer and math skills, which they use to do strong research that helps create better policies.

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

   This course is the elective course for students of BA Mathematics Honours. This links along with the Numerical Analysis course offered in the BA Mathematics programme.
3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   Yes, Numerical Analysis (NSUS1MA504)
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 Numerical Analysis (NSUS1MA504)

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):

7. **Course Details:**
   a. Summary:
      This course offers an advanced treatment of numerical analysis, concentrating on the theoretical development and practical application of algorithms for solving complex mathematical problems. Moving beyond basic numerical literacy, the curriculum covers acceleration techniques for convergence, advanced interpolation methods (including splines and Hermite polynomials), and approximation theory. A significant portion of the course is dedicated to the numerical solution of Ordinary Differential Equations (ODEs), tackling both Initial Value Problems (IVPs) and Boundary Value Problems (BVPs) through single-step, multi-step, shooting, and finite difference methods.

b. Objectives:
The primary objectives of this course are to:

1. To provide a rigorous framework for approximating functions and data using polynomials, rational functions, and splines.
2. To introduce methods that improve the speed and convergence of numerical sequences (Aitken's and Steffensen's).
3. To teach single-step and multi-step methods for solving Initial Value Problems
4. To provide strategies for solving linear and nonlinear Boundary Value Problems using Shooting and Finite Difference methods.
5. To cultivate the ability to analyze the convergence, stability, and error bounds of these numerical algorithms.

c. Expected learning outcomes:

1. Implement Aitken's process and Steffensen's method to accelerate the convergence of slowly converging iterative sequences. Derive and apply Newton's forward and backward difference formulas and Stirling's method for equal intervals. Construct Hermite polynomials (matching function values and derivatives) and Cubic Splines to achieve smooth curve fitting with minimal oscillation.

2. Apply the method of Least Squares to fit polynomials to large datasets. Construct and use orthogonal polynomials (e.g., Legendre, Chebyshev) for efficient function approximation.

3. Apply Taylor's series, Picard's method, and Euler's method to solve first-order ODEs.

4. Implement Runge-Kutta methods (specifically RK4) for higher accuracy without calculating derivatives.

5. Apply Predictor-Corrector schemes and Solve BVPs using Shooting Methods and Apply Finite Difference Methods

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

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.
Aitken's method, Steffensen's method, Newton forward and backward difference formulas, Stirling's method, Hermite interpolation, and cubic spline interpolation.

Module 2.

Interpolations using finite differences, Polynomial approximation: least square approximation, orthogonal polynomials, uniform approximation, and rational approximation.

Module 3.

Numerical Solution of Ordinary Differential Equations—Introduction, Initial value problems: Taylor's series method, Picard's Method of Successive Approximations, Euler's Method, Runge-Kutta Methods, Predictor-Corrector Methods

Module 4.

Boundary value problems, shooting methods for linear and nonlinear problems, and Finite Difference methods for linear and nonlinear problems.

Lab Module :
Solution of nonlinear equations by Aitken's method, Steffensen's method, Interpolation techniques, least squares method, numerical solution of ODE : Euler's method, RK 4th oder method using Mathematica

Suggested readings:

1. *Numerical Analysis, 7th Edition* by Richard L Burden and J Douglas Faires, Cengage Learning, India Edition, ISBN 9788131501375
2. S. S. Sastri; Introductory Methods of Numerical Analysis, PHI Learning Pvt. Ltd., 2005.
3. M.K. Jain, S. R. K. Iyengar and R. K. Jain: Numerical Methods, 6th Edition, New Age International (P) Limited, Publishers, New Delhi.
4. S.C. Chapra: Applied Numerical Methods with MATLAB, McGraw Hill, 2012
5. J. Loustau. *Elements of numerical analysis with Mathematica*. World Scientific, 2017.

(ii) Assessment Plan (weight, mode, scheduling) for the course:
Class Test: 15% Weightage
Mid Sem/Assignment/Presentation: 25% Weightage
Lab Test : 20% Weightage
End Sem: 40% Weightage

1. **Pedagogy:**
   a. Instructional strategies: Classroom lectures and tutorials. There will be four lectures per 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/other instructional space; any other – please specify):
   Classroom, Library, Lab with Mathematica
   c. Expertise in AUD faculty or outside: AUD Faculty

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) 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 course,s which are meant to be part of more 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)	Mathematics
Course title	General Topology
Course code	NSUS1MA551
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	DSE (Elective for BA Mathematics)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	WS 2025-26
Course coordinator and team	TBD

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 General 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 do the research in the area of Topology and related areas.

2. How does the course link with the specific programme(s) where it is being offered?
   This is an advanced course that includes advances in Topology. This course is an important part of the Mathematics programme for those who wish to pursue Mathematics further in Topology and related areas.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   Yes, Advanced Analysis-I (NSUS1MA540) and Advanced Analysis-II (NSUS1MA543)

4. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify)
   A first course in Topology is the pre-requisites. The courses that deal with foundation topics are Advanced Analysis-I (NSUS1MA540) and Advanced Analysis-II (NSUS1MA543)

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 (VIII the semester)

7. **Course Details:**
   a. Summary:
      This is an advanced course on Topology. It contains topics related to compactness, connectedness, separation axioms, separable spaces. This course also focuses on characterization theorems, Uryshon’s lemma, Tietze extension theorem, and Uryshon’s metrization theorem.

b. Objectives:

The primary objective of this course is to introduce the advanced topics in Topology such as compactness, connectedness, separation axioms, Tychonoff's theorem, Uryshon's lemma, Tietze extension theorem etc. This course also aims to equip the students with fundamental key concepts and essential tools which will help them to conduct research in Topology and related areas.

c. Expected learning outcomes:

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

(i) Understand key results on compactness, connectedness, and separation axioms.
(ii) Get insight about some fundamental theorems such as Urysohn's lemma, Tietze extension theorem.
(iii) Explore examples of related topics and develop understanding of the key concepts in General Topology.

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

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.

Review of compactness, B-W compactness, Quotient spaces, Identification maps, local compactness, one-point compactification,

Module 2.

Proper maps and regularity, Complete regularity, Stone-Cech Compactification

Module 3.

Review of connectedness, separation axioms, T0, T1, T2, T3, T4 spaces, their characterization and basic properties, First and second countable spaces, Separable spaces, Tychonoff's theorem

Module 4.

Normality, Urysohn's lemma, Tietze extension theorem, Urysohn's metrization theorem

References:

Essential Readings:

1. G. F. Simmons, Introduction to Topology and Modern Analysis, McGraw Hill Education, 2017
2. J. R. Munkres, Topology, 2nd edition, Pearson, 2021.

Suggestive Readings:

3. E. Kreyszig, Introductory functional analysis with applications, Wiley, 1991.

(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

   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-34

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

School/Centre proposing the course	Undergraduate Studies
Programme(s)	BA Mathematics
Course title	Module Theory
Course code	NSUS1MA550
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	WS2025-2026
Course coordinator and team	Balchand Prajapati

1. How does the course link with the vision of AUD?
   This course has been made for fourth year undergraduate students as per NEP 2020. It teaches and enhances the knowledge of rings and modules that are an integral part of abstract algebra. It is an important course for students who are interested in doing research in the area of algebra, rings, and module theory.
2. How does the course link with the specific programme(s) where it is being offered?
   It is an advanced course in the area of pure mathematics that is really required for a four year graduate student. It introduces the very first concept of module theory to undergraduate students and teaches upto the advanced level.
3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   It is built on the courses ring theory and linear algebra.
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 requires prior knowledge of rings and linear algebra.
5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): As per AUD norm

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): It is a one semester long course.

7. **Course Details:**
   a. Summary: Basic definition and examples of module, free module, direct sum of modules, exact sequence and functors, Projective and Injective modules, Theorem of Baer's.

   b. Objectives: The aim of the course is to introduce and deepen the concepts of module theory. To introduce functors and exact sequence of modules, projective and injective modules. Further, applications of these theories to solve mathematical problems.

   c. Expected learning outcomes:
      At the end of course students should be able to:
      i. understand the definition and concepts of module theory.
      ii. understand the exact sequence and different kinds of functors.
      iii. to know about the terms pull back and push out in terms of functors.

iv. Analyze the different kinds of modules, in particular projective and injective modules.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):
There are four modules of this course. Module 1 contains the basic definition and examples of modules and fundamental concepts that is useful to study the module theory. Module 2 gives different terminology like submodule, direct sum of module, free module etc. Module 3 talks about factors and their applications to study exact sequences and Module 4 contains the topic projective and injective module.

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

Abelian groups, Rings, Endomorphisms of a ring, Definitions and Examples, Ring of endomorphisms of an Abelian group, Definitions and examples of left and right modules, Fundamental concepts and results, Annihilator of a module

Module 2

Submodule, Submodule generated by a subset, Cyclic module, ring of endomorphism of a module, quotient module, homomorphism of modules, theorems on homomorphisms (only statements) [2], Free module and matrices, Free module of finite rank, Invariance of basis number, Direct sum of modules (Internal and External)

Module 3

Definition and examples of exact sequence, short exact sequence, Kernel-Cokernel, Split exact sequence, direct summand, The four lemma, The five lemma, functors-definition and examples, Covariant and contravariant functors, additive functors, The functors $Hom_A(-,N)$ and $Hom_A(M,-)$, Theorems on functors, left and right exact sequences, exact sequences, bimodules-definition and examples

Module 4

Projective modules-Definitions and examples, The pull-back, existence and uniqueness of pull-back, Schanuel's Lemma, Injective modules-Definitions and examples, The push out, existence and uniqueness of push-out, Theorem of Baer, Divisible module, Results on divisible module

Essential readings with page numbers:

[1] Jacobson, N. (1985). *Basic algebra I* (2nd ed.). W. H. Freeman and Company.
[2] Luther, I. S., & Passi, I. B. S. (2002). *Algebra: Vol. 3. Modules*. Narosa Publishing House.

Suggested readings:

[3] Jacobson, N. (1989). *Basic algebra II* (2nd ed.). Hindustan Publishing Corporation.
[4] Lam, T. Y. (1999). *Lectures on modules and rings*. Springer.

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

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.
   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-35

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

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Political Science
Course title	International Political Economy
Course code	NSUS1PO616
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	DSC- Discipline Specific Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	WS2026
Course coordinator and team	Dr.Makkalanban D S

1. How does the course link with the vision of AUD?
   The course supports AUD's vision by fostering critical, socially engaged and interdisciplinary learning. It helps students understand global economic power structures, inequalities and institutional dynamics, encouraging reflective thinking and informed citizenship. By linking politics and economics, it prepares learners to address contemporary global challenges with analytical depth and social responsibility.

2. How does the course link with the specific programme(s) where it is being offered?
   The course strengthens the Political Science programme by deepening understanding of global economic and political interactions, enhancing analytical skills, and complementing core areas like international relations, comparative politics and public policy.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   Yes, it builds on International Relations, Global Politics and Public Policy by extending debates on power, institutions and global governance, while offering distinct economic and political analytical frameworks.

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

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

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

7. Course Details:
   a. Summary:
      This course introduces students to International Political Economy as a field concerned with the reciprocal relationship between power and wealth in the global system. Rather than treating markets as autonomous or neutral, the course situates economic processes

within historical, institutional, and geopolitical contexts. Beginning with the theoretical foundations of IPE, the course examines competing explanations of how global capitalism operates and whom it benefits. It then traces the historical evolution of the international economic order, focusing on the emergence of global institutions and recurrent financial crises. Subsequently, the course foregrounds the North–South divide, analyzing the structural marginalization of Africa, Latin America, and South Asia within global capitalism. Finally, it applies IPE perspectives to India's political economy, tracing continuities from the pre-colonial and colonial periods to post-independence planning, liberalization, and India's contemporary engagement with globalization and geopolitics.

b. Objectives:
   i. Introduce students to major theoretical traditions in International Political Economy
   ii. Explain the historical and institutional foundations of the global economic order
   iii. Analyse structural inequalities between the Global North and Global South
   iv. Examine India's political economy within global and post-Cold War contexts
   v. Enable students to critically engage with contemporary global economic power shifts

c. Expected learning outcomes:
   i. Explain key concepts and theories in International Political Economy
   ii. Analyse the role of global economic institutions and financial regimes
   iii. Critically assess development inequalities and North–South relations
   iv. Apply IPE frameworks to understand India's economic trajectory
   v. Interpret contemporary issues such as globalization, sanctions, and financial crises from a political economy perspective

d. Overall structure (course organisation; rationale of organisation; brief module outlines):
The course is organized into five modules covering foundational IPE frameworks, trade politics, global finance, monetary policy approaches and globalization. The structure moves from conceptual foundations to contemporary applications.

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:

Module I: Foundations and Theoretical Approaches
Objectives: This module introduces International Political Economy as an interdisciplinary field that examines how political authority and economic processes are mutually constituted. Students engage with classical and contemporary theoretical traditions to understand how states, markets, and social forces shape global economic outcomes. Special attention is given to debates on sovereignty, ideology, capitalism, and technology in a globalized world.

Core Themes:
Meaning, scope, and evolution of IPE
Liberal, Mercantilist, and Marxist traditions
Neoliberalism and critical IPE perspectives

Technology, global value chains, and digital capitalism

Essential Readings

1. Oatley, T. (2019). *International Political Economy* (6th ed.). Pearson.
2. Ravenhill, J. (Ed.). (2020). *Global Political Economy* (5th ed.). Oxford University Press.
3. Cohen, B. J. (2019). *Advanced Introduction to International Political Economy*. Edward Elgar.
4. Fuchs, C. (2017). *Digital Capitalism*. University of Westminster Press.

Suggested Readings

1. Blyth, M. (2013). *Austerity: The History of a Dangerous Idea*. Oxford University Press.
2. Tooze, A. (2018). *Crashed: How a Decade of Financial Crises Changed the World*. Viking.
3. Tabb, W. K. (2020). *The Restructuring of Capitalism in Our Time*. Columbia University Press.

Module II: Institutions and Structures of the Global Political Economy

Objectives: This module examines the institutional architecture governing the global economy. It traces the origins of the Bretton Woods system and critically evaluates the role of international financial and trade institutions in managing growth, stability, and crises. The module also explores how economic power is exercised through financial regulation, trade agreements, and economic coercion.

Core Themes:
Bretton Woods system and its transformation
IMF, World Bank, WTO: roles and critiques
Global economic forums and trade agreements
Financial crises and economic weaponization

Essential Readings

1. Woods, N. (2022). *The Globalizers: IMF, World Bank and Their Borrowers*. Cornell University Press.
2. Wade, R. (2018). *Global Inequality*. Polity Press.
3. Tooze, A. (2021). *Shutdown: How Covid Shook the World's Economy*. Viking.

Suggested Readings

1. Farrell, H., & Newman, A. (2023). *Underground Empire: How America Weaponized the World Economy*. Henry Holt.
2. Stiglitz, J. E. (2019). *People, Power, and Profits*. W. W. Norton.
3. Ghosh, J. (2021). *The Making of a Catastrophe: Covid-19 and the Indian Economy*. Tulika.

Module III: North–South Divide, Global South and Geopolitics

Objectives: This module foregrounds the structural inequalities embedded in the global economic system. It examines how colonial legacies, dependency, and unequal exchange have shaped development outcomes in the Global South. Through comparative regional perspectives, students analyse how geopolitics, debt, and emerging powers influence development trajectories.

Core Themes:
North–South divide and development debates
Dependency and world-systems perspectives
Africa, Latin America, and South Asia
South–South cooperation and emerging powers

Essential Readings

1. Frank, A. G. (1998). *ReOrient: Global Economy in the Asian Age*. University of California Press.
2. Taylor, I. (2016). *Global Political Economy and Africa*. Routledge.
3. Milanovic, B. (2016). *Global Inequality*. Harvard University Press.

Suggested Readings

1. Subramanian, A. (2019). *Of Councils and Kings: India's Imperfect Democracy*. Penguin.
2. Subramanian, A. (2022). *A Sixth of the World: India's Growth Story*. Penguin.
3. Acharya, A. (2018). *The End of American World Order*. Polity Press.

Module IV: India in International Political Economy

Objectives: This module situates India within the global political economy by tracing its economic history from the pre-colonial period to the contemporary era. It analyses colonial underdevelopment, post-independence state-led development, and post-1991 liberalization. The module concludes by examining India's performance and strategic positioning in the post-Cold War and globalization era.

Core Themes:
Pre-colonial and colonial Indian economy
Planning, mixed economy, and development strategy
Liberalization and globalization after 1991
India's role in global governance and geopolitics

Essential Readings

1. Bagchi, A. K. (2010). *Colonialism and Indian Economy*. Oxford University Press.
2. Panagariya, A. (2020). *India Unlimited*. HarperCollins.
3. Nayar, B. R. (2014). *The Geopolitics of Globalization*. Oxford University Press.

Suggested Readings

1. Subramanian, A. (2022). *A Sixth of the World*. Penguin.
2. Mohanty, M., & Sarkar, R. (2025). *Financing Climate Action: India in a Global Context*. Routledge.
3. Ghosh, J. (2023). *India and the Global Economy*. Cambridge University Press.
4. Bruff, I. and Macartney, H. Eds, *Critical International Political Economy,* Palgrave, 2011.
5. Cohen J Benjamin, *International Political Economy, (New York: Ashgate Publishing,* Routledge: 2005).
6. Gilpin, *Global Political Economy: Understanding the International Economic Order,* Princeton University Press, 2001.
7. Hoekman, B. and Kostecki, M, *The Political Economy of the World Trading System*, third edition, OUP, 2009.
8. Krasner, Stephen, "*State Power and the Structure of International Trade*", World Politics, 1976.
9. Walter, A. and Sen, G, *Analysing the Global Political Economy*, Princeton, 2008.

Related Online Contents [MOOC, Swayam, NPTEL, Websites Etc.]

1. Politics and Economy of International Energy in coursera by Giacomo Luciani
2. https://onlinecourses.swayam2.ac.in/cec23_hs26/preview

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

Assessment 1 consists of a written assignment (25 percent) that evaluates critical engagement with core readings and theoretical debates// Field Work /Study Visit.

Assessment 2 is an individual or group presentation (25 percent) aimed at developing oral articulation, conceptual clarity, and interpretative skills
Assessment 3 is a comprehensive end-term examination (50 percent) testing students overall understanding of themes, arguments, and empirical applications covered in the course.

8. **Pedagogy:**
   a. Instructional strategies: Lecture and Discussion
   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Smartboard facilities
   c. Expertise in AUD faculty or outside: nil
   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Undergraduate Studies:

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

Signature of the Dean of the School

Appendix-36

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

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Political Science Honours
Course title	Undergraduate Research Dissertation in Political Science
Course code	NSUS1PO617
Total Credits	6
Course type (core/compulsory/ elective/any other – please specify)	Compulsory for students pursuing a BA degree with Research
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	WS2026
Course coordinator and team	BA Political Science Program Committee

1. How does the course link with the vision of AUD?
   This course aligns closely with AUD's vision of fostering socially engaged, critically informed, and ethically grounded scholarship. By encouraging students to undertake independent research on diverse political questions, the course nurtures analytical thinking, intellectual autonomy, and methodological rigour. Its emphasis on theoretical, empirical, and field-based inquiry supports AUD's commitment to interdisciplinary and context-sensitive learning. The focus on real-world political issues deepens students' understanding of political and developmental challenges, thereby promoting AUD's mission of cultivating responsible graduates who contribute meaningfully to society through research-driven insights and evidence-based policy thinking.

2. How does the course link with the specific programme(s) where it is being offered?
   This research course builds directly on the theoretical foundations and analytical skills developed across the BA Political Science (Honours) programme. The course provides students an opportunity to apply their disciplinary learning to real political happenings and questions. It strengthens their capacity to connect theory with evidence, deepen conceptual understanding, and engage critically with current debates. The course serves as a capstone experience, enabling students to consolidate programme wide competencies and demonstrate independent research ability through the production of a dissertation.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   By building on the conceptual foundations and theoretical background of the undergraduate curriculum, this course supports students in developing the competencies needed for pursuing advanced political studies.

4. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify)
   8th semester BA Political Science honours students who are eligible for research.

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:**

Summary: This research course in political science equips students to undertake independent inquiry across theoretical, empirical, and mixed-methods frameworks. Under the supervision of a faculty mentor, students will work on assigned topics, review relevant literature, and formulate well-defined research questions. They will learn research design, theoretical modelling, data analysis, and academic writing, depending on the nature of their project. Students may pursue theoretical research, empirical studies, experiments, policy analysis, or field-based investigations. Regular consultations will support the development of arguments, methods, and clarity of expression. The course culminates in a dissertation that demonstrates the student's ability to conduct rigorous and original economic research.

Objectives:

1. To enable students to formulate coherent and researchable questions in political science and international relations.
2. To train students in conducting literature reviews and identifying relevant theoretical and empirical frameworks.
3. To develop students' ability to choose appropriate research methodologies, whether experimental, theoretical, empirical, or analytical, explorative etc
4. To strengthen skills in data collection, modelling, analysis, or theoretical reasoning, depending on the nature of the project.
5. To cultivate academic writing, critical thinking, and argumentation skills.
6. To guide students in producing an original and rigorous dissertation that demonstrates independent research capability.

Expected learning outcomes:

At the successful completion of this course students will be able to

1. Identify a clear and feasible research problem within political science and international relations domain.
2. Conduct a systematic review of relevant theoretical and empirical literature.
3. Develop an appropriate research design theoretical, empirical, qualitative, or mixed methods.
4. Construct and analyse political science concepts or carry out investigations, as required by their topic.
5. Apply suitable analytical tools, reasoning, and methodological approaches to address their research question.
6. Present research findings coherently through structured academic writing and oral presentations.
7. Produce a well-argued, original dissertation demonstrating independent research competence and scholarly rigour.

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

Given that the dissertation accounts for only 6 of the 22 credits in the 8th semester, the research component is designed to be focused, manageable, and aligned with students' interests and capacities. The dissertation may take one of several forms, depending on the nature of the topic and the student's chosen approach. Possible formats include normative, empirical research, short empirical study, case study,

literature survey with annotated bibliography. This allows flexibility while ensuring that each student produces a coherent, academically grounded, and well-argued dissertation within the available credit and time constraints.

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

The dissertation may take one of several forms, depending on the nature of the topic and the student's chosen approach. Possible formats include:

1. **Normative/Qualitative Method-** involves conceptual clarifications, or theoretical explorations and debates.

2. **Empirical/Scientific Approach-** based on primary data and employing quantitative methods.

3. **Case Study Approach**- examining a specific event, institution, policy, community, or political behaviour or phenomenon in depth.

Assessment Attributes:

The dissertation or the resulting essay from the research work will be graded based on the following criteria:

1. Clarity of argument and written communication.
2. Methodology adopted and research process
3. Application of political concepts: rigor, accuracy, and depth.
4. Engagement with related literature.
5. Appropriate referencing and citation style.

Format:

The dissertation should follow the latest APA standards for academic writing and referencing.

The dissertation should be structured as follows with approximate word limits in bracket. The dissertation as a whole should be of 8,000 to 10,000 words:

1. Title page
2. Abstract (250 words)
3. Introduction (750 -1,000 words)
4. Statement of the Problem (500-700 words)
5. Literature Review (1,000 -2,000 words)
6. Research Questions (100- 200 words)
7. Research Design and Methodology (500 - 1,000 words)
8. Scope and Limitation of the Study (250 words)
9. Research Content Analysis (2,000- 3,000 words)
10. Major Findings & Recommendations (1,000 - 1,500 words)
11. Conclusion & Policy Implications (500 - 1,000 words)
12. Bibliography

Milestones:

The student registering for dissertation will go through the following stages of assessment and progress evaluation:

1. Research Proposal (3 weeks)
2. Progress presentation (10 weeks)
3. Final submission and presentation (at the end of the semester)

(b) Assessment Plan (weight, mode, scheduling) for the course:
Proposal: 10%, Interim progress report: 20%, Final dissertation Report: 50% and Dissertation *viva voce*: 20%
Progress presentations and final dissertation to be assessed by the dissertation supervisor and an additional faculty member from the program, both to be assigned by the Program Committee.
UGC/AUD norms for plagiarism will be strictly applied.

8. **Pedagogy:**
   a. Instructional strategies: Day to Day interaction with Supervisor
   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): As per research topic requirements.
   c. Expertise in AUD faculty or outside: No
   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Need Based on type of research.

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-37

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

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Political Science Honours
Course title	Global Political Philosophy: Dialogues of Western Thinkers and Indian Intellectual Traditions
Course code	NSUS1PO618
Total Credits	6
Course type (core/compulsory/ elective/any other – please specify)	Seminar: Compulsory Paper
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	WS2026
Course coordinator and team	BA Political Science Program Committee

1. How does the course link with the vision of AUD?
   The course *"Global Political Philosophy: Dialogues of Western Thinkers and Indian Intellectual Traditions"* aligns with AUD's vision of promoting liberal arts and socially engaged scholarship by integrating philosophical, historical, and ethical inquiry across civilizations. It nurtures critical thinking by encouraging students to examine political ideas comparatively rather than through a single dominant tradition. The course resonates with AUD's commitment to social justice, inclusivity, and cultural rootedness by recognizing Indian knowledge systems alongside Western thought. By engaging with debates on justice, democracy, rights, duty, and authority, it prepares students to become reflective, responsible, and socially aware citizens.

2. How does the course link with the specific programme(s) where it is being offered?
   The course deepens students' theoretical foundations in political philosophy within the Political Science programme, enriching their understanding of global and indigenous traditions while strengthening analytical, comparative, and normative reasoning central to the discipline.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   es. It complements courses on political theory, governance, and Indian constitution by extending conceptual, historical, and philosophical grounding across traditions.

4. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify)
   8th semester BA Political Science honours students.

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

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

7. **Course Details:**

a. Summary:

This course examines the evolution of political philosophy by placing major Western thinkers in dialogue with Indian intellectual traditions. It traces ideas of state, justice, authority, freedom, duty, and social order from ancient to contemporary periods. By analysing primary texts and key debates across civilizations, students learn how political concepts transform and shape governance and social ethics. The course encourages comparative reflection on the foundations of political life across cultural, historical, and philosophical contexts.

b. Objectives:

The course aims to develop students' capacity to think critically about political ideas across Western and Indian traditions, understand the historical contexts that shaped them, and evaluate their relevance to modern questions of citizenship, rights, justice, and governance. By encouraging comparative study and textual interpretation, it seeks to build theoretical sophistication, intercultural awareness, and analytical skills essential for advanced political inquiry and research.

c. Expected learning outcomes:

1. Interpret key concepts in Western and Indian political philosophy
2. Compare thinkers across historical periods and traditions
3. Analyse primary philosophical texts with academic rigour
4. Explain shifts in political ideas across eras
5. Connect philosophical thought to contemporary governance issues
6. Critically evaluate ideas of justice, freedom, authority, and duty
7. Understand intersections between ethics and politics
8. Apply theoretical concepts to present-day political debates
9. Demonstrate intercultural sensitivity in interpreting ideas
10. Communicate philosophical arguments effectively in written and oral forms

a. Overall structure (course organisation; rationale of organisation; brief module outlines):
This seminar course is designed as a theme-based exploration of selected areas in political philosophy, using a curated set of foundational books. Each module focuses on a distinct theme like Ancient and Modern Western Political Philosophy with also Indian Political Philosophy and is anchored in key scholarly readings. Students are assigned specific papers or book chapters to present and discuss in class, fostering critical engagement with advanced literature.
The course will be conducted in classroom mode with faculty leading the discussions and students expected to devote time beyond the classroom in studying the assigned readings in preparation for the in-class discussion and presentations.
Students will be expected to play an active part in all discussions, which will be assessed for grade by the instructor through both direct observation and written discussion notes to be submitted by students. Apart from presenting the material assigned to them over the semester, students will be expected to submit one term paper by the end of the semester.

b. 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: Ancient Western Political Philosophy
It explores foundational political thought in ancient Greece and Rome, ideals of justice, law, citizenship, polity and the good life as formulated by early thinkers. Understand how early societies conceptualized state, community, virtue, and the conditions for a just polis.

Objectives: Students will grasp the core ideas of classical political philosophy, compare differing conceptions of justice, law and governance, and critically reflect on how early political thought shaped later traditions of state and citizenship by reading the original texts.

Essential readings:

1. Balot, R. "Greek Political Thought: A New Interpretation." *Polis*, 2006.
2. Aristotle, Nicomachean Ethics (Books V & VI for justice and practical reason).
3. The Republic by Plato. (Plato, trans. & ed.). 2011.
4. Jed W. Atkins, Roman Political Thought, Cambridge University Press, 2021.
5. Schofield, M. "Cicero's Political Thought." *Journal of Roman Studies*, 1999.
6. St Augustine, The City of God, translated by Marcus Dods, 2015
7. Thomas Aquinas, Summa Theologica, Translated, 2014.
8. Cicero, The Republic, Translated, 2022.

Suggested readings:

1. Brennan, T. "Epicurean Moral and Political Philosophy." *Apeiron*, 1996.
2. Gill, C. "The Stoics on Community and Natural Law." *History of Political Thought*, 1991.
3. Griffin, M. "Seneca's Political Philosophy." *Journal of Roman Studies*, 1976.
4. Irwin, T. "Plotinus and Hellenistic Political Thought." *Oxford Studies in Ancient Philosophy*, 1994.
5. Johnson, D. "Xenophon's Political Leadership." *Ancient History Bulletin*, 2001.
6. Long, A.A. "Epicurean Political Quietism." *Classical Philology*, 1977.
7. Mayhew, R. "The Feminism of Plato's Republic Revisited." *Polis*, 2008.
8. Nicholson, P.P. "The Stoics and Republicanism." *Political Studies*, 1992.
9. O'Meara, D. "Plotinus and Political Philosophy." *Phronesis*, 1993.

Module 2: Modern Western Political Philosophy
It examines the emergence of modern political philosophy like social contract, rights, sovereignty, liberalism, and early critiques of tradition. Study how thinkers responded to changing social, economic, and religious structures to reconceive state and individual. Basically, the module will focus on present political liberalism and forms, their ideas, origin and practice.

Objectives: Students will identify and analyse major modern political theories including contractarianism, natural rights, sovereignty and understand their implications for modern state formation, individual liberty, and legitimacy of political authority.

Essential readings:

1. Engels, The origin of the family, private property, and the state, translated, 2010.
2. G.W.F. Hegel, Philosophy of Right, Translated by S.Dyde, Batoche Books, 2001.
3. J S Mill, On Liberty, Batoche Books, 1859.
4. Rousseau, The Social Contract & Discourses, translated by G. D. H. Cole, 2025.
5. John Locke, Second Treatise of Government, translated by Dave Gowan, 2021.
6. Karl Marx and Friedrich Engels, The Communist Manifesto, Translated, 2005.
7. Niccolò Machiavelli, The Prince, Humphrey Milford: Oxford University Press, 1909.

8. T H Green, Lectures on Principles of Political Obligation, Batoche Books, 1999.
9. Thomas Hobbes, Leviathan. Pauls Church-yard, 1651.

Suggested Readings:

1. Macpherson, C.B. "Burke and the State." *Canadian Journal of Political Science*, 1967.
2. Manent, P. "Montesquieu's Liberalism." *Interpretation*, 1990.
3. Mansfield, H.C. "Tocqueville on Democracy and Aristocracy." *Political Science Quarterly*, 1979.
4. Pateman, C. "The Problem of Political Obligation in Modern Philosophy." *Political Studies*, 1985.
5. Sullivan, R. "Kant's Moral and Political Philosophy." *The Review of Metaphysics*, 1989.
6. Wolin, S. "Tocqueville and the Anxiety of Democracy." *American Political Science Review*, 1954.
7. Wood, A. "Hegel's Ethics and Politics." *Philosophical Review*, 1990.

Module 3: Ancient Indian Political Philosophy

This module explores how ancient Indian thinkers conceptualized the state (rāja/rajya), society, duty (dharma), justice (nyāya), governance (nīti/daṇḍanīti), and ideal rulership. We examine political philosophy expressed in Vedic-Upanishadic literature, epics (Mahabharata, Ramayana), Smṛtis (e.g. Manusmriti), and treatises of statecraft such as Arthashastra and Nitisara. It also investigates how these sources interweave normative ethics, social hierarchies, moral duties, and practical governance offering a holistic model of polity shaped by religion, morality, and administrative pragmatism.

Objective: By the end of this module, students will be able to articulate central concepts of ancient Indian political thought such as dharma, rajya, nīti, daṇḍa compare different classical sources, and critically assess how ancient Indian ideas of state, authority and duty differ from or echo Western political concepts of law, justice, and sovereignty.

Essential Readings

1. Collins, S. "Buddhist Social and Political Thought." *Philosophy East and West*, 1982.
2. Deutsch, E. "The Bhagavad Gita and Political Philosophy." *Philosophy East and West*, 1961.
3. Dumont, L. "The Theory of the Social Order in Manusmriti." *Contributions to Indian Sociology*, 1957.
4. Fitzgerald, J. "Political Ethics in the Mahabharata." *Journal of the American Oriental Society*, 2004.
5. Kāmandakīya. *Nitisara: The Elements of Polity*. (English translation).
6. Kāṇṭilīya. (c. 3rd–2nd century BCE). *Arthashastra*. (English translation).
7. Olivelle, P. "The Political Teachings of the Dharmashastras." *Journal of Indian Philosophy*, 2011.
8. Rajan, M.S. "Thirukkural and Political Morality." *Indian Journal of Political Science*, 1955.
9. Rangarajan, L.N. "Kautilya's Conception of State." *Economic and Political Weekly*, 1996.
10. Thapar, R. "Ashoka and the Concept of Dharma." *Historian*, 1975.

Suggested Readings:

1. Ali, D. “Kingship in Early Medieval India.” *Indian Economic and Social History Review*, 2004.
2. Banerjee, P. “Gender and Power in Thirukkural.” *Indian Journal of Gender Studies*, 2010.
3. Ludden, D. “India's Village Republics Reconsidered.” *Modern Asian Studies*, 1999.
4. Pollock, S. “Political Philology in Early India.” *Journal of Asian Studies*, 1993.
5. V R Mehta, Foundation Of Indian Political Thought-N Interpretation (From Manu To The Present Day), New Delhi, Manohar Publications, 1996.

Module 4: Modern Indian Political Philosophy

The module covers key strands of modern Indian political thought from the late nineteenth century to the post-independence era. It examines nationalism, colonial modernity, democracy, development, social justice, caste, gender, and secularism through canonical and subaltern voices. Students explore how thinkers such as Gandhi, Ambedkar, Nehru, Tagore, Savarkar, Phule, and others engaged with and reinterpreted Western and indigenous ideas. The course highlights intellectual contestations, plural traditions, and the foundations these debates provide for understanding contemporary Indian politics.

Objectives: The module aims to develop students’ ability to critically analyse major thinkers and debates shaping modern Indian political thought. It seeks to build conceptual clarity on nationalism, democracy, colonialism, social justice, caste, gender, and secularism by engaging with primary texts and scholarly interpretations. The objective is to equip learners with strong analytical skills to interpret contemporary political issues through historical and normative frameworks.

Essential Readings

1. Ambedkar, B. R. *Dr. Babasaheb Ambedkar: Writings and Speeches.* Vols. 1–17. Mumbai: Government of Maharashtra, 1979–2006 (selected chapters).
2. Aurobindo, Sri. *Bande Mataram: Early Political Writings (1890–1908).* Pondicherry: Sri Aurobindo Ashram Press, 1996.
3. Gandhi, M. K. *The Essential Writings of Mahatma Gandhi.* Edited by Raghavan Iyer. Delhi: Oxford University Press, 1993.
4. Ilaiah, Kancha. *Why I Am Not a Hindu: A Sudra Critique of Hindutva Philosophy, Culture and Political Economy.* 2nd ed. Kolkata: Samya, 2005.
5. Nehru, Jawaharlal. *The Discovery of India.* New Delhi: Penguin Books, 2004 (orig. 1946).
6. Phule, Jotirao. *Slavery (Gulamgiri).* Translated by P. G. Patil. Mumbai: Government of Maharashtra, 1991 (orig. 1873).

Suggested Readings:

1. Bhargava, Rajeev. *The Promise of India’s Secular Democracy.* New Delhi: Oxford University Press, 2020.
2. Chakrabarty, Bidyut, and Rajendra Kumar Pandey. *Modern Indian Political Thought: Text and Context.* New Delhi: Sage Publications, 2009
3. Guha, Ranajit. *Elementary Aspects of Peasant Insurgency in Colonial India.* Durham: Duke University Press, 1999 (orig. 1983).
4. Kaviraj, Sudipta. “On State, Society and Discourse in India.” In *Politics in India*, edited by Sudipta Kaviraj, 3–47. New Delhi: Oxford University Press, 2011.
5. Khilnani, Sunil. *The Idea of India.* New Delhi: Penguin Books, 1997.
6. Mehta, V. R. *Foundations of Indian Political Thought: An Interpretation.* Delhi: Manohar Publishers, 1992.
7. Omvedt, Gail. *Reinventing Revolution: New Social Movements and the Socialist Tradition in India.* Armonk, NY: M. E. Sharpe, 1993.

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

1. Class Participation & Discussion Notes: 30%
2. Seminar Presentation 20%
3. Seminar Paper 50%

UGC/AUD norms for plagiarism will be strictly applied.

8. **Pedagogy:**
   a. Instructional strategies:
   The class will be taught using theory and case-based methods. In addition to assigning the case studies, the course instructor will spend considerable time in understanding the concept of innovation through the eyes of the consumer. The instructor will cover the ways to think innovatively liberally using thinking techniques
   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
   Software for students with reading disabilities, and any other requirements based on student need as and when assessed. Wheelchair access when required.
   c. Expertise in AUD faculty or outside: Nil
   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Undergraduate Studies:

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

Signature of the Dean of the School

Appendix-38

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. Political Science
Course title	International Governance and Organizational Practices
Course code	NSUS1PO638
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	DSE- Discipline Specific Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	WS2026
Course coordinator and team	Prof.Tanuja

1. How does the course link with the vision of AUD?
   The course supports AUD's vision by fostering critical, interdisciplinary and socially engaged learning, enabling students to understand global governance, international cooperation and contemporary challenges essential for nurturing informed, responsible and globally aware citizens.

2. How does the course link with the specific programme(s) where it is being offered?
   It strengthens the Political Science programme by deepening knowledge of international institutions, governance structures and global issues, complementing core subjects and enhancing analytical skills needed in political and global studies.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This course seeks to familiarize the students with recent activities and development of International Organizations which have acquired immense prominence in world politics vis-à-vis the forces of globalization.

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

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 introduces students to the evolution, structure and significance of major international organizations and their roles in shaping global politics. It examines theoretical frameworks, regional and transcontinental organisations, the UN system,

global financial institutions and their development-oriented mandates. Students explore how IOs address issues related to security, trade, environment and global governance. Through theoretical readings, case studies and critical discussions, the course develops an understanding of institutional functioning, interdependence and global challenges. By the end, students gain conceptual clarity, analytical skills and a grounded appreciation of the relevance, limitations and future trajectories of international organisations in a rapidly globalising world.

b. Objectives:
    i. Analyse and develop the familiarity with the world map for understanding the location of member countries of various organizations
    ii. Acquire knowledge about the relationship between regionalism and globalization
    iii. Evaluate the prevalent issues and challenges at the time of establishment of respective organisations.
    iv. Examine Security Concerns and IOs: Structure and Relevance
    v. The goal of this course is that students develop a theoretical as well as practical understanding of international organisations and the global problems they attempt to address.

c. Expected learning outcomes:
    i. Demonstrate conceptual understanding of the role, functions and evolution of major international organizations.
    ii. Analyse the relationship between globalization, regionalism and institutional cooperation.
    iii. Evaluate contemporary issues, challenges and security concerns addressed by international organisations.
    iv. Assess the functioning and significance of the UN, financial institutions and environmental bodies.
    v. Apply theoretical insights to real-world global governance problems and policy debates.

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

Module I

Objectives: To equip students with a conceptual and theoretical understanding of international organizations, enabling them to distinguish between open and closed institutional structures and assess their purpose, functions, and decision-making patterns.

Topics: Conceptual Framework, Theoretical Understanding of international organisation, Open and Closed Organizations.

Essential readings

1. Keohane, R.O. (1982). The demand for international regimes. International Organization, 36(2), pp.325-355.

2. Keohane, R.O. (1998). International institutions: Can interdependence work? Foreign Policy, pp.82-194.

Module II

Objectives: To enable students to understand the historical evolution, structure, and functioning of the UN system and evaluate the roles, mandates, and contributions of major UN specialized agencies in global governance and development.

Topics: The United Nation System, Origin of UN, Organs, Structure and Functions- Specialized Agencies: ILO, UNICEF, WHO, UNESCO and UNDP.

Essential readings

1. Weiss, T. G., & Daws, S. (Eds.). *The Oxford handbook on the United Nations* (2nd ed. Oxford University Press, 2018)
2. Volker Rittberger, Global Governance and the United Nations System, (New York: United Nations University Press, 2001).

Module III

Objectives: To familiarize students with the evolution and significance of major regional organizations and examine how regional cooperation mechanisms address political, economic, and security issues in different parts of the world.

Topics: Major Regional Organisations and Institutions namely: ASEAN, EU, Arab League, OAS, SAARC, NAM, Commonwealth, African Union, OPEC, BIMSTEC, G7 and other alliances and BRICS.

Essential readings

1. Fawcett, Louise and Hurrell, Andrew (Ed), Regionalism in World Politics: OUP, 1996.
2. Regional Organization and International Order, OUP, Oxford, Reprint 2000 (1sted. 1995).

Module IV

Objectives: This module aims to critically examine the historical formation, political economy, and contemporary relevance of the Global South in international relations. Drawing on debates on the North–South divide, multilateralism, and South–South cooperation, enables students to understand changing power configurations in a multipolar world, assess the growing coordination and agency of Global South actors, and evaluate competing perspectives on inequality, leadership, and rulemaking in global politics.

Topics: North-South divide, Global South coordination, Multilateral reform, South-South cooperation, Asian View, Multipolarity, Shared leadership, Global governance transformations.

Essential readings

1. Nicholas Lees, T*heorizing the North–South Divide in International Relations: Historical Inequality, Contemporary Disagreement and World Politics*, Bristol University Press, 2026.
2. Veronika Nechaeva, *The Rise and Growing Coordination of The Global South*, Austrian Institute for International Affairs, 2025.
3. Jon B. Alterman and Lily McElwee, *The Salience of the Global South: Newcomers Bring New Rules Report Subtitle: Shared Leadership in a More Multipolar* World Report, Center for Strategic and International Studies (CSIS), 2024.
4. Baylis, J & Smith,S. *Globalisation of World Politics*, Oxford University Press. 2015.

5. Ma Jiali, *SAARC: Achievements and Challenges,* Policy Perspectives, 2012, Vol. 9, No. 1, Special Issue: China and SAARC (2012), pp. 161-165 Published by: Pluto Journal

Suggested Reading

1. *World Views of Global Governance: At a Critical Juncture,* National Intelligence Council and European Union Institute for Security Studies, Atlantic Council, 2010.
2. Luck, E. C, *Reforming the United Nations: Lessons from a history in progress.* International Relations Studies and the United Nations Occasional Papers, 2003.

Module V

Objectives: This module aims to critically analyse global governance at a moment of systemic uncertainty and transformation. Drawing on institutional, normative, and scenario-based perspectives, it examines the crisis of legitimacy, effectiveness, and coordination confronting major international organizations. Students will engage with debates on reforming key global institutions, managing transnational risks, and adapting governance frameworks to emerging power shifts. The objective is to develop a nuanced understanding of continuity, crisis, and reform in global governance and institutions.

Topics**:** Crisis of global governance, international organizations, institutional legitimacy, governance, reform agendas, evolving global order, future governance scenarios.

Essential Readings

1. Jean-Jacques Hallaert and Patrick A. Messerlin, *The Tragedy of International Organizations in a World Order in Turmoil*, European Centre for International Political Economy, 2020.
2. Paul Samson, S. Yash Kalash, Nikolina Zivkovic, Tracey Forrest and Bessma Momani, *Scenarios of Evolving Global Order,* Centre for International Governance Innovation, 2024.
3. Craig, C, *The resurgent idea of world government.* Ethics & International Affairs, 22(2), 2008, pp. 133-142.
4. John Trent and Laura Schnurr, *Evolving International Organizations: the UN Past and Present Book Title: A United Nations Renaissance,* Verlag Barbara Budrich, 2018.
5. Jacint Jordana, Adam Holesch and Lewin Schmitt, *International Organizations and the Future of Global Governance Technical Report,* (IBEI), 2022.

Suggested Readings:

1. Barnett, M.N. and Finnemore, M. *The politics, power, and pathologies of international organizations.* International Organization, 53(4), 1999, pp.699-732.
2. Pevehouse, J.C. *Democracy from the outside-in? International organizations and democratization.* International Organization 56(3), 2002, pp. 515-549.
3. Diehl, Paul F., *The Politics of Global Governance: International Organizations in an Interdependent World,* Lynne Rienner Publishers; 4thedition, paperback, Boulder,2010.
4. Karns, Margaret P. and Mingst, Karen A, *International Organizations: The Politics and Process of Global Governance,* 2nd edition, 2009.

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

Assessment 1 consists of a written assignment (25 percent) that evaluates critical engagement with core readings and theoretical debates// Field Work /Study Visit.

Assessment 2 is an individual or group presentation (25 percent) aimed at developing oral articulation, conceptual clarity, and interpretative skills

Assessment 3 is a comprehensive end-term examination (50 percent) testing students overall understanding of themes, arguments, and empirical applications covered in the course.

Pedagogy:

a. Instructional strategies:
   The class will be taught using theory and case-based methods. In addition to assigning the case studies, the course instructor will spend considerable time in understanding the concept of innovation through the eyes of the consumer. The instructor will cover the ways to think innovatively liberally using thinking techniques
b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
   Software for students with reading disabilities, and any other requirements based on student need as and when assessed. Wheelchair access when required.
c. Expertise in AUD faculty or outside: Nil
d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Undergraduate Studies:

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

Signature of the Dean of the School

Appendix-39

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

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Political Science
Course title	Introduction to Global Justice
Course code	NSUS1PO639
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	DSE- Discipline Specific Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	WS2026
Course coordinator and team	Prof.Tanuja

1. How does the course link with the vision of AUD?
   The course aligns with AUD's vision by cultivating critical thinking, ethical reflection, and socially engaged scholarship. By exploring global inequality, human rights, climate change, migration, and justice from diverse perspectives, it nurtures responsible citizenship and prepares students to understand and address complex global challenges in an interconnected and inclusive academic environment.

2. How does the course link with the specific programme(s) where it is being offered?
   It strengthens the Political Science programme by deepening students' understanding of global ethical debates, complementing core courses, and equipping them with analytical tools to examine international issues central to contemporary political inquiry and practice

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   The course is intended as one of the discipline-specific elective courses for the students of the BA (H) in Political Science. The course will complement other core courses in the four-year program structure and will provide a perspective on the different categories of courses in Political Science

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

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

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

7. Course Details:
   a. Summary:
      This course introduces students to key debates in global justice by examining how moral, political, and ethical principles extend beyond state boundaries. It explores

competing conceptions of justice, including cosmopolitanism, global citizenship, and critiques of Rawlsian approaches, with particular attention to inequality and moral equality. The course analyses global poverty and human rights as issues of injustice, highlighting ethical responsibilities of affluent societies. It further investigates corruption as a global justice concern affecting accountability and governance. Finally, the course addresses climate change, focusing on environmental inequalities, shared responsibilities, and intergenerational justice in a globalized world.

b. Objectives:
    i. Understand the foundational concepts and normative theories of global justice.
    ii. Analyse major global issues—poverty, inequality, climate change, migration from a justice-oriented perspective.
    iii. Compare liberal, cosmopolitan, communitarian, feminist, postcolonial, and Global South approaches to global justice.
    iv. Apply theoretical frameworks to contemporary global case studies and policy debates.

c. Expected learning outcomes:
    i. Demonstrate familiarity with key thinkers, theories, and debates in global justice.
    ii. Critically evaluate global inequalities and the ethical dimensions of international politics.
    iii. Explain how global institutions shape justice outcomes and propose normative solutions.
    iv. Reflect on India's position within global justice debates from a postcolonial perspective.
    v. Communicate well-reasoned arguments through written assignments and classroom discussions.

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

Module I

Objectives: In this module, students will be introduced to the concept of global justice by first discussing the conventional understanding of justice and how this conceptualization can be extended to the global level. They will also learn about the problems within such conceptualization.

Topics: Conceptualizing Global Justice, Meaning of justice, global extension of justice, challenges of universal fairness, ethical and political implications.

Essential Readings

1. Kok-Chor Tan, "Why global justice matters", *Journal of Global Ethics, http://www.tandfonline.com/loi/rjge20*
2. Thomas Nagel, "The Problem of Global Justice", Philosophy & Public Affairs, Vol. 33, No. 2 (Spring, 2005), pp. 113-147.

3. Sen, Amarthya, *The idea of justice*, The Belknap Press of Harvard University Press, Cambridge, 2009.
4. Rawls, John, *A theory of Justice,* The Belknap Press of Harvard University Press, Cambridge, 1999.

Module II

Objectives: In this module, students will be introduced to the concept of cosmopolitanism and its various forms. They will understand how cosmopolitanism addresses the issues of global inequality and how this approach is different from the political conception represented by John Rawls.

Topics: Cosmopolitanism vs Communitarianism, global citizenship, moral equality, inequality debates, contrast with Rawlsian political conception

Essential Readings

1. Charles R. Beitz, "Cosmopolitanism and Global Justice", *The Journal of Ethics,* 2005, Vol. 9, pp. 11–27.
2. Thomas W. Pogge, "Cosmopolitanism and Sovereignty", *Ethics*, Vol. 103, No. 1 (Oct., 1992), pp. 48-75.
3. Stephen Przybylinski, *Liberal Theories of Justice,* Book Title: Theorising Justice Book Subtitle: A Primer for Social Scientists, Bristol University Press, 2023.
4. Singh, Bhavyakriti, Communitarianism as a theory of justice today, *International Journal Of Law Management And Humanities, Vol*.3, 2020, 892-897.

Module III

Objectives: In this module, students will learn to understand poverty as a global justice issue. They will also be introduced to the concept of human rights and to the debate whether subsistence rights can be considered as a violation of human rights in the global discourse.

Topics: Poverty and Human Rights, Global poverty as injustice, human rights discourse, subsistence rights debate, ethical responsibilities of affluent nations.

Essential Readings

1. Varun Gauri and Jorn Sonderholm, "Global poverty: four normative positions", *Journal of Global Ethics*, 2012, pp. 1–21. http://www.tandfonline.com/loi/rjge20.
2. Charles Jones, "The Human Right to Subsistence", *Journal of Applied Philosophy,* Vol. 30, No. 1, 2013.
3. Jeremy Sarkin, Why the Theory and Practice of Transitional Justice Needs to be Better Integrated in all Places around the World, *AlMuntaqa,* September/October 2021, Vol. 4, No. 1 (September/October 2021), pp. 39-55.

Module IV

Objectives: In this module, students will learn to relate corruption to global justice and understand it as a global issue. They will learn that corruption is a major contributor to other global problems. In this module, the students will also be introduced to the debate on how democratic accountability can be conceptualised at the global level.

Topics: Corruption and Global Justice, Corruption's global consequences, justice concerns, democratic accountability worldwide, governance failures, international anti-corruption frameworks.

Essential Readings

1. David Miller, “Against Global Egalitarianism”, *The Journal of Ethics*, 2005, Vol. 9, pp. 55–79.
2. Michael Goodhart, “Democratic Accountability in Global Politics: Norms, not Agents”, *The Journal of Politics,* Vol. 73, No. 1 (Jan. 14, 2011), pp. 45-60.
3. Seth D. Kaplan, The New Geopolitics of Human Rights, *PRISM* , 2021, Vol. 9, No. 3 (2021), pp. 76-89.

Module V

Objectives: In this module, students will be introduced to the debate surrounding climate change and its status as a global issue.

Topics: Climate Change, Climate crisis, environmental inequalities, global responsibility debates, mitigation and adaptation politics, intergenerational justice concerns.

Essential Readings

1. Simon Caney, “Cosmopolitan Justice, Responsibility, and Global Climate Change”, *Leiden Journal of International Law,* 18 (2005), pp. 747–775.
2. Heather Widdows, *Global Ethics*, New York: Acumen, 2011.
3. Elisabetta Di Castro, *Globalization, Inequalities and Justice, in Philosophy of Globalization* in Editor(s): Concha Roldán, Daniel Brauer, Johannes Rohbeck Published by: De Gruyter. 2018.
4. Edward J. Blakely, *Climate Change Justice Impacts,* Urban Planning for Climate Change, Lincoln Institute of Land Policy, 2007.

Module VI

Objectives: In this module, students will learn about the global nature of migration as a significant issue. They will learn why immigration is a problem in the modern world. Students will also be introduced to the debate on whether open borders can be implemented.

Topics: Migration, Global migration patterns, immigration challenges, human security issues, border policies debate, feasibility of open borders.

Essential Readings

1. Chandran Kukathas, “The Case for Open Immigration” In Christopher Wellman and Andrew Cohen (Ed.), *Contemporary Debates in Applied Ethics,* Blackwells, 2004.
2. Kok-Chor Tan, *Justice Without Borders: Cosmopolitanism, Nationalism, and Patriotism,* Cambridge: Cambridge University Press, 2004.
3. Lindsay MacDonald and Paul Muldoon, *‘Globalisation, Neo-liberalism and the Struggle for Indigenous Citizenship*’. Australian Journal of Political Science 41(2), pp. 209–223, 2006.

Suggested Readings

1. Joseph Carens, ‘Aliens and Citizens: The Case for Open Borders’, The Review of Politics, 49, 1987.
2. Luis Cabrera, Diversity and Cosmopolitan Democracy: Avoiding Global Democratic Relativism, Cambridge: Cambridge University Press, 2008.
3. Mahmood Monshipouri, Promoting Universal Human Rights: Dilemmas of Integrating Developing Countries, Yale Human Rights & Development Law Journal 4(1), 2001.
4. Matthias Risse, On Global Justice, Princeton: Princeton University Press, 2012.
5. N K Badhwar, ‘International Aid: When Giving Becomes a Vice’, Social Philosophy and Policy 23, 2006

6. Nicole Hassoun, ‘Free Trade, Poverty, and Inequality’, Journal of Moral Philosophy 8, pp. 5–44, 2011 Peter Singer, ‘Famine, Affluence, & Morality’, Philosophy and Public Affairs 1 (3), pp. 229-243, 1972.
7. Stephen Knight, System Change for Climate Justice: Legal actions and activist lawyers *Socialist Lawyer*, No. 84 (2020), pp. 24-27.

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

Assessment 1 consists of a written assignment (25 percent) that evaluates critical engagement with core readings and theoretical debates// Field Work /Study Visit.

Assessment 2 is an individual or group presentation (25 percent) aimed at developing oral articulation, conceptual clarity, and interpretative skills

Assessment 3 is a comprehensive end-term examination (50 percent) testing students overall understanding of themes, arguments, and empirical applications covered in the course.

8. **Pedagogy:**
   a. Instructional strategies: Lecture and Discussion
   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Smartboard facilities
   c. Expertise in AUD faculty or outside: nil
   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Undergraduate Studies:

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

Signature of the Dean of the School

Appendix-40

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)	Political Science Programme
Course title	Environmental Politics
Course code	NSUS1PO637
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	DSE- Discipline Specific Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	WS2025
Course coordinator and team	Prof.Tanuja

1. How does the course link with the vision of AUD?
   By addressing environmental issues and challenges through political, social and economic lenses, the course strengthens AUD's vision to produce socially conscious graduates.

2. How does the course link with the specific programme(s) where it is being offered?
   The course will directly contribute to the academic goals of Political Science Programme. It will equip students with analytical tools to understand the various dimensions of Environmental Politics which includes development debates.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   The course will be offered to the eighth semester (fourth year) BA students. The course will complement other discipline specific elective courses in the BA program structure and will provide a perspective on the different categories of courses of Political Science.

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 requirement

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

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

7. Course Details:
   a. Summary: This course offers understanding of concepts, issues and challenges related to environment and politics. In the present times, environmental politics, both domestic and global, emerge as central issues to political debates. Therefore, the course introduces students to the theoretical foundations of Environmental Politics and examines how environmental issues emerge and led to movements. It also provides students with comprehensive contemporary debates on environment.

Objectives:

1. To introduce students to the major conceptual and theoretical frameworks in environmental politics.
2. To examine environmental movements and conflicts.
3. To equip students with analytical tools to interpret contemporary environmental political debates.

Expected learning outcomes:

1. Understand concepts and theories in environmental politics.
2. Evaluate environmental conflicts globally and domestically
3. Assess India's environmental policies
4. Apply theoretical understanding to contemporary environment issues

b. Overall structure (course organisation; rationale of organisation; brief module outlines):
c. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:
a. Contents (week wise plan with readings):

Module I: Foundations of Environmental Politics

Objectives: This module introduces students to the foundational concepts, theories, and perspectives of environmental politics. It enables learners to understand the political dimensions of human nature relationships and how environmental issues intersect with society, state structures, and governance. Students will critically engage with the evolution of environmental politics as a field and explore competing theoretical approaches explaining environmental conflicts, sustainability debates, and policy responses within different political systems.

Topics: Concept and scope of environmental politics, evolution of environmental thought, major theoretical perspectives, political dimensions of human-nature relations, environment, society, and state interactions.

Essential Readings:

1. Andrew Dobson, *Environmental Politics: A Very Short Introduction*, OUP, 2016.
2. Neil Carter, *The Politics of the Environment*, Cambridge University Press, 2007.
3. Joel Jay Kassiola, Timothy W. Luke (Ed), *The Palgrave Handbook of Environmental Politics and Theory*, Palgrave, 2023.

Module II: Global Environmental Politics and Movements

Objectives: This module examines the emergence of global environmental issues and responses in the context of globalization. It explores transnational environmental crises, global activism, and international policy mechanisms addressing climate change, pollution, and sustainable development. Students will analyse the role of NGOs, environmental movements, and international agreements.

Topics: Global environmental crises- transnational environmental movements, role of NGOs, climate agreements, sustainable development, full stomach *vs* empty stomach views.

Essential Readings:

1. P.S. Chasek, D. Downie & J.W. Brown, *Global Environmental Politics*, Westview Press, 2006.

2. Ramachandra Guha, *Environmentalism: A Global History*, OUP, 2002.
3. Peter Dauvergne, *Handbook of Global Environmental Politics, Second Edition,* University of British Columbia, Canada: Edward Elgar, 2012. Pp.183-192.

Module III: Environmental Politics and Movements in India

Objectives: It focuses on the evolution of environmental politics in India through major movements, conflicts, and grassroots activism. It aims to familiarise students with struggles over forests, dams, mining, water resources, and tribal rights. Emphasis is placed on understanding environmental justice, displacement, and ecological conflicts, while critically analysing how local movements challenge dominant development models and influence environmental policymaking in India.

Topics: Indian environmental movements; Chipko, Appiko, Silent Valley, Bishnoi and Narmada Bachao movements; tribal rights; resource conflicts; environmental justice; grassroots ecological activism.

Essential Readings:

1. Lana Laura Ollier and D. Raghunandan Kapur, Khosla & Mehta, "Climate Change: India's Options," *Economic and Political Weekly*, 2009.
2. Shridevi S. Suvarnakhandi, Environmental Governance in India: Issues and Challenges, *International Journal of Political Science (IJPS)* Volume 7, Issue 2, 2021, pp. 13-32.
3. Brototi Roy and Joan Martinez-Alier, Ecological Distribution Conflicts in India Environmental Justice Movements in India: An analysis of the multiple manifestations of violence, *Ecology, Economy and Society, the INSEE Journal,* 2019, 2 (1): 77–92.
4. Madhav Gadgil And Ramachandra Guha, *towards a Perspective on Environmental Movements in India, The Use and Abuse of Nature (OIP)- Incorporating This Fissured Land & Ecology and Equity,* OUP, 2014

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Module IV: Environmental Governance, Laws, and Institutions

Objectives: This module introduces students to environmental governance structures at national and international levels. It evaluates the role of institutions, legal frameworks, and regulatory mechanisms in environmental protection. Students will examine Indian environmental laws, constitutional provisions, and administrative bodies, alongside global conventions and multilateral agreements, to assess challenges of implementation, compliance, funding, and technology transfer in environmental governance.

Topics: Environmental governance frameworks; Indian environmental laws and policies, Ministry of Environment, Forest and Climate Change, constitutional provisions, international conventions, UNFCCC.

Essential Readings:

1. Natalia Ciecierska-Holmes, Kirsten Jörgensen, ed, *Environmental Policy in India*, London, Routledge, 2022.
2. Radha Kamal Mukherjee and His Idea of Ecology and Environment. *Indian Journal of Law and Justice,* 5(2), 167–177.
3. Environmental Governance, Indian Constitutional Framework, and the Dilemma of Public Trust Doctrine, *Journal of the Campus Law Centre*, University of Delhi, Vol. IV & V, 2017, p. 147-160.

4. Parismita Bhagawati and Paramita Dey, Environmental Constitutionalism in India: A Review, *Eco. Env. & Cons.* 30 (2): 2024, pp. 925-929.

Module V: Contemporary Environmental Challenges and Debates

Objectives: This module engages students with contemporary environmental challenges affecting India and the world. It critically connects issues such as climate change, pollution, biodiversity loss, and energy transition with political debates, public policy choices, and competing development models. Students will assess sustainability discourses, policy controversies, and future pathways for balancing economic growth, ecological protection, and social justice.

Topics: Climate crisis, pollution and public health, biodiversity loss, energy transition, sustainability politics, environmental policy debates, development versus conservation controversies.

Essential Readings:

1. *21 Issues for the 21st Century,* Results of the UNEP Foresight Process on Emerging Environmental Issues, 2012.
2. Dr. Vilas V. Patil and others, *Current Environmental Issues and Challenges*, Pune, Nature Light Publications, 2022.
3. Swapan Thalukdar, *Environmental Risk and Resilience in the Changing World- Integrated Geospatial AI and Multidimensional Approach*, New Delhi, Springer, 2024.

Suggested Readings:

1. Jayal, Niraja Gopal (2001), *"Balancing Political and Ecological Values",* Environmental Politics, Vol. 10, No.1, 65-88.
2. Miller, A. L. M. (1995). *The Third World in global environmental politics*. Boulder, CO: Lynne Rienner.
3. Plumwood, Val (1996), "*Androcentrism and Anthrocentrism: Parallels and Politics*", Ethics and the Environment, Vol. 1, No.2, Fall, pp. 119-152.
4. Robbins, Hintz & Moore, *Environmental Politics and Policy (selected chapters*), The Oxford Handbook of Environmental Governance in India, 2019.
5. UN Documents: *Stockholm Declaration*, Rio Declaration and Paris Agreement, 1972, 1992, 2015.
6. Paul Robbins, *Political Ecology: A Critical Introduction,* Wiley Blackwell, 2012.
7. Robyn Eckersley, (1992), *Environmentalism and Political Theory: Toward an Ecocentric Approach*, London: UCL Press.
8. John Dryzek, *The Politics of the Earth (*3rd Edition, 2013).
9. Navroz K. Dubash, *India in a Warming World Integrating Climate Change and Development*, 2019.

(ii) **Assessment Plan** (weight, mode, scheduling) for the course:
Assessment 1 consists of a written assignment (25 percent) that evaluates critical engagement with core readings and theoretical debates// Field Work /Study Visit.
Assessment 2 is an individual or group presentation (25 percent) aimed at developing oral articulation, conceptual clarity, and interpretative skills
Assessment 3 is a comprehensive end-term examination (50 percent) testing students overall understanding of themes, arguments, and empirical applications covered in the course.

10. **Pedagogy:**

a. **Instructional strategies:** The signature pedagogy of political science is essentially a combination of large lecture and smaller group sessions. Political sciences' signature pedagogy has remained relatively static. A traditional reliance on lectures, tutorials and private study remains the contemporary basis for teaching and learning in political science
b. **Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):** Software for students with reading disabilities, and any other requirements based on student need as and when assessed. Wheelchair access when required.
c. Expertise in AUD faculty or outside:
d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Undergraduate Studies:

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

Signature of the Dean of the School

Appendix-41

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)	Psychology
Course title	**Psychosocial Understanding of Parenthood and Care**
Course code	NSUS1PS717
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	
Course coordinator and team	Dr. Vatsala Saxena

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

The course helps in realizing AUD's vision of the promotion of education, research and extension work, and its emphasis on access, equity and social justice. The course offers an in depth psychosocial- theoretical engagement with the mother-child relationship which often is the most important first relationship an individual has. This understanding will help students take up meaningful research in this area and prepare them for later clinical work. The course closely studies how neoliberal ideology insidiously orchestrates our relationships and mediate our values.

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

The Psychology program in AUD has a psychosocial orientation, wherein the discipline is sensitive to the subject position and emerging subjectivity. How the socio-cultural context influences our psyche or in turn is sustained by it. In the same spirit the proposed course seeks to understand the mother's subjectivity vis-à-vis the child, the dyad's social positioning and the dominant socio-political ideology.

3. **Does the course connect to, build on or overlap with any other courses offered in AUD?** It connects to the course 'Critical Developmental Psychology' offered as an elective in B.A 6th semester as a DSE, which looks critically at the notion of 'development' from a western perspective. It further connects to courses like 'Family and Identity in India' and 'Childhood in Society' in MA Psychology 1st and 3rd semester respectively.

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 AUD 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

What unfolds in the proximate parent -child relationship is not just informed by the parent's and child's own biographical experiences, but also by their discursive construction by virtue of their social positioning along the axes of various demographic markers, historical trajectories and the dominant economic-political ideology. The proposed course adopts a psychosocial orientation to understand how the inter-subjective space between the parent and child acquires meaning in a socio-cultural context. The course specifically explores the psychosocial tensions in the parent-child dyad in relation to academic achievements and the formation of youth identities shaped by the ideals of neoliberalism. The last module philosophically asks the question about 'a good human life' and attempts to subvert the neoliberal transactional ideals.

b. Objectives:

1) To develop a psychosocial orientation to understand an individual's experience.
2) To understand the inter-subjectivity in the parent-child relation
3) To understand the psychological consequences of neo-liberalism on parent-child relationship.
4) To understand the meaning of care and human life beyond a transactional relationship.

c. Learning outcomes:

1) To develop analytical skills for understanding human experience in the social world.
2) To understand psychological theorization of parent -child relationship.
3) To understand how macro process (like socio-cultural, political, economic) inform proximal (personal) relations and vice-versa.
4) To understand different perspective to ethics of care.

d. Overall structure:

The module 1 begins with focusing on the parent-child relationship and the relational space between them. The module takes up psychological theorization by thinkers like Winnicott and Benjamin. The next module 2, places the parent-child relation in a socio-political context, which looks at how parenthood as an institution is bound by social rules and expectations. Module 3 specifically focuses on academic achievements and neo-liberal ideals, as they shape maternal subjectivity. In the final module 4, an attempt is made to go beyond the neo-liberal transactional bond, and engage with the

philosophical question of 'what is a good human life?' and thus reimagine parental subjectivity.

e. Course content detailed in module-wise format

Unit 1: The intersubjective space

The unit explores the psychological dynamics in the parent- child relationship. It introduces Donald Winnicott's idea of 'good-enough mother' who inadvertently introduces transitory frustrations which in turn enables the child to achieve a sense of individuation. Winnicot's theorization conceptualizes mother as a means which facilitates the emergence of selfhood in the child. The unit further introduces the idea of intersubjectivity in the parent-child dyad by drawing from Jessica Benjamin's theorization in which she construes both mother and the child as 'subjects' who mutually constitute each other.

Module Objective: To understand the theorization of the inter-subjective relational space in the parent-child relationship

Essential Readings:

Benjamin, J. (1988). ***The bonds of love: Psychoanalysis, feminism, and the problem of domination.*** **Pantheon Books. (Chapter 1 and 2).**

Winnicott, D. W. (1960). "The Theory of the Parent-Infant Relationship *International Journal of Psycho-Analysis*, 41, 585–595

Basak, J. (2025). Cultural invocation of maternal-fusion in males – India and Japan. In O. Kitayama & J. Basak (Eds.), *Psychoanalytic explorations into the primal relationship in Japan and India* (pp. [insert page range]). Routledge

Suggested Reading

Dhingra Paiva, N. (2016). *Keeping fathers in mind*. *Journal of Child Psychotherapy, 42*(2), 122–134. https://doi.org/10.1080/0075417X.2016.1191199

Rich, A. (1976). *Anger and tenderness*. In *Of woman born: Motherhood as experience and institution* (pp. 21–45). New York, NY: W. W. Norton & Company.

Lacan, J. (1977). *The mirror stage as formative of the function of the I as revealed in psychoanalytic experience* (A. Sheridan, Trans.). In *Écrits: A selection* (pp. 1–7). New York, NY: W. W. Norton & Company. (Original work published 1949)

Unit 2: Parenthood as an institution

The experience of being a parent is mediated by the dominant discourse which legitimizes certain ways of being, while pathologies other. This unit explores the parental subjectivity primarily from a gendered lens. The mother carries the burden of

raising a successful child-one who maintains the existing social structure. Consequently, motherhood risks losing its affective and relational dimension, becoming instead an institutionalized practice governed by social expectations and normative ideals.

Module Objective*: To understand the construction of parenthood as an institution shaped by societal expectations and practices.*

Essential Readings

Hollway, W. (2006). Maternal subjectivity and the capacity to care. In *The capacity to care: Gender and ethical subjectivity* (pp. 72–95). London, England: Routledge.

Rich, A. (1976). *The kingdom of the fathers*. In *Of woman born: Motherhood as experience and institution* (pp. 185–210). New York, NY: W. W. Norton & Company.

Walkerdine, V., Lucey, H., & Melody, J. (2001). Becoming a subject: Psychoanalysis, feminism, and the problem of agency. In *Growing up girl: Psychosocial explorations of gender and class* (pp. 1–27). New York, NY: New York University Press

Suggested Reading:

Narayanan, A. (2018). When the enthralled mother dreams: A clinical and cultural composition. In M. Kumar, A. Dhar, & A. Mishra (Eds.), *Psychoanalysis from the Indian terroir: Emerging themes in culture, family, and childhood* (pp. 3–17). Lexington Book

Parker, R. (1984). *The Subversive Stitch: Embroidery and the making of the feminine*. London: The Women's Press.

Sloan, T. S. (1996). The domination of desire. In *Damaged life: The crisis of the modern psyche* (pp. 81–95). Routledge.

Thompson, L. (2025). Trauma Capitalism. In *Institutional Trauma: A critical psychological perspective on power, violence, and harm***. Routledge.**

Unit 3: Parental Subjectivity and Child's Academic Performance

Mother- child interaction in the everyday, in most cases revolves around academic performance of the child. This is often because academic achievements are associated with class mobility in the lower and the middle income groups. This viewpoint becomes specifically important for mothers, as often mothers, as women have a relational self and derive a sense of meaning from their children's achievements. This in turn also impacts the child's self-concept.

Module Objective: *To understand how neoliberal expectations of success informs the parent-child subjectivity***.**

Essential Readings:

Walkerdine, V., Lucey, H., & Melody, J. (2001). Mothering, ambivalence, and desire. In *Growing up girl: Psychosocial explorations of gender and class* (pp. 54–80). New York, NY: New York University Press.

Belliappa, J. L. (2013). *Individualism and responsibility: Women's relationships within their families* (Chapter 4). In *Gender, class and reflexive modernity in India* (pp. 68-91). Palgrave Macmillan

Donner, H. (2008). *Education and the making of middle-class mothers* (Chapter 4). In *Domestic Goddesses: Maternity, globalization and middle-class identity in contemporary India*.

Suggested Readings:

Lukose, R. A. (2009). *Education, caste, and the secular.* In *Liberalization's children: Gender, youth, and consumer citizenship in globalizing India* (pp. 77–106). Duke University Press.

Ehrenreich, B. (1989). *Fear of falling: The inner life of the middle class*. Pantheon Books

Walkerdine, V., Lucey, H., & Melody, J. (2001). Success and failure: Ambivalence and the classed production of the good girl. In *Growing up girl: Psychosocial explorations of gender and class* (pp. 28–53). New York, NY: New York University Press.

Han, B.-C. (2015). *The burnout society* (E. Butler, Trans.). Stanford University Press.

Movie: Nil battey sannata

Unit 4: Being an attuned Parent

In contemporary society, the child is often viewed as a human *'becoming'* — a future contributor to the social and economic order. Within neoliberal frameworks, self-worth tends to be measured through material success and productivity. Consequently, a mother's role is frequently defined by her ability to raise a "successful" child, with her own sense of validation and achievement often mediated through her child's accomplishments. This instrumental view of motherhood reduces care to a task, and the child to a project that must be completed successfully. But what happens when a child is born with life-long disabilities, where normative markers of achievement are no longer attainable? This unit explores the experience of being a mother and the meaning of care under such circumstances. It seeks to reframe care beyond the logic of achievement and productivity, inviting a reimagining of maternal subjectivity that releases both mother and child from the helplessness imposed by neoliberal expectations.

Module objective: *To engage with the meaning of 'a good human life' and attempt to understand the idea of motherhood and care in non-transactional terms.*

Essential Readings:

Kittay, E. F. (2019). A personal introduction: Learning from my daughter. In *Learning from my daughter: The value and care of disabled minds* (pp. 1–18). Oxford University Press.

Kittay, E. F. (2019). When caring is just and justice cares. In *Learning from my daughter: The value and care of disabled minds* (pp. 43–64). Oxford University Press.

Suggested Readings:

Gopnik, A. (2016). Against parenting. In *The gardener and the carpenter: What the new science of child development tells us about the relationship between parents and children*. Farrar, Straus and Giroux.

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

Assessment I (Midterm): Field work based group practicum report with presentation & viva (Weightage 50 %)

Assessment II:A summative classroom Assignment a reflective paper (Weightage 50%)

1. Pedagogy:
   a. Instructional strategies: **Reading based discussions**

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

   c. Expertise in AUD faculty or outside: **All psychology can transact the course**

   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): community sites of AUD

Tentative schedule for week wise transaction:

According to UGC there are 15 weeks of course transaction in a semester. Keeping in mind this timeline, following will be a tentative schedule for course transaction:

Duration	Module
5 weeks	Module 1
4 weeks	Module 2
3 weeks	Module 3
3 weeks	Module 4

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- 42

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Honours Psychology
Course title	BA Psychology Dissertation
Course code	NSUS1PS718
Total Credits	6 credits
Course type (core/compulsory/ elective/any other – please specify)	Compulsory for students eligible for BA Honours degree with Research
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	WS, 2026
Course coordinator and team	Prof. Honey Oberoi Vahali, Dr. Praitma, Dr. Shifa Haq, Dr. Anshumita Pandey, Dr. Vatsala Saxena, Dr. Bibinaz Thokchom. Dr. Mamatha Karollil, Mr. Vinod R.

1. How does the course link with the vision of AUD?
   The Dissertation course directly supports AUD's vision of fostering critical, socially engaged, and reflective learners. By undertaking an independent research study, students engage deeply with questions of social relevance, cultivate analytical and ethical sensitivity, and contribute to knowledge grounded in lived experiences and diverse perspectives - key commitments of the University. The process of guided inquiry, dialogue with faculty, and rigorous academic writing strengthens students' capacity for critical thinking, empathy, and responsible scholarship. In this way, the dissertation serves as a capstone that not only consolidates disciplinary learning but also advances AUD's broader mission of nurturing informed, thoughtful individuals who can contribute meaningfully to society.

2. How does the course link with the specific programme(s) where it is being offered?
   The Dissertation serves as the culminating component of the programme, allowing students to integrate and apply the theoretical, methodological, and conceptual learning they have acquired across their coursework. It strengthens students' ability to

engage critically with disciplinary debates and equips them with essential research skills central to the programme's academic philosophy. By undertaking an independent project, students deepen their understanding of the programme's core themes - such as critical inquiry, reflexivity, ethical engagement, and contextual understanding of social issues. The dissertation therefore functions as a bridge between classroom learning from all courses offered in BA psychology and independent scholarship, reinforcing the programme's emphasis on rigorous research, interdisciplinary sensitivity, and grounded engagement with real-world questions.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
All courses offered in BA psychology and faculty research interests.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)
Students with CGPA 7.5 and above after the 3rd year.

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:

The dissertation is a capstone research project undertaken in the final year of the BA programme. It provides students with the opportunity to independently explore a topic of academic or societal relevance, demonstrate their ability to engage critically with existing scholarship, and apply appropriate research methods within the discipline. Under the guidance of a faculty supervisor, students develop a research question, review relevant literature, design and implement a study or analysis, and present their findings in a coherent, well-structured written dissertation.

The dissertation encourages students to integrate conceptual, methodological, and ethical considerations, and to cultivate skills in inquiry, interpretation, and academic writing. It is expected that students will manage all stages of the research process with increasing autonomy, from proposal development to data collection, analysis, and reflection on limitations. The final submission should reflect originality of thought, conceptual clarity, methodological rigour, and an awareness of the broader implications of the research.

b. Objectives:
At the end of the course, students will be able to:

1. Formulate a clear and feasible research question grounded in relevant literatures.
2. Conduct a coherent and critical review of existing scholarship to contextualise their study.
3. Design and carry out an appropriate research methodology, attending to ethical considerations.

4. Analyse and interpret data rigorously, demonstrating conceptual clarity and academic judgement.
5. Produce a well-structured, academically sound dissertation, reflecting independent inquiry and effective writing.

c. Expected learning outcomes:

Upon completion of the course, the student will be able to:

1. **Demonstrate the ability to conduct independent research** with supervision.
2. **Integrate theoretical and empirical insights** to develop a coherent and well-supported argument.
3. **Apply appropriate research methods and ethical principles** in designing and carrying out a study.
4. **Critically analyse and interpret data**, showing clarity of thought and academic rigour.
5. **Communicate research findings effectively** in a clear, structured, and academically formatted dissertation.

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

The dissertation constitutes a 6-credit research component of the BA Psychology programme and is developed in alignment with faculty research strengths as well as students' scholarly interests and methodological orientations. As part of the preparation process, students will present their dissertation proposals towards the end of the 7th semester to receive feedback and refine their research plans before beginning the full dissertation work. Each student will also be assigned a dedicated supervisor who will guide them throughout the 8th semester. By the mid-semester, a non-graded presentation will be scheduled to review the progress of all dissertations. For the final assessment of both the written dissertation and the viva, each student will be assigned an external examiner from the existing faculty, to serve as the reader.

The dissertation may take multiple acceptable forms depending on the research question and the student's chosen approach. Possible formats include: primarily an empirical study using qualitative or quantitative methods, a conceptual or theoretical analysis, or a detailed case study, all formats accompanied by a carefully curated and critically engaged bibliography. This flexibility will enable students to pursue topics relevant to psychological inquiry while ensuring that each dissertation remains coherent, ethically sound, and academically rigorous.

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

(b) (i)

One of the following formats can be used to guide through the dissertations:

1. An empirical study (Qualitative or Quantitative)

A focused research project that involves collecting and analysing a small amount of data using qualitative methods (e.g., interviews, participant observations) or quantitative methods (e.g., surveys, questionnaires, psychometric tests etc.). This format emphasises clear research design and manageable data collection.

2. Conceptual or Theoretical Analysis

A critical examination of a psychological concept, debate, or framework through existing

literature. Students build an argument by synthesising theoretical perspectives without conducting new empirical research.

3. Detailed Case Study
An in-depth exploration of an individual, group, or context using available materials such as interviews, observations, or documents. This format allows students to analyse psychological processes within real-life or situated contexts.

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

Written report: 70% (supervisor 40% + reader 30%)
Viva: 30% (Supervisor 15% + reader 15%)

8. **Pedagogy:**

a. Instructional strategies:

Every student will be guided through the dissertation process by a designated faculty supervisor.

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

Classroom equipped with audio-visual facilities and Community sites.

c. Expertise in AUD faculty or outside

All the existing psychology faculty has the expertise to supervise students for dissertation.

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

Students will be exposed to different field sites for data collection.

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- 43

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Honours Psychology
Course title	Seminar course for Psychology
Course code	NSUS1PS719
Total Credits	6 credits
Course type (core/compulsory/ elective/any other – please specify)	Compulsory for students pursuing BA Honours degree
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	WS, 2026
Course coordinator and team	Prof. Honey Oberoi Vahali, Dr. Praitma, Dr. Shifa Haq, Dr. Anshumita Pandey, Dr. Vatsala Saxena, Dr. Bibinaz Thokchom. Dr. Mamatha Karollil, Mr. Vinod R.

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

The proposed seminar course focusses on understanding the connection between individual and the social world in a context of social healing, community resilience and rebuilding social fabric or communal life. The course enables the participants to imagine a psychology for social action and social responsibility as envisioned by the University. Studying contemporary perspectives on psychosocial healing will enable the participants to understand the impact of the social sphere on individual growth and development. The students will learn to move from psychological perspectives about the individual to envision a psychosocial perspective involving extra familial processes such as culture, myths, stories and inter-group histories as they intersect with contemporary

challenges. The course aims to develop a context specific, culturally rooted psychology that helps understand social healing as a metaphor for transformation and action for a resilient society.

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

The course is deeply linked with the programme objectives. The course is intended to open an aperture to understand the link between individual and the social, without privileging or splitting the two. In this manner, the course introduces contemporary issues in imagining 'healing', first and foremost, the need of a psychosocial approach to understanding breakdown and resilience in the context of communal life. The course will offer insights into psychology for restorative justice, inter-group dialoguing and intergenerational resources available in myths, stories and cultural materials. This seminar course will help the participants arrive at a deeper understanding of empathic capacities to appreciate our mutual implication in each other's survival and social accountability.

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

The course is deeply connected to the courses:
(a) Social Psychology, BA Psychology, Semester III
(b) Psychology for Action, BA Psychology, Semester VI
(c) Psychology as a Human Science, MA Psychology, Semester I
(d) Ways of Human, MA Psychology, Semester II
e) Organisational Behaviour, BA Psychology, Semester VII

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 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 offers a psychosocial perspective on psycho-social healing. As a perspective, it offers a way to simultaneously address processes that are individual,

social and structural in nature as they interact to shape the human experience of belongingness, identity processes, inter-group relationships and formative experiences from babyhood to other life stages. The course will enable students to appreciate societal structures such as norms and beliefs, historical contexts and collective experiences, as they come to influence processes of personal and social healing. In this context, the students will learn how to imagine the role of dialogic, participatory methods of engagement to reframe healing as social change.

b. Objectives:

The course will prepare the students to:

1. Understand the concept of psychosocial healing
2. Learn community based approaches to social healing
3. Appreciate the role of structural and systemic factors that influence communities and histories.
4. Focus on building collective and individual stories of resilience.

c. Expected learning outcomes:

Upon completion of the course, the student will be able to:

1. Understand the theoretical views on psychosocial healing
2. Develop skills in working with community driven psychological interventions
3. Appreciate the symbolic and cultural processes entailed in story-telling, playing and dialoguing
4. Develop skills in supportive communication needed for community healing processes

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

This seminar course offers various thematic explorations on psychosocial interventions and community applying the theoretical knowledge to the everyday real lives in different societal contexts, including work-culture in organizations, and engaging with multiple dimensions of social and community-based healing processes. The course is structured around eight themes:

1. A Plea for Psychosocial Healing
2. Narratives, Testimony, and Social Healing
3. Socio-Emotional Learning: Theories, Practices, and Classroom Applications
4. The Efficiency Trap, Technological Dehumanization, and the Mirage of ‘Efficiency’
5. Thinking (with) the Child: Play, Instrumentality, and the Human World
6. Intergroup Dialogue and Facilitated Communication
7. Towards Social Healing in Collective Contexts
8. Psychology of Work, Power, and Social Relations

Classroom lectures, a focused engagement with the texts and discussions will serve as the primary mode of course delivery. Active engagement with the assigned readings is essential,

and students are expected to come prepared for in-depth discussions. Participation in class will form part of the assessment, emphasizing the importance of thoughtful and consistent involvement.

Of the eight themes listed, **only four will be covered during the semester through thematic modules led by two faculty members**. The course will be transacted by different faculty teams on a rotational basis each time the seminar is offered. Students will also be expected to deliver presentations aligned with their thematic interests over the course of the semester. In addition to continuous engagement, students are required to submit an **end-semester seminar paper or term paper** as a culminating component of the course.

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:

Theme 1: A Plea for Psychosocial Healing
This module will define and describe psychosocial perspective on social healing as an intersection of individual narrative, collective history and social determinants. The module will revisit the debate between individual and collective experiences of trauma, resilience as well as the future directions to consider an ethical or reparative turn in psychological interventions that are oriented to group processes.

Essential Readings
Layton, L and Leavy-Sperounis (2020). Attacks on Linking: The Unconscious Pull to Dissociate Individuals from their Social Context. Towards Social Psychoanalysis- Culture, Character and Normative Unconscious Processes (pp. 34-44). Routledge: London

Layton, L. (2008). What Divides the Subject? Psychoanalytic Reflections on Subjectivity, Subjection, and Resistance. *Subjectivity* 22, 60–72 (2008). https://doi.org/10.1057/sub.2008.3

Erikson, E (1958). The Nature of Clinical Evidence. Daedalus, Vol. 87, No. 4, On Evidence and Inference (Fall, 1958), pp. 65-87. https://www.jstor.org/stable/20026463

Theme 2: Narrations, testimony and social healing
This module examines storytelling and testimony as central modes through which individuals and communities make meaning of suffering and seek forms of recovery and repair. The module explores how narratives emerge through memory, relationality, and the emotional life of the storyteller and the witness. Attention is given to the ethical and affective demands of listening, the challenges of narrating events that resist language, and the ways in which stories can both register and transform experiences of violence, illness, and the everyday. Students will critically engage with how narrative practices open possibilities for social healing while also attending to their limits and contradictions.

Essential Readings

Frank, A. W. (2013). Illness as a call for stories. The wounded storyteller: Body, illness, and ethics (2nd ed., pp. 53-84). University of Chicago Press.

Laub, D. (1992). Bearing witness, or the vicissitudes of listening. In S. Felman & D. Laub (Eds.), Testimony: Crises of witnessing in literature, psychoanalysis, and history (pp. 57-74). Routledge.

Das, V. (2007). The event and the everyday. Life and words: Violence and the descent into the ordinary (pp. 1–17). University of California Press.

Bion, W. R. (1962). Learning from experience (Chs. 7-8, pp. 15-19; Ch. 12, pp. 31-37; Ch. 18, pp. 53-54). Heinemann.

Theme 3: Socio-Emotional Learning – Theory, practice and classroom applications

By promoting self-awareness and self-regulation, this module aims to enhance the mental well-being of young people. Students will have the opportunity to examine their own feelings, ideas, values, strengths, and shortcomings, understand how these impact their behavior, and acquire the skills necessary to manage them through goal-setting, impulse control, and self-discipline. Students will explore their social identities beyond the individual by developing social awareness, recognizing the importance of empathy, and appreciating the diversity in their environment. Additionally, they will learn how to communicate effectively, work as a team, and value positive social interactions to manage and sustain healthy relationships. Students are at the nexus of interacting with social and digital platforms in an increasingly linked society. Through successful social media posts that demonstrate self-respect, individuals will learn how to use social networking sites to project a digital identity that enables them to authentically express themselves. They will learn to make responsible and ethical judgments. Finally, this module seeks to encourage positive mental health advocacy by cultivating overall well-being, inclusivity, and social responsibility. The students will develop skills to become compassionate, empathic, and socially responsible persons by promoting a sense of belonging, respect, and peaceful coexistence within a diverse society.

Essential readings:

Lack, Donna Lord (2022). Essentials of Social and Emotional Learning (SEL). NJ: Wiley.

Goleman, Daniel (2005). Emotional Intelligence. USA: Bantam.

Dusenbury, L., Calin, S., Domitrovich, C., & Weissberg, R. P. (2015). What Does Evidence-Based Instruction in Social and Emotional Learning Actually Look Like in Practice? (Issue brief). Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.

doi:https://casel.org/wpcontent/uploads/2016/08/PDF-25-CASEL-Brief-What-Does-SEL-Look-Like-in-Practice-11-1-15.pdf

Windley, P. J. (2023). Learning Digital Identity. United States: O'Reilly Media.

Theme 4: The efficiency trap/ Technological Dehumanization/ ‘Efficiency’ as a Mirage

In modern times there is a great emphasis on efficiency and productivity. Neoliberal discourse generates an *illusion* of empowerment—suggesting that any individual can achieve success through sheer hard work and determination. Policy frameworks further reinforce this narrative by portraying modern society as egalitarian and secular, where equal opportunities are presumed to exist and marginalization is absent. Such a worldview is insidious, for it individualizes structural problems and locates all deficits within the person. The relentless emphasis on productivity has intensified with the proliferation of digital technologies; human life becomes increasingly dehumanized, as meaningful engagement is replaced by a series of tasks and checkboxes to be completed. The mind is overwhelmed by an ever-expanding flow of information, far beyond what it can meaningfully process. This unending pursuit of a utopian notion of “efficiency”—which is always experienced as insufficient—ultimately leads to burnout, alienation, and a profound sense of meaninglessness. The module attempts to highlight how social-economic structures constitute our subjectivity, and in turn sustains the social structure.

Essential Reading:

Han, B.-C. (2015). *The burnout society* (E. Butler, Trans.). Stanford University Press.

Sloan, T. S. (1996). *Damaged goods: The modern problematic.* In *Damaged life: The crisis of the modern psyche* (pp. 1–21). Routledge.

Sloan, T. S. (1996). *The psychological impact of modernization.* In *Damaged life: The crisis of the modern psyche* (pp. 22–46). Routledge.

Theme 5: Thinking (with) the child: Play, Instrumentality and the Human World

Building on the thematic emphases of the previous module, the unit begins with a slow reflection on how societal emphases on productivity and instrumentality seeps into the world of the child, transforming children and childhood into site(s) of optimization. The module locates in the figure of the child both a living presence as well as a critical lens to view the world. Does childhood offer an alternative logic that deconstructs the adult’s preoccupation with performance? Central to this exploration is the notion of playing: eschewed from any purpose and utilitarian organization, playing becomes healing and immersive. In a world where fatigue and noise mark a collective crisis, the significance of the above cannot be emphasized enough. Thinking (with) the child then becomes a radical encounter with the human condition where the child emerges as a mode of being, a vital excess, a living rem(a)inder of all the relentless drive towards productivity forecloses - our capacities for immersive absorption, resistance to instrumentalization, of playful and creative living.

Essential Readings:

Barthes, R. (1972). Toys. In *Mythologies* (A. Lavers, Trans.). (pp. 53-55). New York, NY: The Noonday Press. (Original work published 1957)

Winnicott, D.W. (2005). Playing: Creative activity and the search for the self. In *Playing and Reality* (pp.71- 86). London, UK:Routledge.

Bohlmann, M.P.J. (2019). Deleuze, children and worlding. In M.P. J. Bohlmann, & A. Hickey-Moody, (Eds.). *Deleuze and children* (pp. 179- 195). Edinburgh University Press.

Theme 6: Intergroup dialogue and facilitated communication

In this module, the focus will be on the concern to improve intergroup relations. The module will study achievements of a facilitated dialog maintained and applied to real world projects such as the ones demonstrated by the psychoanalyst, Vamik Volkan. The emphasis will be on the Tree Model where beginning from the diagnosis phase, a process of facilitated psychopolitical dialog, and independent organizational or institutional interventions develop out of the dialog phase. Volkan noted that the Tree Model depends on the utilization of an interdisciplinary facilitating team that includes psychoanalysts, psychiatrists, (former) diplomats, historians, and other social and behavioural scientists. The emphasis will be on the use of dialogue to help groups develop empathy, revise their perceptions of the out-group, and move towards reconciliation and coexistence.

Essential Readings

Volkan, V, (1998). A Psychoanalytic Perspective on inter-group Hatred. Psychoanalysis Culture and Society,3A(1): p.78-80

Volkan, V, (1998)."The Tree Model: Psychopolitical Dialogues and the Promotion of Coexistence," in The Handbook of Interethnic Coexistence, ed. Eugene Weiner, (New York: Continuum Publishing, 1998), pp. 343-359.

Theme 7: Towards Social Healing in Collective Contexts

In this module the focus will be on communities and collective contexts which have adopted unique models of recovering self and rethinking the other through a reflective and humane manner post losses, displacements and subjection to trauma. Insights from cultural frameworks, psychological, religious and spiritual modes of healing will be emphasised. The module seeks to acquaint students with perspectives from the Indian-Gandhian, Tibetan, South African and Latin American movements. Each of these have been led by inspiring world leaders who have transformed the dialogue around non-retributive justice creating all-embracing visions of forgiveness for the perpetrator on the other side too. The module will

also demonstrate how cultural processes may be utilized to carve narratives of self-such that the force of compassion be unearthed and made use of in psychosocial recovery of the collective.

Essential Readings:

Vahali H.O. and Vahali. D.O. (2019) The (Im)possible Embrace: A Search for Non-violent Possibilities in the Aftermath of Violent Uprootedness (co-authored with Diamond Oberoi Vahali) in *Psychology and DevelopingSocieties*.(p.1-23)in.sagepub.com/journals-permissions-india, DOI:10.1177/0971333618819154 journals.sagepub.com/home/pds,

Kai T. Erikson (2002) In Search of Common Ground: Conversations with Erik H. Eirkson and Heuy P.Newton (U.S. A.: W.W. Norton, p. 56-101)

Nandy Ashis (1982) The Intimate Enemy: Loss and Recovery of Self Under Colonialism. New Delhi: Oxford University Press. P 40-78)

Theme 8: Psychology of Work, Power, and Social Relations

This module explores organisations as social systems shaped by power, identity, emotion, culture, and interpersonal relations. Drawing from social psychology and organisational behaviour, the course examines how individuals and groups produce, negotiate, and resist organisational realities. Emphasis is placed on critical reflection, lived experience, and case-based discussion rather than managerial prescriptions.

Essential Readings:

Goffman, E. (1959). Chapters 1 & 6 in *The presentation of self in everyday life*. Doubleday. *(Self, roles, impression management in organisational settings.)*

Tajfel, H., & Turner, J. C. (1979). *An integrative theory of intergroup conflict*. In W. G. Austin & S. Worchel (Eds.), The social psychology of intergroup relations (pp. 33–47). Brooks/Cole. *(Group identity, belonging, and exclusion at work.)*

Weick, K. E. (1995). Chapters 1 & 2 in *Sensemaking in organizations*. Sage. *(Meaning-making, ambiguity, and organisational action.)*

French, J. R. P., & Raven, B. (1959). *The bases of social power*. In D. Cartwright (Ed.), Studies in social power (pp. 150–167). University of Michigan. *(Classic social psychological model of power in organisations.)*

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

Class Participation: (30%) – Focussed reading and discussions
Seminar presentation: (30%) – Group Class presentations and debates (Q&A sessions)

Seminar Paper submission (40%)

8. **Pedagogy:**

a. Instructional strategies:

Focus-reading based discussions and Seminar presentations on the themes to enable students to engage with texts.

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

Community site, Classroom equipped with audio-visual facilities

c. Expertise in AUD faculty or outside

Yes, the psychology faculty has the expertise to transact this course.

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

Students will be encouraged to study community based programmes for social healing.

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- 44

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

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Honours Psychology
Course title	**Criminal and Forensic Psychology**
Course code	NSUS1PS737
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	WS, 2026
Course coordinator and team	Dr. Pratima

1. How does the course link with the vision of AUD?
   The Forensic Psychology course fosters an understanding of crime and the criminal justice system, which is essential for creating a more just society. This idea aligns with the vision of Dr. B.R. Ambedkar University Delhi. Not only is the focus of the course on understanding the psychology of crime and criminal justice, but also on victimology, envisioning the ideas of Dr. Ambedkar on social justice and equality. Studying victimology will enrich students' understanding of the effects of criminal offenses on individuals and communities and develop strategies to support victims. This course will prepare students for pursuing careers in fields by learning skills in forensic interviewing, psychological evaluation, criminal profiling, expert witness testimony, and understanding the impact of crime on individuals and communities, for developing strategies to support victims. The students will also learn about the poor mental health and psychopathology of offenders as contributing factors to crime.

2. How does the course link with the specific programme(s) where it is being offered?
   The Forensic Psychology course is closely linked with other courses offered in the Psychology programme. The course lays the foundation for pursuing specializations in Criminology and Forensic Psychology in the postgraduate program. This course provides a comprehensive understanding of applying psychological principles, perspectives, and theories in forensics. The course will establish an intersection between Psychology and Law. The students will be able to apply the principles of Psychology in promoting correctional facilities, law enforcement techniques, and forensic mental health facilities.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   Yes, (a) Understanding Personality, Semester I
   (b) Human Cognition, BA Psychology, Semester II
   (c) Social Psychology, BA Psychology, Semester III
   (d) Understanding Childhood, Semester IV
   (e) Understanding Abnormality, BA Psychology, Semester IV

(f) Case Study, Psychology for India, BA Psychology, Semester V
(g) Counselling, BA Psychology, Semester VI
(h) Courses of MA Criminology

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)
No

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
50
6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
Semester-Long Course

7. **Course Details:**
   a. Summary: This course offers an in-depth examination of Forensic Psychology, focusing on the application of psychological principles and practices within the legal system. Students will explore the interface between psychology and law, including the assessment and treatment of criminal behavior, the psychological aspects of evidence, and the ethical issues forensic psychologists face. The course will cover theoretical frameworks, practical applications, and current issues, preparing students for careers in forensic psychology and related disciplines. The Forensic psychology course will cover the psychological factors contributing to criminal behavior, including personality traits, mental disorders, and cognitive processes.

   b. Objectives:

   To acquaint the students with:

   1. To acquire the concepts and nature of forensic psychology.
   2. To evaluate theoretical underpinnings contributing to the understanding of Criminality and understand the psychosocial perspectives for criminal behavior.
   3. To understand the various profiling and detection techniques of investigation.
   4. To discuss various interventions and rehabilitation procedures for victims and offenders.

   c. Expected learning outcomes:

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

   1. To apply the theoretical knowledge in a practical situation.
   2. To develop the understanding and measurement techniques for criminal identification.
   3. To develop skills in psychological profiling and detection of forensic investigation.
   4. To expand the skills in the areas of screening, assessment, interventions, and rehabilitation for correctional purposes.

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

Module 1: Introduction to Forensic Psychology
Module 2: Psychosocial Impacts of Criminality
Module 3: Psychology of Criminal Investigations
Module 4: Correctional Psychology, Interventions and Rehabilitation

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: Introduction to Forensic Psychology

Nature and definition, Brief History, Scope and Fields in Forensic Psychology.
Theories of Criminal Behavior: Biological, Psychological, Developmental, Socio-psychological, and Critical Theories
Role of Forensic Psychologist: Clinical role, Experimental role, Actuarial role, Advisory role. Consultation and Research Practices in Forensic Psychology.

Module Objective: To acquire the concepts, nature and scope of forensic psychology and to evaluate theories and types of criminal behavior.

Essential readings with page numbers:

1. Banks SJ, Eddy KT, Angstadt M, Nathan PJ, Phan KL. Amygdala-frontal connectivity during emotion regulation. Soc Cogn Affect Neurosci. 2007;2(4):303-312.

2. Choy O, Farrington DP, & Raine A (2015). The need to incorporate autonomic arousal in developmental and life-course research and theories. Journal of Developmental and Life-Course Criminology, 1, 189– 207

3. Farrington D. P., & Jolliffe, D. (2004). Personality and crime. In N. J. Smelser, & P. B. Balters (Eds.), International encyclopedia of the social & behavioral sciences (pp. 11260-11264). Amsterdam: Elsvier Publications.

4. Raine A. (2019). The neuromoral theory of antisocial, violent, and psychopathic behavior. Psychiatry Research. 277: 64-69.

Suggested readings:

1. Bartol, C. R. & Bartol, A. M. (2015). Introduction to Forensic Psychology: Research and Application, 4th (Eds.), Sage Publication.

2. Bartol, C.R., & Bartol, A. M. (2015). Current Perspectives in Forensic Psychology and Criminal Behavior (3rd Editions). Sage Publication.

3. Wrightsman, L. S. & Fulero, S. M. (2008). Forensic Psychology (3rd Edition). Belmont, CA: Wadsworth Publishing Co.

Module 2: Psychosocial Impacts of Criminality

Psychological impacts- Emotional distress, post-traumatic stress due to violence exposure, Cognitive distortions that reinforce criminal thinking, Substance dependence

Media and Criminal Behavior- Violent media, General aggression model and media, Repeated exposure to violence reduces emotional desensitization, Cyberbullying and its impact on children and adolescents.

Social impacts- Damaged family relationships and loss of social support, Family violence and victimization, Parent–child separation and attachment problems, Family preservation model, Psychology of the bystanders.

Eyewitness Testimony and False Confession: The Accuracy of Witness Evidence; Eyewitness Evidence in Court; Consequences and Types of False Confession

Cultural and Societal Impacts- Marginalization of certain groups due to biased policing or profiling, Breakdown of social norms and values in high-crime areas, Media sensationalism shaping public perception of criminals

Module Objective: To understand the various profiling and detecting techniques of investigation

Essential readings with page numbers:

1. Needs, A., & Towl, G. (2004). Applying Psychology to Forensic Practice. Blackwell Publishing. P- 3-34, 64-80.

2. Bartol, C. R. & Bartol, A. M. (2015). Introduction to Forensic Psychology: Research and Application, 4th (Eds.), Sage Publication. P 393- 533.

3. Hamilton, I. S., & Pearson, D. A. (2020). A systematic review examining the use of media as an offence-related behaviour in recidivism of offenders. *Aggression and Violent Behavior*, *56*, 101517. https://doi.org/10.1016/j.avb.2020.101517

4. Ross, F. D., Read, D. J., &Toglia, M. P. (1994). Adult Eyewitness Testimony. New York: Cambridge University Press. P 56-79.

5. Welner, M., DeLisi, M., & Janusewski, T. (2024). False Confessions: An Integrative Review of the Phenomenon. *Behavioral Sciences & the Law*, *43*(2), 185. https://doi.org/10.1002/bsl.2707

6. Strauss-Hughes, A., Heffernan, R., & Ward, T. (2019). A cultural–ecological perspective on agency and offending behaviour. *Psychiatry, Psychology, and Law*, *26*(6), 938. https://doi.org/10.1080/13218719.2019.1644250

Suggested readings:

1. Walker, L. E., Shaprio, D., & Akl, S. (2022). Introduction to Forensic Psychology: Clinical and Social Psychological Perspective (2nd Edition). Springer.

2. Garafalo C., & Sijtsema, J. J. (2022). Clinical Forensic Psychology: Introductory Perspective on Offendic. Springer Nature: Switzerland.

Module 3: Psychology of Criminal Investigations

Meaning and types of criminal profiling techniques: Crime Scene Profiling, Geographical Profiling and Crime Mapping, and Suspect-Based Profiling.

Psychological Profiling: Criminal profiling and behavioral analysis, The Psychological Autopsy; Problems and Limitations of Profiling.

Ethical practices in psychological criminal investigation: Respecting human rights and dignity, Limitations to confidentiality in criminal investigative procedure, Techniques of Detecting Deception: Polygraph test, Forensic Hypnosis, Eyewitness Testimony, layered voice analysis, and DNA-based exonerations; challenges and limitations.

Crime Scene Reconstruction, Crime Scene Classification

Module Objective: To evaluate theories and principles of Eyewitness Testimony and False Confession. To develop the Psychology of victims and provide them with support

Essential readings with page numbers:

1. Bartol, C. R. & Bartol, A. M. (2015). Introduction to Forensic Psychology: Research and Application, 4th (Eds.), Sage Publications. P. 147- 214.

2. Allan, A. Being Ethical Psychologists in Correction Settings. 30-44. https://doi.org/10.1002/9781119139980.ch2

2. Ross, F. D., Read, D. J., &Toglia, M. P. (1994). Adult Eyewitness Testimony. New York: Cambridge University Press. P- 27-54.

3. Wells and Olson (2003). Adult Eyewitness Testimony. Annual review of psychology. 54(1):277-95. DOI - 10.1146/annurev.psych.54.101601.145028 https://www.researchgate.net/publication/11179984_Adult_Eyewitness_Testimony

Suggested readings:

1. Walker, L. E., Shaprio, D., & Akl, S. (2022). Introduction to Forensic Psychology: Clinical and Social Psychological Perspective (2nd Edition). Springer.

2. Garafalo C., & Sijtsema, J. J. (2022). Clinical Forensic Psychology: Introductory Perspective on Offendic. Springer Nature: Switzerland.

Module 4: Correctional Psychology, Interventions and Rehabilitation

Meaning and types of corrections, roles of the correctional psychologist.

Psychological assessment in corrections: Inmate screening and classification, crisis interventions to manage acute issues such as suicide risk, self-harm, trauma, psychosis, or withdrawal among victims and offenders.

Treatment and Rehabilitation in Correctional Facilities. Psychological models in corrections: Behavioral, Cognitive-Behavioral therapeutic interventions, anger management.

Treatment of Special Populations: Substance-abusing offenders, violent offenders, criminal psychopaths, sex offenders.

Forensic victimology: Meaning of victimology, victim risk assessment, trauma-informed interventions for victims and their families.

Module Objective: To assess the treatment and rehabilitation of offenders. To understand the role of psychologists in developing support and psychological aid for the victims

Essential readings with page numbers:

1. Bartol, C. R. & Bartol, A. M. (2015). Introduction to Forensic Psychology: Research and Application, 4th (Eds.), Sage Publication. P. 451- 490.

2. Day, A. Psychological Assessment in the Correctional Setting. 488-497. https://doi.org/10.1002/9781119139980.ch30

3. Benson, E. S. (2003, July 1). Rehabilitate or punish? *Monitor on Psychology*, *34*(7). https://www.apa.org/monitor/julaug03/rehab

4. Polaschek, D. L. L., Day, A., & Hollin, C. R. (2019). Correctional psychology: A short history and current standing. In D. L. L. Polaschek, A. Day, & C. R. Hollin (Eds.), *The Wiley international handbook of correctional psychology* (pp. 3–29). Wiley Blackwell. https://doi.org/10.1002/9781119139980.ch1

5. Casey, S. Psychologically Relevant Theories of Crime and Offender Rehabilitation. 337-353. https://doi.org/10.1002/9781119139980.ch21

6. Sharma, A., Verma, R. (2025). Victimology Theories: Frameworks for Understanding Victimisation. In: Gupta, C.M., Lambert, E. (eds) Fundamentals of Forensic Victimology. Springer, Cham. https://doi.org/10.1007/978-3-031-95987-5_2

7. Sharma, N., Kapoor, K., Bansal, V. (2025). Alchemy of Empathy: Mediation as a Catalyst in the Landscape of Victimological Restoration. In: Gupta, C.M., Lambert, E. (eds) Fundamentals of Forensic Victimology. Springer, Cham. https://doi.org/10.1007/978-3-031-95987-5_13.

Suggested readings:

1. APA Handbook of Forensic Psychology, Volum-1-2-3.

2. Batchman, R., & Schutt, R. K. (2008). Fundamentals of Research in Criminology and Criminal Justice. London: Sage.

3. Thakur,M. (2025). Fundamentals of Forensic Victimology: Insights into Crime, Trauma, and Justice. Springer Cham. https://doi.org/10.1007/978-3-031-95987-5

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

Case study analysis/ Class PPT- 30%

Mid-term exam- 30%

End Sem Exam- 40%

8. **Pedagogy:**

a. Instructional strategies:

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/documentary

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
Classroom & Community site, equipped with audio-visual facilities for screenings of recorded clinical/ forensic interviews, and profiling sessions, will help facilitate a smooth course transaction.

c. Expertise in AUD faculty or outside:
Faculty from the Psychology programme and the MA Criminology can teach this course. Expert lectures can be organized intermittently

d. Linkages with external agencies (e.g., with field-based organizations, hospital, any others)
A visit to Forensic Science Labs, NFSU lab, Juvenile homes, and correction centers can be organized

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- 45

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

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Honours Psychology
Course title	Psychology of Storytelling
Course code	NSUS1PS738
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	WS 2026
Course coordinator and team	Dr. Bibinaz Thokchom

1. How does the course link with the vision of AUD?
   The course embodies AUD's vision by fostering **interdisciplinary inquiry** by incorporating disciplines across psychology, literature, and cultural studies. It engages with **marginal and indigenous voices,** promoting critical reflection on identity, power, and society. Through experiential storytelling, students develop **self-awareness, social consciousness, and skills for transformative engagement.**

2. How does the course link with the specific programme(s) where it is being offered?
   The course links closely with English and Psychology programmes. It complements interdisciplinary AUD courses, fostering connections across **social sciences, humanities, and the arts.**
3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This course connects well and build upon courses such as - Youth Society and literature, Identity through popular narratives, Psychology for India, Folk, oral, indigenous popular culture, Comedy- just not for laughs, Digital storytelling from the field etc. by exploring narrative identity and emotional processes - through oral, textual, and folktale analysis, and with **media and education** by examining storytelling in digital, performative, and pedagogical contexts. This course draws upon core and elective courses in **BA Psychology** and selective courses in **English literature**, creating an interdisciplinary framework. It also serves as a bridge between the **BA and MA Psychology programmes** at 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)
   None

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:

"People create stories create people; or rather stories create people create stories." -- Chinua Achebe

This is an interdisciplinary course of 4 credits that explores storytelling as a psychological, social, and cultural process of meaning-making. Through oral, written, and digital narratives, it examines how stories shape identity, community, and healing. Drawing on interdisciplinary perspectives from psychology, literature, anthropology, and cultural studies, this course invites students to critically engage with narratives from diverse traditions, including marginal and indigenous voices from India. Through psychodynamic and psychosocial lenses, storytelling is examined as a site of creative production, affective negotiation, and psychic reparation.

b. Objectives:

i) **Understand storytelling as a psychological, social, and cultural practice** central to human meaning-making across oral, written, and digital forms.

ii) **Analyze how stories construct identity, memory, and subjectivity** through psychodynamic and psychosocial frameworks.

iii) **Interpret narratives from diverse cultural traditions**, with particular emphasis on marginal, indigenous, and subaltern voices in India.

iv) **Evaluate storytelling as a creative, affective, and reparative process**, especially in contexts of conflict, trauma, and social transformation.

v) **Apply interdisciplinary approaches** from psychology, anthropology, literature, and cultural studies to critically examine narrative forms and practices.

c. Expected learning outcomes:

i) **Demonstrate an understanding of storytelling as a psychological and cultural phenomenon**, articulating its role in shaping individual and collective meanings.

ii) **Critically apply psychodynamic and psychosocial theories** to analyze how narratives express unconscious desires, relational patterns, and socio-historical contexts.

iii) **Interpret and compare stories from diverse cultural, marginal, and indigenous traditions**, identifying the ways in which power, identity, and resistance are embedded in narrative forms.

iv) **Evaluate the reparative, therapeutic, and community-building functions of storytelling**, including its relevance in contexts of trauma, conflict, and social marginality.

v) **Produce analytically rigorous reflections or projects** (written, oral, or digital) that synthesize interdisciplinary perspectives and demonstrate advanced narrative interpretation skills.

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

The structure encourages students to move between conceptual frameworks and lived narrative practices. Class discussions, textual analyses, and project-based engagements are positioned to help students understand how storytelling operates across personal, interpersonal, and socio-historical worlds. By foregrounding interdisciplinary approaches, the course aims to equip students with the analytical tools required to interpret stories as complex cultural artefacts and psychological expressions.

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: The Human urge to tell stories - a Psychosocial introduction

Storytelling is a fundamental human instinct through which individuals and communities make sense of their experiences. Where traditional scientific approaches in psychology often overlooked the deeper meanings of lived life, narratives revive these meanings by engaging imagination, emotion, and culture. Stories operate both personally and collectively, drawing on shared symbols, myths, and the collective unconscious, allowing people to rehearse challenges, explore identity, and transmit cultural wisdom across generations. In this way, storytelling integrates the personal psyche with communal memory, revealing the profound interplay between human inner life and social experience.

Module Objective:

- To understand storytelling as a key human process that links personal experience with shared cultural meanings.

Essential Readings:

- Pellowski, A. (1990). **History and definition of storytelling.** In *The world of storytelling* (Rev. ed., pp. 1–21). R.R. Bowker.
- Kakar, S. (1990). Introduction. In *Intimate relations: Exploring Indian sexuality* (pp. 1–8). University of Chicago Press.
- Gottschall, J. (2012). **The witchery of story.** In *The storytelling animal: How stories make us human* (pp. 1–16). Houghton Mifflin Harcourt.
- Engel, S. (1995). *We are the stories we tell* (chp 7. Pp 183-204). The stories children tell: Making sense of the narratives of childhood. W. H. Freeman.

Suggested readings:

- Benjamin, W. (1968). **The storyteller: Reflections on the works of Nikolai Leskov** (H. Zohn, Trans.). In H. Arendt (Ed.), *Illuminations* (pp. 83–109). Schocken Books.
- Freud, S. (1908). **Creative writers and day-dreaming.** In J. Strachey (Ed. & Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 9, pp. 141–154). Hogarth Press.
- Bruner, J. (1990). **The proper study of man.** In *Acts of meaning* (pp. 1–28). Harvard University Press.

Module 2: Voices of the Ancestors - Oral traditions and indigenous storytelling

This module explores oral storytelling as a repository of collective memory, identity, and belonging, with a focus on Indian and indigenous traditions. Students engage with myths, folktales, and performative narrative forms to understand how communities transmit cosmology, ethics, and social knowledge across generations. The module also examines how oral traditions respond to modernity, displacement, and marginalization, highlighting storytelling as a mode of resilience and cultural continuity. Psychosocial and psychodynamic lenses help illuminate the symbolic, emotional, and communal meanings embedded in these ancestral narratives.

Module Objective:

- To understand oral storytelling as a source of collective memory, identity, and resilience, particularly within Indian and indigenous traditions.

Essential Readings:

- Kakar, S. (1978). **Tracings: The inner world of culture and history.** In *The inner world: A psychoanalytic study of childhood and society in India* (pp. 145–170). Oxford University Press.
- Saba, S. (2010). *Dastan-e Amir Hamza in text and performance. Sahitya: CLAI Journal,* 6–7, 46–58.
- Ramanujan, A. K. (1997). *"A Flowering Tree": A woman's tale.* In **H. Beauchamp (Ed.), Folktales from India** (pp. 26–37). Pantheon Books.
- Livanos, C. (2011). *A case study in Byzantine dragon-slaying: Digenes and the Serpent. Oral Tradition, 26*(1), pp.125–144.

Video links of Dastaan Goi documentary and Tedtalk

- https://youtu.be/_GFsOa2a3Q4 (Documentary film)
- https://youtu.be/ocyo89hfX8Y (Tedtalk by Mahmood Farooqui)

Suggested readings:

- Bryan, J. I. (1914). Japanese story-telling. *The Lotus Magazine, 5*(6), 407–412. http://www.jstor.org/stable/20543548
- Oyler, D. W. (2002). Re-inventing oral tradition: The modern epic of Souleymane Kanté. *Research in African Literatures, 33(*1), 75–93. http://www.jstor.org/stable/3820930

Activities: Story circle, reading discussions

Module -3: Stories from the Margins - Identity, resistance, and voice

This module explores narratives from a space of marginalisation, highlighting how storytelling asserts identity, resists oppression, and reclaims dignity. Students engage with texts that reflect experiences of trauma, exclusion, and social injustice, examining how stories preserve memory, foster resilience, and give voice to historically silenced groups. The module also considers intersections with gender, caste, ethnicity, and colonial/postcolonial contexts, emphasizing storytelling's transformative power in both individual and collective spheres.

Module objective:

- To examine how marginalized narratives, use storytelling to assert identity, resist oppression, and give voice to silenced experiences.

Essential Readings:

- *Ferrante, Elena (2022), Pain and Pen. In the Margins: On the Pleasures of Reading and Writing, translated by Goldstein, Ann, Europa Editions, p. 112, ISBN 9781609457389.*
- Chatterjee, R. (2012). *Speaking with pictures: Folk art and narrative traditions in India*. Routledge.
- Roy, A. (2020). In what language does rain fall over tormented cities? The Weather Underground in *The Ministry of Utmost Happiness*. In *Azadi: Freedom. Fascism. Fiction.* (pp. 11–34). Haymarket Books.
- Devi, M. (1997). *Draupadi* (N. Chaudhuri, Trans.). Seagull Books.

Documentary, film, animated film based on folktales from the margin

- https://www.youtube.com/watch?v=2x_BNXDQkVc (Japan in Nagaland documentary)/invite the documentary film maker for interacting with the students.
- https://www.youtube.com/watch?v=4tMwIzw6MO8 (Kabui keioiba – Manipuri folktale animation film)
- a horror film based on Assamese folktales, 'Kothanodi'.

Suggested readings:

- Lobo, L. (1990). Becoming a marginal native. *Anthropos, 85*(1–3), 125–138.
- Spivak, G. C. (1988). Can the subaltern speak? In C. Nelson & L. Grossberg (Eds.), *Marxism and the interpretation of culture* (pp. 271–313). University of Illinois Press.
- Frosh, S. (2010). Psychoanalysis and *Psychosocial.* In Psychoanalysis outside the clinic: *Interventions in Psychosocial Studies (pp.189 – 216)*. Bloomsbury Academic.
- Fanon, F. (1967). Introduction (pp. 1-7). The woman of color and The white man (pp. 28-44). *Black Skin White Masks* (C. L. Markmann, Trans.). Grove Press.
- Nandy, A. (2004). *The savage Freud: Essays on possible and retrievable selves.* Pp. 339-393. Oxford University Press.
- Indira Gandhi National Centre for the Arts. (2010). *Akhyan: A celebration of masks, puppets and picture showmen traditions of India* [Exhibition catalogue]. Indira Gandhi National Centre for the Arts.
- Duary, N. (2024). *Patuas in a Bengal village: In search of unity and coexistence*. *South Asian Anthropologist, 24*(1), 75–80.

Activities: Group presentations, film analysis, reflective essay on the theme of 'Resistance as a narrative act'.

Module 4: Stories, media, and modernity - The fragmented self in the digital age

This module explores the evolution of storytelling from oral traditions to textual forms and, finally, to digital media, emphasizing how each medium shapes narrative practices and audience engagement. Students examine how stories are performed, circulated, and consumed in online spaces, and how these processes influence the construction of identity, community, and subjectivity in the digital era. The module interrogates the fragmentation of the self in contemporary media environments, considering issues of authorship, authenticity, and performativity. Through case studies of social media, digital narratives, and transmedia storytelling, students critically analyze how technology mediates human experience, reshapes cultural memory, and transforms the ways individuals and communities tell, share, and negotiate their stories.

Module Objective:

To analyze how shifting media - from oral to digital - transform storytelling practices, audience engagement, and the construction of identity and community in the contemporary digital age.

Essential Readings:

- Barthes, R. (1967). The death of the author. In *Image - Music - Text* (S. Heath, Trans., pp. 142–148). Hill & Wang.
- Phillips, A. (2010). *On being too much for ourselves.* In *On Balance: Psychoanalyst Adam Phillips on Balance and the Necessary Excesses of Life*. Pp. 31-39. Hogarth Press/ Penguin. (https://www.youtube.com/watch?v=EQ3PNd7nv54 - *On being too much for ourselves)*
- Johanssen, J. (2018). Psychoanalysis and digital culture: Audiences, social media, and big data. Routledge.

Suggested readings:

- Atwood, M. (2002). Orientation: Nobody to Nobody. *Negotiating with the dead: A writer on writing.* Pp 123-151. Cambridge University Press.
- Tripathi, R. L. (Year). *Fragmented selves: Identity, consciousness and reality in the digital age.* Open Access Journal of Data Science and Artificial Intelligence (OAJDA), Volume 2 Issue 1

Activities: Discussions on digital storytelling and empathy in the age of media.

Module 5: Healing and Transformation - The therapeutic imagination

This module examines storytelling as a mode of psychological reparation and a vital resource for healing. Drawing on psychodynamic, psychosocial, and narrative clinical traditions, it explores how stories enable individuals to symbolically work through conflict, trauma, and desire. Students engage with theories of narrative identity, the reparative function of imagination, and the role of play in reorganizing inner experience. Through case studies, literary narratives, and autobiographical accounts, the module investigates how storytelling fosters resilience, provides integrative meaning, and facilitates the transformation of fragmented psychic states into coherent and livable forms.

Module objective:

- To explore how storytelling functions as a psychological resource for working through trauma, fostering resilience, and enabling emotional and narrative transformation.

Essential Readings:

- Winnicott, D. W. (1958). The capacity to be alone. *International Journal of Psycho-Analysis, 39*, 416 - 420
- Bettelheim, B. (1991). *The child's need for magic. In The uses of enchantment: The meaning and importance of fairy tales* (pp. 51 - 70). Penguin Random House Ireland Limited.
- Klein, M. (1946). *Love, guilt and reparation and other works 1921–1945* (R. Money-Kyrle, Ed.). Free Press.

Films:

- Life of Pi (2012) - directed and produced by Ang Lee and written by David Magee. Based on Yann Martel's 2001 novel.
- The Lunchbox (2013) - directed by Ritesh Batra, is a poignant Indian drama about **Ila**, a young housewife trying to rekindle her marriage, and **Sajjad,** an older office worker who is lonely and disenchanted with life – healing through exchange of personal stories.
- *The Breadwinner (2017)* - directed by Nora Twomey and based on Deborah Ellis's novel, tells the story of **Parvana**, an 11-year-old girl living under Taliban rule in Afghanistan.
- *The Color Purple* (1985) - directed by Steven Spielberg – healing of trauma through storytelling.

Activities: Reflective journaling: 'Stories as Spaces of Reparation'.

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

- Group Presentation (Marginal Storytelling) - 20%
- Digital Story Project - 25%
- Reflective Journals - 40% (end semester submission)
- Participation and Discussion - 15%

vi) **Pedagogy:**

a. Instructional strategies:

- lectures, story and film discussions, class activities – reading and sharing stories and reflecting, discussions on empathy.

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

- A functioning projector or high tech classroom.

c. Expertise in AUD faculty or outside;

- All existing AUD BA Psychology faculty can teach

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

- The course engages with **cultural institutions, theatre and folk performance groups, and digital media platforms** to provide experiential learning in storytelling. It collaborates with **academic and research institutions** for fieldwork and guest lectures, and with **therapeutic and social organizations** to explore the healing potential of narratives. These linkages bridge classroom learning with **practical, community, and interdisciplinary experiences**.

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-46

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

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	Psychology
Course title	Organizational Behaviour
Course code	NSUS1PS714
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	
Course coordinator and team	

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
   It will come close to the courses offered by Bachelor of Business Administration.

2. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify): None

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

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

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

   In line with university's commitment of combining academic excellence with access, equity and social justice; the course aims to study organizational culture and help students understand the various processes needed to make a productive and a just organization. The course aims to understand how to inspire work motivation, make effective decisions, carry on smooth communication and promote able leadership in an organizational context.

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

   The course is placed in Psychology program which seeks to understand human experience in socio-cultural context. This course of 'Organizational Behaviour' also seeks to understand human behaviour within specific organizational context.

7. Course Details:

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

b. Objectives: The main objectives of the course are:

(i) To learn the basic concepts of Organizational Behaviour and its applications in contemporary organizations.

(ii) To understand how individual, groups and structure have impacts on the organizational effectiveness and efficiency.

(iii) To appreciate the theories and models of organizations in the workplace.

(iv) To creatively and innovatively engage in solving organizational challenges.

(v) To learn and appreciate different cultures and diversity in the workplace.

c) Expected learning outcomes:

(i) To understand the conceptual framework of the discipline of OB and its practical applications in the organizational set up.

(ii) To deeply understand the role of individual, groups and structure in achieving organizational goals effectively and efficiently.

(iii) To critically evaluate and analyse various theories and models that contributes in the overall understanding of the discipline.

(iv) To develop creative and innovative ideas that could positively shape the organizations.

(v) To accept and embrace in working with different people from different cultural and diverse background in the workplace.

d) Overall structure (course organisation, rationale of organisation; outline of each module):

(i) **Introduction to Organizational Behaviour (OB)**: Concept of Organizational Behaviour, manager and organization, Henry Fayol's management functions, contemporary management functions, Henry Mintzberg's managerial roles, management skills, evidence based management, challenges and opportunities for OB.

(ii) **Work Motivation:** Concept of motivation, early theories of motivation: Maslow theory on hierarchy of needs, McGregor's theory X and theory Y, Herzberg's two-factor theory, McClelland's theory of needs, Contemporary theories of motivation: self-determination theory, goal setting theory, self – efficacy theory, reinforcement theory, equity theory, expectancy theory. Job satisfaction – concept, measurement and work- life balance.

(iii) **Communication:** Definition of communication, channels of communication, directions of communication, interpersonal communication, functions of communication, computer aided communication, choice of communication, barriers to effective communication, current issues in communication.

(iv) **Decision Making:** Perception and decision making, attribution theory, rational decision making model, decision making in organizations, creativity in decision making, individual differences and organizational constraints, group think, cultural differences in decision making, ethics in decision making.

(v) **Leadership:** Leadership and its types, charismatic leadership, transformational leadership, visionary leadership, theories of leadership, trait theories, behavioral theories, contingency theories, contemporary leadership roles, finding and creating effective leaders.

(vi) **Power and Politics in organizations:** Definition of power and politics, bases of power, power tactics, unequal power in the workplace, political behaviour and types, factors contributing to political behaviour, responding to organizational politics, defensive behaviours, impression management, ethics and global implications.

(vii) **Organizational Culture:** Concept and definition of organizational culture and organizational climate, essence of organizational culture, functions of culture, dysfunctional aspects of culture, ethical organizational culture

Reading List:

Hellriegel D. (2011), 'Organizational Behavior' (Thirteenth ed.), South Western Educational Publishing: USA

Pareek U. (2012), 'Understanding Organizational Behavior' (Third ed.), Oxford University Press, USA

Robbins S.P. (2010), 'Essentials of Organizational Behavior' (Tenth ed.), Pearson: Delhi

Schermerhorn J.R. (2010), 'Organizational Behavior' (Eleventh ed.), John Wiley & Sons, Inc.: USA

Pedagogy:

a. Instructional strategies: Lecture, Discussion, Group exercises

Assessment:

- Class participation (presentation/exercises/test/quiz/other) 20%
- Mid-term exam 40%
- End term exam 40 %

Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): None

b. Expertise in AUD faculty or outside: None
c. Linkages with external agencies (e.g., with field-based organizations, hospital; any others):

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Undergraduate Studies:

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

Signature of the Dean of the School

Appendix-47

Dr B R Ambedkar University Delhi

Proposal for Launch of a Course

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

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Honours Programme (Sociology)
Course title	Law & Society
Course code	NSUS1SC816
Credits	4
Course type (core/compulsory/optional/any other – please specify)	DSC Core (VIIIth semester)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Prof. Rukmini Sen 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 a core course for students in the 8th semester of their Sociology Honours BA programme. It connects well with foundational courses offered in the previous semesters to complete the requirements for their BA Honours Sociology Programme. The course aims to engage the students with an understanding and exposure of law, legal institutions and legal documents and how all these emerge from / and are so intrinsically linked with the social world and culture.

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 is kept as a core course for the 8th semester sociology undergraduate students so as to provide students with an understanding that law and legal systems are intrinsically connected with everyday social life. It examines how laws are created, interpreted, and enforced within various socio-cultural contexts and how they serve as instruments of maintaining order in the society and for bringing about social transformation.

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

As per university policy.

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

   Semester - mode

4. **Proposed date of launch**: WS 2026

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

   The broader university vision is connected to principles of social justice and inclusion. This course enables students to understand how that discourse has happened in independent India thereby establishing a direct connect between issues connected to citizenship.

6. **Course Details:**
   a. **Summary:**

The course is structured around key themes of affirmative action, equality, difference, and care, analyzing these through theoretical and practical lenses to understand their impact on social dynamics. With a foundation on sociology of law theories, coming from both Western and Indian traditions, the course will engage with the above-mentioned concepts through legislative and judicial interpretations of these over the years in India. The objective of this course is to engage with how the legal system is connected to identity, marriage, care and labour–illustrating how, as sociology students, it is imperative to study, know and engage with the law. By incorporating a fieldwork component that involves visiting courts and engaging with legal institutions, the course aims to provide students with an exposure to how socio-legal systems function in India.

   b. Objectives

1. To understand the role of law in social transformation and conflict resolution: Students will be analyzing how legal systems can bring about social change and resolve conflicts and study historical and contemporary examples of legal reforms that have led to significant social transformations.

2. To analyze legal frameworks drawing from the modules on equality, difference, and care: Students will engage in a detailed examination of various legal frameworks which includes studying constitutional provisions, statutory laws, and judicial interpretations that aim to protect precarious communities and promote social justice. The objective is to understand how these legal instruments operate in practice and their attempts to address complex social realities.

3. To explore landmark judgments and legislation impacting social justice in India: The modules involve critical analysis of key judicial decisions and legislative acts that have shaped the socio-legal landscape of India. Students will study landmark cases and significant pieces of legislation that have had a profound impact on issues such as affirmative action, gender equality, and disability rights, forest rights, discourse around marriage and family, senior citizens' rights, etc.

4. To critically engage with theoretical perspectives on law and society: Students will delve into various theoretical frameworks that explain the relationship between law and society, that provide insights into how laws are drafted, interpreted, and enforced within different social contexts.

5. To develop the ability to contextualise legal issues within broader socio-political and historical settings: These modules are designed to emphasize the importance of situating legal issues within their broader socio-political and historical contexts. Students will learn to analyze how historical events, political movements, and social dynamics influence the development and implementation of laws. This holistic approach will enable students to appreciate the complexities of legal issues and the multifaceted nature of law as a social institution.

c. Expected Learning outcomes:

–Developing the ability to read, understand and analyse legal documents

–Demonstrating the connection between socio-legal theory and field/practical dimensions

–Inculcating socio-legal research and presentation skills

–Understanding the interface between Law and Society, developing a sub-disciplinary specialisation of sociology of law

–Emerging as citizenship conscious students

Note on each module; indicative reading list with core and supplementary readings)

Module 1: Introduction to Law and Society

In this module, we will lay the groundwork for understanding the intricate relationship between law and society, exploring how laws serve as powerful tools for maintaining social order and bringing about social transformation. Through foundational readings, we will highlight why it is essential for sociologists to study law, focusing on the impact of legal frameworks on social structures and individual/ community life. The students will be introduced to Durkheim, Weber and Bauman's sociological engagement with law. This module aims to provide a solid understanding of the dual roles of law in promoting social change and managing conflicts.

Essential Readings

Chambliss, W. J. (1964). A sociological analysis of the law of vagrancy. *Social Problems*, 12(1), 67-77. Oxford University Press on behalf of the Society for the Study of Social Problems.

Bauman, Zgymunt Social Issues of Law and Order, British Journal of Criminology (2000) 40, pp 205-221

Foucault, Michel Discipline and Punish: The Birth of the Prison, Vintage Books, New York (excerpts from Part 2 Punishment, Part 3 Punishment and Part 4 Prisons)

Baxi, U. (1985). *Towards a sociology of Indian law*. ICSSR/Satvahan Publications.

Sircar, O. (2021). *Violent modernities: Cultural lives of law in the new India*. Oxford University Press

AdditionalReadings
Cotterrell, R. (2023). *Living law: Studies in legal and social theory*. CRC Press.

SAVYASAACHI. "Forest Rights Act 2006: Undermining the Foundational Position of the Forest." *Economic and Political Weekly*, vol. 46, no. 15, 2011, pp. 55–62

Legal Documents to be read:

The Bombay Prevention of Beggary Act, 1959

The Forest Rights Act (FRA), 2006

Module Outcome: Student will be introduced to basic legislations and sociological theories explaining them

Module 2: Affirmative Action and Social Justice

This module will delve into the critical issues of affirmative action and social justice. It will begin by examining the Constituent Assembly debates on reservations for Scheduled Castes (SC) and Scheduled Tribes (ST), gaining insights into the foundational arguments and intentions behind affirmative action policies in India. Moving forward, it will explore post-independence legal frameworks designed to protect the rights of SC and ST communities, focusing on the SC/ST Prevention of Atrocities Act, the debates and discourses around Mandal Commission Report proposing affirmative action for OBCs and finally the policy extending to persons with disabilities. Through these discussions, students will gain an understanding of the legal mechanisms designed to combat discrimination and promote social justice, as well as the ongoing challenges and debates surrounding these issues.

Essential Readings

Galanter, M. (1984). *Competing equalities: Law and the backward classes in India*. University of California Press.

Constituent Assembly Debates. (1948-1949). *Volume 7: 04 Nov 1948 - 08 Jan 1949*. Constituent Assembly of India.This volume contains 36 sittings held from November 1948 to January 1949. The first sitting, which took place on November 4, 1948, was a pivotal moment in the Constituent Assembly's work. B.R. Ambedkar presented the Draft Constitution of India to the Constituent Assembly and delivered a landmark speech. https://www.constitutionofindia.net/constituent-assembly-debate/volume-7/

Mark Tushnet & Madhav Khosla (eds). Unstable Constitutionalism—Law and Politics in South Asia. Cambridge University Press, 2015.

Singh, Asha and Donald, Nidhin (2019) Asking Questions to OBC as a category, *Prabuddha: Journal of Social Equality*, Vol. 3, Issue 1, pp 32-49

Dhanda, Amita A Disability Studies Reading of the Law for Persons with Disabilities in India in Anita Ghai (ed.) Disability in South Asia: Knowledge and Experience (Sage Publications, 2018)

Legal Documents to be read:

–The Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989
–The Rights of Persons With Disabilities Act, 2016

–Government of India Report of the Backward Classes Commission, 1980

Module Outcome: Students will learn how different groups in India receive affirmative action, the reasons and effects of the same

Module 3: Equality

This module will examine the concept of equality, focusing on how through legal intervention the space of family has promoted equality measures. The module will begin by exploring women's property rights through the significant works of Bina Agarwal and Srimati Basu, which provide deep insights into gender and property dynamics. The module will also examine the Hindu Succession Act to understand the legal provisions that have sought to ensure gender equality in inheritance and property rights. Additionally, this module will delve into the landmark cases from Shah Bano to Shayara Bano, which highlight the evolving discourse around divorce and maintenance in India, illustrating also the complexities and intersections of law, religion, and gender. Finally the module will engage with transformations exemplified through judgements on live-in relationships in India as well as the Uttarakhand Uniform Civil Code of 2024.

Essential Readings:

Basu, Srimati (1999). She comes to take her rights: Indian women, property, and propriety. SUNY Press.

Agarwal, Bina (2002). 'Bargaining' and legal change: Gender equality and inheritance laws in India (IDS Working Paper). Institute of Development Studies.

Kirmani, Nida (2011). Beyond the impasse: 'Muslim feminism(s)' and the Indian women's movement. Contributions to Indian Sociology, 45(1), 1-26.

Mandal, Saptarshi (2018). Out of Shah Bano's shadow: Muslim women's rights and the Supreme Court's triple talaq verdict. Indian Law Review, 2(1), 89–107. https://doi.org/10.1080/24730580.2018.1510162.

Agarwal, Anuja (2024) Between Desire and Domesticity: Live-In Relationships in India in Bhandari, Parul (ed.) Dissent with Love: Ambiguity, Affect and Transformation in India, Routledge: London, Chapter 6

Additional Readings:

–Brown, Wendy, 2000 Suffering Rights as Paradoxes, Constellations, Volume 7,
No. 2, 230-241
–Das, Veena (1999) Communities as Political Actors in Menon, Nivedita (ed.) Gender and Politics in India, Oxford University Press; New Delhi

Legal Documents to be Read:

–Hindu Succession Act, 2005 Amendment
–Shayara Bano vs Union Of India And Ors, Suo Motu Writ (C) No. 2 of 2015
22 August, 2017
–Uniform Civil Code of Uttarakhand Act, 2024

Module Outcome: By focusing on family and everyday shared household, this module will exemplify how the courts have brought in the equality discourse within the home

Module 4: Difference

This module will explore the concept of difference, foregrounding how intersectional identities and issues are addressed within Indian legal systems. While engaging with difference, this module will foreground it through labour, sexual identity, customary practices and essential practices in religion. An engagement with these themes will enable a student to understand

Essential Readings:

Jain, Dipika and Rhoten, Kimberly 'Sex Work and the Law in India: Perspectives, Voices and Narratives from the Margins' *Harvard Journal of Law and Gende*r pp 411-440.

Suresh, M. (2019). The Right to be Public: India's LGBT movement builds an argument about privacy. *Australian Journal of Asian Law*, 20(1), 1-15

Das Acevedo, Deepa, 'Celibate Gods and 'Essential Practices' Jurisprudence at Sabarimala, 1991–2011', in Daniela Berti, Gilles Tarabout, and Raphaël Voix (eds), *Filing Religion: State, Hinduism, and Courts of Law* (Delhi, 2016; online edn, Oxford Academic, 18 Aug. 2016)

Banerjee, S., & Kotiswaran, P. (2021). Divine labours, devalued work: the continuing saga of India's surrogacy regulation. *Indian Law Review*, *5*(1), 85–105. https://doi.org/10.1080/24730580.2020.1843317

Nongbri, T. (2000). Khasi Women and Matriliny: Transformations in Gender Relations. *Gender, Technology and Development*, *4*(3), 359–395. https://doi.org/10.1080/09718524.2000.11909976

Additional Readings

Narrain, S. (2019) "Social Media, Violence and the Law: 'Objectionable Material' and the Changing Contours of Hate Speech Regulation in India", *Culture Unbound*, 10(3), pp. 388–404.

Legal Documents to Read:

–The Surrogacy Regulation Act, 2021
–The Trafficking of Persons (Prevention, Protection and Rehabilitation Bill), 2018
–Indian Young Lawyers Association & Ors. v. State of Kerala & Ors, (2019) 11 SCC 1 (Sabarimala Judgment)

Module Outcome: Centering difference at the heart of legal reasoning, students will understand how law works

Module 5: Care

This module will explore the concept of care, focusing on how legal frameworks address the needs and rights of vulnerable populations. The vulnerability may arise due to age or due to an experience or a combination of both. By engaging with children, senior citizens, housewife and women experiencing sexual violence, this module will explore how law and the legal system practice care, sometimes by extending protection and at other times by fixing systemic processes.

Essential Readings

Bajpai, A. (2018). The Juvenile Justice (Care and Protection of Children) Act 2015: an analysis. *Indian Law Review*, *2*(2), 191–203. https://doi.org/10.1080/24730580.2018.1552233

Raha, Swagata (2021) Criminalizing adolescent sexuality–the protection of children from sexual offences act and the rights of adolescents, March 4, 2021

Mandal, S. (2014). The Impossibility of Marital Rape: Contestations Around Marriage, Sex, Violence and the Law in Contemporary India. *Australian Feminist Studies*, *29*(81), 255–272. https://doi.org/10.1080/08164649.2014.958124

Kotiswaran, P. (2024). An ode to altruism: How Indian courts value unpaid domestic work. *Economic and Political Weekly*, 57(26-27). Published on January 20, 2024.

Sen, Rukmini (2024) 'From maintenance to Care-ing: the aged in times of changing familial geographies' in Cultures of Ageing and Ageism in India in Bakshi, K and Chakravarti, P (edited), 33-47, Routledge, ISBN-978-0-367-37071-8

Additional Reading

Kotiswaran, Prabha. 2023. Laws of Social Reproduction. *Annual Review Law and Social Science*. 19:145-164. https://doi.org/10.1146/annurev-lawsocsci-121922-051047

Legal Documents to read:

–Juvenile Justice (Care and Protection of Children) Act, 2015

–Maintenance and Welfare of Parents and Senior Citizens Act, 2007

Module Outcome: Students will read about the care function/aspect of law and judiciary for welfare of citizens

7. Assessment structure (modes and frequency of assessments)

1. Term Paper of 2500 words (40%)
2. Viva of written term paper submitted (20%)

3. End Term Summative Paper (40%)

8. Pedagogy:

a. Instructional design

This course will be transacted through field visits, guest sessions (representations from organizations).

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 as needed

c. Expertise in AUD faculty or outside

University faculty and interactions with experts from the organisations as per the policy

d. Linkages with external agencies (e.g., with field-based organisations, hospital, any others)

–Visit to Tis Hazari District Court and Supreme Court
–Visit to Parliament
–Interaction with Delhi Legal Services Authority, and other socio-legal organisations in the city

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-48

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)	B. A. Sociology
Course title	Dissertation for Sociology
Course code	NSUS1SC817
Total Credits	06
Course type (core/compulsory/ elective/any other – please specify)	Core for BA Sociology with Research students
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	WS 2026
Course coordinator and team	Dr. Bidhan Chandra Dash, Dr. Rinju Rasaily, Dr.Priyasha Kaul

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

After the introduction of Four-Year Undergraduate Studies, all BA programmes need to offer a 'Research' component in their programme. This course helps the fourth-year BA Sociology with Research degree students to gain first-hand research experience and hone their analytical and research writing skills

2. **How does the course link with the specific programme(s) where it is being offered ?** Sociology is often considered an empirical science. Therefore, a dissertation oriented towards scientific and systematic empirical investigation is important for a research degree.
3. **Does the course connect to, build on or overlap with any other courses offered in AUD?**

There are courses on methodology and academic writing in the previous semesters; this course builds on 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)** According to university norms, only students who have secured a 7.5 CGPA are eligible for the course.
5. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** As Per SUS Policy
6. **Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify:** Semester-based—proposed for the VIII semester
7. **Course Details:**

a. **Summary:**

The Dissertation in Sociology serves as the culminating research requirement of the four-year B.A. (Honours) Sociology with Research programme at Dr. B.R. Ambedkar University Delhi. In the 8th semester, the eligible students undertake an original research project that demonstrates conceptual clarity, methodological rigour, and analytical depth. Each student is assigned a supervisor, who meets with the student once a week for guidance, to monitor progress and ensure adherence to ethical standards. The dissertation process integrates theoretical grounding, field engagement, and academic writing, which has been taught to the students at various stages of their BA Sociology program. This course is designed to develop a deeper sociological imagination and independent research capability.

b. **Objectives:**

- To Enable students to conceptualise and execute an independent sociological research project.

- To strengthen understanding of sociological theories and their application to empirical contexts.
- To cultivate competence in qualitative, quantitative, or mixed-methods research designs.
- To develop advanced skills in reviewing literature, constructing annotated bibliographies, and identifying research gaps.
- To encourage ethical field engagement through responsible and reflexive research practice.
- To enhance analytical writing, academic argumentation, and oral defence skills.
- To prepare students for postgraduate research, academic pathways, policy analysis, and work in the development sector.

c. Expected learning outcomes:

Upon completion of the dissertation course, students will be able to:

- Demonstrate understanding of major sociological theories, concepts, and theoretical frameworks.
- Situate their research in the broader context of sociological scholarship and frame clear research questions, objectives, and methodological choices.
- Construct a rigorous annotated bibliography that demonstrates critical engagement with sources and design/ execute appropriate methods and apply analytical reasoning to interpret empirical data.
- Identify limitations and reflect on methodological challenges.
- Prepare a coherent dissertation proposal and defend findings during a viva voce examination or presentation.
- Produce a well-written dissertation meeting academic conventions and citation standards.
- Conduct research with integrity and adhere to ethical norms and demonstrate awareness of the social implications and responsibilities of sociological research.
- Work independently with consistent supervisory feedback.
- Exhibit reflexivity in relation to positionality, field challenges, and research decision.

d. Overall structure (course organisation; rationale of organisation; brief module outlines): The dissertation course isstructured as a semester-long, research-intensive engagement that gradually introduces students to the full process of independent sociological inquiry. It begins with topic selection and an initial survey of the literature, followed by the development of an annotated bibliography that provides an understanding of existing scholarship. Students then proceed to formulate a research proposal, which is formally assessed through a written submission and a presentation. The latter half of the course focuses on fieldwork or data collection, systematic analysis, and the writing of a full-length dissertation. Throughout the semester, students work with a supervisor and meet once every week to discuss progress, methodological issues, and ethical considerations. The course culminates in the submission of a completed dissertation and a viva voce examination conducted by at least two faculty members. This structure ensures a staggering progression from foundational literature engagement to original research production, aiming to develop advanced critical, methodological, and analytical skills.

e. Course contents detailed

The dissertation may take one of several forms, depending on the nature of the topic and the student's chosen approach. Possible formats include:

1. **Expository Research –** involving the construction of examples, counterexamples, conceptual clarifications, or theoretical explorations.
2. **Short Empirical Study –** based on primary or secondary data and employing quantitative, qualitative, or mixed research methods.
3. **Case Study –** examining a specific event, institution, policy, community, or socio-economic phenomenon in depth.
4. **Literature Survey with Annotated Bibliography –** providing a systematic and analytical review of existing theoretical and empirical research.

Assessment Attributes:

The dissertation or the resulting essay from the research work will be graded based on the following criteria:

1. Clarity of argument and written communication.
2. Application of social concepts: rigor, accuracy, and depth.
3. Engagement with related literature.

4. Appropriate referencing and citation style.

Dissertation Format:

The dissertation should follow the latest APA standards for academic writing and referencing. The dissertation should be structured as follows, with approximate word limits in brackets. The dissertation as a whole should be of 5,000 to 8,000 words:

Title page

Abstract (250 words)

Introduction (750 -1,000 words)

Literature Review (1,000 -2,000 words)

Methodology (500 - 1,000 words)

Analysis and Discussion (2,000 - 3,000 words)

Conclusion and Policy Implications (500 - 1,000 words)

Bibliography

Milestones:

The students for the dissertation will be required to go through the following stages

1. Annotated Bibliography (3 weeks),
2. Research Proposal submission and presentation in class (5 weeks)
3. Final submission of Dissertation (12 weeks)

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

1. 20% Annotated Bibliography

2. 40% Research Proposal Submission and Presentation

3. 40% Final dissertation submission and Viva.

Research proposal presentation and final dissertation to be assessed by the dissertation supervisor and an additional faculty member from the programme, both to be assigned by the Programme Committee. UGC/AUD norms for plagiarism and AI content will be strictly applied.

8. Pedagogy:

a. **Instructional strategies**: This will be generally a non-class interaction of supervisors with their students

b. Special needs: Projector, Library, Classroom, IT Infrastructure, Plagiarism checkers

c. **Expertise in AUD Faculty or Outside:** as per the University norms.

d.Linkages with external agencies (e.g., with field-based organisations, any others); as per university norms.

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.

Suggestions:

Signature of the Dean of the School

Appendix-49

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)	B. A. Sociology
Course title	Sociology Seminar Paper
Course code	NSUS1SC818
Total Credits	06
Course type (core/compulsory/ elective/any other – please specify)	DSC
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	WS 2026
Course coordinator and team	Dr. Bidhan Chandra Dash, Dr. Rinju Rasaily, Dr. Priyasha Kaul

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

   Dr. B.R. Ambedkar University Delhi emphasizes socially engaged inquiry, critical thinking, and reflective learning. The Seminar Paper enables students to undertake a guided but independent academic exercise that strengthens conceptual clarity, academic writing, and presentation skills. It aligns with the University's vision of encouraging research exposure and balancing inclusivity for students who do not opt for a full dissertation.

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

   Sociology values empirical engagement and theoretical analysis. This course introduces students to the experience of conducting limited but meaningful independent inquiries by applying sociological concepts, reviewing literature, and presenting analytical arguments.

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

   The Seminar Paper builds on courses in social theory, methodology, and academic writing taught across the first seven semesters. It provides a lighter continuum of research training for students not enrolled in the dissertation.

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

5. All B.A. Sociology students who opt to pursue the fourth year and who do not meet the 7.5 CGPI requirement for the Dissertation will enroll in the Seminar Paper for completing the degree requirements for BA Sociology Honours degree.

6. **No. of students to be admitted (with justification if lower than usual cohort**

size is proposed):

As Per SUS Policy

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

   Semester based - Winter semester

8. **Course Details:**

   a. **Summary:**

   The Seminar Paper provides an opportunity for final-year undergraduate students who are not eligible for the Dissertation track to demonstrate academic competence through a structured research assignment. Unlike the dissertation, the Seminar Paper focuses on conceptual clarity, literature engagement, and analytical writing rather than full empirical fieldwork. Each student develops a researchable topic, prepares a short proposal, engages with relevant literature, and writes a 4,000–5,000-word seminar paper under weekly supervision. The emphasis is on critical reading, academic writing, oral presentation, and the application of sociological thinking to a well-defined question.

   This lighter structure maintains academic rigor while making the process manageable within a 12-week timeframe. The course aims to strengthen students' ability to locate sociological debates, review scholarly work, and present arguments clearly.

Objectives:

This Seminar Paper course aims to:

- Develop the ability to formulate a sociologically relevant research question.
- Strengthen skills in conducting literature searches and synthesizing scholarly debates.
- Cultivate academic writing, critical thinking, and argumentative skills.
- Encourage students to situate sociological problems within broader theoretical contexts.
- Build competence in presenting research ideas and defending arguments orally.
- Provide limited but meaningful exposure to research design and academic rigour.

Expected learning outcomes:

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

- Identify and articulate a sociological problem in a clear, researchable form.
- Prepare a focused research proposal with clear objectives and justification.
- Conduct a guided literature review and engage critically with selected texts.
- Write a well-structured seminar paper that demonstrates understanding of key concepts.

- Present research arguments coherently and respond to questions in an academic setting.
- Demonstrate familiarity with ethical concerns and citation practices.
- Work independently with regular supervisory feedback.

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

This seminar paper is conceived as a pedagogic exercise for developing sociological reasoning. It trains students to combine abstraction with empirical reality, learning to recognise theory in practice and to return from empirical observations to conceptual reflection. The seminar emphasizes systematic engagement with sociological literature and work with primary and secondary data. Students are encouraged to construct arguments in precise and grounded manner.

The thematic focuses on how social reality is constituted through institutions and processes. Everyday interactions in public spaces are examined as sites where order, meaning, and inequality take form through interaction rituals. Technology is approached ontologically as a co-constitutive force in which humans, infrastructures, algorithms, and biotechnological practices shape one another. Health and well-being are analysed as socially organised conditions that has is approached through gendered and marginal experiences. The urban social spaces are treated as assemblages through which power, mobility, and collective life take shape. The following thematic presented in modules are indicative and remains dynamic.

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 [No.] [Module Title] [No. of classes needed] [Detailed description of module] (Module Objective)

Module-1: Social Structures and Institutions

This module positions social structures and institutions as a conceptual ground from which multiple seminar themes can emerge. Rather than treating institutions as fixed objects of study, it approaches them as generative, emerging and constantly evolving sites of sociological understanding, which make diverse social processes intelligible. Themes such as the state, market, family, law, science, health systems and media serve as starting points for exploring how power transforms to authority, inequality transitions to hierarchy and difference, and how social structures and institutions coerce, integrate, shape through (dis)order and frameworks of legitimate action. From questions of welfare and governance to knowledge production, labour

regimes, health systems, and technological regulation, the module provides a conceptual base that can support a wide range of seminar papers. With a focus on structures and institutions as analytical sites, the module enables students to design seminar papers that travels across domains.

Readings

Giddens, Anthony. 1984. *The Constitution of Society: Outline of the Theory of Structuration*. Cambridge: Polity Press.

Bourdieu, Pierre. 1977. *Outline of a Theory of Practice*. Translated by Richard Nice. Cambridge: Cambridge University Press.

Chatterjee, Partha. 2004. *The Politics of the Governed: Reflections on Popular Politics in Most of the World*. New Delhi: Permanent Black.

Module-2: Interactions, Encounters and Forms of Self

This module is themed on interactions and encounters as the conditions through which the self and social reality are both constituted and unsettled. It focuses on 'interaction rituals', moral regulation, and meaning-making processes of everyday reality. Themes such as the making and unmaking of the self, breakdowns of social order, and accountability are the conceptual terrain for seminar work. The focus of the themes will be how social worlds are enacted, repaired, and transformed through ordinary encounters.

Goffman, Erving. 1971. *Relations in Public: Microstudies of the Public Order*. New York: Basic Books.

Das, Veena. 2007. *Life and Words: Violence and the Descent into the Ordinary*. Berkeley: University of California Press.

Garfinkel, Harold. 1967. *Studies in Ethnomethodology*. Englewood Cliffs, NJ: Prentice-Hall.

Module-3: Cities and Emerging Urbanities

This module focuses on the ebb and flow of cities and emerging forms of urban life, which is continuously produced through infrastructures, architectures, networks, and everyday practices. It invites the students to understand how urbanities shaped by global circulations, digital connectivity, and shifting regimes of governance, alongside older spatial configurations and social inequalities. Attention is given to how built forms, technological systems, and modes of inhabitation reorganise everyday life and larger structures of urban systems. The module invites seminar such as networked cities, informal urbanism, architectural transformation, digital publics, surveillance and visibility, migrant urban lives, and the reworking of urban commons, policies and implications of the development of smart

cities.

Readings

Castells, Manuel. 2010. *The Rise of the Network Society*. Oxford: Wiley-Blackwell.

Sassen, Saskia. 2001. *The Global City: New York,* Princeton, NJ: Princeton University Press.

Bhan, Gautam. 2016. *In the Public's Interest: Evictions, Citizenship, and Inequality in Contemporary Delhi*. New Delhi: Orient Blackswan.

Module-4: Health, Care and Well-being

This module approaches health and well-being as social conditions through which life, care, and development are organised. It encourages the students to think about bodies, vulnerabilities, and capacities, which are shaped by institutions, technology, and developmental practices. Emerging thematic such as care economies, biomedicalization of bodies, mental health, and how they are gendered, producing new forms of marginalities, the students are encouraged to treat well-being as a site where social order, ethics, and inequality are co-produced.

Readings

Foucault, Michel. 2008. *The Birth of Biopolitics: Lectures at the Collège de France, 1978–1979*. New York: Palgrave Macmillan.

Farmer, Paul. 2003. *Pathologies of Power: Health, Human Rights, and the New War on the Poor*. Berkeley: University of California Press.

Das, Veena. 2015. *Affliction: Health, Disease, Poverty*. New York: Fordham University Press.

Module-5: Socio-Technical Formations and Processes

This module treats technology and society as co-constituted orders through which agency, knowledge, and power are organised. It approaches technologies as relational assemblages shaped by scientific practices, institutional values, material infrastructures, and user engagements. It encourages the students to recognise the role of non-human actors in structuring social action. The module explores how algorithms, platforms, data infrastructures, and networks reconfigure interaction, labour, visibility, governance, and everyday life. These problems form an open conceptual terrain for seminar inquiry into how socio-technical realities are produced, stabilised, and contested across sites of design, circulation, and use.

Readings

Latour, Bruno**.** 2005. *Reassembling the Social: An Introduction to Actor-Network-Theory*. Oxford: Oxford University Press.

Winner, Langdon**.** 1986. *The Whale and the Reactor: A Search for Limits in an Age of High Technology*. Chicago: University of Chicago Press.

Thomas, P.N**.** 2019. *Digital India: Understanding Information Infrastructures and Social Change*. New Delhi: Sage Publications.

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

1. 50 % in-class Paper Proposal Presentation
2. 50 % Final Seminar Paper Presentation with an external examiner.

8. Pedagogy:

a. Instructional strategies: This will be generally a non-class interaction of supervisors with their students

b. Special needs: Projector, Library, Classroom, IT Infrastructure, Plagiarisms checkers

c. Expertise in AUD Faculty or Outside: as per the University norms.

d. Linkages with external agencies (e.g., with field-based organisations, any others); as per 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-50

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)	Sociology
Course title	Cinema and Society in India
Course code	NSUS1SC837
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	DSE- Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter Semester 2026
Course coordinator and team	Dr Priyasha Kaul

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

   The course links with the vision of Dr B R Ambedkar University Delhi by enabling students to gain an informed, reflective sociological perspective on the socio-cultural world around. By examining cinema‘s role in shaping public discourse, collective identities, and imaginations of modernity and social change, the course encourages students to reflect and engage with contemporary social issues.

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

   The course builds on the breadth of sociological knowledge imbibed by the students through the semesters, thereby enabling a deep understanding of cinema as a sociological lens bringing together a dynamic ongoing interplay of a range of social issues and identities.

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

   No. The course enables a comprehensive sociological engagement with Indian cinema(s) from both a theoretical and empirical perspective

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 DrBRAUD 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:

This course offers a sociological engagement with Indian cinema, treating film as a vital site through which cultural meanings, social identities, and political imaginations are produced and contested. Moving across mainstream Hindi cinema and diverse regional film traditions, the course examines how films reflect and shape everyday life in India—mediating experiences of modernity, articulating social change, and negotiating issues of caste, class, gender, religion, and nationhood. Students explore cinema as both an industry and a cultural practice, analysing how visual narratives, affect, stardom, and popular aesthetics interact with broader social structures. The course also situates Indian cinema within global and diasporic circuits, considering how globalisation, mobility, and digital media transform cinematic production and audience engagement. Through theoretical readings, critical discussions, and close film analysis, the course encourages reflective thinking, conceptual clarity, and a nuanced understanding of cinema‘s role in shaping India‘s social imagination.

b. Objectives:

- Introduce and consolidate a sociological understanding of cinema by enabling students to apply key sociological concepts and perspectives to Indian films as cultural texts and social institutions situated within specific historical, regional, and socio-cultural contexts.
- Develop students’ capacity to examine cinema in relation to social change and social identities, including processes of modernity, urban–rural transformation, caste, class, gender, religion, and nation, through guided sociological analysis of mainstream and regional Indian cinemas.
- Foster structured analytical, interpretive, and communication skills by engaging students with films, sociological scholarship, and classroom discussions, supporting their ability to articulate sociologically informed interpretations in written and oral forms.
- Encourage critical reflection on questions of power, inequality, and representation in Indian cinema, cultivating ethical awareness and sensitivity to the cultural, political, and social implications of cinematic narratives in a global and diasporic context.

c. Expected learning outcomes:

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

- Apply sociological concepts and perspectives to cinema, analysing Indian films as cultural texts and social institutions shaped by historical, regional, and socio-cultural contexts.

- Examine representations of social change and social identities—including caste, class, gender, religion, region, and nation—across mainstream and regional Indian cinemas using sociologically informed frameworks.
- Demonstrate structured research and analytical skills by critically engaging with films and sociological scholarship, and by articulating coherent interpretations through written and oral communication.
- Reflect critically on questions of power, inequality, and representation in Indian cinema, showing ethical awareness and the ability to connect cinematic narratives to broader social processes and lived realities.

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

The course is organised into five interlinked modules that guide students from foundational conceptual frameworks to more specialised and contemporary debates in the sociology of Indian cinema. It begins by introducing key sociological approaches for reading Indian popular cinema, encouraging students to reflect on film as a cultural text and social institution. The second module expands this lens by exploring how cinema narrates and shapes processes of social change, including shifts in modernity, development, and rural–urban dynamics. Building on these foundations, the third module examines the politics of identity representation in mainstream Hindi cinema, enabling students to critically analyse issues of caste, gender, class, religion, and nation. The fourth module widens the scope to regional film industries, highlighting the idea of multiple modernities and the diverse social imaginaries expressed through India‘s many cinemas. The course concludes with an exploration of globalisation and diasporic engagements, tracing how transnational mobility, digital platforms, and global markets redefine Indian cinema‘s forms, audiences, and cultural meanings. Across modules, the course integrates theoretical readings, film analyses, and classroom discussions to foster critical inquiry and reflective engagement.

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:

1. MODULE 1: Reading Indian Popular Cinema Sociologically (Week 1-3)

Module Description

This foundational module introduces students to the sociological study of Indian popular cinema. Drawing on key theoretical interventions, it examines cinema as a cultural institution, industrial formation, narrative system, and lived social practice. Students learn how films mediate social structures, articulate collective fantasies, and negotiate political tensions. Emphasis is placed on developing a rigorous sociological ―reading practice‖ that treats cinema as both a product and producer of social meaning in India.

Module Objective

To equip students with theoretical and analytical tools to interpret Indian popular cinema sociologically, enabling them to identify how films reflect, reproduce, and challenge cultural norms, power relations, and social imaginaries. The module provides a detailed overview of the historical and socio-cultural framework of mainstream popular Indian cinema's ongoing dialogue and engagement with society.

Core Readings

1. Dudrah, R. K. (2006). *Bollywood: Sociology goes to the movies*. Sage. (Ch 1- Towards a Sociology of Cinema)
2. Dwyer, R. (2010). Bollywood's India: Hindi Cinema as a Guide to Modern India. Asian Affairs, Vol. 41 (3), pp. 381-398
3. Gokulsingh, K. M. and Dissanayake, W. (2004). Indian Popular Cinema: A narrative of cultural change. Trentham (Ch 2 The distinctiveness of Indian Popular Cinema)
4. Mishra, V. (2008). Towards a theoretical critique of Bombay cinema. In *The Bollywood Reader* (pp. 32-44). Open University Press.

Supplementary Readings

- Nandy, A. (1998). *The secret politics of our desires: Innocence, culpability and Indian popular cinema*, Oxford University Press. (Introduction: Indian popular cinema as a slum's eye view of politics. pp 1-18)
- Sachdeva, V. (2025). Cultural Studies, Popular Hindi Cinema and the Question of Aesthetics. *Popular Culture in South Asian Context*.
- Sarkar, B. (2009) Mourning the Nation. Duke University Press. (Ch 1, pp 47-87)

List of available visual texts and resources:

- Achhut Kanya (1936)
- Kismet (1943)
- Anmol Ghadi (1946)
- Anandmath (1952)
- Pinjar (2003)

MODULE 2: Cinema and Social Change (Week 4-6)

Module Description

This module investigates cinema as a dynamic site where social change is imagined, contested, and narrativized. Through readings that foreground modernity, rurality, urban transformation, and sociocultural transitions, students examine how films not only document shifts in Indian society but actively shape them. The module emphasizes cinema's role in constructing sensibilities around development, modernity, social reform, and collective aspirations.

Module Objective

To develop an understanding of how Indian cinema participates in processes of social change by representing shifting norms, identities, and structures, and by influencing public debates on modernity, culture, and social transformation.

Core Readings

1. Bose, B. (2008). Modernity, globality, sexuality, and the city: A reading of Indian cinema. *The Global South*, Vol. 2 (1), pp. 35-58
2. Kaul, P. (2023). _Rural frames: Bollywood imagination of village India‘ in Santosh K. Singh (ed.) *Remembering India's Villages*, New Delhi: Routledge.
3. Sharma, A. K. (2024). Cinema and Culture in Indian Sociology: A Theoretical Excursus. In *Culture Change in India*. Routledge India.(pp. 190-215)
4. Virdi, J. (2003). *The cinematic ImagiNation: Indian popular films as social history*. Rutgers University Press. (Introduction pp. 1-25)

Supplementary Readings

- Ganti, Tejaswini (2012). *Producing Bollywood: Inside the Contemporary Hindi Film Industry*. Duke University Press.

List of available visual texts and resources:

- Do Bhigha Zameen (1953)
- Shree 420 (1955)
- Mother India (1957)
- Naya Daur (1957)
- Jis Desh Mai Gange Behti Hai (1960)
- Gaman (1978)
- Hum Apke Hain Kaun (1994)

MODULE 3: Mainstream Hindi Cinema and Social Identities (Week 7-9)

Module Description

This module analyzes how mainstream Hindi cinema constructs, negotiates, and circulates key social identities—gender, caste, class, religion, and nation. It foregrounds the ideological, affective, and narrative mechanisms through which Bollywood produces normative and counter-narratives of belonging. Students critically examine how representation, stereotype, fantasy, and affect shape the sociopolitical life of identity categories in India.

Module Objective

To critically investigate the politics of identity representation in mainstream Hindi cinema and to understand how these representations shape public perceptions, cultural hierarchies, and social

imaginaries in contemporary India.

Core Readings

1. Edachira, M. (2020). Anti-caste aesthetics and Dalit interventions in Indian cinema. *Economic and Political Weekly*, Vol *55* (38), pp. 47-53.
2. Gangoli, G. (2005). Sexuality, Sensuality and Belonging: Representations of the'Anglo Indian' and the _Western‘ woman in Hindi Cinema. *Bollyworld: Popular Indian cinema through a transnational lens*, pp. 143-165
3. Kaul, P. (2016). _Gender in post-liberalisation India: The complex trajectories of gender and (postcolonial) nationalism in Hindi cinema‘ in Shaminder Takhar (ed.) *Gender and Race Matter: Global Perspectives on Being a Woman (Advances in Gender Research Series*), London: Emerald Publishers
4. Prasad, M. M. (1998). *Ideology of the Hindi Film: A historical construction*. Oxford University Press (Ch 7 Middle-Class Cinema pp. 160-187)

Supplementary Readings

- Ganguly, D., & Singh, R. (2021). Reading patriarchal manhood, violence and love in Kabir Singh (2019). *South Asian Popular Culture*, *19*(1), 15-32.
- Arora, A., & Sylvia, N. P. (2024). ―Just like everyone else:‖ queer representation in postmillennial Bollywood. *Feminist Media Studies*, *24*(3), 544-558.

List of available visual texts and resources:

- Devdas (1955)
- Deewar (1975)
- Devdas (2002)
- Article 15 (2019)
- Kabir Singh (2019)
- Satya Prem ki Katha (2023)
- Rocky aur Rani ki Prem Kahani (2023)

MODULE 4: Indian Cinema(s) & Multiple Modernities (Week 10-12)

Module Description

This module explores the multiplicity of modernities expressed through India‘s diverse regional cinemas. It investigates how various film industries—Tamil, Telugu, Malayalam, Marathi, Bengali, Gujarati, Kannada, and others—articulate distinct regional experiences of mobility, morality, ecology, caste, migration, and urban transformation. Through the framework of ―multiple modernities,‖ students understand regional cinemas as critical sites where varied social worlds and alternative modern imaginaries are produced.

Module Objective

To analyze how different regional cinemas offer plural visions of modernity and identity, and to

understand the socio-historical, linguistic, and regional specificities that shape cinematic narratives across India.

Core Readings

1. Bose, B., & Chakravarty, P. (2012). Kolkata turning: Contemporary urban Bengali cinema, popular cultures and the politics of change. Thesis Eleven, Vol 113 (1), pp. 129-140.

2. Kumar, K. J. (2011). India's Many Popular Cinemas: Theoretical Perspectives. *Journal of Creative Communications*, *6*(1-2), 1-14.
3. Radhakrishnan, R. (2009). The Gulf in the imagination: Migration, Malayalam cinema and regional identity. *Contributions to Indian Sociology*, Vol. *43* (2), pp. 217-245.
4. Waghule, P. (2024). The city of new Marathi cinema and urban negotiations with caste. *Studies in South Asian Film & Media*, Vol *16* (2), pp. 171-187.

Supplementary Readings

- Velayutham, S., & Devadas, V. (2021). Tamil Cinema in the Twenty-First Century. *London and New York: Routledge*.
- Kaul P. (2023). Silence and Marginalisation: Exploring identity and ecology in Girish Karnad's 'Cheluvi', *Antrocom Journal of Anthropology*, Vol. 19 (1), pp. 485-490.
- Khatri, J. A. H. (2021). Gujarati Cinema: From a historical perspective. *Media, Culture and Society*, Vol *22* (24).
- Sarkar, B. (2009) Mourning the Nation. Duke University Press. (Ch 3, pp 126-166)

List of available visual texts and resources:

- Cheluvi (1992) [Kannada]
- Mahanagar (1963) [Bengali]
- Sairat (2016) [Marathi]
- Pathemari (2015) [Malayalam]
- The Great Indian Kitchen (2021) [Malayalam]

MODULE 5: Indian Cinema, Diaspora & Globalisation (Week 13- 15)

Module Description

This module examines how globalisation and diasporic circuits have reshaped Indian cinema's aesthetic forms, industrial practices, and cultural meanings. It analyzes shifts in audience demographics, transnational markets, global mobility, co-productions, streaming platforms, and the worldwide circulation of Bollywood. Students study how diasporic longings, global cultural flows, and neoliberal transformations influence representations of Indianness, desire, identity, and cinematic form.

Module Objective

To understand how globalisation, diaspora, and digital media reconfigure the production, distribution, and consumption of Indian cinema, and to critically assess the evolving global imaginaries and cultural politics associated with Indian film industries.

Core Readings

1. Kaur, R. (2005). Cruising on the Vilayeti bandwagon: diasporic representations and reception of popular Indian movies. *Bollyworld. Popular Indian Cinema through a Transnational Lens*, Sage (ch 13 pp 309-329)
2. Uberoi, P. (1998). The diaspora comes home: Disciplining desire in DDLJ. *Contributions to Indian sociology*, Vol *32* (2), pp. 305-336.
3. Govil, N. Bollywood and the frictions of global mobility. *Media on the Move*, Routledge (ch 5).
4. Rajadhyaksha, A. (2015). The _Bollywoodization'of the Indian cinema: Cultural nationalism in a global arena. In *The Inter-Asia Cultural Studies Reader*. Routledge. (Ch 20 pp. 449-466).

Supplementary Readings

- Ganti, T. (2024). _It Needs to Be More like a Hindi Film': Dubbing Hollywood in India. In *Indian Cinema Today and Tomorrow* (pp. 44-57). Routledge India.
- Rai, S. (2024). *Networked Bollywood: how star power globalized Hindi cinema*. Cambridge University Press.

List of available visual texts and resources:

- Purab Paschim (1970)
- Dilwale Dulhaniya Le Jayenge (1995)
- Pardes (1997)
- Kabhi Khushi Kabhi Gham (2001)
- Namesake (2006)
- Tara vs Bilal (2022)

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

1. First Assessment (review article/video based): 30% weightage
2. Mid-semester assessment (field-based/reflective writing): 30% weightage
3. Summative In-class assessment: 40% weightage

8. **Pedagogy:**

a. Instructional strategies: Dialogic engagement through classroom lectures and discussions, audio-visual resources

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

c. Expertise in AUD faculty or outside: Available within AUD

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

Signature of Course Coordinator

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-51

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)	B. A. Sociology
Course title	Demography and Society
Course code	NSUS1SC836
Total Credits	04
Course type (core/compulsory/ elective/any other – please specify)	DSE
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	WS 2026
Course coordinator and team	Dr. Sanjiv Kumar Lavania, Dr Rinju Rasaily and Dr. Bidhan Chandra Dash

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

   The dynamics of demography provide a unique perspective for understanding human behaviour and collectivity, aligning well with the vision of equity and social justice of AUD.

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

   The four-year undergraduate BA programme provides a comprehensive understanding of sociology as a discipline. Demography is a significant component which enriches the BA programme.

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

   This course does not specifically overlap with any other course. It connects with and builds upon other courses, such as 'Introduction to Sociology,' 'Conceptualising Rural and Urban Society,' and 'Gender and Society' that are offered at the BA Sociology programme.

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

   No pre-requisites.

5. **No. of students to be admitted (with justification if lower than the usual cohort**

size is proposed):

50 students

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

Semester-based - Winter Semester

7. **Course Details:**

a. **Summary:**

Demography provides a unique lens for understanding society and the complexity of social relations in all their intricacies. It facilitates the important transition from understanding people from the perspective of population dynamics, which has implications for governance and policy formation. Further, population dynamics helps in visualising socio-economic opportunities and constraints. It is needless to say that large-scale data on birth growth transitions have a significant impact on future planning and policy formulation. The course begins with fundamental concepts and introduces students to significant theories. It explores the concepts of dividends, momentum, and demographic transition. The course is distributed across six modules.

b. **Objectives:**

1. Introduce foundational concepts, theories, and methods of demography and society.
2. Develop analytical competence to examine the relationship between population dynamics, well-being, and development**.**
3. Equip students with basic empirical and methodological skills to analyse, and critically engage with demographic data
4. Foster critical understanding of the political, ethical, and historical dimensions of population policies**.**
5. Help students develop understanding emerging demographic challenges such as ageing, longevity, and social security**,**

c. **Expected learning outcomes:**

Upon successful completion of the course, the student will be able to:

1. Explain key demographic concepts, indicators, and theories and relate them to sociological processes and social change**.**
2. Analyse the multidimensional interconnections between population dynamics, development, and well-being.
3. Appreciate the long-term impact of population on society.
4. Understand and handle demographic data effectively and efficiently.
5. Critically engage with policy-making and implementation.

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

This course, "Demography and Society," introduces students to core demographic theories, methods, and empirical patterns with a sociological lens. It proceeds across six modules: understanding demography and linking it with sociological perspectives; population, well-being, and development (including age, sex, fertility, and mortality); labour and migration; politics, population control, and eugenics; ageing and longevity; and Population Policies and Social Security. Teaching combines lectures, data analysis (census/statistical sources), documentary and fieldwork to equip students with conceptual clarity, empirical literacy, and practical skills to analyse population issues in contemporary urban and regional contexts

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 [No.] [Module Title] [No. of classes needed] [Detailed description of module] (Module Objective)

Module 1: Understanding Demography (1-3 weeks)

This module introduces students to the foundational concepts of demographic analysis, such as birth and death rates, fertility, mortality, population growth, demographic dividend, population momentum, transition, and population composition. Students will learn how demographic indicators explain broader social change and how population-based approaches offer a powerful lens for understanding inequality, development, and social policy.

Module Objective

To introduce the key concepts of demography and methodology for data interpretation.

Essential Readings: -

- Bhende, A. A., & Kantikar, T. (1985). *Principles of Population Studies*. Himalaya Publishing House. Chapters 1 & 4.
- Cox, Peter Richmond. (1950). *Demography*. University of California Press, pp.01-08.
- Malthus, Thomas Robert. (1986). *An Essay on the Principle of Population*. London:

William Pickering, Chapters 1-2 pp. 01-11.

- Dudley, Kirk. (1996). Demographic Transition Theory, *Population Studies*, 50(3): 361-387.
- Rajan, S.I. (2025). Second Demographic Transition in India: Changes in Household. In: Rajan, S.I. (eds) *Handbook of Ageing, Health and Public Policy*. Springer, Singapore. https://doi.org/10.1007/978-981-99-7842-7_3.
- Henry, L. 1976, *Population Analysis and Models*, New York, Academic Press, Chapters 1 and 2.

Module 2- Population, Well-Being, and Development (4-6 weeks)

This module explores the intricate and multidimensional relationship between population dynamics, human well-being, and development. Moving beyond narrow economic definitions of development and treating population as only an economic resource, this module introduces students to broader dimensions of development, which encompass the expansion of people's capabilities, freedoms, and opportunities. It examines how indicators of well-being, are linked to population processes.

Module Objective

It aims to equip students with analytical tools to interpret demographic data and assess the implications of population dynamics for development and public policy.

Essential Readings: -

- Bhende, A. A., & Kantikar, T. (1985). *Principles of Population Studies*. Himalaya Publishing House. Chapter- 6 &13
- Navarro, V. (2004): Development and Quality of Life: A critique of Amartya Sen's Development as Freedom in Navarro, V. and C. Muntaner (2004): *Political and Economic Determinants of Population, Health and Well-Being*: Controversies and Development, Routledge, New York, pp 13-26.
- Bose, Ashish. (ed.). (1974). *Population in India's Development (1947-2000)*. Delhi: Vikas Publishing House.
- Reiger, E, Costanza, R. & Kubiszewski,I. (Eds.). (2023). *Toward an Integrated Science of Well-being.* Oxford University Press. Chapter-10
- Furedi, Frank. (1997). Population and Development: A Critical Introduction. Oxford:

Polity Press, Chapters 4 & 5, pp. 40-55.

Module 3. Labour and Migration (7-9 weeks)

This module explores the relationship between labour and migration as key components of demographic change, with a particular focus on contemporary India. It examines how labour contributes to a nation's demographic dividend and how migration operates as both a strategy for survival and a means to economic and social opportunities. Students will study patterns of migration and labour.

Module Objectives

While introducing two key aspects of population dynamics, this module will also draw a deep-rooted connection between labour and migration

Essential Readings

- Bhende, A. A., & Kantikar, T. (1985). *Principles of Population Studies*. Himalaya Publishing House. Chapter- 10 & 12.
- Sen, A. (2004). Gender, Equity, and the Population Problem in Navarro, V. and C. Muntaner (2004): *Political and Economic Determinants of Population, Health and Well-Being*: Controversies and Development, Routledge, New York, pp 27-34.
- Breman, J. (1996), Footloose Labour, Cambridge: University of Cambridge Press, pp 84-101.
- Castles, S. (2003). The International Politics of Forced Migration, *Development,* 46(3): 11-2.

Module- 4: Politics, Population Control and Eugenics (10-11 weeks)

This module introduces students to the historical and contemporary debates surrounding population control and the sociopolitical implications of eugenics. It examines how states have sought to regulate population in the name of development and public health. Students will be introduced to the concept of eugenics and its relationship to nationalism and colonial governance. They will be encouraged to ethnographically understand the politics of population control during the emergency period in India.

Module Objectives

The module engages with the politics and policies of population control and their historical and contemporary dynamics

Essential Readings

- Bhende, A. A., & Kantikar, T. (1985). *Principles of Population Studies*. Himalaya Publishing House. Chapter- 14 & 15
- Visaria, P. (1976). Recent Trends in Indian Population Policy, *Economic and Political Weekly*, August, 2: 31-34.
- Hodges, S. (Ed.) (2003). *Reproductive Health in India: History, Politics, Controversies: New Perspectives in South Asian History*, Orient Longman, Delhi. Introduction chapter.
- Government of India. (2000). National Population Policy. New Delhi. (http://www.populationcommission.nic.in/facts1.htm).
- Tarlo E. (2003), Unsettling Memories: Narratives of Emergency in Delhi, Berkley: California University Press, Page No: 79-93 and 176-178.

Module 5: Ageing & Longevity (12-13 weeks)

This module introduces students to the social, demographic, and political dimensions of aging, with a particular focus on India's transition toward an ageing population. Students will engage in debates on 'active ageing,', and how states, communities, and families respond to the growing need for healthcare, income security, and social inclusion among older adults. This module will also delve into various emerging debates surrounding 'longivity'.

Module Objective

To equip learners with a holistic understanding of the demographic transition leading to population ageing, including institutional frameworks and policies.

Essential Readings

- Shradha, M, & Mathur, N. (2024). Demographic transition and population ageing in India: Implications on the elderly of the future. *Global Journal of Medicine & Public Health,* 4(6) [Original publication 2015].
- Ma, Z., & Kim, H. J. (2025). What is successful ageing? From Seniors' Needs for a Happy and Meaningful Life to Moving into a Senior Living Community. *Journal of Ageing and Longevity,* 5(4), 39. https://doi.org/10.3390/jal5040039
- Rouse, P., & Parsons, M. (2025). A multidimensional perspective on resilience in later life: A systematic literature review of protective factors and adaptive processes in ageing. *Geriatrics, 10(*6), 154. https://doi.org/10.3390/geriatrics10060154
- Roy, C., Kumar, S., Kumar, G., Sati, V. P., & Dhar, M. (2024). Population aging in India: A regional comparison and implications for older persons' welfare and healthcare infrastructure. *Journal of Population and Social Studies (JPSS*), 32, 399–415.

Module 6: Population Policies and Social Security (14-15 weeks)

This module examines the relationship between population policies and social security in India from a sociological perspective. It explores how state interventions shape demographic outcomes and how policies contribute to the well-being and security of diverse social groups. It studies major social security schemes vis-a-vis recent flagship initiatives like the Pradhan Mantri Jan Dhan Yojana, and Viksit Bharat 2047.

Module Objective

It aims at how state policies addressing health, wages, pensions, and financial inclusion contribute to the well-being and security of diverse social groups.

Essential Readings

- Awasthi, A. (2024). Policy as an instrument of change: An analysis of PM Jan Dhan Yojana. *International Journal of Political Science and Governance, 6(2)*, 124-133.
- Oinam, T. & Oinam, K. (2023). Social Security and Pensions Schemes for Elderly People: Situation in India. *Dogo Rangsang Research Journal. 13*. 4 -10.
- Panda, P. (2021). Ayushman Bharat: Challenges and Way Forward. *Jaipuria International Journal of Management Research.* 5. 53-65.

10.22552/jijmr/2019/v5/i2/189062 empowerment

- Kumar, J. Suresh & Shobana, D. (2025). Initiatives and Schemes for Women's Empowerment in India: A Comprehensive Review and Analysis. In N. Burman (Ed.), *Women Empowerment* (pp.78-106). London Redshine Publication.

Suggested Readings

- Rajan, S., Rajagopalan, A. & Kumar, R. (2025). Growing old without growing rich: Informality and access to social security in India *Handbook of Ageing, Health and Public Policy: Perspectives from Asia*, pp 1583-1603.
- Census of India. Year 2011
- Dyson, Tim and Moore, Michael. (1983). On Kinship Structure: Female Autonomy and Demographic Behaviour in India, *Population and Development Review, 9(1*): 35-60.
- Mukherjee, R. (1934). On the Criterion of Optimum Population, *American Journal of Sociology, 40(3)*: 344-3.
- World Health Organization. (2020). *Decade of healthy ageing 2021-30*. World Health Organization**.** Retrieved from**-** (**https://www.who.int/initiatives/decade-of-healthy-ageing**)**.**
- Government of India, Ministry of Social Justice & Empowerment. (2011). National policy on older persons.

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

1. 30 % In-class presentation.
2. 30 % Assignment with a focus on data analysis
3. 40 % End-of-Semester Examination

8. Pedagogy:

a. Instructional strategies: Classroom Lectures, Seminars, Analysis of census data, Documentary, Field visits as applicable.

b. Special needs: 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 organisations, any others); as per 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-52

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

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Honours Programme (Sociology)
Course title	Organizational Exposure
Course code	**NSUS1SC838**
Credits	4
Course type (core/compulsory/optional/any other – please specify)	DSE
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Dr. Santosh Kumar Singh, Dr. Urfat Anjem Mir and Dr. Snigdha Vishnoi

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

   This course is designed as a core course for students in the 8th semester of their Sociology Honours BA programme. It connects well with foundational courses offered in the previous semesters to complete the requirements for their BA Honours Sociology Programme. The course aims to build and expand on the students' abilities, competence of understanding the social world through field sites exposure and to facilitate their career planning.

2. **Specific requirements on the part of students who can be admitted to this course:**

(Pre requisites; prior knowledge level; any others – please specify)

This course is kept as a core course for the 8th semester sociology undergraduate students so as to provide students with a necessary introduction to sites of application of sociological knowledge. It aims to provide students' knowledge and information about places of work and community engagements, cutting across different kinds of organizations (public organisations, corporate social responsibility/ civil society organisations and industry).

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

   As per university 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**: WS 2026

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

   The "Organizational Exposure" course aims to build on the experiential dimension of the education with different kinds of interactions with organizations (Govt., Non Govt, Research based , Think Tanks, Development Organizations, industry etc.). It aims to offer direct engagement with the working environments of organizations for a deeper understanding of society and increase familiarity with the sites of social action and transformation. This furthers the university's commitment to field based exposure and richness in pedagogical formats in order to enhance students' understanding of social issues and offer practical solutions. Dr B. R Ambedkar University Delhi's principle of community engagement finds ample opportunity here to build on students' understanding of various communities and structured initiatives being taken by various organisations/ sites of social action, transformation, job creation, innovation and entrepreneurship.

   It further inspires students to move beyond text book learning through hands-on experience, field exposure visits and activities, interdisciplinary engagement and most importantly boost professional networks for the purpose of hands on training and preparedness for their professional journeys.

7. **Course Details:**
   a. **Summary:**
      The course aims to provide an experiential learning platform to students building their class room knowledge earned so far with the observations made on field understanding real time events and project exposure with the help of different

kinds of organizations. It promotes university's philosophy of socially engaged education through interface opportunities with organizations representing a variety of sectors from public enterprises to NGOs, think tanks and civil society representations. Through guided visits, interactions, presentations and guest sessions students are expected to build on their observation, documentation, ethical engagement and reflection skills. The course also seeks opportunities to expand and refine sociological knowledge earned during the graduation journey along-side the necessary network building opportunities.

b. Objectives

The objective of this course is to identify, expand and nurture the professional network of students through interactions with a range of organizations.

1) To facilitate a robust understanding network with professional organizations for the purpose of training, job preparedness and internships opportunities
2) To promote student engagement with diverse organizational environments working in the field of social sciences
3) To enhance ability to observe, understand document, reflect on field sites and their socio-cultural engagement
4) To expand on professional and interpersonal skills with representations from organizations from social sector spectrum

c. Expected Learning outcomes:

1) Students will be apprised with a variety of organisations that will assist them in professional networking and opportunities for skill development.
2) Increased knowledge and interaction with representatives from a spectrum of organisations where sociological knowledge can be applied.
3) Expansion of skills on the fronts of professional networking, communication, observational and research documentation
4) Leaning of production of reflective, evidence based, critical and sociologically engaged report writing

d. note on each module; indicative reading list with core and supplementary readings)

This course entails field visits to various organisations working in variable sectors addressing social change, art and culture preservation, corporate social responsibility, entrepreneurship and others.

Organisational Visits

Organisational visits as part of this course would include visits to Government, Non-government, Civil society, Research institutes and International Organisations located in Delhi NCR.

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

1. Individual Reflections based on visit to organisations 40%
2. Presentations 20%
3. Consolidated Report (Reflections on application of sociological knowledge and employability in various sectors) 40%

8. Pedagogy:

a. Instructional design

This course will be transacted through field visits, guest sessions (representations from organizations).

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 as needed

c. Expertise in AUD faculty or outside

University faculty and interactions with experts from the organisations as per the policy

d. Linkages with external agencies (e.g., with field-based organisations, hospital, any others)

Linkages will be established with

- Government Organizations
- NGOs , Industry, Think Tanks, Research Institutes

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-53

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

School/Centre proposing the course	SOL/SUS
Programme(s)	BA (SSH)
Course title	आधुनिक भारतीय कविता
Course code	TBD
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Generic Elective Course
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	TBD
Course coordinator and team	HINDI FACULTY

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
   None

2. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify)
   None
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
   As per School Rule
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
   Semester
5. How does the course link with the vision of AUD?
   एनईपी पाठ्यक्रम के अनुकरण में यह कोर्स अंबेडकर विश्वविद्यालय के विजन से तार्किक सुसंगति रखते हुए विभिन्न भारतीय भाषाओं की कविता से विद्यार्थियों को परिचित कराएगा। इसमें भारतीय भाषाओं की आधुनिक कविता से विद्यार्थियों को इस प्रकार से परिचित कराया जाएगा ताकि वे भारतीय भाषाओं के साहित्य की आधुनिक चेतना एवं उसमें जन्म लेती नवीन प्रवृत्तियों की विविधता को आत्मसात करें। इसके अंतर्गत कविता के विविध विषयों, शिल्प और उद्देश्यों में निहित समानता व बहुलता के विचार को सामने लाया जाएगा ताकि विद्यार्थी देश की सामाजिक-सामासिक संस्कृति के बारे में आधुनिक-तर्कसंगत दृष्टिकोण को विकसित कर सकें।
6. How does the course link with the specific programme(s) where it is being offered?
   हिंदी में बीए के चौथे सत्र में प्रस्तावित पाठ्यक्रम में भारतीय साहित्य के प्रतिनिधि कवियों की रचनाओं को इतिहास एवं साहित्य के विकास से जोड़कर पढ़ाया जाएगा। एक विशिष्ट विधा के रूप में भारतीय भाषा की कविताएं आधुनिक साहित्य में महत्त्वपूर्ण स्थान रखती हैं तथा साहित्य के विद्यार्थियों के सामाजिक-सांस्कृतिक ज्ञान को समृद्ध करती है। यह पाठ्यक्रम विद्यार्थियों को भारतीय भाषाओं के साहित्य के समग्र ज्ञान की दिशा में ले जाने में सहायक होगा। पाठ्यक्रम में सम्मिलित विभिन्न इकाइयां भारत की विविधतापूर्ण भाषा-संस्कृति व रचनात्मकता के आधुनिक विमर्शों, विचारधाराओं एवं नवीन सामाजिक सरोकारों से विद्यार्थियों को अवगत करा सकेंगी.

7. **Course Details:**
   a. Summary:

यह पाठ्यक्रम भारतीय भाषाओं के प्रतिनिधि कवियों व उनकी कविताओं पर केंद्रित रहेगा जिसमें नवजागरण, स्वाधीनता आंदोलन से लेकर स्वतंत्रता के बाद की कविताओं के बारे में अध्यापन किया जाएगा। भारतीय भाषा की कविताएं भारत की विशाल सांस्कृतिक समृद्धि की सूचक हैं और साथ ही नवीन वैचारिक प्रवृत्तियों के उत्थान का इतिहास भी उन्हीं में दर्ज है। भारतीय भाषा के ये कवि विभिन्न भाषाओं के निर्माण में भी सहायक रहे हैं और उन्हीं के माध्यम से स्थानीय जीवन, परिवेश, सरोकार तथा परिवर्तन संबंधी यथार्थ भी व्यक्त होता रहा है। इस पाठ्यक्रम में विभिन्न कालखंडों, वर्गीय दशाओं, विचार-दृष्टियों और सामाजिक उद्देश्यों से प्रेरित कवियों, उनकी काव्यधारा तथा कविताओं की विविधतापूर्ण दुनिया से परिचय प्राप्त हो सकेगा। भारतीय भाषा की कविताओं

का यह पाठ्यक्रम कविताओं के सघन पाठ के माध्यम से भारतीय समाज-राष्ट्र के उन्नत और अंधकारपूर्ण पक्षों का वस्तुगत विवेचन करने के लिए प्रोत्साहित करेगा।

Objectives:

इस कोर्स में भारतीय भाषाओं की कविताओं की विविध प्रवृत्तियों के बारे में अध्यापन किया जाएगा। इसमें कवियों का परिचय देने के साथ-साथ इतिहास में उनकी साहित्यिक-सांस्कृतिक भूमिका का भी वर्णन किया जाएगा। इस पाठ्यक्रम को पढ़कर विद्यार्थी का साहित्य-संबंधी बोध अधिक व्यापक होगा तथा वे तुलनात्मक साहित्य के महत्त्व से भी परिचित होंगे। यह पाठ्यक्रम कविताएओं में व्यक्त शहरी-कस्बाई, पुरातन-आधुनिक, हाशिये-मुख्यधारा आदि के जीवन से परिचित कराएगा तथा उन्हें काव्य भाषा के प्रति संवेदनशील बनाएगा। समाज के हाशिए के वर्गों-जातियों के प्रति साहित्य में निहित मानवीय संवेदनशीलता के राजनीतिक-सामाजिक महत्त्व के बारे में अवगत कराया जा सकेगा। यह कोर्स काव्य की शक्ति के नए उभार को भी दिखाएगा जिसने भारतीय भाषाओं के मानकीकरण को न केवल रचनात्मक स्तर पर संभव बनाया बल्कि इसने विभिन्न भाषा की समृद्ध शब्द-संपदा व देसी मुहावरों को भी संरक्षित करते हुए उसे आम पाठकों तक पहुंचाया। वह काव्य शक्तियों जैसे बिंब, रूपक, व्यंजना, प्रतीक, अलंकार व छंद आदि से परिचित कराते हुए उनके कला-साहित्य संबंधी सौंदर्यबोध के दायरों का विस्तार कर सकेगा।

b. **Expected learning outcomes**:

·भारतीय भाषा की कविताओं से परिचय प्राप्त हो सकेगा। उनकी साहित्यिक चेतना का विकास होगा।

·कविताओं के माध्यम से भारतीय काव्य-परंपरा में हुए विविध प्रयोगों, परंपरा-अनुकरण, वैशिष्ट्य का बोध विकसित होगा।

·समाज के उपेक्षित तथा हाशिये के वर्गों के प्रति नई संवेदनशीलता का विकास होगा।

·कविताओं के माध्यम से विभिन्न काव्य-सिद्धांतों से भी परिचय हासिल होगा।

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

c. Overall structure (course organisation, rationale of organisation; outline of each module):

माड्यूल-1

इस माड्यूल में भारतीय भाषा की कविताओं की परंपरा व विकास के आरंभिक इतिहास, ऐतिहासिक चेष्टाओं, जद्दोजहद और सफल-विफल प्रयोगों के बारे में विद्यार्थियों को परिचित कराया जाएगा। वे भारतीय कविता के संक्षिप्त परिचयात्मक इतिहास के माध्यम से कविता की विकास प्रक्रिया को समझेंगे। इससे उन्हें पाठ्यक्रम में सम्मिलित भारतीय कविताओं के ऐतिहासिक संदर्भों की रोशनी में उनके साहित्यिक-सामाजिक महत्त्व का ज्ञान हासिल करने में आसानी होगी।

भारतीय भाषा की कविता

1.भारत में कविता की परंपरा और विकास

2.आधुनिक कविता का संक्षिप्त इतिहास और विकास

माड्यूल-2

इस माड्यूल में उर्दू, संस्कृत, हिंदी कविताओं को रखा गया है। इन कविताओं का विशद पाठमूलक विश्लेषण न केवल कथा की 'आंतरिक निर्मित तथा भाषा विन्यास' को उजागर करेगा, बल्कि साहित्य में प्रेम-रोमांस व यथार्थ को व्यक्त करते हुए साहित्य-समाज के उद्विकासीय एवं अंतर्विरोधपूर्ण संबंधों को भी चिन्हित करता चलेगा। उर्दू में एक ओर गालिब की 19वीं सदी दूसरी ओर फिराक की बीसवीं सदी की आधुनिक उर्दू कविता से परिचय मिलेगा। दूसरी ओर संस्कृत व हिंदी काव्य के आधुनिक काल में निरंतर विकास से परिचय प्राप्त होगा।

उर्दू कविता

गालिब

(गालिब के चुनींदा शेर-)

फिराक गोरखपुरी

(जो बात हद से बढ़ गई है, जब भी तेरी याद आ जाए)

संस्कृत कविता

श्रीधर भास्कर वर्णेकर
(सदैव पुरतो निदेही चरणम)
राधावल्लभ त्रिपाठी
(जीवनवृक्ष, आज की नायिका)
हिंदी कविता
निराला
(तोड़ती पत्थर, राजे ने अपनी रखवाली की,)

माड्यूल- 3

इस माड्यूल में बांग्ला तथा असमिया भाषा की ऐसी कविताओं का पाठ आधारित अध्यापन होगा जिन्होंने प्रकृति प्रेम, देशप्रेम तथा धर्मनिरपेक्षता-आधुनिकता के मूल्यों को व्यक्त किया है। आधुनिकता के साथ जन्म लेने वाली अंतःकरण की बेचैनी, प्रश्न, सामाजिक-धार्मिक कटुताओं, मोहभंगों और उम्मीदों का भावपूर्ण चित्रण सशक्त शिल्प के माध्यम से किया है।

बांग्ला कविता
रवींद्रनाथ ठाकुर
(था भीख मांगता फिरता, विपदाओं से रक्षा करो यह न मेरी प्रार्थना, हे नाथ निवेदन यही शेष है मेरा)
काजी नजरूल इस्लाम
(किसानों की ईद, क्षमा कीजिये हजरत, साम्यवादी)
असमिया कविता
नवकांत बरुआ
(रेत, नाप)
नीलमणि फूकन
(एक नील उपलब्धि, पत्थर और झरनों से भरे इस पठार में, क्या कोई जवाब मिला तुम्हें)

माड्यूल - 4

इस माड्यूल में तमिल, गुजराती तथा कश्मीरी भाषा की प्रमुख प्रतिनिधि कविताओं का पाठ आधारित अध्यापन किया जाएगा। ये कविताएं रोमांटिक भावबोध, प्रार्थना अकेलेपन, हताशा, जीवन में निरर्थकता, स्त्री की स्वाधीनता जैसे विविध विषयों पर केंद्रित रही हैं और इन्होंने समाज में आते परिवर्तनों को दर्ज किया है। भारत के प्रबुद्ध वर्ग का अवचेतन इन कविताओं में अत्यंत संवेदनशीलता से व्यक्त हुआ है। कवियों ने जाने-पहचाने परिवेश के साथ-साथ अपेक्षाकृत अनजान किस्म के काव्यात्मक परिवेश के माध्यम से भी उनकी यथार्थ का चित्रण किया है।

तमिल कविता
सुब्रह्मण्यम भारती
(यह है भारत देश हमारा, महात्मा गांधी)

गुजराती कविता
उमाशंकर जोशी
(निशीथ, आत्मानं खंडेर)
संस्कृति रानी देसाई
(शब्दबंध)
कश्मीरी कविता
रहमान राही
(मुक्ति, अंधकार में ही खुलता है रहस्य)
चंद्रकांता
(यहीं कहीं आसपास)

सहायक पुस्तकें

1. भारतीय भाषाओं के साहित्य का संक्षिप्त इतिहास (संपादित)- केंद्रीय हिंदी निदेशालय, शिक्षा तथा समाज कल्याण मंत्रालय, भारत सरकार, नई दिल्ली
2. भारतीय साहित्यः स्थापनाएँ एवं प्रस्तावनाएँ – के. सच्चिदानंदन, राजकमल, नई दिल्ली
3. रवींद्रनाथ ठाकुर- रवींद्रनाथ की कविताएं (अनु- हजारी प्रसाद द्विवेदी, दिनकर, भवानी प्रसाद मिश्र), साहित्य अकादमी
4. टीएमसी रघुनाथन- सुब्रहमण्यम भारती, युग और चिंतन, साहित्य अकादमी
5. दीवान-ए-गालिब (संपा-अली सरदार जाफरी)- राजकमल प्रकाशन, नई दिल्ली
6. गोपीचंद नारंग- गालिब- अर्थवत्ता, रचनात्मकता एवं शून्यता- साहित्य अकादमी 2020
7. भोलाभाई पटेल- उमाशंकर जोशी, साहित्य अकादमी
8. फिराक गोरखपुरी- सरगम, किंडल संस्करण, आमेजन
9. गोपाल हालदार- काजी नजरूल इस्लाम, साहित्य अकादमी, दिल्ली
10. रहमान राही- रहमान राही की प्रतिनिधि कविताएं, ज्ञानपीठ, दिल्ली

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d. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	भारत में काव्य की परंपरा और विकास	विरासत की जानकारी	भारतीय भाषाओं के साहित्य के इतिहास का संक्षिप्त परिचय, हिंदी साहित्य का इतिहास- रामचंद्र शुक्ल	------	-----
2	आधुनिक भारतीय कविता का संक्षिप्त इतिहास और विकास	विरासत की जानकारी	भारतीय भाषाओं के साहित्य के इतिहास का संक्षिप्त परिचय	--------	-------
3	गालिब की कविताएं	उर्दू कविता का परिचय	दीवान-ए-गालिब- अली सरदार जाफरी (संपा)	----------	25 percent (after 3 week)- Home Assignment- 1
4	फिराक गोरखपुरी की कविता	आधुनिक उर्दू कविता का परिचय	फिराक गोरखपुरी- सरगम	----------	
5	श्रीधर भास्कर वर्णेकर और राधावल्लभ त्रिपाठी की कविता	आधुनिक संस्कृत कविता का परिचय	संस्कृत साहित्य सौरभ (संपा- विष्णु प्रभाकर), कवियों की कविताएं	----------	
6	रवींद्रनाथ ठाकुर की कविता	आधुनिक बंग्ला कविता का परिचय	गीतांजलि- हिंदी अनुवाद (प्रयाग शुक्ल)	----------	
7	काजी नजरूल इस्लाम की कविता	आधुनिक बंग्ला कविता का परिचय	काजी नजरूल इस्लाम- गोपाल हालदर)	----------	----------
8	सुब्रहमण्यम भारती की कविता नीलमणि फूकन की कविता	आधुनिक तमिल कविता का परिचय	सुब्रह्मण्यम भारती- प्रेम नंदकुमार, नीलमणि फूकन-	----------	
9	उमाशंकर जोशी की कविता	आधुनिक गुजराती कविता का परिचय	भोलाभाई पटेल- उमाशंकर जोशी (साहित्य अकादमी)	----------	25 percent after 3 week- Mid Sem

10	संस्कृति रानी देसाई, रहमान राही, चंद्रकांता की कविता	आधुनिक गुजराती व कश्मीरी कविता का परिचय	कवियों की मूल कविताएं, रहमान राही की प्रतिनिधि कविताएं- ज्ञानपीठ	----------	----------
11	सभी कविताओं का पुनरावलोकन व उनपर विमर्श	आधुनिक कविता पर वैचारिक विमर्श	भारतीय व पाश्चात्य काव्यशास्त्र तथा हिंदी आलोचना- रामचंद्र तिवारी, कविताओं के मूल पाठ	----------	----------
12	सभी कविताओं का पुनरावलोकन व उनपर विमर्श	आधुनिक कविता का वैचारिक विमर्श	कविताओं के मूल पाठ	----------	50 per cent (after 3 week)- End Sem Assessment-3

8. **Pedagogy:**
   a. Instructional strategies:
   क्लासरूम अध्यापन, विशिष्ट व्याख्यान और यूट्यूब माध्यम का प्रयोग

   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
   None

   c. Expertise in AUD faculty or outside
   AUD faculty
   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
   None

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Appendix-54

TIMELINE	4 Weeks (SET 1)	8 Weeks (SET 1)	12 Weeks	4 Weeks (SET 2)		8 Weeks (SET 2)
Start of Course	19.01.2026	January 19, 2026	January 19, 2026	February 16, 2026		February 16, 2026
End of Course	13.02.2026	March 13, 2026	April 10, 2026	March 13, 2026		April 10, 2026
Exam Dates	/29, 20262 Sessions on each date (9am-12 noon; 2pm-		Apr 17/18/19/24/25/26, 20262 Sessions on each date (9am-12 noon; 2pm-5pm)			
ble additional exam	7, 20262 Sessions on each date (9am-12 noon; 2pm-5		April 20/27, 20262 Sessions on each date (9am-12 noon; 2pm-5pm)			
enrollment to the C	Nov 17, 2025					
enrollment to the C	Jan 26 2026 - 5pm			Feb 16 2026 - 5pm		
n exam registration	Dec 13, 2025 - 10am					
e exam registration	Feb 9, 2026 5pm /Feb 13, 2026 5pm			Feb 23, 2026 5pm /Feb 27, 2026 5pm		

S NO	Course ID	Discipline	Course Name	SME Name	VBE or VA/SE/GE courses in AUD	Institute	Co-ordinating Institute	Duration
1	noc26-ge30	Multidisciplinary	Entrepreneurship Essentials	Prof. Manoj Kumar Mondal	VBE or VA	IIT Kharagpur	IIT Kharagpur	12 Weeks
2	noc26-ge32	Multidisciplinary	Outcome based Pedagogic Principles for Effective Teaching	Prof. Shyamal Kumar Das Mandal	SE	IIT Kharagpur	IIT Kharagpur	4 Weeks
3	noc26-ge44	Multidisciplinary	Vulnerability Studies: An Introduction	Prof. Pramod K Nayar	GE	University of Hyderabad	IIT Madras	8 Weeks
4	noc26-hs01	Humanities and Social Sciences, Linguistics	Ethnography of Speaking	Prof. Bidisha Som	SE	IIT Guwahati	IIT Guwahati	8 Weeks
5	noc26-hs02	Psychology, Cognitive Psychology, Cognitive Science	Basics of Experimental Design for Cognitive Psychology	Prof. Ark Verma	SE	IIT Kanpur	IIT Kanpur	8 Weeks
6	noc26-hs03	Social Science	Effective Learning for Professional Development	Prof. Atasi Mohanty Prof. Manas Kumar Mandal	SE	IIT Kharagpur	IIT Kharagpur	8 Weeks
7	noc26-hs07	Humanities and Social Sciences	English for Thesis Writing	Prof. Seema Singh	SE	IIT Kharagpur	IIT Kharagpur	8 Weeks
8	noc26-hs08	Humanities and Social Sciences, Psychology	Introduction to Indian Psychology	Prof. Anuradha Choudry	GE	IIT Kharagpur	IIT Kharagpur	12 weeks
9	noc26-hs10	Humanities and Social Sciences	Forensic Linguistics	Prof. Deepak Mashru	SE	National Forensic Sciences Universtiy (INI)	IIT Madras	4 Weeks (Rerun) + 8 Weeks (New)
10	noc26-hs100	Humanities and Social Sciences	United Nations Sustainable Development Goals (UN SDGs)	Prof. Shiva Ji	VBE or VA	IIT Hyderabad	IIT Madras	12 Weeks
11	noc26-hs106	Humanities and Social Sciences	Human Movement Science	Prof. Shruti Bhandurge Prof. Subham Badhyal	VBE or VA	IIT Madras	IIT Madras	8 Weeks
12	noc26-hs108	Humanities and Social Sciences	Effective Writing	Prof. Binod Mishra	SE	IIT Roorkee	IIT Roorkee	8 Weeks
13	noc26-hs11	Humanities and Social Sciences	Indian Writing in English	Prof. Umasankar Patra	VBE or VA	IIT Madras	IIT Madras	12 Weeks
14	noc26-hs111	Humanities and Social Sciences	Group Dynamics	Prof. Pooja Garg	SE	IIT Roorkee	IIT Roorkee	8 Weeks
15	noc26-hs113	Humanities and Social Sciences	Contextualizing Gender	Prof. Rashmi Gaur	GE	IIT Roorkee	IIT Roorkee	12 Weeks
16	noc26-hs116	Humanities and Social Sciences	Online Communication in the Digital Age	Prof. Rashmi Gaur	SE	IIT Roorkee	IIT Roorkee	12 Weeks
17	noc26-hs12	Humanities and Social Sciences	Science Fiction Studies	Prof. Gigy J Alex	VBE or VA	Indian Institute of Space Science and Technology	IIT Madras	12 Weeks
18	noc26-hs14	Humanities and Social Sciences, Multidisciplinary	Migration, Mobility and Development	Prof. Amrita Datta	VBE or VA	IIT Hyderabad	IIT Madras	12 Weeks
19	noc26-hs17	Humanities and Social Sciences	Twentieth-Century Women's Novels	Prof. Aruni Mahapatra	GE	IIT Roorkee	IIT Roorkee	12 Weeks
20	noc26-hs23	Humanities and Social Sciences	Bilingualism: A Cognitive and Psycholinguistic Perspective	Prof. Bidisha Som	SE	IIT Guwahati	IIT Guwahati	8 Weeks
21	noc26-hs24	Humanities and Social Sciences	Economic Growth and Development	Prof. Rajshree Bedamatta	VBE or VA	IIT Guwahati	IIT Guwahati	8 Weeks
22	noc26-hs26	Humanities and Social Sciences	Indian Business History	Prof. Vipul Dutta	GE	IIT Guwahati	IIT Guwahati	8 Weeks
23	noc26-hs27	Humanities and Social Sciences	Introduction to Cognitive Psychology	Prof. Naveen Kashyap	SE	IIT Guwahati	IIT Guwahati	12 Weeks

24	noc26-hs28	Humanities and Social Sciences	Introduction to Modern Indian Political Thought	Prof. Mithilesh Kumar Jha	GE	IIT Guwahati	IIT Guwahati	12 Weeks
25	noc26-hs29	Humanities and Social Sciences	Introduction to Political Theory	Prof. Mithilesh Kumar Jha	GE	IIT Guwahati	IIT Guwahati	12 Weeks
26	noc26-hs30	Humanities and Social Sciences	Language, Culture and Cognition: An Introduction	Prof. Bidisha Som	SE	IIT Guwahati	IIT Guwahati	8 Weeks
27	noc26-hs32	Humanities and Social Sciences	Phonetics and Phonology: A Broad Overview	Prof. Shakuntala Mahanta	SE	IIT Guwahati	IIT Guwahati	8 Weeks
28	noc26-hs38	Humanities and Social Sciences	Sociology and Sanitation: An Introduction	Prof. Ashish Saxena	VBE or VA	University of Allahabad	IIT Kanpur	4 Weeks
29	noc26-hs40	Humanities and Social Sciences	Introducing Modern Western Art: Movements and Artists	Prof. Soumik Nandy Majumdar	GE	Visva-Bharati University	IIT Kanpur	4 Weeks
30	noc26-hs41	Humanities and Social Sciences	Modern Indian Art From the Colonial Period to the Present	Prof. Soumik Nandy Majumdar	GE	Visva-Bharati University	IIT Kanpur	4 Weeks
31	noc26-hs43	Humanities and Social Sciences	Introduction to Japanese Language and Culture	Prof. Vatsala Misra	GE	IIT Kanpur	IIT Kanpur	12 Weeks
32	noc26-hs44	Humanities and Social Sciences	Japani Bhasha - Saral swaroop	Prof. Vatsala Misra	GE	IIT Kanpur	IIT Kanpur	12 Weeks
33	noc26-hs47	Humanities and Social Sciences	Enhancing Soft Skills and Personality	Prof. T. Ravichandran	SE	IIT Kanpur	IIT Kanpur	8 Weeks
34	noc26-hs48	Humanities and Social Sciences	Elements of Visual Representation	Prof. Shatarupa Thakurta Roy	VBE or VA	IIT Kanpur	IIT Kanpur	8 Weeks
35	noc26-hs50	Humanities and Social Sciences	Modernisation and Creative Communication	Prof. Saswat Samay Das Prof. Ananya Roy Pratihar	GE	IIT Kharagpur	IIT Kharagpur	8 Weeks
36	noc26-hs54	Humanities and Social Sciences	Soft Skill Development	Prof. Priyadarshi Patnaik Prof. V. N. Giri Prof. D. Suar	SE	IIT Kharagpur	IIT Kharagpur	8 Weeks
37	noc26-hs55	Humanities and Social Sciences	Emotional Intelligence	Prof. Rabindra Kumar Pradhan	SE	IIT Kharagpur	IIT Kharagpur	8 Weeks
38	noc26-hs56	Humanities and Social Sciences	Philosophy and Critical Thinking	Prof. Gyan Prakash	VBE or VA	IIT-ISM Dhanbad	IIT Kharagpur	12 Weeks
39	noc26-hs58	Humanities and Social Sciences	Education for Sustainable Development	Prof. Atasi Mohanty	VBE or VA	IIT Kharagpur	IIT Kharagpur	12 Weeks
40	noc26-hs59	Humanities and Social Sciences	Elements of Literature and Creative Communication	Prof. H.S. Komalesha	GE	IIT Kharagpur	IIT Kharagpur	12 Weeks
41	noc26-hs60	Humanities and Social Sciences	Employment Communication A Lab based course	Prof. Seema Singh	SE	IIT Kharagpur	IIT Kharagpur	8 Weeks
42	noc26-hs64	Humanities and Social Sciences	The Science of Happiness and Wellbeing	Prof. Priyadarshi Patnaik Prof. Manas K Mandal	GE	IIT Kharagpur	IIT Kharagpur	8 Weeks
43	noc26-hs65	Humanities and Social Sciences	Training and Development	Prof. Susmita Mukhopadhyay Prof. S. Srinivasan	SE	IIT Kharagpur	IIT Kharagpur	12 Weeks
44	noc26-hs69	Humanities and Social Sciences	Advanced Course in Performance Traditions of the Mahabharata in Tamil Nadu- 2	Prof. Sashikanth Ananthachari	VBE or VA	IIT Madras	IIT Madras	12 Weeks
45	noc26-hs71	Humanities and Social Sciences	Appreciating Hindustani Music	Prof. Lakshmi Sreeram	VBE or VA	Ahmedabad University	IIT Madras	8 Weeks
46	noc26-hs72	Humanities and Social Sciences	Basics of Language Science	Prof. Rajesh Kumar	SE	IIT Madras	IIT Madras	12 Weeks
47	noc26-hs73	Humanities and Social Sciences	Complete guide for campus interviews: Step by step preparation for Internships and Full-time jobs	Prof. Vinod Aravindakshan Prof. Vibin Aravindakshan	SE	IIT Palakkad Careerbolt	IIT Madras	4 Weeks
48	noc26-hs74	Humanities and Social Sciences	English Language for Competitive Exams	Prof. Aysha Viswamohan	SE	IIT Madras	IIT Madras	12 Weeks
49	noc26-hs76	Humanities and Social Sciences	Feminism : Concepts and Theories	Prof. Mathangi Krishnamurthy	GE	IIT Madras	IIT Madras	12 Weeks
50	noc26-hs82	Humanities and Social Sciences	Health Research Fundamentals	Multifaculty	VBE or VA	National Institute of Epidemiology	IIT Madras	8 Weeks

51	noc26-hs83	Humanities and Social Sciences	Indian Feminisms: Concepts and Issues	Prof. Anandita Pan	**GE**	IIT Hyderabad	IIT Madras	4 Weeks
52	noc26-hs84	Humanities and Social Sciences	Intellectual Property	Prof. Feroz Ali	**VBE or VA**	IIT Madras	IIT Madras	12 Weeks
53	noc26-hs86	Humanities and Social Sciences, English studies	Introduction to Film Studies	Prof. Aysha Viswamohan	**GE**	IIT Madras	IIT Madras	12 Weeks
54	noc26-hs88	Humanities and Social Sciences	Language and Mind	Prof. Rajesh Kumar	**SE**	IIT Madras	IIT Madras	8 Weeks
55	noc26-hs89	Humanities and Social Sciences	Learning English in Hindi	Prof. Rajesh Kumar	**SE**	IIT Madras	IIT Madras	8 Weeks
56	noc26-hs91	Humanities and Social Sciences	Literature and Coping Skills	Prof. Ajit K Mishra	**SE**	IIT BHU Varanasi	IIT Madras	8 Weeks
57	noc26-hs92	Humanities and Social Sciences	Literature and Life	Prof. S P Dhanavel	**GE**	IIT Madras	IIT Madras	12 Weeks
58	noc26-hs93	Humanities and Social Sciences	Modern Indian Writing in Translation	Prof. Divya A	**VBE or VA**	IIT Madras	IIT Madras	12 Weeks
59	noc26-lw01	Law and Technology	Internet Crimes and Cyber Security	Prof. K.V.K. Santhy Prof. B Md Irfan	**SE**	NALSAR University of Law	IIT Madras	8 Weeks

Appendix-55

School of Vocational Studies (SVS)

Sub-Committee Report of student representation

The office of the School of Vocational Studies (SVS) received an application on 13th June 2024 from Mr. Manav Mehta a student of BVoc Tourism and Hospitality (BVoc T&H) with enrolment no. SKP202J0069, requesting for permission to reappear in three courses. The Dean (on Additional Charge) of the School constituted a sub-committee on 27th June 2024 to look into the student's representation with the following faculty as members:

1. Mr Akha kaihrii Mao, Dy. Dean, SVS
2. Ms Fariha Siddiqui, Assistant professor, SVS
3. Dr Priya Singh, Assistant Professor, SVS & PC (in-charge BVoc T&H).

The Sub-Committee members quickly convened for a meeting for 28th June 2024 at 11AM, at the Committee Room (G-3) in the Karampura campus which was kept with the option of physical as well as online since the faculty are on summer vacation.

The concerned student Mr. Manav Mehta was informed through email and on whatsapp immediately.

The following members attended the meeting:

1. Mr. Akha Kaihrii Mao, Associate Professor, SVS
2. Ms. Fariha Siddiqui, Assistant Professor, SVS
3. Dr. Priya Singh, Assistant Professor, SVS & PC (in-charge BVoc T&H), joined Online
4. Mr. Manav Mehta, Student, BVoc Tourism & Hospitality

The discussion points of the meeting are as follows:

1. The meeting was held in reference of the application received on 13.6.2024 by Manav Mehta (Enrolment no- SKP202J0069, Batch 2020) requesting to reappear in the following three courses of the BVoc semester-6:

- Understanding Corporate Social Responsibility
- Advance Computer Application
- Developing Soft skill: Group Discussion, Mock Interview, Using Social Media for Job Networking

2. The sub-committee members interacted with the student Mr Manav Mehta and enquired him as to why did he not approach the School office or any of the faculty earlier prior to submitting the application on 13th June 2024.

i. During the interaction, the student informed the Sub-Committee members that his mother was not well and undergoing medical treatment and he had to take care of his mother.

ii. The medical reports of his mother's illness were furnished by the student along with the submitted application to the school office on 13th June 2024.

iii. However, he could not answer as to why he was not able to at least even send written application or an email informing about his inability to come to the campus while the semester was on.

3. **The following are the Sub-Committee findings:**

a. The student had submitted the application on 13th June 2024, this is very late when all the Winter Semester-2024, teaching-learning processes has been completed by all the faculty.

b. The Sub-Committee also found out from the student's ERP that he has not passed the mandatory industry internship/OJT of the 6th semester, as in the ERP it was shown as ABSENT. Though the student claims to have done the OJT and that he had submitted the OJT completion certificate to the previous Programme Coordinator on whatsapp.

c. The student informed the Sub-Committee that he has already undergone his OJT and due to his mother's illness, he could not appear for the final assessment viva of the OJT. He requested the Sub-Committee to consider his OJT and allow him to appear for the OJT assessment viva along with the other students of Monsoon semester 2025.

d. The student was asked to furnish the attendance record as he claimed to have completed the last OJT (during 15th May – 15th August 2023). The attendance to be signed by the Hotel HR Manager along with the Log-book and OJT report. The student claims to have submitted the log-book and OJT report to the previous Programme Coordinator.

e. The student assured the Sub-Committee that he will be able to furnish the OJT attendance record from the hotel by 30th June 2024. The student informed the Sub-Committee that since the HR, Manager of the concerned hotel was on outstation leave, he will submit by Thursday, the 4th of July 2024. The Sub-Committee gave the required time but he did not bother to inform nor submit the OJT attendance record till 2:45PM on 5th July 2024.

4. **The Sub-Committee understanding:**

i. Since the Winter semester is already over and faculty and students are already on summer vacation, the student's request for reappearing/repeating the three courses cannot be granted in the Winter Semester-2024.

ii. Secondly, courses such the Advance Computer Application and the Developing Soft Skills will need interactions with the concerned course faculty and the other classmates by attending the classes.

iii. The student may have completed the mandatory Industry internship/OJT as claimed by the student. However, the same need to be crossed-check thoroughly with other documentary evidences- OJT completion certificate, OJT log-book, OJT report, etc.

5. **The Sub-Committee recommendations:**

a. The student may be given the permission to register and repeat the three mentioned courses in the next Winter Semester-2025 as per the SVS students' promotion and progression policy (Copy attached at Annexure-A for reference).

b. The current BVoc T&H, PC (in-charge) after cross-checking with all the documentary evidences as mention above in 4(iii) and once it is proved beyond doubt that the student has completed the mandatory industry internship/OJT of the 6th semester, may conduct the student's final viva along with the batch of 2021. The final grades may be entered in the ERP after completion of the same.

Submitted for necessary action, please.

Ms Fariha Siddiqui

Dr Priya Singh

Mr Akha Kaihrii Mao

School of Vocational Studies (SVS)

11th Sept. 2025

Sub-Committee Report of the student Mr. Manav Mehta, SKP202J0069
Representation-II dated 3rd Sept. 2025

As suggested by the Dean, SVS, the sub-committee met on 11th September 2025 in the SVS faculty room No. F-3, at 1:15 PM to look at the representation of the above stated student.

The student had submitted an application once again on 3rd Sept. 2025 stating that his mother condition was critically ill and was undergoing medical treatment. Since he is the only son, he had to look after his mother during her medical treatment. Thus, he was unable to complete his programme of study on time. The student had stated that now his mother's condition is stable. He has requested for an extension of one year to complete the courses. The student has also submitted copies of his mother treatment from Nov. 2022 to March 2025 (copy attached on opposite page from C-41 to C-52).

After going through the representation of the student and also on the reason stated by the student and the medical documents submitted by the student about the ill health of his mother, the Sub-Committee of the School recommends the following:

1. The student in his application dated 3.09.2025 have stated that his mother was serious ill and bed-ridden.
2. The medical documents submitted by the students does not show that the student's mother was bed-ridden.
3. The student be asked to provide the medical document(s) on which there is indication of his mother severity needing bed-rest.
4. The student be asked to submit the above document within one week's time (on or before 17th September 2025) to the SVS Office.

Priya 11/09/25
Dr. Priya Singh
Assistant Professor, SVS

Fariha 11/9/25
Ms. Fariha Siddiqui
Assistant Professor, SVS

Vikas Mohan
Dr. Vikas Mohan
Assistant Professor, SVS (PC, BVoc T&H)

11/09/2025
Mr. Akha Kaihrii Mao
Associate Professor, SVS

Appendix-57

School of Vocational Studies (SVS)

14th Oct. 2025

Sub-Committee Report of the student Mr. Manav Mehta, SKP202J0069
Representation-II dated 1st Oct. 2025

The sub-committee of the SVS met on 14th Oct 2025 in the SVS faculty room No. F-3, at 1:15 PM to look at the representation submitted again by the student.

The student had submitted an application along with medical document issued by a doctor once again on 1st Oct. 2025, stating that his mother condition was critically ill and was undergoing medical treatment. Also that the mother of the student "needs an attendant to look after her round the clock". (copy attached on opposite page from C-55 to C-56).

After going through the representations of the student and also on the reason stated by the student and the medical documents submitted by the student about the ill health of his mother, the Sub-Committee of the School recommends the following:

1. The SVS may propose the extension for one year (6th Year) to the Competent Authority of the university for kind approval as per the AC Resolution 8.6.1 (ii) under the 'exceptional circumstances' to the student Mr. Manav Mehta of BVoc T&H.
2. The extension of more year will enable the student to complete the remaining courses during the current Monsoon Semester 2025 and Winter Semester 2026.
3. As per the AC Resolution 8.6.1 (iii) "during the extended period, the student shall be considered as a private candidate and not eligible for ranking".
4. The concerned Programme Coordinator of BVoc T&H be requested to map all the repeating courses.

Priya 14/10/25
Dr. Priya Singh
Assistant Professor, SVS

Fariha 14/10/25
Ms. Fariha Siddiqui
Assistant Professor, SVS

14/10/25
Dr. Vikas Mohan
Assistant Professor, SVS (PC, BVoc T&H)

14/10/2025
Mr. Akha Kaihrii Mao
Associate Professor, SVS

Item 8.6: **To consider the recommendations of the Standing Committee Academic Programmes (SCAP)**

Resolution 8.6

The AC considered the recommendations of the meetings of the Standing Committee Student Affairs and approved the following items:

8.6.1 **Implementation of the UGC guidelines on determination of a uniform span period within which a student may be allowed to qualify for a bachelor's or master's degree**

The Council resolved to adopt the UGC guidelines (F.12-1/2015(CPP-II) dated 15.10.2015, on determination of a uniform span period within which a student may be allowed to qualify for a bachelor's or master's degree. The guidelines are as under:

(i) a student who is not able to complete a programme within the normal period or the minimum period prescribed, may be allowed 2 years period beyond the normal period to clear the backlog - to be qualified for the degree (.i.e the revised maximum duration for the completion of Bachelors and Masters programmes is 3+2 years and 2+2 years respectively).

(ii) In exceptional circumstances [to be defined by the concerned statutory body of the university] a further extension of one more year may be granted.

(iii) During the extended period the student shall be considered as a private candidate and not be eligible for ranking.

Further, the AC authorised the Standing Committee on Student Affairs (SCSA) to define the category "private candidate.

8.6.2 **To consider the change in the nomenclature of "M.A. Social Design" Programme to "M.Des. (Social Design)" in terms of UGC Regulations on 'Specification of Degrees' as per Notification dated 11.07.2014**

The Council noted that the existing M.A. (Social Design) programme is being offered by the School of Design from the Academic year 2013-14 as approved by the AC in its 4th Meeting held on 10.07.2013 & 19.07.2013 (adjourned).

The Academic Council considered and approved the proposal dated 25.01.2016 from the School of Design as recommended by the Standing Committee Academic Programme (SCAP) in its meeting held on

Appendix-59

Dr. B. R. Ambedkar University Delhi

Internal Quality Assurance Cell

Proposal for the Establishment of

दीर्घआयु
DIRGHA- AYU Centre for the Study of Ageing and Wellbeing

By

Director, Internal Quality Assurance Cell

Dr B. R. Ambedkar University Delhi

Background

India's demographic transition from a young population to an increasingly older population is currently underway. This transition presents opportunities of its own and the challenges for institutional responses surrounding elderly care in India. While the country benefits from the young working-age population, the future is going to see a sharp rise in the older population: from ~10.5 % in 2022 to ~20.8 % by 2050 (UNFPA, 2023). According to the predictions, it is expected to exceed 36% by the end of the century (UNFPA, 2023). The shift in demography comes with both its challenges and opportunities. It is the right time to deliberate, formulate policies and prepare India for an ageing society. This means that we need to have adequate health and social systems, as well as economic strategies, to leverage the potential contributions of older citizens. The important question for the next few years is how well we can prepare ourselves to support positive, productive ageing and ageing well in a true sense of quality of life and well-being.

The number of persons aged 60 or over is projected to be more than double by 2050—from around ~1 billion to ~2.1 billion, and by then it is going to reach **about 22%** of the world's population (WHO). The disturbing fact is that more than **80%** of older persons (age 60 +) are going to be living in low- and middle-income countries by 2050. The number of persons aged 80 or over is expected to **triple** between 2020 and 2050 (WHO), and the older population will outnumber younger age groups. These trends reflect a rapid "speed of ageing" — where the proportion aged 60+ is rising faster than in many earlier transitioning societies. As per the census of 2011 the elderly population of India was 103.8 million senior citizens representing a 8.6% of the total population at that time and the same as per the Report of the Technical Group on Population Projections (July 2020), is expected to reach 193.4 million by 2031. The United Nations Population Fund, India's 2023 India Ageing Report projections show that the population of people aged 80+ years will grow at a rate of 279% between 2022 and 2050 with significant numbers of them being widows and highly dependent very old women. Therefore, the National capital Territory region needs a specialized geriatric research centre to research the physical, social, psychological / mental health and quality of life aspects for not only the better understanding of the problems, issues and challenges of aging related to healthcare, economic security, and social integration. There is also a need to offer evidence based solutions and interventions for improving the quality of life of the elderly population. Looking at the future population trends and the need for addressing the health, quality of life

and wellbeing needs of the increasing elderly population, some of the measures to be undertaken for better future planning and putting in place an effective system to take care of the elderly population needs are going to be the following:

1. Understanding the geriatric care needs of the elderly population covering not only the physical health aspects but also the psychological, social and quality of life / wellbeing aspects of the ageing population and elderly.
1. Formulation of the evidence based policies and interventions supported by research undertaken in our local contexts is the way forward to address effectively the health, quality of life wellbeing and productivity improvement needs of the elderly population.
2. Involvement of the community based organizations for seeking inputs for policy formulation, implementation of policies effectively to ensure welfare of the elderly as assets of the society and not the burden of the society.
3. Coordinated efforts for healthy aging and overall improvement in quality of life of the elderly population.

Implications of the Ageing Trend

Globally, the growing older population implies increased demand for health care (especially geriatric and chronic- disease care), long- term care, age- friendly infrastructure, and social protection. Because many older persons will be living in low- and middle-income countries, these countries will face significant challenges in adjusting systems and resources to meet needs. The demographic shift also opens opportunities for creating avenues of productive ageing through which older persons can contribute in multiple ways to the economy, inter-generational relationships, and the social support systems.

The demographic shift in India from youth to old age population has implications for social, economic, health and built-environment systems. It is also reported that older women tend to outlive men, thereby leading to feminisation of old age, with increasing numbers of widowed and dependent older women. There will be challenges related to healthcare burden, dependency, social isolation, and pension/retirement security. The older persons mostly rely on family support and informal care, but rapid urbanisation, migration of younger generations, and changing family structures put stress on those social support mechanisms. As a result, one is seeing an increasing number of elderly in old age homes or special old age

societies.

Thus, there is an urgent need to develop structured institutional responses—policy, research, service delivery—to the well-being of the ageing population. The field of ageing and gerontology in India is slowly growing and needs to be recognised as an important area of research in many respects. Therefore, as a centre of excellence, a dedicated institutional hub (Centre for the study of Ageing and well-being) in Delhi will fill this gap by bringing together research, policy engagement, training, outreach and advocacy in a coordinated manner.

2. Purpose of the Centre

The Centre for the Study of Ageing and Wellbeing (CfSAW) will serve as a multidisciplinary and interdisciplinary research centre in Delhi, and emerge as a national hub for research, policy, advocacy, capacity-building, and community engagement on ageing and the well-being of the elderly population in India.

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3. Objectives

The Centre will aim to:

1. Generate data through empirical and field-based research to produce high-quality, India-context evidence on ageing and wellbeing of older persons in India, with special focus on the elderly population in Delhi.
2. Offer recommendations having policy implications to inform and influence ageing-related policy and programme development at the local community, state and national levels.
3. Build the capacity of academics, professionals, practitioners, caregivers and other stakeholders in the area of ageing/gerontology.
4. To conduct capacity building and sensitisation programmes, especially for the older population and the near retirement age population, to maintain their productivity in society and ensure their positive health, quality of life and well-being post-retirement.
5. To contribute to the understanding of various models of "healthy ageing", "productive ageing", and age-friendly living environments, keeping in view the subjective and

diverse sociocultural sensitivities of Indian population groups across urban and rural settings.

6. To serve as a knowledge repository and dissemination platform (data, publications, policy briefs, tool- kits) for stakeholders from both the public, private sectors and the community members part of the ageing ecosystem.
7. To collaborate with research institutions, government agencies, civil society, older persons' organisations, and international partners for evidence-based research, community intervention and policy suggestions.
8. To serve as a nodal centre for multi-city/regional research networks on ageing and liaise with national policy-making, ministries and think-tanks.
9. To create a data repository, host an annual national conference on ageing and gerontology and disseminate the information through various

5. Proposed Structure for the Centre

- **Location**: Kashmere Gate Campus, Dr. B. R. Ambedkar University Delhi, Delhi
- **Governance**:
    - Advisory Board (comprising representatives from national/international domain experts in gerontology, ageing and wellbeing, academia, government, civil society, senior citizens, public intellectuals and representatives of older persons' organisations/ homes/ associations).
    - **Director**: A faculty member of the University at the level of Professor/ Associate Professor.
    - **Deputy Director**: A faculty member of the University
- **Core staff**: Research fellows co-terminus with project tenure and an administrative staff member, besides other project need-based positions.
- **Administrative staff**: To provide the administrative support for smooth functioning of the centre.
- **Funding:** The initial grant to make the centre functional will be sought from the Delhi Knowledge Development Foundation (DKDF), DTTE, Govt. of NCT of Delhi and the government of India / government of NCT Delhi. Subsequently, the centre will strive to operate on a self-financing, sustainable basis through financial support of philanthropic organisations and externally funded research grants/consultancy/capacity building/training activities for revenue generation.

- **Physical infrastructure**: Suitable office space to be allocated by the university
- **Time-frame**:
    - Phase 1 (first 3 years) to establish the centre, network and partnership, initiatives, organise conferences and workshops, capacity building and training activities and externally funded research studies.
    - Phase 2 (years 4–8) scale up, network building, contribute to policy formulation, adoption, implementation effectiveness, and expand research and demonstration activities.

6. Indicative Outputs and Outcomes

Within 3 years, the Centre should aim to deliver:

- At least 2 major research reports on ageing in India (with focus on Delhi/NCR)
- Produce Policy brief series for policymakers on ageing
- Launch Certificate course in gerontology/ageing studies for various stakeholders
- Organise annual conference on Ageing and Well-being.
- Strive for recognition of the Centre as a national hub for ageing and wellbeing studies.

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

School / Centre proposing the course	School Global Affairs
Programme(s)	BA GS VIII Sem Core
Course title	Global Indian Ocean
Course code	
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Core
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	UG Sem-8
Course coordinator and team	Prof Amit Kumar Mishra

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

   This course is offered as a core course to BA Global Studies students and connects to some of the core courses offered in BA Global Studies like Indians in the World, Political Economy of Global Commodities.

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

   None.

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

   As per AUD norms

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

   Winter Semester

5. **Proposed date of launch:**

   Winter semester, 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 BA GS VIII semester students as a core course. It introduces the students to the long history of the Indian ocean and proposes to serve as a foundation for understanding the layered histories of the Indian ocean as a prerequisite for understanding the complexities of the oceanic worlds as living archive of the global order beyond the usual territorial and geo-spatial epistemes and methodologies.

Despite its centrality to the world history, the Indian Ocean has often been ignored and remained on the margins of academic narratives dominated by land-based Eurocentric or Atlantic-centric frameworks. This course seeks to re-centre the Indian Ocean as a space of globality, offering an alternative lens to study connected histories of the world we live in.

This course emanates from the SGA and AUD's vision to engage with the larger epistemic concerns of decentering the Euro-centric, western hegemonic discourses and to advance alternative critical discourses from the global south. By implying the divergence frame of analysis, it provokes the learners to think of globalisation not as a recent phenomenon, but as an enduring, interconnected, fluid process with deep, oceanic historical roots.

7. **Course Details**:

a. Summary:

Where are your monuments, your battles, martyrs?
Where is your tribal memory?
Sirs, in that grey vault. The sea.
The sea has locked them up.
The sea is History. (Derek Walcott)

In recent years, under the rubrics of post-colonial, global studies, oceans have emerged as spaces of movements, circulation, networks and exchanges. This course intends to introduce the Indian ocean as a space of global imagination, connectivity, exchange, and political-economic play and how these processes, in their long historical trajectories, have shaped the entangled, cosmopolitan spaces of globality.

This course revolves around the idea that the Indian Ocean world, through interactions and imagination, constitutes a coherent unit of historical analysis. By using two vectors of analysis – political-economic and social-cultural, course will employ a global historical approach from the vantage point of the sea and its coasts to alternate traditional land-centric and nation-state approaches to networks and connections in the human history. It will examine historical connections in the Indian Ocean and around its shores across the sweep of global history, sailing across time in a chronological and then thematic fashion.

In the contemporary times, Indian ocean has emerged as a crucial arena in the geopolitics which centres on control of maritime trade routes, security of energy supplies, blue economy and struggles for ascendency over the strategic seascape; making it an exhilarating site to explore from the vantage point of contemporary global politics.

b. **Course Objectives:**

The objectives of the course are:

- To introduce students to explore larger transformations in the world through the optics of the oceans, beyond the territorial spaces like nation, region, borders etc.
- To evaluate the historical significance of Indian ocean in shaping the economic, geopolitical and social-cultural contours of the modern world
- To introduce students to certain fundamental themes, concepts and debates in historical geography and the logic of spatial processes to explain the complexities and nuanced power dynamics of the social-spatial order.
- To gain a deeper understanding of how multiple cultural traditions interacted and influenced each other, leading to the vibrant, cosmopolitan cultural mosaic that defines the global south today.
- To encourage students towards critical engagement with diverse source material and learning methods and gain skills in analysis and articulation.

c. Course Outcomes

At the end of the course the students will be equipped with analytical tools to rethink global history through an oceanic framework that foregrounds circulation, encounter, and hybridity. They will be able to:

- Read / understand historical events and processes from the vantage point of the sea.
- Understand the comparative, interconnected approaches of history – how the histories of Africa, Arabia, India and China influenced and continues to continue to influence each other.
- Understand the historical significance of Indian Ocean region in decentering the Euro-centric approaches to study the birth of the modern world.
- Understand the distinctive history of mobilities and migrations in the Indian Ocean region.

d. Overall structure:

This course is divided into the following 7 units: (taught over 12 weeks)

Unit	Details	Duration
1	Indian Ocean: Idea, Method, Thalassology	1 week
2	Indian Ocean Early Histories: From Pre-history and Pre-colonial	1.5 week
3	Indian Ocean: Colonial, Postcolonial Histories	1.5 week
4	Indian Ocean: Trade, Commodities, Exchanges	2 Weeks
5	Indian Ocean: Communities, Cultures	2 Weeks
6	Indian Ocean: Littoral, Port Cities	2 Weeks
7	Indian Ocean: Geopolitics	2 Weeks

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

Module 1: Indian Ocean: Idea, Method, Thalassology

This module will introduce the oceans as alternative map and method of global history; and the concept of 'thalassology', the maritime-focused approach to historical analysis by studying regions and cultures based on their connection to the sea, rather than by traditional political boundaries.

Required Readings:

Vink MPM. Indian Ocean Studies and the 'new thalassology.' Journal of Global History. 2007;2(1):41-62. doi:10.1017/S1740022807002033

Pearson, M N, (2008) *The Indian Ocean*, Introduction and Ch. 1: "Deep Structure"

McPherson, K. (1981). The History of the Indian Ocean Region: A Conceptual Framework. The Great Circle, 3(1), 10–19. http://www.jstor.org/stable/41562359

Recommended Readings

Bentley, Jerry H. (1999). "Sea and Ocean Basins as Frameworks of Historical Analysis." *Geographical Review* 89 (2): 215–224.

Lindsay Bremner (2014) 'Folded ocean: The spatial transformation of the Indian Ocean world', *Journal of the Indian Ocean Region*, 10:1, 18-45

Burton, Antoinette, Madhavi Kale, Isabel Hofmeyr, Clare Anderson, Christopher J. Lee, and Nile Green. "Sea Tracks and Trails: Indian Ocean Worlds as Method." *History Compass* 11, no. 7 (2013)

Module 2: Indian Ocean: Early Histories: from Pre-history to Pre-Colonial

This module will explore that though the name Indian ocean came into conversation only in the beginning of 16th C, it was a crucial hub for trade and cultural exchange, with its maritime history dating back to at least 3000 BCE with the Indus Valley Civilization. In ancient Sanskrit literature, the Indian Ocean was known as Ratnakara and as the "Erythraean Sea" to ancient Greeks and was vital for commerce, with evidence of extensive trade routes and ports like those used in the Indo-Roman trade. Indian sailors had a deep understanding of the monsoon winds, which reliably reversed direction twice a year, facilitating predictable and long-distance sailing between coastal regions of East Africa, South Asia, the Persian Gulf, and the Red Sea.

This module will also explore that with the simultaneous rise of Islam in the western Indian Ocean (Arab region) and the coming to power of the Ming dynasty in the east (China) in the seventh century, how the power relations, course of trade and travel in Asia were rearticulated.

Required Readings:

Pearson, (2003) *The Indian Ocean*, Chs. 2-4: "Humans and the Sea," "The Beginning of the Ocean," "Muslims in Indian Ocean"

Rila Mukherjee, The Indian Ocean in the Ancient Period: Connectivity and Exchange, *Indian Historical Review*, 2010.

Gwyn Campbell (ed.), 'Early Exchange between Africa and the Wider Indian Ocean World,' *African Studies*, 2009

Recommended Readings:

Ranabir Chakravarti, "An Enchanting Seascape: Through Epigraphic Lens", *Studies in History*, Vol. 20, No. 2, 2004

Ray, Himanshu Prabha, "Maritime Archaeology of the Indian Ocean", *Oxford Research Encyclopaedia*, Asian History, Oxford University Press USA, 2016

J.N. Hays, The Ancient Seafarers: The Indian Ocean in Antiquity (Routledge, 2010).

K.A. Nilakanta Sastri, The Oceanic Trade of Ancient India, *Journal of Indian History*, 1944

Himanshu Prabha Ray (ed.), *The Sea, Identity and History: From the Bay of Bengal to the South China Sea* (Delhi: Society for South Asian Studies, 2011).

Module 3: Indian Ocean: Colonial, Postcolonial Histories

This module will explore how with the arrival of Europeans, the Indian Ocean became a major arena of contestation, imperial expansion, trade, and labour migration. European powers — the Portuguese, Dutch, French, and British — sought to control its routes, ports, and resources, transforming older networks of exchange into imperial systems of commerce and extraction.

It will also trace how, in the postcolonial era, the Indian Ocean has re-emerged as a space of cultural memory, decolonial thought, and global connection**.** It will explore the shared world of Indian ocean shaped by histories of slavery, diaspora, and resistance, while new concerns such as ecology, migration, and geopolitics define its contemporary significance.

Required Readings:

Pearson, *The Indian Ocean*, (2003) Chs. 5-7: "Europeans in an Indian Ocean World," "The Early Modern Indian Ocean World," and "Britain and the Ocean"

Metcalf, Thomas, *Imperial Connections: India in the Indian Ocean Arena, 1860-1920* (2007), Introduction: "Empire Recentered"

Bose, Sugata, *A Hundred Horizons: The Indian Ocean in the Age of Global Empire* (2006), Ch. 1: "Space and Time on the Indian Ocean Rim"

Hensel H M 'Decolonisation and the Cold War in the Indian Ocean and the Western Pacific' in Hensel, H.M., & Gupta, A. (Eds.). (2017). *Maritime Security in the Indian Ocean and Western Pacific: Heritage and Contemporary Challenges* (1st ed.). Routledge. https://doi.org/10.4324/9781315222745

Recommended Readings

Sanjay Subrahmanyam – "Connected Histories: Notes Towards a Reconfiguration of Early Modern Eurasia", Modern *Asian Studies*, 1997

Rila Mukherjee **(ed**.), *Oceans Connect: Reflections on Water Worlds across Time and Space*, Primus Books, 2013

Itty Abraham – *How India Became Territorial*, Ch. 4: The Oceanic Imagination

Charne Lavery & Isabel Hofmeyr (eds.) – *Reading the Indian Ocean* (*Journal of Indian Ocean World Studies*, 2020)

Module 4: Indian Ocean: Trade, Commodities, Exchanges

This module will explore how from antiquity to modern times, **the** Indian Ocean has been one of the world's most vibrant zones of economic exchange. Long before European colonial expansion,

trade in commodities such as spices, textiles, ivory, gold, and precious stones linked diverse societies across the Indian Ocean rim. Indian cotton and pepper, Arabian horses, African ivory, and Indonesian cloves became part of a vast pre-capitalist world economy**.** Under European colonialism, the trade in Indian ocean was reorganised around imperial monopolies, plantation economies, and global capitalism. The circulation of colonial commodities such as spices, cotton, tea, sugar, and opium reshaped both local societies and global trade patterns. Today, the Indian Ocean remains central to global commerce, and energy routes.

Required Readings

Prasannan Parthasarathi and Giorgio Rielllo, 'The Indian Ocean in the Long Eighteenth Century', *Eighteenth Century Studies*, 48, 1, 2014 pp.1-19

Pedro Machado, Sarah Fee, and Gwyn Campbell (eds.), *Textile Trades, Consumer Cultures, and the Material Worlds of the Indian Ocean* (Houndsmill: Palgrave Macmillan, 2018

Gupta, A. (1985). 'Indian Merchants and the Western Indian Ocean: The Early Seventeenth Century'. *Modern Asian Studies*, 19(3), 481-499

Patel, Alka, 'Communities and Commodities: Western India and the Indian Ocean, Eleventh-Fifteenth Centuries' *Ars Orientalis* Vol. 34, 2004, pp.7-18

Recommended Readings

Chaudhuri, K. N., Trade and Civilization in the Indian Ocean: An Economic History from the Rise of Islam to 1750, Cambridge University Press, 1985

Patricia Risso, *Merchants and Faith: Muslim Commerce and Culture,* Routledge, 1995

Arasaratnam, S. Merchants, *Companies and Commerce on the Coromandel Coast 1650-1740*

Lombard, Denys, and Jean Aubin, eds. *Asian Merchants and Businessmen in the Indian Ocean and the China Sea*. New Delhi: Oxford University Press, 2000

Bishara FA. A Sea of Debt: Histories of Commerce and Obligation in the Indian Ocean, c. 1850–1940. Enterprise and Society. 2014;15(4):643-654. doi:10.1093/es/khu052

Ruth Barnes (ed) *Textiles in Indian Ocean Societies*, Routledge 2005

Module 5: Indian Ocean: Communities, Cultures

Indian ocean forms one of the most vibrant cultural zones formed through circulation of communities and commodities. It has long been a crossroads of mobility, producing cultures shaped by centuries of trade, migration, and cultural-religious exchange. Itinerant and diasporic

communities evolved shared maritime practices, multilingual communication, and hybrid social worlds. This Unit will explore the cosmopolitan cultural formations and articulation of layered identities which are simultaneously local and transregional, and illustrate how maritime worlds generate distinctive forms of cultural entanglement. Some of the sites of explorations will be creolised languages, cuisines and syncretic cultural formations.

Required Readings

Harms, Robert, "Introduction: Indian Ocean Slavery in the Age of Abolition", in Robert Harms et. al. (eds.), Indian Ocean Slavery in the Age of Abolition, Yale University Press, 2013.

Clare Anderson, *Subaltern Lives: Biographies of Colonialism in the Indian Ocean World, 1790–1920* (Cambridge University Press, 2012).

Alessandro Stanziani*, Sailors, Slaves, Immigrants in Indian Ocean World* , Palgrave, 2014

Alpers, Edward. "Recollecting Africa: Diasporic Memory in the Indian Ocean World." *African Studies Review 43*, no. 1 (2000)

Eyssallenne, J. G. (2025). 'Habshi Histories, Sidi Ceremonies: Sites of African Diasporic Heritage in Ahmedabad, Gujarat' *Journal of African Diaspora Archaeology and Heritage*, 1–24. https://doi.org/10.1080/21619441.2025.2585584

Recommended Readings

Sunil Amrith**,** *Crossing the Bay of Bengal: The Furies of Nature and the Fortunes of Migrants* (Harvard University Press, 2013).

Alpers, Edward. "Piracy and Indian Ocean Africa." Journal of African Development 13, no. 1&2 (2011)

Green, Nile. *Bombay Islam: The Religious Economy of the West Indian Ocean, 1840–1915*. New York: Cambridge University Press, 2011

Ho, Engseng. *The Graves of Tarim: Genealogy and Mobility Across the Indian Ocean*. Berkeley: University of California Press, 2006

Larson, Pier M. *Ocean of Letters: Language and Creolization in an Indian Ocean diaspora*. Cambridge: Cambridge University Press, 2009

Lombard, Denys, and Jean Aubin, eds. *Asian Merchants and Businessmen in the Indian Ocean and the China Sea*. New Delhi: Oxford University Press, 2000

H. P. Ray and E. A. Alpers (eds.) *Cross Currents and Community Networks: The History of the Indian Ocean World*, 2007

Pamila Gupta, Isabel Hofmeyr, and Michael Pearson (eds.) *Eyes Across the Water: Navigating the Indian Ocean,* 2010

Dube L. (1996). Who gains from matriliny? Men, women and change on a Lakshadweep island. In Palriwala R., & Risseeuw C. (Eds), *Shifting circles of support: Contextualising kinship and gender in South Asia and sub-Saharan Africa* (pp. 157–189). New Delhi: SAGE Publications.

Module 6: Indian Ocean: Littoral, Port Cities

Port cities in the Indian ocean have historically been vibrant centres of interaction connecting the commodities, communities and cultures of Africa, the Middle East, Asia and Europe. This thematic module would explore the port cities across the Indian Ocean not only as centres of economic exchanges but also spaces of cultural interaction and their emergence as cosmopolitan hubs.

Required Readings:

Pearson, M N (1998), *Port cities and intruders: the Swahili coast, India, and Portugal in the early modern era*, Johns Hopkins

McPherson, Kenneth, "Port Cities as Nodal Points of Change: The Indian Ocean, 1890s–1920s", in Leila Tarazi Fawaz and C. A. Bayly (eds.), *Modernity and Culture: From the Mediterranean to the Indian Ocean,* Columbia University Press, 2002

Basu, D.K. (1985) *The Rise and Growth of the Colonial Port Cities in Asia*

Recommended Readings

Isabel Hofmeyr, Uma Dhupelia-Mesthrie & Preben Kaarsholm (2016) 'Durban and Cape Town as Port Cities: Reconsidering Southern African Studies from the Indian Ocean,' *Journal of Southern African Studies, 42:3, 375-387*

Ports and Maritime Cultural Landscapes of Indian Ocean, *World Archaeology.*

Burton Benedict and Frederick Cooper (eds.), *The Indian Ocean: Explorations in History, Commerce, and Politics* (University of California Press, 1988).

Module 7: Indian Ocean: Geopolitics, Ecology and Blue Economy

This module will explore how Indian ocean has emerged as a crucial arena in the geopolitics which centres on control of maritime trade routes, security of energy supplies, blue economy and struggles for ascendency over the strategic seascape. This unit will also explore the significant ecological crisis and global warming in the Indian ocean which is happening on an unprecedented scale posing serious concerns for the many island nations in the region.

Required Readings

Darshana M. Baruah, *The contest for the Indian Ocean and the making of a New World Order*, Yale University Press, 2024

Rodrigo, Dhanushka, Indian Ocean Geopolitics (February 11, 2021). Available at SSRN: https://ssrn.com/abstract=3783748 or http://dx.doi.org/10.2139/ssrn.3783748

The Indian Ocean and the Rise of a Multi-polar World Order: The Role of China and India January 2014 *Policy Perspectives* 11(2):17 DOI: 10.13169/polipers.11.2.0017

Bouchard, C., & Crumplin, W. (2010). Neglected no longer: the Indian Ocean at the forefront of world geopolitics and global geostrategy. *Journal of the Indian Ocean Region*, 6(1), 26–51. https://doi.org/10.1080/19480881.2010.489668

Mohan, C. R. (2010). India and the Changing Geopolitics of the Indian Ocean. *Maritime Affairs: Journal of the National Maritime Foundation of India*, 6(2), 1–12. https://doi.org/10.1080/09733159.2010.559779

Recommended Readings

Kaplan, Robert D., *Monsoon: The Indian Ocean and the Future of American Power*, Random House, 2010, chapter 1.

Deborah Cowen, "Maritime Logistics and Global Capitalism" Verso 2021

Down To Earth https://www.downtoearth.org.in/climate-change/indian-ocean-is-heating-up-much-faster-than-we-think-at-a-rate-of-1-7-3-8-c-per-century-95871

Online, Visual, Literary Resources:

Lavery, Charne, *Writing Ocean Worlds: Indian Ocean Writings in English*, 2021

Ghosh, Amitav, *Sea of Poppies*, 2008

Ghosh, Amitav and Salman Toor, *Jungle Nama*, Harper Collins

Our Oceans, Episode 2, Netflix

Podcasts, Indian Ocean World Centre, McGill University
https://indianoceanworldcentre.com/podcast/

8. **Pedagogy**:

   a. Instructional design

   This course will be transacted through a combination of lectures, thematic discussions, presentations and documentary/film appreciation

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

   None

   c. Expertise in AUD faculty or outside

   yes

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

   None

9. **Assessment structure** (modes and frequency of assessments)

   I. 30% two thought pieces (15X2)
   II. 30% project-based submission
   III. 40% End Semester examination

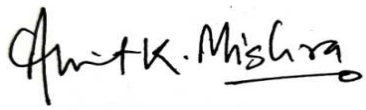
Signature of Course Coordinator(s)

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 15th meeting held on _12th December 2025_ has been approved in the present form.



Signature of the Dean of the School

Appendix-61

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

School/Centre proposing the course	SGA
Programme(s)	BAGS
Course title	India and its Neighbourhood
Course code	
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Core
Level (Predoctoral MA / PG Diploma / Certificate / UG)	UG Sem-8
Course coordinator and team	Dr Manisha Chaurasiya, Assistant Professor, SGA, and Dr Pavan Kumar, Assistant Professor, SGA (Course Coordinator)

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

   The course is offered as part of the UG programme. It does not clash with any other course offered in AUD.

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

   No prerequisites.

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

   As per the AUD norms.

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

   It is a semester-long course. The semester is TBD

5. **Proposed date of launch**: January 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 AUD's vision of inclusive learning and is part of the BA Global Studies programme, which aims to foster an interdisciplinary understanding of global regions, phenomena, and events. The course would provide an insightful understanding of India's neighbourhood, fostering a more informed understanding and informed policies in the region.

7. **Course Details**:

   a. ***Summary***:

This course offers an in-depth examination of India, its making, strategic culture and its relationship with neighbouring countries. The course, focusing on its geopolitical linkages and colonial past, asserts that its contemporary foreign policy is significantly influenced by both its geographical context and historical legacy as a civilisation. The course commences by describing the basic context—the significance of the Himalayas, the Indian Ocean, and the routes to Afghanistan and Persia. It subsequently explores the progression of these interactions from the colonial period, which broke historic connections and established contemporary, often contentious, borders, through the Cold War, and into the current epoch characterised by multi-alignment and Chinese assertiveness. The colonial impact of the British rule over the subcontinent and India has shaped the contemporary bilateral relations with neighbours in the South Asian region. An important aspect of colonial rule was boundary making, which has been emphasised in this course, with special emphasis on the Durand Line, the MacMohan Line, the Great Game, and the partition of British India into India and Pakistan. The course aims to help learners comprehend the overall Indian foreign policy and its approach to the global and regional spheres since Independence. It also introduces them to India's strategic culture. The second module aims to help learners comprehend the overall Indian foreign policy and its approach to the global and regional spheres since Independence. Over the years, on the world stage, Indian diplomacy, leadership and foreign policy approach have been largely multilateral. And on the regional front, India, since its independence, has had a diverse experience with the neighbouring states in its bilateral relationships with Pakistan, Sri Lanka, Myanmar, Bangladesh, etc. The module also introduces India's strategic culture.

The third module discusses globalisation and modern South Asia in the context of culture, society and politics. The final or the fourth module allows students to comprehend the developments in the 21st century between India and its neighbourhood in a comprehensive

manner. The major challenges that India faces within South Asia, vis-à-vis its neighbours, are discussed in detail. This includes India's China problem and the issue of boundaries and the LAC, the problem that India faces with Pakistan, nuclear threat, ceasefire violation, cross-border infiltration and terrorism. The problems of illegal immigration and trafficking in drugs, fake currency, etc., through the Bangladesh and Myanmar borders are discussed. And finally, the module discusses India and its smaller neighbours: Sri Lanka, Nepal, the Maldives, and Bhutan, in the context of changing geopolitical realities and shifts in relationships.

b. Objectives

The course will help students to:

- To understand how India's physical topography, including its mountains, rivers, and oceans, has historically influenced its interactions with neighbouring countries.
- To shed light on the role of the colonial disruptions of the 19th and 20th centuries and their influence on contemporary boundary formation and bilateral conflicts.
- To comprehend India's strategic culture.
- To systematically study the development of India's foreign policy doctrine following its independence from British rule.
- To understand Indian policies such as Panchsheel, Non-Alignment, the Gujral Doctrine, and Multi-Alignment.
- To understand India's important bilateral relationships, problems in India's neighbourhood and other related geopolitical challenges and opportunities in the 21st century.

c. Learning Outcomes:

This course aims to enable students to utilise their comprehension and research abilities developed during the semester in academic tasks and in real-life situations. On completion of this course, students are therefore expected to:

1. Attain an understanding of India and the foundations of its foreign policy and interactions with neighbouring countries.

2. Develop a comprehensive awareness of the multifaceted aspects and the complexity of Indian strategic culture and the sources of information that have influenced the dynamics of India's relationships with its neighbours.

3. The course would help learners to develop a comprehensive understanding of India, its neighbourhood and its foreign policy.

d. Overall structure:

The course is structured into the following five units.

S. No	Module Name	Week/s
Module 1	Historical overview of India (a) Geography and location (b) Colonial Impact and making of modern boundaries	4 weeks
Module 2	India since Independence: (a) Foreign Policy: India's approach to the Global and Regional (b) India Strategic culture	3 weeks
Module 3	Globalisation and modern South Asia: Culture, Society and Politics	2 weeks
Module 4	India and Geopolitical Challenges in the 21st century (a) China and the border problem (b) Pakistan and problem of terrorism (c) Bangladesh and Myanmar: Problems of illegal immigration and trafficking (d) India and smaller neighbours: Sri Lanka, Nepal, Maldives and Bhutan	4 weeks

e. ***Contents*** *(brief note on each module; indicative reading list with essential and suggested readings)*

Module 1: Historical Overview

The first module, titled Historical Overview, is subdivided into two parts. First, asserts that India's geopolitical necessities are mostly influenced by its physical location. This is titled "Foundations: India's Geography as Its Destiny." It examines the Himalayas and the complex mechanism through which the Trans-Himalayan region became linked to India. The Indian links to the Tibetan plateau, serving as a buffer zone, and the Khyber Pass as an outlet for both cultural interchange and invasion, are examined. These influence India's connection to Afghanistan and Central Asia. Concurrently, it underscores India's significance in the marine

sphere. Ultimately, it regards the river systems of the Indo-Gangetic plains as vital supplies of sustenance and nourishment, with water resources that would later become a point of contention with neighbouring regions. The second examines the colonial impact and the making of modern Indian boundaries. This critically examines the developments in the subcontinent during the 19th and 20th centuries. The contemporary boundaries of South Asia are largely a result of British colonial policies. This subject familiarises students with four developments: (a) the "Great Game" between British India and Tsarist Russia, (b) the Durand Line that divided the Pashtun heartland from British India, and (c) the McMahon Line, which is considered the foundation of the Sino-Indian conflict. The module concludes with a discussion of (d) the Partition of British India in 1947 and the Radcliffe Line. All these changes influenced the future relations between South Asian states and India, as well as its neighbours.

Essential Readings:

Spate, O.H.K., & Learmonth, A.T.A. (1967). *India and Pakistan: A General and Regional Geography*. Methuen. Chapter 1.

Warikoo, K. (2009). Himalayan Frontiers of India: Historical, Geopolitical and Strategic Perspectives, London: Routledge. Chapters 1,2, 5 and 6.

Goswami, M. (1998). From Swadeshi to Swaraj: Nation, Economy, Territory in Colonial South Asia, 1870 to 1907. *Comparative Studies in Society and History*, 40(4), 609–636.

Hopkirk, P. (1992). The Great Game. *Asian Affairs*, 23(3), 288–297.

Scott, D. (2008). The Great Power 'Great Game' between India and China: 'The Logic of Geography'. *Geopolitics*, 13(1), 1-26.

Becker, M. (2017). The Durand Line: The Afghan-Pakistani Border and the Pashtun National Question. *Internationales Asienforum*, 48(1-2), 59–77.

Maxwell, N. (1970). China and India: The Un-Negotiated Dispute. *The China Quarterly*, (43), 47–80.

Additional Readings:

Mohan, P. V. (2015*).* Re-imagining the Indus: A River and a Civilization*. Journal of the Asiatic Society of Mumbai, 88, 1-15.*

Dani, A. H. (1991). The Western Himalayan Kingdom*. In History of Civilizations of Central Asia, Vol. II (pp. 215-225). UNESCO.*

Gupta, A. (2019). India's Maritime Strategy: From a Sea of Denial to a Sea of Engagement. *Maritime Affairs: Journal of the National Maritime Foundation of India*, 15(1), 1-11.

Cohen, S. P. (2002). The Nation and the State of Pakistan*. The Washington Quarterly, 25(3), 109-122.*

Chester, L. (2008). The 1947 Partition: Drawing the Indo-Pakistani Boundary. *American Diplomacy*.

Chellaney, Brahma (2011). *Water: Asia's New Battleground, Washington D.C.:* Georgetown University Press. Chapter 1 and 6.

Module 2: India Since Independence

This module aims to help learners understand the overall Indian foreign policy and its approach to the global and regional spheres since Independence. On the world stage, Indian diplomacy, leadership and foreign policy approach have been largely multilateral. On the regional front, India, since its independence, has had a diverse experience with its neighbouring states in its bilateral relationships with Pakistan, Sri Lanka, Myanmar, Bangladesh, and others. The module also introduces India's strategic culture.

Essential Readings:
Shrikant Paranjpe (2020), India's Strategic Culture: The Making of National Security Policy, New Delhi: Routledge. Chapter Introduction, 1 and 2, pp-1-43.
Shivshankar Menon (2012), "K. Subhrahmanyam and India's Strategic Culture", Air Power, 7 (1): 1-11.
Vineet Thakur (2014), "The Colonial Origins of Indian Foreign Policymaking", *Economic and Political Weekly*, 49 (32): 58-64.
K.P. Misra (1981), "Towards Understanding Non-Alignment", International Studies, 20 (1-2):
Malone, D. M., Mohan, C. R., & Raghavan, S. (Eds.). (2015). *The Oxford handbook of Indian foreign policy*. Oxford University Press
Additional Readings:
Taru Dalmia and David M. Malone (2012), "Historical influences on India's foreign policy" , *International Journal*, 67 (4): 1029-1049.
Sumit Ganguly & Manjeet S. Pardesi (2009) Explaining Sixty Years of India's Foreign Policy, India Review, 8:1, 4-19, DOI: 10.1080/14736480802665162
A. P. Rana, The Imperatives of Nonalignment: A Conceptual Study of India's Foreign Policy Strategy in the Nehru Period (Delhi: Macmillan Co. of India, 1976)
Praveen Swami, India, Pakistan and the Secret Jihad: The Covert Kashmir, 1947–2004 (London: Routledge, 2007)

Module 3: Globalisation and modern South Asia: Culture, Society and Politics

This module will introduce students to the culture, society and the political systems and politics in the region. It will trace the democratic trajectories of the states and the challenges they face with the military takeover of the political system. It explores the other stabilising and destabilising dimensions of the political system, such as poverty, cohesion and political differences within the states. It would also introduce students to interstate relations between the states in the region, enabling them to better understand the region. It will discuss the similarities and differences in the region and the ways in which several cultural and religious practices emerged, making it a distinct space. It further highlights the social foundations in the regions and various social structures and practices that have a distinct identity of their own. It seeks to understand the region from a theoretical standpoint within a globalised context. It

employs the RCEP theory, examining its security implications and the issues related to security concerns - both traditional and non-traditional - faced by India's neighbourhood.

Essential Readings

Uyangoda, J. (2019). Democracy and Political Hope in South Asia. *Society and Culture in South Asia*, *5*(2), 329-333. https://doi.org/10.1177/2393861719836295 (Original work published 2019)
Bose, S., & Jalal, A. (2022). Modern South Asia: History, Culture, Political Economy. Taylor & Francis.
Asia Society (2025). Belief Systems Along the Silk Road, https://asiasociety.org/education/belief-systems-along-silk-road
Tulasi Srinivas, (2022). Exploring Indian Culture through Food, https://www.asianstudies.org/publications/eaa/archives/exploring-indian-culture-through-food/
Jones, J. (2013). Music, history, and the sacred in South Asia. In P. V. Bohlman (Ed.), *The Cambridge History of World Music* (pp. 202–222), Cambridge: Cambridge University Press.
Additional Readings:
Malone, D. M., Mohan, C. R., & Raghavan, S. (Eds.). (2015). *The Oxford handbook of Indian foreign policy*. Oxford University Press
Thakur, V., Kumar, P., & Natarajan, K. (2025). The caste of diplomacy. The Hague Journal of Diplomacy, 20(3), 377–404. https://doi.org/10.1163/1871191x-bja10221
Ayres, A. (2020, September 22). *Human rights and democracy in South Asia*. Council on Foreign Relations. https://www.cfr.org/sites/default/files/pdf/ayres-hfac-written-testimony-09222020.pdf
Nöhrlind, R. (2009). Caste-Based Discrimination In South Asia. In European Commission & International Dalit Solidarity Network, European Commission [Report]. Https://Www.Europarl.Europa.Eu/Meetdocs/2009_2014/Documents/Droi/Dv/201/201102/20110228_510eustudy_En.Pdf
Rehman, A., Batool, Z., Ma, H. *et al.* Climate change and food security in South Asia: the importance of renewable energy and agricultural credit. *Humanit Soc Sci Commun* 11, 342 (2024). https://doi.org/10.1057/s41599-024-02847-3
Allyn Miner, 2013, A Tour of Music Cultures in South Asia: Classical and Devotional Music, https://www.asianstudies.org/publications/eaa/archives/a-tour-of-music-cultures-in-south-asia-classical-and-devotional-music/

Module 4: India and Geopolitical Challenges in the 21st Century

The final module allows students to comprehend the developments in the 21st century between India and its neighbourhood in a comprehensive manner. The major challenges that India faces within South Asia, vis-à-vis its neighbours, are discussed in detail. This includes

India's China problem and the issue of boundaries and the LAC, the problem that India faces with Pakistan, nuclear threat, cease-fire violation across the LoC and cross-border infiltration and terrorism. The problems of illegal immigration and trafficking in drugs, fake currency, etc., through the Bangladesh and Myanmar borders are discussed. And finally, the module discusses India and its smaller neighbours: Sri Lanka, Nepal, the Maldives, and Bhutan, in the context of changing geopolitical realities and shifts in relationships.

Essential Readings:

Malone, David (2011). Does the Elephant Dance? Contemporary Indian Foreign Policy, Oxford, Oxford University Press. Chapters 2, 5 and 6.

Rae, R. (2021). *Kathmandu Dilemma: Resetting India-Nepal Ties*. Penguin Random House India.

Gilmartin, D. (1998). Partition, Pakistan, and South Asian History: In Search of a Narrative. *The Journal of Asian Studies*, *57*(4), 1068–1095. doi:10.2307/2659304

Bajpai, K. (2003). Indian Strategic Culture and the Problem of Pakistan. *Journal of Peace Research, 40*(5), 577–591.

Smith, J. M. (2014). Cold Peace: China-India Relations in the Twenty-First Century. *Strategic Studies Quarterly, 8*(3), 74–100.

Additional Readings:

Pant, H. V. (2016). India's Pakistan policy: The Modi difference. *The Washington Quarterly, 39*(4), 117–132.

Praveen Swami, India, Pakistan and the Secret Jihad: The Covert Kashmir, 1947–2004 (London: Routledge, 2007)

Kumar, P. (2021). India Balancing China: Exploring Soft Balancing Through Indo-Pacific. *Millennial Asia*, *13*(2), 339-359. https://doi.org/10.1177/0976399621998274 (Original work published 2022)

Manjari Chatterjee Miller, Kate Sullivan de Estrada, Introduction: India's rise at 70, *International Affairs*, Volume 93, Issue 1, 1 January 2017, Pages 1–6, (All the articles from the special issue).

Muni, S. D. (2003). India and its neighbours: Persisting dilemmas. *India Quarterly*, 59 (3-4), 119–143. https://doi.org/10.1177/097492840305900308

Rajesh Rajagopalan (2017), India's Strategic Choices, Carnegie Endowment for International Peace. https://carnegie-production-assets.s3.amazonaws.com/static/files/CP_312_Rajesh_Strategic_Choices_FNL.pdf

8. Pedagogy:

a. Instructional design: Classroom lectures, documentaries, movies, invited lectures, and student project presentations.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/other instructional space; any other – please specify): Classroom with AV equipment, and high-speed wi-fi

c. Expertise in AUD faculty or outside: AUD and external experts.

d. Linkages with external agencies.

9. Assessment structure (modes and frequency of assessments)

i. *Submission of a short essay (home assignment):* (20%)

ii. *Mid-sem Test: (*20%)

iii. *Project* (20%): multimedia project with presentation on a topic/theme decided collectively

iv. *Final examination* (40%): essay-based final exam.



Signature of Course Coordinator(s)

Note:

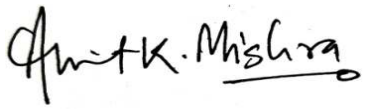
- Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

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

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 15th meeting held on _12th December 2025_ has been approved in the present form.



Signature of the Dean of the School

Dr. B.R. Ambedkar University Delhi

Appendix-62

School of Global Affairs

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA Sustainable Urbanism
Course title	Sustainable Urban Mobility
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG – Semester 8
Course coordinator and team	Dr. Bhawna Bali and Dr. M.M. Anees

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

   The course Urban Mobility is designed as a core course for the eighth semester of the BA Sustainable Urbanism programme. It connects with courses in previous semesters of the programme, such as Sustainable Urban Development (first semester), and Environment: Issues and Challenges (third semester).

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

   No prerequisites

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

   As per AUD norms

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

   Semester-long course: 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?

   Transportation is one of the most defining features of cities, and the backbone of a city's functioning and economy. Urban mobility, a concept emerging from transportation studies, shifts the focus from systems to people, and from movement to access. Urban mobility is an essential service for the teeming millions who inhabit cities. The programme BA Sustainable Urbanism focuses on the sustainability of cities, and it is important that the students of this programme are introduced to a course on Sustainable Urban Mobility. This course is a Discipline Specific Core (DSC) course in the eighth semester of BASU, which focuses on its evolution, basic concepts, challenges and policies that shape it. The course aligns with AUD's vision of promoting equity and social justice by engaging students in discussions on how urban mobility can be transformed into an enabler, providing equitable access to resources.

7. **Course Details:**

   a. Summary:

   The relationship between urban development and transport systems is both critical and complex. Cities as places of human and resource concentration have developed as labour markets, hubs of manufacturing, industry and service activities, and are the driving forces of economy, connectivity, and innovation. All the socio-spatial transformations in cities have occurred through transportation, which has acted as the backbone of urban development and a nerve centre for access to residential and non-residential spaces. Urban mobility not only shapes urban form, but also influences people's experiences within and of the city, and impacts accessibility to various services, amenities and opportunities. It extends the concept of transportation by focusing specifically on the movement of people to access other services and work opportunities in the city.

   Worldwide and for over a century, private automobile use has been the key hallmark of rapid urbanisation led by industrialisation. Particularly in the developing countries including India, urban planning and transport infrastructure development has prioritised private vehicular movement with new roads and flyovers, and more space allocation for cars, overlooking the needs of pedestrians and cyclists, and poorer sections, thereby overburdening roads and public transit. This is neither environmentally nor socially sustainable. Transport sector though responsible for 15 per cent of the Green House Gas (GHG) emissions directly (IPCC, 2022), however, also contributes indirectly due to its overwhelming dependence on fossil fuels – the primary sources of electricity and heat production. The resultant negative externalities associated with motorisation such as congestion, occupation of public spaces by vehicles, Green House Gas (GHG) emissions, pollution and related public health issues, and at the same time insufficient and under developed public transport networks, and unequal impacts on the vulnerable sections of the society, have been widely recognised.

With the burdening environmental crisis in cities, urban mobility is now being reimagined, with focus shifting to sustainable solutions that balance economic efficiency, social equity and environmental sustainability. A shift in policy focus to more sustainable transportation options has been particularly evident post-2015 United Nations (UN) Sustainable Development Goals (SDG). The SDG 11 on sustainable cities and communities, specifically Target 11.2 on urban transport, requires that "By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons". Accordingly, there is increased focus on sustainable urban mobility for the efficient movement of people, at affordable transportation costs and equitable accessibility across socio-economic spectrum of urban residents. With its focus on reducing the environmental burden on cities through lower greenhouse gas emissions and air pollution, sustainable urban mobility also promises to plug in the problems of inequitable access and safety.

The course is designed through sustainability lens and intersects the domains of urban planning (M1), transportation planning (M2, M3) and sustainable urban transport (M4, M5).

b. Objectives

The course seeks to develop a foundational understanding about sustainable urban mobility. It is designed to enable students to examine the:

1. trajectories of urban transport systems shaped by modern urban planning and the challenges to urban mobility as an outcome of rapid urbanisation.
2. characteristics of urban mobility systems, the relationship between urban development, land use and mobility.
3. issues associated with equitable and affordable access to public transport by the urban poor, women, persons with disabilities.
4. policies for sustainable urban mobility in India.

c. Learning Outcomes:

Upon studying the course, the students will be able to:

1. characterise different forms of urban transport systems.
2. identify the interlinkage between land use and transport, travel needs, demand, user choices, behaviour and the factors associated with the development of different urban mobility options.
3. identify the challenges associated with urban mobility, and the policy interventions/solutions that shape sustainable urban mobility in India.

d. Overall structure:

The course is structured into 5 modules as given below.

No.	Module Title	Duration (in weeks)
1	Urbanisation and Transportation Challenges	2

2	Typology of Urban Mobility Systems	2
3	Transport and Land Use	3
4	Urban Mobility and Social Equity	3
5	Policy Interventions for Sustainable Urban Mobility in India	3
	Total	**13 Weeks**

e. Contents:

M1: Urbanisation and Transport Challenges

The first module explores the historical context of urban transportation planning which coincided with modern urban planning interventions especially, post-World War II, and the concept of urban mobility. It provides the background to the challenges associated with transportation as a result of urbanisation, in specific, the issues associated with equitable access to public transport, which is an essential to moving people within and outside the city. In this context, the module draws attention to the importance of low-cost mobility such as public bus, which although subsidised remains unaffordable for the urban poor and limited access in city's periphery.

Essential Readings

- Badami, Madhav G. and Haider, Murtaza (2007): "An analysis of public bus transit performance in Indian cities", *Transportation Research Part A*, Vol. 41, pp. 961–981
- Biswas, Arindam; Mittal, Sumedha and Padmakar, Sanya (20190: "Why people refrain from cycling in Indian cities: A comparative investigation", *International Review for Spatial Planning and Sustainable Development A: Planning Strategies and Design Concept*, Vol. 7 (3), pp. 111-130
- Morimoto, Akinori (2022): *City and Transportation Planning: An Integrated Approach*, Routledge, New York, Chapter 1: History of cities and transportation, pp. 1-18, Chapter 2: Types of urban structure, pp. 19-40
- Schiller, Preston L., Bruun, Eric C. and Jeffrey R. Kenworthy (2010): *An Introduction to Sustainable Transportation Policy, Planning and Implementation*, Earthscan, London, Chapter 1: A Highly Mobile Planet and Its Challenges: Automobile Dependence, pp. 1-24, Chapter 2: Automobile Cities, the Car Culture and Alternative Possibilities, pp. 25-50, Chapter 3: History of Sustainable and Unsustainable Transportation: From Walking to Wheels and Back to Walking, pp. 51-86

Suggested Readings

- Daniere, Amrita G. (n.d.): "Sustainable urbanization in megacities role of nonmotorized transportation", *Transportation Research Record,* Vol. 1695, Paper No. 99-2802, pp. 26-33

- Emanuel, Martin, Schipper, Frank and Oldenziel, Ruth ed. (2020): *A U-Turn to the Future: Sustainable Urban Mobility since 1850*, Berghahn, New York, pp. 29-66
- Shah, Jay and Adhvaryu, Bhargav (2016): "Public transport accessibility levels for Ahmedabad, India", *Journal of Public Transportation,* Vol. 19, No. 3, pp. 19-35
- Sinhaa, Sanjeev; Sadhukhanb, Shubhajit and Priyea, Shiv (2016): "The role of quality assessment for development of sustainable bus service in mid-sized cities of India: A case study of Patna", *Procedia Engineering,* Vol. 198, pp. 926 – 934
- Stopher, Peter R. (2016): "History and theory of urban transport planning", In Michiel C.J. Bliemer, Corinne Mulley and Claudine J. Moutou Ed. *Handbook on Transport and Urban Planning in the Developed World*, Edward Elgar Publishing Limited, Cheltenham, UK, pp. 36-52
- Sumana, Hemant K., Boliaa, Nomesh B., Tiwari, Geetam (2017): "Comparing public bus transport service attributes in Delhi and Mumbai: Policy implications for improving bus services in Delhi", *Transport Policy*, Vol. 56, pp. 63–74

M2: Typology of Urban Mobility Systems

This module shall focus on the different urban mobility systems and their characteristics. These include public, private, non-motorised, para-transits (local trains, metro, monorails, trams, bus, BRTS, water taxis, cycle, scooters, e-rickshaws, auto, moped, gramin sewa). There will be discussion around the emergence of some of these systems in Indian cities both as planned transport interventions such as Metro and Bus Rapid Transit System, and their lack of success or failure. The module will also draw attention to the emergence of non-formal transport like the Gramin Sewa.

Essential Readings

- Dawda, Nandan (2024): *Towards a Comprehensive Framework for Public Transport System Planning in India*, ORF Occasional Paper, Issue 455, pp. 1-32
- Kumar, Megha et. Al. (2016): "Informal public transport modes in India: A case study of five city regions", *IATSS Research*, Vol. 39, pp. 102–109
- Litman, Todd (Oct 2003): Measuring transportation: Traffic, mobility and accessibility, *Institute of Transportation Engineers: ITE Journal*; Vol. 73 (10), pp. 28-32; ProQuest
- Siemiatycki, Matti (June 2006): "Message in a metro: Building urban rail infrastructure and image in Delhi, India", *International Journal of Urban and Regional Research*, 30 (2), pp. 277-292

Suggested Readings

- Gadepalli, Ravi (27 Feb. 2016): "Role of intermediate public transport in Indian cities", *Economic & Political Weekly*, Vol. LI (9), pp. 46-49

- Gadepalli, Ravi et. al. (2024): “A tactical planning framework to integrate paratransit with formal public transport systems”, *Transportation Research Part D: Transport and Environment*, Vol. 136, 104438
- Gössling, Stefan (2020): “Why cities need to take road space from cars - and how this could be done?”, *Journal of Urban Design*, Vol. 25 (4), pp. 443–448
- Jyotika and Chandiramani, Jyoti (2025): “Towards sustainable urban mobility: An analysis of electric rickshaw ecosystem of Delhi, India”, *Environment and Urbanization Asia*, Vol. 16 (1), pp. 159–176
- Morimoto, Akinori (2022): *City and Transportation Planning: An Integrated Approach*, Routledge, New York, Chapter 5: Consider transportation based on the city, pp. 79-100

M3: Transport and Land Use

This module explores the dynamic and reciprocal relationship between the land use and transport. Land use, often decided by regulated policies in cities, has a significant and direct impact on urban form, which in turn influences urban mobility. The module introduces students to the role played by various characteristics of land use, such as density, built-up intensity, and population distribution, among others, in influencing the spatial arrangement of services and travel patterns. In turn, the role played by transportation networks in shaping urban development and growth is explored to understand the reciprocal relationship. The module also explores integrated planning approaches, introduced as part of *New Urbanism*, such as mixed land use and transit-oriented development (TOD) in an attempt to achieve sustainable low-carbon mobility.

Essential readings

- Litman, T., & Steele, R. (2017): Land Use Impacts on Transport, Victoria Transport Policy Institute, Canada, pp. 1-85.
- Rodrigue, J. P. (2020): The Geography of Transport Systems, Routledge.
- Shivanand Swamy, H. M., Bhakuni, N., Sinha, S., & Wilson, S. (2014): *Land Use-Transport Integration and Density of Urban Growth: Toolkit under the Sustainable Urban Transport Project (India),* CEPT University, Ahmedabad, India.
- Suzuki, H., Cervero, R., & Iuchi, K. (2013): Transforming Cities with Transit: Transit and Land-Use Integration for Sustainable Urban Development, World Bank Publications.

Suggested readings

- Acheampong, R. A., & Silva, E. A. (2015): “Land use–transport interaction modeling: A review of the literature and future research directions”, Journal of Transport and Land use, Vol. 8 (3), 11-38.
- Chang, J. S. (2006). Models of the relationship between transport and land-use: A review. Transport Reviews, Vol. 26 (3), 325-350.
- Joshi, R., Joseph, Y., Patel, K., & Darji, V. (2017): Transit-Oriented Development: Lessons from Indian experiences, CEPT University, Ahmedabad, India.

M4: Urban Mobility and Social Equity

This module shall cover aspects of social and spatial equity in urban mobility. Traditionally urban mobility has been examined on functional and economic variables such as urban functions, land uses, distance, demographics, etc. whereby it is viewed as a transport problem related with travel needs and demand for efficient transport. Aspects such as user behaviour, social or spatial equity considerations have been overlooked in transport planning and implementation. Urban planning itself has shaped our cities in a manner that exacerbates inequities with uneven distribution of transport resources across the city, often juxtaposing the socio-economic divisions and cutting across other vulnerable sections such as women, children, older people, differently-abled persons and people with disabilities. Concepts such as Mobility Poverty and Transport-related social exclusion (TRSE) offer a lens to understand how unequal mobility conditions in the city can shape and compound social disadvantage. The module also draws attention to advocacy & campaigns such as “Raahgiri" days which promote pedestrian and cycle-friendly streets as well as government initiatives such as free women's bus travel in buses in Delhi.

Essential Readings

- Durai, S. Raja Sethu (01 Dec. 2021). Transport as a Right and the Need to Reorient India's SRTUs, *The Hindu Centre for Public Policy*. https://www.thehinducentre.com/the-arena/current-issues/article37658761.ece
- Howe, Lindsay Blair et. al. (2024): “Multiple publics, disjunctures, and hybrid systems: how marginalised groups stake their claims to transport infrastructure”, In Olivier Coutard and Daniel Florentin Ed. Handbook of Infrastructures and Cities, Edward Elgar Publishing Limited, Cheltenham, UK, pp. 311-322
- Hridya G.M., et.al. (2025): “People with disabilities and transit use: Findings from nationwide data in India”, Transportation Research Part D: Transport and Environment, Vol. 139, 104558
- Lucas, Mattioli, Verlinghieri and Guzman (2016): “Transport poverty and its adverse social consequences”, Transport, Vol. 169, Issue TR6, pp. 353-365
- Murthy, Manas and Sur, Malini (2023): “Cycling as work: mobility and informality in Indian cities”, Mobilities, Vol. 18 (6), pp. 855-871
- Tan Yigitcanlar, et. Al. (2019): “Understanding transport-related social exclusion: a multidimensional approach”, Urban Policy and Research, Vol. 37 (1), pp. 97-110, DOI: 10.1080/08111146.2018.1533461

Suggested readings

- Lucas, Karen (2012). Transport and social exclusion: Where are we now?, *Transport Policy*, Vol. 20, pp. 105-113, doi.org/10.1016/j.tranpol.2012.01.013.
- Macedo M, et. Al. (2022): “Differences in the spatial landscape of urban mobility: Gender and socioeconomic perspectives”, *PLoS ONE*, Vol. 17 (3): e0260874
- Social Exclusion Unit (2003): Making the Connections: Final Report on Transport and Social Exclusion

- Peters, Deike (2013): Gender and Sustainable Urban Mobility, Thematic study prepared for Sustainable Urban Mobility: Global Report on Human Settlements 2013, http://www.unhabitat.org/grhs/2013
- Samanta, Gopa (20): "Mobility, marginality, and the cycle-rickshaw in Indian cities", In Ashok K. Dutt et. Al. Ed. *Spatial Diversity and Dynamics in Resources and Urban Development*, Springer, USA, Chapter 16, pp. 311-327
- Shah, Sonal et. Al. (2017): *Women and Transport in Indian Cities*, Policy Brief, ITDP and Safetipin, New Delhi
- Wee, Bert van and Karst Geurs (2016): "The role of accessibility in urban and transport planning", In Michiel C.J. Bliemer, Corinne Mulley and Claudine J. Moutou Ed. *Handbook on Transport and Urban Planning in the Developed World*, Edward Elgar Publishing Limited, Cheltenham, UK, pp. 53-68

Module 5: Policy Interventions for Sustainable Urban Mobility in India

This module focuses on the urban transport policies of India and their evolution and transition towards sustainable urban mobility systems. It explores the key national frameworks, guidelines, design practices, and strategies that promote non-motorised and sustainable mobility solutions. The focus of these envisioned interventions is on improving accessibility, bringing design-based implementation strategies, improving logistics efficiency, and setting the vision for sustainable urban mobility in India. Through relevant case studies, students will be exposed to both understanding institutional challenges and gaps in policy implementation, as well as how policy goals translate into on-ground interventions that target greater sustainability.

Essential readings

- Chng, Samuel (2019): "To drive or not to drive? A qualitative comparison of car ownership and transport experiences in London and Singapore", Transportation Research Interdisciplinary Perspectives, Vol. 2, September 2019, 100030
- ITDP (2022): From Transmilenio to Cycle Networks: Lessons Learned from Bogotá's Comprehensive Urban Mobility Planning.
- Ministry of Urban Development, Government of India (2006): *National Urban Transport Policy (NUTP)*
- Rumi, Aijaz (2022): "Electric Vehicles in India: Filling the Gaps in Awareness and Policy", ORF Occasional Paper No. 296, January 2021, Observer Research Foundation.
- Verma, A., Harsha, V., & Subramanian, G. H. (2021): "Evolution of urban transportation policies in India: A review and analysis", Transportation in Developing Economies, 7(2), p. 25.
- WRI India. (2017). *Encouraging Design Practices for Sustainable Mobility in India: A Guidebook,* World Resources Institute India

Suggested readings

- CAI-Asia Center (2021): *Walkability in Indian cities*.

- Kharola, P. S. (2013): “Analysing the urban public transport policy regime in India”, Economic and Political Weekly, pp. 95-102.
- Ministry of Road Transport & Highways, Government of India (2020): *Guidelines for National Sustainable Urban Freight Transport System*.
- NIUA (2015). *Compendium of Good Practices: Urban Transportation in Indian Cities,* National Institute of Urban Affairs & Cities Alliance.
- The Energy and Resources Institute (TERI) (2024): Roadmap for India’s Energy Transition in the Transport Sector. New Delhi, India: TERI.

Online Resources

- A Convenient Truth: Urban Solutions from Curitiba, Brazil https://www.youtube.com/watch?v=GVyaX6muXzw
- Bombay Railway - Episode1 Pressures, BBC Documentary: https://www.youtube.com/watch?v=cqPtIE5tQKY
- Cars Almost Killed Our Cities, But Here's How We Can Bring Them Back, Gabe Klein: https://www.youtube.com/watch?v=GXn2Iu8mSWY
- History and Evolution of Public Transport: https://www.youtube.com/watch?v=t3OGV916_AM
- How India Moves: Trends of India's Urban Mobility Crisis, The Sunita Narain Show: https://www.youtube.com/watch?v=pJXsOrgW08Q
- How Indian Cities Failed Public Transport: https://www.youtube.com/watch?v=JkNLUZa5INk
- How the world's first metro system was built, Christian Wolmar: https://www.youtube.com/watch?v=VdZd5zYTKAw
- Raahgiri Foundation: https://www.youtube.com/@raahgirifoundation/videos
- Reinventing Transport #2 Streets for People: https://www.youtube.com/watch?v=f94GmgYKPEE
- Rethinking Urban Mobility, Ryan Chin: https://www.youtube.com/watch?v=YHSu4f4fcSI
- The Human Scale: https://www.youtube.com/watch?v=OlrXeh1z1LU
- The Power of Transportation | Origins: The Journey of Humankind: https://www.youtube.com/watch?v=5rg7vgniCZc
- The Unseen Side of Singapore’s Bus System: https://www.youtube.com/watch?v=_BURy2_mGZM
- Urbanized (2011): https://www.lookmovie2.to/movies/play/1691458776-urbanized-2011
- Why free public transport doesn't fix traffic (and what does): https://www.youtube.com/watch?v=K6md7gny4pY
- https://itdp.in/resources/

1. **Pedagogy:**
   a. Instructional design: the course will be transacted through a combination of lectures, readings and audio-video based discussions, presentations, group field work (as permitted by logistics and resources)
   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom for conducting lectures

c. Expertise in AUD faculty or outside: AUD Faculty
d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Local field visits to different parts of Delhi / special lectures may be organised depending on the availability of resources.

2. Assessment structure (modes and frequency of assessments)
   a. Formative Assessment 1 (20%: Report): 'Mob Choice' - Documenting and characterising mobility choices among different socio-economic groups of people and the "ease" of mobility around transport infrastructure such as underpass, flyover, foot over bridge, pedestrian subway
   b. Formative Assessment 2 (20%: PowerPoint Presentation): 'Walk the Talk' – Assessing pedestrian infrastructure in identified sites
   c. Formative Assessment 3 (20%: Photo story and narration): 'ExOM' - experiential and observation mapping exercise - the students will travel in a public transport – bus for a duration of about an hour, covering different areas of the city, observing and noting social characteristics of fellow commuters such as gender, age, regional ethnicity, class, and spatial characteristics of the neighbourhoods along the route such as land use, intensity of built-up, residential type (affluent/middle-class/poor). This could be compared with a trip taken on an elevated Metro corridor. The students shall submit a photo-collage along with a brief story (300-500 words) and narrate their experience in the class. Tickets must be submitted along with the photo-collage and story.
   d. Summative Assessment 3 (40%): end semester examination covering the entire syllabus to be held at the end of teaching

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 15th meeting held on _12th December 2025_ has been approved in the present form.



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

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA in Sustainable Urbanism
Course title	**Gender and the City**
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Dr. Tanya Chaudhary

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

   This is a core course for the students of BA Sustainable Urbanism at KP. It will be offered in 8th Semester. It builds on the major courses that the former group of students have already completed, most notably, 'Claims to the City' and 'Reading Cities through Neigbhourhoods'. The undergraduate course in this domain at AUD are offered to students of Social Sciences Programme. They are: 'Introduction to Gender' and 'Gender and Society' which takes a sociological stance to explain social relations around gender and do not particularly focus on understanding the urban space produced through gender relations. It also connects to other courses on social stratification offered in the University.

2. **Specific requirements on the part of students who can be admitted to this course:**

   (Pre requisites; prior knowledge level; any others – please specify)

   No prerequisites

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

   As per university norms

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

   Semester-long course offered in Winter semester

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 eighth semester BA students as a core course. From a general introduction to the field of Sustainable Urbanism in the first year of the programme, later the programme begins to move into specialised domains such as governance, housing, waste, labour and livelihoods, citizenship, caste, infrastructure and neighbourhoods. Given this aim, the course takes gender as the pivot around which a critical perspective on urban change and lived experiences may be developed. The overarching philosophy of AUD built around social justice, and equity is emphasised across the course.

7. **Course Details:**

   a. Summary

   The course takes a multi-dimensional approach to understand the role of gender relations in production of urban space. In doing so, it also attempts to read the intersectionality that exists when reading gender. What this means is that while a gender will have something in common–but they may also differ in other ways perhaps still maintaining internal cohesion. The modernity, when looked sociologically/relationally, had changed the social relations amongst gender. Post Independence, cities particularly metropolises have served as a nesting place for economic growth, opportunities, aspirations freedom and shifting gender relations while retaining the traditional structures of power and ideologies which does not allow a complete transformation. The course, then emphases on reading urban space not only as a product of these social processes but also as a producer of social relations amongst different gender through its built form (design/policy/planning/architecture). Therefore, this course aims to engage with diverse manifestations of gender relations and representation in the cities within the theoretical framework of socio-spatial dialectic.

   b. Objectives --

   - To introduce students to the importance of gender in reading the city/urban space.
   - To develop a critical understanding about the role of planning and policy-making in shaping gendered experiences.
   - To build an understanding of varying everyday spatial practices across gender shaping the lived experiences in the cities.

c. Overall structure:

S.No.	**Module**	**Duration**
1	Space, Place and Gender	3 weeks
2	Urbanisation and Gender	3 weeks
3	Gendered Spaces and Built Form of the City	2 weeks
4	Gendering of Urban Infrastructure	2 weeks
5	Spatial Negotiations in Cities	2 weeks

8. **Contents**

1. Space, Place and Gender:

This introductory module will familiarise the students with (many) intersections that exists between the gender and geography. It will start with the question of importance of using gender as a lens to understand/read the social space of cities. Therefore, it will introduce students to the argument that besides capitalism and its development, gender and its intersectionality are also important determinants in our experience of place and making sense of place.

Essential Readings:

- Massey, D. (2013). *Space, place and gender*. John Wiley & Sons. Part III pp 177-184; pp 185-190.
- Raju, S., & Lahiri-Dutt, K. (Eds.). (2011). Doing gender, doing geography: Emerging research in India. pp 1-11
- Foxhall, L., & Neher, G. (Eds.). (2012). *Gender and the City before Modernity*. John Wiley & Sons. Pp 1-17
- Lahiri-Dutt, K. (2012). 'Doing Gender'in Geography: Exploring Contemporary Feminist Methodologies. In *Doing Gender, Doing Geography* (pp. 45-83). Routledge India.
- McDowell, L. (2016). 'Doing Gender: Feminism, Feminists and Research Methods in Human Geography'. In *Space, gender, knowledge: Feminist readings* (pp. 105-114). Routledge.

Other readings:

- Sen, A. (2005). *The argumentative Indian: Writings on Indian history, culture and identity.* Farrar, Straus and Giroux. Pp 220-250
- Perez, C. C. (2019). *Invisible women: Data bias in a world designed for men*. Abrams.

- Kalia, S. (2022). How the Design of our cities reflect class and caste anxieties?. Swaddle https://www.theswaddle.com/how-housing-societies-perpetuate-the-inequality-our-cities-are-built-on

2. Urbanisation and Gender

Borrowing support from the gender analysis of empirical evidences of migration, work/employment at urban level; and the work of Urban Feminist Scholars, this module will initially enunciate what does the process of urbanisation mean for different gender. Uncovering the city as a landscape of accumulation, this module reveals the role of gendered work in the accumulation process, asking questions around nature of urbanisation, its similarities and diversities across space and scale and the lived experiences of not only cisgendered hetrosexual white women, but also of the women of colour, women from Global South identifying with marginsalised class, caste and sexual communities.

It focuses on the works/contributions which speaks about the process of urbanisation through gendered lens, by a) studying how does the participation of women in economic production through waged labour and also outside the waged labour (social reproduction) shapes the cities- both in urban form and urban sensibilities ; b) studying gendered dimensions of migration and its role in shaping cities; and c) differential impact of urban (re)structuring on gender

Essential Readings:

- Bondi, L., & Christie, H. (2000). Working out the urban: gender relations and the city. *A companion to the city*, pp292-304
- Kofman, E. (2012). Rethinking care through social reproduction: Articulating circuits of migration. *Social politics*, *19*(1), 142-162.
- Chant, S. (2013). Cities through a "gender lens": a golden "urban age" for women in the global South?. *Environment and urbanization*, *25*(1), 9-29.
- Dutta, A. (2018). On queerly hidden lives: Precarity and (In) visibility between formal and informal economies in India. *QED: A Journal in GLBTQ Worldmaking*, *5*(3), 61-75.
- Ayyar, V. (2013). Caste and Gender in a Mumbai Resettlement Site. *Economic and Political Weekly*, *48*(18), 44–55. http://www.jstor.org/stable/23527308
- Islam, A. (2025). Becoming 'working' women: Formations of gender, class and caste in urban India. *The Sociological Review*, *73*(2), 296-305.

Case studies

- Wolcott, V. W. (2001). Gendered Perspectives on Detroit History. *Michigan Historical Review*, *27*(1), 75–91. https://doi.org/10.2307/20173895
- Vosloo, J. (2024). Imagining black feminist geographies of Johannesburg through Senzeni Marasela's creative (un/re)mapping of

Johannesburg's mine slopes. *Gender & Development*, *32*(1–2), 49–69. https://doi.org/10.1080/13552074.2024.2348396

- Carol E. Morgan (1997) Gender constructions and gender relations in cotton and chain-making in England: a contested and varied terrain, Women's History Review, 6:3, 367-389, DOI: 10.1080/09612029700200149
- Wainwright, E. (2009). Manufacturing space: gendered cityscapes and industrial images in Dundee. *Environment and Planning A*, *41*(2), 336-352.
- Kunduri, E. (2018). Between Khet (field) and factory, Gaanv (village) and Sheher (city): caste, gender and the (re) shaping of migrant identities in urban India. *South Asia Multidisciplinary Academic Journal*, (19).
- Vakulabharanam, V., & Motiram, S. (2022). Gender and Work Patterns in Indian Cities: A Socio-Spatial Analysis. *Feminist Economics*, *29*(2), 64–95. https://doi.org/10.1080/13545701.2022.2120205
- Kamath, A., & P, N. (2021). Disappearing spaces and betraying allies: urban transition and street-based sex work in Bangalore. *Globalizations*, *19*(5),741–759. https://doi.org/10.1080/14747731.2021.1984796

Additional references for students

- N, Neetha. (2017). Macro Data Analysis of Women's Labour and Migration. Action Research on Women's Labour Migration in India. CWDS *(supplementary reading for core reading 1: India's scenario)*
- Kumar, M. S., Raju, S., Atkins, P., Kumar, N., & Townsend, J. (1999). An Atlas of Women and Men in India: Interpretative Text on the Participation of Women Workers in the Service Sector of India. *(supplementary reading for core reading 1: India's scenario)*
- Chaudhary, T. (2021). Engels' 'proletarisation' and 'great towns' vis-à-vis dispossession, and gendered work in an informal economy. *Human Geography*, *14*(2), 212-226 *(supplementary reading for core reading 1&3: India's scenario)*
- Nikore, M. (2022). Building India's economy on the backs of women's unpaid work: a gendered analysis of time-use data. In *Building India's economy on the backs of women's unpaid work: a gendered analysis of time-use data: Nikore, Mitali*. New Delhi, India: ORF, Observer Research Foundation. (*supplementary reading for core reading 2: India's scenario)*
- Banerjee, A. (2012). Mobilities and Spaces: Gendered Dimension of Migration in Urban India. In *Doing Gender, Doing Geography* (pp. 87-107). Routledge India. (*supplementary reading for core reading 2: India's scenario)*
- Cowan, T. (2021). Rooted flexibility: social reproduction, violence and gendered work in the Indian city. *Gender, Place & Culture*, *28*(1), 66-87. (*supplementary reading for core reading 2: India's scenario)*

- Wekerle, G. R. (1985). A woman's place is in the city. *Antipode*, *17*(2-3), 145-153.
- James, A. (2024). Gendering Labour Law in the Platform Economy: Supporting Women Crowdworkers through Motherhood. *Labour & Law Issues*, *10*(2), 1-27.
- Rani, U., Castel-Branco, R., Satija, S., & Nayar, M. (2022). Women, work, and the digital economy. *Gender & Development*, *30*(3), 421-435.
- Singha, L. (2019). *Work, labour and cleaning: The social contexts of outsourcing housework*. Policy Press.
- Kabeer, N. (2005). Gender equality and women's empowerment: A critical analysis of the third millennium development goal 1. *Gender & development*, *13*(1), 13-24.

3. Gendered Spaces and Built Form of the City

Following from the previous discussion on urbanism, this module will discuss the built form and built environment of the cities to highlight their gendered nature.

From the readings and field visit it will guide students to map familiarity, access and usage of spaces like neighbourhoods, commercial sites, markets, streets, sidewalk, bus stations, railway stations, offices, industrial sites, as a unit of analysis, from the perspective of gender. The analysis should provide spatial overview of gendered spaces.

In a way, it sets background for the students to understand how urban design, planning and policy making determines lived gendered experiences in the city.

Essential Readings:

- Desai, M. (Ed.). (2007). *Women and the built environment*. New Delhi: Zubaan.
- Paul, T. (2012). Public spaces and everyday lives: Gendered encounters in the metro city of Kolkata. In *Doing Gender, Doing Geography* (pp. 248-267). Routledge India.
- Phadke, S. (2013). Unfriendly bodies, hostile cities: Reflections on loitering and gendered public space. *Economic and Political Weekly*, 50-59.
- Raju, S., & Paul, T. (2018). Public Spaces and Places:: Gendered Intersectionalities in Indian Cities. In *India's contemporary urban conundrum* (pp. 128-138). Routledge India.
- Peimani, N., & Kamalipour, H. (2016). Where gender comes to the fore: Mapping gender mix in urban public spaces. *Spaces and Flows: An International Journal of Urban and ExtraUrban Studies*, *8*(1), 19-30.

Other readings:

- Worpole, K., & Greenhalgh, L. (1996). *The freedom of the city* (No. 23). Demos.

- Spain, D. (2016). *Constructive feminism: Women's spaces and women's rights in the American city*. Cornell University Press.
- Action Aid (2011), Women and the City: Examining Gender, impact of violence and urbanization
- Ortiz Escalante, S., & Gutiérrez Valdivia, B. (2015). Planning from below: using feminist participatory methods to increase women's participation in urban planning. *Gender & Development*, *23*(1), 113-126.
- Mehra (2025) Freedom's Price: Queer Life in Indian Cities. https://www.themigrationstory.com/post/freedom-s-price-queer-life-in-indian-cities

4. Gendering of Urban Infrastructure

This module focuses on building an understanding of gendered nature of infrastructure in the cities. It not only highlights the physical infrastructure such as transport, housing but also explains the making of social infrastructure in urban spaces which supports the ecosystem of the city.

Essential Readings:

- Siemiatycki, M., Enright, T., & Valverde, M. (2020). The gendered production of infrastructure. *Progress in Human Geography*, *44*(2), 297-314.
- Shah, S., Viswanath, K., Vyas, S., & Gadepalli, S. (2017). Women and transport in Indian cities. *New Delhi, India: ITDP India*, 10-1.
- Datta, A., & Ahmed, N. (2020). Intimate infrastructures: The rubrics of gendered safety and urban violence in Kerala, India. *Geoforum*, *110*, 67-76.
- Ruszczyk, H. (2023). *Gender and Resilience in the CIty: Infrastructues, aspirations, and slow violence in Nepal*. Practical Action Publishing.
- Gender-Inclusive Urban Infrastructure Policy (2020) World Bank.
- Kern, L. (2010). Selling the 'scary city': Gendering freedom, fear and condominium development in the neoliberal city. *Social & Cultural Geography*, *11*(3), 209-230.

Other readings

- Moser, C. (1992). Women and Self-Help Housing Projects: A Conceptual Framework for Analysis and Policy-Making. *Beyond self-help housing. Mansell*.
- 'A Place to Call Home: Access to Housing for Trans Persons in India', Housing and Land Rights Network, India.

5. Spatial Negotiations in Cities

This module talks about the city as a place for diverse aspirations of different gender groups, beyond basic needs of employment, education and

health. It explores city as a place where everyday negotiations are made with the moral geographies through collective actions. The everyday spaces of representation serves a crucial site for resistance, resilience and rework for various gender identities. It also introduces the students to the framework of reading the spaces and geographies producing viable conditions for everyday resistance and representation.

Essential Readings:

- Jhabvala, R. (2021). Women organising, advocacy and Indian cities in between informal dwelling and informal economies. In *Global Urbanism* (pp. 293-297). Routledge.
- Barry, J., Honour, T., & Palnitkar, S. (2004). Social movement, action and change: the influence of women's movements on city government in Mumbai and London. *Gender, Work & Organization*, *11*(2), 143-162.
- Patriarchy, I. (2006). Gendering Oral History of Partition. *Economic and Political Weekly*, 2229.
- Wei, W. (2015). Street, behavior, art: Advocating gender rights and the innovation of a social movement repertoire. *Chinese Journal of Sociology*, *1*(2), 279-304.
- Misgav, C., & Hartal, G. (2019, January). Queer urban movements from the margin (s)–Activism, politics, space: An editorial introduction. In *Geography Research Forum* (Vol. 39, No. 1, pp. 1-18). Transaction Periodicals Consortium.

Other Readings:

- Bhagat, R. B. (2017). Migration, Gender and Right to the City: The Indian Context. *Economic and Political Weekly*, *52*(32), 35–40. http://www.jstor.org/stable/26695640
- Goh, K. (2018). Safe cities and queer spaces: The urban politics of radical LGBT activism. *Annals of the American Association of Geographers*, *108*(2), 463-477.
- Urban Collective Action Network Urban Collective Action Network (U-CAN)
- Borisa D., 2020. 'City and Sexuality': An auto-Ethnographic Storytelling of Geographies of Caste, Class and Queerness in Delhi, Geography and You, 20(4-5): 82-87

Pedagogy:

. ***Instructional design***

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

No specific requirements

c. Expertise in AUD faculty or outside

Expertise available within AUD

.

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

Linkages with organisations working on gender and queer rights in the city

Assessment structure (modes and frequency of assessments)

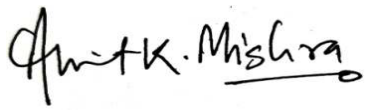
Assessment 1: Mid Semester Exam (Weightage 30%);Assessment 2: Fieldwork/case study-based project (Weightage 30%); Assessment 3: End Semester Exam (Weightage 40%)

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in it's ……15th……meeting held on……12th December 2025……and has been approved in the present form.



Signature of the Dean of the School

Appendix-64

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

School / Centre proposing the course	School of Global Affairs
Programme(s)	UG
Course title	B A Dissertation
Course code	
Credits	12
Course type (core / compulsory / optional / any other – please specify)	Compulsory
Level (PG)	UG VIII Semester by Research Track
Course coordinator and team	All SGA Faculty

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

   The dissertation is gradual progression of UG students who are eligible and interested in pursuing research.

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

   The students who are pursuing 4th year of UG programme and have CGPA of 7.5 in first three years.

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

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 AUD to produce engaged students with both theoretical understanding and training in practice / research. It will be broadly indicative of how students make connections related to multi-scalar processes

and reflect upon the global issues in a creative, critical manner. The programme envisions the dissertation for all students who are either intending to continue academic careers and contribute to the further building of knowledge from a global perspective or those who wish to enter directly into work or activist spheres.

7. Course Details:

a. Summary

BA dissertation is envisioned as the creative culmination of the BA programme in research track. The core idea is to engage students in an in-depth study of global interconnections, concerns and thematic in form of an independent research, as well as enable them to articulate and express their work in an engaged manner. As part of the dissertation, students receive close supervision and mentorship to explore a subject matter related to their UG specializations. They will be guided to situate their research question within the historical and contemporary processes in the realm of political, socio-economic, cultural, environmental and other domains, and make reflective arguments building on their research and critical analysis.

b. Objectives:

Objectives of BA Dissertation are to enable students to:

- conceptualise a research theme or area, explore the field as an engaged researcher and critically reflect upon the subject;
- apply methods and techniques learnt during the programme towards a concrete research project;
- utilize knowledge of their chosen subject area by conducting in-depth research;
- undertake high quality original publishable research work;
- comprehensively present information from diverse material and be able to present them in coherent manner.

c. Overall structure:

The dissertation is conceived to have several milestones that are covered through the VIII semester. The following are the dissertation components:

i. Draft Proposal
ii. Literature Review
iii. Fieldwork
iv. Writing Dissertation
v. Pre-submission presentation
vi. Final presentation/Viva-voce

d. Contents:

A dissertation calendar outlining deadlines and requirements at each stage will be issued in the beginning of VIII semester by the programme coordinator of B.A. programmes. Following are the steps

i. Proposal and Supervisor Allotment**:** Students will submit and present a tentative research proposal during the first week of the semester. On the basis of their proposals, the programme team shall appoint a supervisor for each student considering areas of expertise of individual faculty as much as possible, the theme of proposed dissertation and other logistical considerations.

ii. Fieldwork**:** After successful defense of their proposal, students undertake fieldwork while being guided by their respective supervisors. Filed here is defined in spatial as well intangible/conjectural premise. Students may also engage and explore texts (literary, visual etc.), contexts, genres, and cultural practices. A field will also allow for overlaps and interdisciplinary exchanges. No student will be allowed to proceed further with their fieldwork without the successful defense of their proposal. This component is mandatory and could be undertaken over a period of at least 4-6 weeks. Since the students will be attending the regular classes as well, the field should be limited to local sites (if the project requires a territorial field) and designed in such a way that regular classes are not affected.

iii. Presentation of preliminary findings of the field**:** It is expected that the students present their preliminary field finding in the first week of April. After the presentation, faculty will take stock of each student's progress and advise accordingly. Students are expected to have collected primary data from the field and be able to demonstrate that their findings are aligned with their proposed research objectives.

iv. Final Submission (around 10 May)**:** The final hardbound dissertation document shall be submitted a week before the end of term. It should ideally be between 8000-10000 words excluding the bibliography/references. Students must consistently follow a single 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. The dissertation must not be a plagiarised text under any circumstances. A plagiarism report (turnitin) with the similarity index is required to be attached to each dissertation.

v. Final presentation

8. **Pedagogy**:

   a. **Instructional strategies**:

      Faculty will facilitate the process of the finalisation of the research proposal. 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. Students are expected to be in regular touch with their supervisor and incorporate their feedback.

   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, will be needed to check the similarity index for each dissertation during submission.
      - Need based funding is required for carrying out research.

   c. **Expertise in AUD faculty or outside:**

      The core faculty of SGA have academic training in relevant field and can seek inputs from external experts when required. As and when required, co-supervisory arrangements with scholar and practitioners outside the programme team/ School/ AUD will be made.

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

      Students may have to visit archives, meet officials, consult or refer to official and other statistics, or interview people relevant to their research topic.

9. **Assessment structure (**modes and frequency of assessments)**:**

   The dissertation will be evaluated by the respective supervisor/s and co-suprevisor/s based on the following:

   i. Coherence between research objectives, literature review, research methods used;

   ii. Rigour and depth of their engagement with existing literature, fieldwork, variety of actors and sources;

   iii. Articulation of the findings in the form of high quality original publishable research work.

   Components and their weightage :

1. Proposal, Review of Literature, Field Reports/ Logs: 20% (Supervisor)
2. Pre Submission Presentation: 20 % (Collective by programme team)
3. Dissertation: 40 % (Supervisor)
4. Final Presentation: 20 % (Collective by programme team)

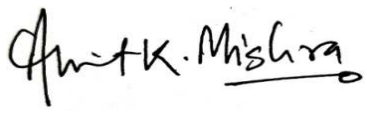
Signature of Course Coordinator(s)

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 15th meeting held on _12th December 2025_ has been approved in the present form.



Signature of the Dean of the School

Appendix-65

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

School/Centre proposing the course	Global Affairs
Programme(s)	UG
Course title	UG Seminar
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core (for Honors Track)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	BA VIII Semester
Course coordinator and team	BA PCs

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

   The course is being offered as a core course to BA 4th year students in SGA who are pursuing 4th year in honors track.

2. **Specific requirements on the part of students who can be admitted to this course:**

   (Pre requisites; prior knowledge level; any others – please specify)
   No requirement

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

   As applicable.

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 emanates from AUD's larger vision to address the concerns of our times in which a critical understanding of processes and consequences of globalization have become indispensable.

7. **Course Details:**

a. Summary

This course shall bring together UG students in small groups to participate in guided reading sessions, including individual or group presentations. These seminar meetings will help students 'anchor' themselves to the UG programme while they are undertaking other courses offered in taught mode. The seminar introduce the students into critical engagement with the writings on specific thematics.

Each faculty member of the School could offer a Seminar topic / area. In the initial part of the course transaction, the faculty member may like to take a few lectures outlining the field and sharing a bibliography. The student will choose one of the seminar topics on offer in a particular semester.

One faculty member supervises each small seminar group. The group shall usually meet weekly (for 4 hours), and milestones will be set for each participant to monitor their progress. The teacher's role in a seminar is at best that of an experienced learner. The teacher provides a broad outline of the Seminar and a short bibliography. S/he is not the focus of attention. For each session, one student in the class will agree to act as facilitator and submit a report (this activity will be graded). The facilitator's job is to organize the discussion, to keep the conversation on track, to regularly summarize what has been said, to monitor discussion and to wrap up the session in the end. The remaining members of the class are the session participants. Participants will be encouraged to learn to listen actively to each other, and to speak openly to the whole group (not just to the facilitator and/or to the teacher). Every student is expected to identify a set of readings (other than that provided by the teacher) that they would want to discuss in the class.

b. Objectives

This course intends to encourage students to

- Critically summarise and present the main ideas / arguments of a text in a group
- Gain ability to explore and 'mine' ideas in a group; experience and evaluate diverse views on a text
- Gain clearer understanding of a text through peer learning:
  - **a.** learn to become discussants and facilitators in a discussion;
  - **b.** become active listeners and participants in discussions

- Motivate for research and prepare for discussions

c. Overall structure:

d. Contents

Elective Seminar Courses will be developed by SGA faculty : (indicative list)

1. Perspectives on Global Development
2. Nation, Transnational Communities and Development
3. Cities: Then and Now
4. Disaster Risk Reduction
5. Environment
6. Culture, Media, Society
7. Global Health

8. Pedagogy:

a. Instructional design

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

None

c. Expertise in AUD faculty or outside

The core faculty has academic training in the field of proposed seminar course

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

None

- Assessment structure (modes and frequency of assessments)

The course will usually have **Four** assessments: (it may vary from faculty to faculty and specific to every seminar course)

- First assessment: Annotated bibliography on the theme 10%
- Second assessment: Reflection paper/Report every fortnight 20%
- Third Assignment: Comprehensive literature review on a topic / research area 30%
- Fourth assessment: Presentation and Project Report/Essay/ Visual Presentation : 40%

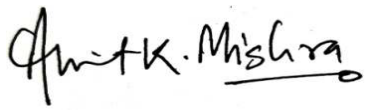
Signature of Course Coordinator(s)

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 15th meeting held on _12th December 2025_ has been approved in the present form.



Signature of the Dean of the School

Appendix-66

Ambedkar University Delhi

Proposal for Launch of a Course

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

School/Centre proposing the course	SGA
Programme(s)	BA Global Studies
Course title	Borders and Borderlands
Course code	
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Core
Level (Predoctoral /MA / PG Diploma / Certificate / UG)	UG Sem-4
Course coordinator and team	Praveen Singh (Coordinator) & Guest Faculty

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

   The course aligns with the BA in Global Studies which is thematically distributed into Global Humanities, Global Political Economy, and Geopolitics. Building on the core courses of previous semesters, it further offers conceptual and empirical tools for analysis and strengthens the programme's interdisciplinary approach by integrating borderland lifeworlds and linking them to global flows of trade, identity, culture and power.

2. **Specific requirements on the part of students who can be admitted to this cours**e (Pre-requisites; prior knowledge level; any others – please specify): No prerequisites.

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed)**: As per the School / University norm.

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

It is a semester-long elective course which will be offered in the fourth semester.

5. **Proposed date of launch**: Winter Semester 2026

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

This course addresses AUD's interdisciplinary, critical and inclusive ethos by encouraging students to think about the margins and cultivating a decolonial worldview. It addresses the programme's core questions of the global and globality by discussing how globalisation is lived, contested and reimagined around the borders, and how 'borders 'thinking informs various forms of globalism and nationalism. It promotes the geo-historical and comparative thinking which is central to Global Studies by linking regions from Asia, Americas, Africa and Europe along the intersections of various themes. Overall, it is hoped that this course would produce globally informed, critically engaged and socially conscious students who can connect the micro histories of the local experiences with the global transformations.

7. **Course Details**:

a. Summary:

Borderlands are dynamic spaces where multiple geographic, economic, social, political and cultural boundaries intersect, creating fluid spaces of hybridity rather than fixed dividing lines. These are the in-between areas where civilisations and nation-states meet, multiple and overlapping boundaries exist, and where production and reproduction of new forms of social life takes place. In a globalised world with the emergence of new types of divisions, borders are no longer just cartographic lines separating nation states but they function as selective filters of mobilities which have redefined geopolitical tensions, economic interests, and social dynamics. Throughout the course, students will be encouraged to adopt a view from the peripheries in relation to an understanding

of the geopolitical history which will challenge them to understand the complexities of the global world.

The course will study four dimensions of borders - political or territorial; trade and commerce; human, and; ecological. Each of these dimensions would be discussed with specific reference to one or more regions of the World. These regions (North America, Balkans, West Asia, South Asia, Central Asia, and African Sahel - have witnessed significant socio-spatial changes due to colonialism, capitalism and neoliberal capitalism. The first unit will begin with the introduction of conceptual tools, dominant theoretical literature, and critical geopolitical history with a special case study reference of Afghanistan which will set the base for a holistic way of analysing border regions. It will also introduce students to alternative epistemologies and methodologies, which have emerged as products of emancipatory struggles and local experiences. The understanding will be expanded through case studies from the border regions of US-Mexico and Northeast India integrated with theories of gender and indigeneity. The second unit will explore the lesser known routes of the Silk Roads which were a complex network of historical trade routes. Such micro-histories of cross-cultural exchanges, trade and connectivity will provide an important understanding of the Himalayan and Trans-Himalayan borderlands. The third unit will integrate the theme of ecology in understanding borders by demonstrating how waterscapes across North America and South Asia, and wildlife mobilities across African savannahs reshape sovereignty, mobility and local livelihoods. The last unit discusses the contemporary political issues of identity, migration, livelihood and the bio-power state in some of the world's most conflict prone and historically layered border regions.

b. Objectives

The objectives of the course are:

i. to develop an alternate understanding of the temporalities of borderlands across fluid, yet divided time and space;

ii. to bring in the material and lived experiences of the borderlands into the discussions in academic spaces;

iii. to critically outline and understand how global and local forces interact to produce the supposedly marginal spaces around borderlands.

c. Learning outcomes

At the end of the course, the student will be able to:

i. Understand multiple intersecting theoretical frameworks on borderlands

ii. Develop a Global Studies perspective on geopolitics.

iii. Gain a better geographical understanding of marginal spaces across the world and their significance in global history and globalisation.

d. Overall structure:

The course will be transacted as per the following schedule:

Sl#	**Unit / Module**	**Time**
Unit 1	**Introduction to Borderlands and Geopolitics**	5 weeks
1.1	What are Borders and Borderlands?	
1.2	Geopolitics and the Making of Borderlands	
1.3	Decolonising Epistemologies and Methodologies	
Unit 2	**Unraveling the Silk Roads: Himalayan and Trans-Himalayan Borderlands**	3 weeks
2.1	Commerce, Connectivity and Frontier Routes in Asia	
2.2	Borders, Identities and the Legacies of the Trans-Himalayan region	
Unit 3	**Ecologies Across Borders: North America, South Asia and Africa**	2 weeks
3.1	Borderlands, Law and Water Across North America and South Asia	
3.2	Borders, Natures and Mobilities in Africa	
Unit 4	**Negotiating identities and the Biopower State: Eurasia**	3 weeks

4.1	Borderlands and Territorialities in the Balkans and West Asia	
4.2	Negotiating Borders and Belonging: Power, Identity and Exclusion in Central Europe and South Asia	

a. *Contents (brief note on each unit/module; indicative reading list with core and supplementary readings)*

Recommended Books

- Wilson, T. M. & Donnan, H. (Eds.) (2012). *A companion to Border Studies*. John Wiley & Sons.
- Passi, A. et. al (Eds) (2020). *Borderless Worlds For whom?: Ethics, Moralities and Mobilities*. Routledge
- Wastl-Walter, D. (2011). *The Ashgate Research Companion to Border Studies*. Ashgate Publishing, Ltd.
- Wiesner-Hanks, M. E., Bentley, J. H., & Subrahmanyam, S. (2015). *The Cambridge World History: Vol. VI* (Part 1: Foundations). Cambridge University Press. (Part 2: Macro Regions and Part 3: Large Scale Political Formations).
- Brunet-Jailly, E. (2015). *Border disputes : A Global Encyclopaedia*. Bloomsbury Publishing.

Unit 1: Introduction to Borderlands and Geopolitics

The unit begins with an introduction of the study of borders and borderlands and the conceptual tools that have been used to analyse various boundary situations. The Unit will adopt a view from the peripheries (also framed as 'embodied borderlands') in order to identify the central factors involved in the history of the new spatialities of the neoliberal globalisation project and the social realities provoked by them. By understanding borderlands as contested yet creative spaces, this module will spend some time on the theoretical literature with the intent of bringing in conceptual clarity,

question the dominant narratives, at the same time propose a lexicon that is applicable across the disciplinary, temporal and spatial divides. The Unit will also discuss the historical and contemporary formation of borderlands as both territorial and conceptual constructs which requires the understanding of geopolitical histories where frontiers have shifted from natural, to imperial and, to the more recent, when the political cartographic lines have been shaped by colonialism and nationalism. To understand the importance of critical geopolitics in the borderlands, students will be introduced to three main geopolitical theories with a special case study reference to conflict affected Afghanistan with its strategic location at the crossroads of multiple regions and powers. The unit will also discuss borderlands as sites of resistance and creativity, where assemblages like *La Resistencia* embody transformative becomings that reveal deep structures of conquest, social power in the region and of the state, and capitalist territorial realities. The students will also be introduced to aboriginal feminism and borderland feminisms, which will provide a philosophical and political way of conceptualising the aboriginal experiences fused with strategic action and solidarity.

Module 1.1: What are Borders and Borderlands?

Core Readings -

- Novak, P. (2018). Borders, distance, politics. In *Borderless Worlds for Whom* (pp. 49–62).
- Baud, M., & Van Schendel, W. (1997). Toward a comparative history of borderlands. *Journal of World History*, *8*(2), 211–242.
- Gohain, S. (2025), Moving borders in South Asia. *Asian Ethnicities*, 26(4), 627-645.
- Emmanuel Brunet-Jailly (2005), 'Theorizing Borders: An Interdisciplinary Perspective', *Geopolitics*, 10(4).
- Peña, S. (2021), "From Territoriality to Borderscapes: The Conceptualisation of Space in Border Studies." *Geopolitics,* 28(2).
- Hall, Stuart (2015). 'Cultural Identity and Diaspora' in *Colonial discourse and post-colonial theory*. Routledge. 392-403.

Supplementary Readings-

- Martinez-Vazquez, H.A. (2009). The Postcolonizing Project: Constructing a Decolonial Imaginary from the Borderlands. *Journal of World Christianity*, *2*(1), 1.
- Paolo Novak (2011), 'The Flexible Territorialities of Border', *Geopolitics*, 16(4).
- Parker, B. J. (2006). Toward an understanding of borderland processes. *American Antiquity*, *71*(1), 77–100.

Module 1.2: Geopolitics and the Making of Borderlands

Core Readings-

- Colibășanu, A. (2023). *Geopolitics, Geoeconomics and Borderlands: A Study of a Changing Eurasia and Its Implications for Europe*. Springer Nature. (Chapter 2 and 3)
- Neale, J. (2008). Afghanistan: The case against "the Good War." *International Socialism,* 120.

Supplementary Readings-

- Raza, S. S., & Shapiro, M. J. (2019). Introduction: Politics on Border: Critical reflections on the Pakistan–Afghanistan Borderland. *Geopolitics*, *24*(2), 277–283.
- Jabeen, T., & Shazia. (2020). Evolution of Borders and Borderlands: A Historical Overview. *Pakistan Social Sciences Review*, *4*(III), 951–959.

Unit 1.3: Decolonising Epistemologies and Methodologies

Core Readings-

- Hernández-Wolfe, P. (2013b). Nepantla: A Borderland Epistemology. In *A Borderlands View on Latinos, Latin Americans, and Decolonization Rethinking Mental Health*.
- Perales, M. (2013). On Borderlands/La Frontera: Gloria Anzaldúa and Twenty-Five years of Research on Gender in the Borderlands. *Journal of Women's History*, *25*(4), 163–173.
- Woodward, K., & Jones, J. P. II. (2005).On the Border with Deleuze and Guattari. (2017). In *Bordering Space.* (pp. 245–258).
- Barbara A. Teso (2024). *Embodying the Borderlands: The borderlands feminisms, marginalised knowledges, borderlands activists, and borderlands sensibilities of Chicana and Mexican activists*. Ph.D. Dissertation, University of Arizona. [Chapter 6]
- Green, J. A. (2007). Taking account of aboriginal feminism. In *Making space for Indigenous feminism*.
- Deka, D., Rodrigues, J., Kikon, D., Karlsson, B. G., Barbora, S., & Tul, M. (Eds.). (2022). *Seeds and food sovereignty: Eastern Himalayan experiences*. North Eastern Social Research Centre.

Supplementary Readings-

- Radding, C.-. (2017). Naturalizing Borderlands in time and space: Imperial frontiers and historical indigeneities in the Americas. *Revista Habitus - Revista Do Instituto Goiano De Pré-História E Antropologia*, *15*(1), 5.
- Albuquerque, P. (2022). The cultural uniqueness of Portuguese-Spanish border landscapes. *Journal of Comparative Studies*, *15*(44), 184–196.
- Olguín, B. V., & Giardello, E. (2023). The Forgotten Foundations of Chicana/o/x and Latina/o/x Studies. *Aztlán a Journal of Chicano Studies*, *48*(2), 213–245.
- Albuquerque, P., & Fernández, F. J. G. (2024). Outline of a Temporality-Based approach to Iberian borderlands 'cultural heritage in Europe and South America. *Borders in Globalization Review*, *6*(1), 80–93.

- Laako, H. (2015). Decolonizing Vision on Borderlands: The Mexican Southern Borderlands in critical review. *Globalizations*, *13*(2), 173–187.

Unit 2: Unraveling the Silk Roads: Himalayan and Trans-Himalayan Borderlands

The unit explores how trade, commerce and connectivity have historically shaped the Asian borderlands. It emphasises the commercialisation of several routes of the Silk Roads, including the lesser known ones, which knitted the early modern world together, where students will explore the roots of interaction extending back to at least the medieval period. There will be an attempt at unveiling the micro-histories of the shared lives of the people of the peripheries, and the current border-economies. The second module makes an attempt at explaining the complexity of the Silk Roads not only as conduits of trade, but also sites of trans-civilisational encounter, religious transformations, and contested identities. The legacies of such interactions continue to influence the border communities in contemporary times. Further, the module also provides case studies of post-Soviet bazaars in Kazakhstan, Kyrgyzstan and Xinjiang which emphasises how the networks sustained livelihoods, raised questions of belonging and shaped the borderland societies.

Module 2.1: Commerce, Connectivity and Frontier Routes in Asia

Core Readings

- Giersch, C. P. (2014). Commerce and Empire in the Borderlands: How do Merchants and Trade Fit into Qing Frontier History? *Frontiers of History in China*, *9*(3), 361–383.
- Anderson, J. A. (2024). The Southwest Silk Road and the Dong world. In *The Dong World and Imperial China's Southwest Silk Road: Trade, Security, and State Formation*.
- Bhattacharya, J. (2021). Old routes, new dreams: reminiscences of the Southern Silk Road and Bengal-China connectivities. *Journal of the Economic and Social History of the Orient*, *64*(3), 302–341.

- Nobis, A. (2017). The new Silk Road, old concepts of globalization, and new questions. *Open Cultural Studies*, *1*(1), 203–213.
- Harris, T. (2013). Trading Places: New Economic Geographies across Himalayan Borderlands. *Political Geography*, 35, 60-68.

Supplementary Readings-

- Gunn, G. C. (2011). Introduction: The making of an Asian World Region, 1000-1800. In *History without borders: The making of an Asian World Region, 1000-1800*. Hong Kong University Press.
- Pande, V. (2017). Borderlands, empires and nations: Himalayan and trans-Himalayan borderlands (c. 1815–1930). *Economic and Political Weekly, 52*(15), 68–75.
- Michaud, J., & Yü, D. S. (2018). Tibetan wine production, taste of place, and regional niche identities in Shangri-La, China. In *Trans-Himalayan Borderlands: Livelihoods, Territoritalities, Modernities*. Amsterdam University Press.

Module 2.2: Borders, Identities and the Legacies of the Trans-Himalayan region

Core Readings

- Markovits, C (2000). *The Global World of Indian Merchants, 1750-1947: Traders of Sind from Bukhara to Panama.* [Chapters 1, 8 & 9]
- Liu, X. (2011). A Silk Road Legacy: the spread of Buddhism and Islam. *Journal of World History*, *22*(1), 55–81.
- Christian, D. (2000). Silk roads or Steppe roads? The silk roads in world history. *Journal of World History*, *11*(1), 1–26.
- Barcus, H. R., & Werner, C. (2015). Immobility and the re-imaginings of ethnic identity among Mongolian Kazakhs in the 21st century. *Geoforum*, *59*, 119–128.

- Levi, Scott C. (2012). Early Modern Central Asia in World History. *History Compass*, 10(11).

Supplementary Readings-

- Peshkov, I. (2017). In the shadow of 'frontier disloyalty 'at Russia–China–Mongolia border zones. *History and Anthropology*, *28*(4), 429–444. https://doi.org/10.1080/02757206.2017.1351358
- Pulford, E. (2019). 2 MULTI-ETHNIC SIBERIA THE EAST WITHIN. In *Mirrorlands: Russia, China, and Journeys in Between*. Hurst & Company.
- Newcity, M. (2009). Protecting the traditional knowledge and cultural expressions of Russia's "numerically-small" indigenous peoples: What has been done, what remains to be done. *Texas Wesleyan Law Review, 15*(2), 315–364.
- Gyangze, A., Humla, L., Hekou, L., Cai, R., Humphrey, C., Strathern, M., & Alff, H. (2017). Trading on change bazaars and social transformation in the borderlands of Kazakhstan, Kyrgyzstan and Xinjiang. In *The Art of Neighbouring*.

Unit 3: Ecologies Across Borders: North America, South Asia and Africa

The Unit begins by exploring the metaphor of the sea as an unfenceable space that opens up new ways of thinking about borders. The Unit traces the rise of maritime boundaries and expanding the notion of border not only as contested spaces of the land but also dynamic, fluid zones, where sovereignty, identity and powers are negotiated across the waters. The case studies from North America and South Asia reiterates that water bodies are central forces shaping post colonial state, regional geopolitics, and everyday livelihoods of local people. Building on, the next module of the Unit will help students to understand the complex intersections of ecology, politics, and society across African borderlands. It will focus on how conservation and neoliberal developmental projects reimagine borders as both obstacles and opportunities. While at the same time, the consequences of physical barriers as a result of cartographic imagination reminds us that walls and fences not only constrain people, but also animal movements which have profound implications for biodiversity. It further leads to

contestation on who can get complete access to the territory and resources. Together, the given readings will provide a broad understanding that African borderlands are not just lines on the maps, but are shifting spaces where animals, humans, markets, and states constantly negotiate their living experiences.

Module 3.1: Borderlands, Law and Water Across North America and South Asia
Core Readings

- Roberts, N. (2021). On the Borderwaters and Watery Borders of a New World Order. *Verge: Studies in Global Asias*, *7*(1), 31.
- Norman, E. S., & Bakker, K. (2008). Transgressing scales: water governance across the Canada–U.S. borderland. *Annals of the Association of American Geographers*, *99*(1), 99–117.
- Haines, D. (2018). *Rivers Divided: Indus Basin Waters in the Making of India and Pakistan*. Penguin Books. [Chapter 2:Territorial Hydro-Logics]
- Baruah, T., Barua, A., & Vij, S. (2022). Hydropolitics intertwined with geopolitics in the Brahmaputra River Basin. *Wiley Interdisciplinary Reviews Water*, *10*(2).

Supplementary Readings-

- Walsh, C. (2013). Water infrastructures in the U.S./Mexico borderlands. *Ecosphere*, *4*(1), 1–20.

Module 3.2 : Borders, Natures and Mobilities in Africa
Core Readings-

- Naidoo, Robin, et al. "Challenges to elephant connectivity from border fences in the world's largest transfrontier conservation area." *Frontiers in Conservation Science* 3 (2022): 788133.
- Sennett, C., & Chambers, C. L. (2025). International border fences and walls negatively affect wildlife: A review. *Biological Conservation*, *302*, 110957.

- Büscher, B. (2013). *Transforming the Frontier: Peace parks and the politics of neoliberal conservation in Southern Africa*. Duke University Press [Introduction]
- Lentz, C. (2003). “This is Ghanaian territory!”: Land conflicts on a West African border. *American Ethnologist*, *30*(2), 273–289.
- Goldstein, J. A. (2009). Aliens in the Garden. *U. Colo. L. Rev.*, *80*, 685.

Supplementary readings-

- Guyot, S. (2015b). The Politics of Eco-Frontiers: When environmentality meets borderities. In *Borderities and the Politics of Contemporary Mobile Borders* (pp. 68–84).
- Kogachi, A., & Shaw, R. (2023). Application of Sustainable Livelihood Approach (SLA) to Address Climate-Induced Risks through the Lens of Africa Borderland. *Climate*, *11*(3), 65.
- Kachena, L., & Spiegel, S. J. (2018). Borderland migration, mining and transfrontier conservation: questions of belonging along the Zimbabwe–Mozambique border. *GeoJournal*, *84*(4), 1021–1034.
- Selier, S. J., Slotow, R., Blackmore, A., & Trouwborst, A. (2016). The legal challenges of transboundary wildlife management at the population level: The case of a trilateral elephant population in southern Africa. *Journal of International Wildlife Law & Policy*, *19*(2), 101-135.

Unit 4: Negotiating identities and the Biopower State in Eurasia

This unit will pay particular attention to how the lives and livelihoods of people living in and crossing through borderlands and frontier areas have been affected over the last few centuries because of the shifting geopolitical wrangling. The focus would largely be on West Asia, the Balkans and South Asia which may have witnessed huge movements of communities in the past, as also major disruptions in their lives at least since the colonial period. It will also explore how the movement of people is controlled by states creating the need for hybrid arrangements that allow for negotiation across borders.

Students will learn how shared cultures and overlapping identities of various communities are caught in the ethno-political situations, reflecting conflicting claims of nationhood. The unit will use the case studies of pastoral communities in South Asia (who were criminalised or forced to sedentarise); the attempts in 'othering 'people in the name of nation/ethnicity/religion and, the growing violence involved in redrawing of borders through demands for national self-determination in the Balkans, and; the continued violence in West Asia through the negotiations between the ideals of *ummah, qawmiyyah and watanniyya* in the Arab world, and the tensions between Zionism and militant Arabism. Based on this, there will be an attempt in understanding the negotiation of new time and space by border crossers. Furthermore, the module will build upon the experiences of the 'immigrant communities 'situated at the geographical margins in these regions. It will help the students develop a critical optic for thinking about the 'othered 'communities in the midst of exclusionary State practices.

Module 4.1 : Borderlands and Territorialities in the Balkans and West Asia

Core Readings

- Ellis, M. H. (2015). Over the Borderline? Rethinking territoriality at the margins of empire and nation in the modern Middle East . *History Compass*, *13*(8), (Part I) 411–422 and (Part II) 423-434.
- Griffiths, M., & Brooks, A. (2022). A Relational Comparison: The Gendered Effects of Cross-Border Work in Palestine within a Global Frame. *Annals of the American Association of Geographers*, *112*(6), 1761–1776.
- Ballinger, P. (2004). "Authentic hybrids" in the Balkan borderlands. *Current Anthropology*, *45*(1), 31–60.
- Friedman, V. A. (2006). Determination and doubling in Balkan borderlands. *Harvard Ukrainian Studies, 2006, Vol. 28, No. 1/4*.

Supplementary Readings-

- McConnel, T. (2018). Nationalism, Violence and the State in the Balkans: A Comparative Review. *Nationalism and Ethnic Politics*, 24:3

- Blumi, I. (2003). Contesting the edges of the Ottoman Empire: Rethinking ethnic and sectarian boundaries in the Malesore, 1878–1912. *International Journal Middle East Studies*, *35*(2), 237–256.
- Pust, K. (2013). Borderlands, Cross-Cultural exchange and revenge in the medieval and early modern Balkans: roots of present regional conflicts or merely a historical Case-Study? In *BRILL eBooks* (pp. 45–58).

Module 4.2 : Negotiating Borders and Belonging: Power, Identity and Exclusion in Central Europe and South Asia

Core Readings-

- Hurd, M., Donnan, H., & Leutloff-Grandits, C. Introduction: Crossing borders, changing times. (2019). In *Migrating borders and moving times*. Rethinking Borders.
- Bigo, D., Diez, T., Fanoulis, E., Rosamond, B., & Stivachtis, Y. A. (2020). The genesis of free movement of persons in the EU: Why and for whom? In *The Routledge Handbook of Critical European Studies*. Routledge.
- Cons, J., & Sanyal, R. (2013). Geographies at the margins: borders in South Asia–An introduction. *Political Geography*, *35*, 5–13.
- Bhattacharya, N (1996). Pastoralists in a colonial world. In: Arnold & Guha, eds. *Nature, Culture, Imperialism: essays on the environmental history of South Asia*. OUP
- Skaria, A (1998). Being *jangli*: The politics of wildness. *Studies in History,* 14(2).
- C Bergmann (2016). *The Himalayan Border Region: Trade, Identity and Mobility in Kumaon, India*. Springer. [Chapter 4]

Supplementary Readings-

- Schlögel, K. Europe and the Culture of Borders: Rethinking Borders After 1989. (2007). In *Historical concepts between Eastern and Western Europe*. Berghahn Books.

- Samaddar, R. (2023). *Alternative futures and the present: Postcolonial Possibilities*. Taylor & Francis.
- Hazarika, D & N. Kipgen (2025). Can the borderland speak? Entangled territoriality in the foothills of Northeast India. *Political Geography*, 121.
- Baruah, S. (2020). *In the Name of Nation: India and its North East*. Stanford University Press (Chapter 2)

Other Resources:

- Craig Matthew and Joelle Chesselet (2001). *Ochre and Water: Himba Chronicles from the Land of Kaoko.* (Documentary; South Africa. 53 min.)
- Amitav Ghosh (1988). *The Shadow Lines*. Novel
- Saadat Hassan Manto (1955). *Toba Tek Singh*. Short Story
- Saadat Hassan Manto (1987), *Tetval ka Kutta*. Short Story
- Relevant resources / publications from Think Tanks like Brookings, Carnegie, etc.

8. **Pedagogy:**

a. *Instructional Design:* Thematic lectures, classroom dialogues, student-led discussions, media based creative projects. Every class will begin with a students led ten minute news reflection on a contemporary border related event from the regions covered in the course.

b. *Expertise in AUD faculty or outside*: Faculty members at SGA are actively engaged in teaching and research in the field. Additionally, experts from institutions and organisations in Delhi and visiting scholars from abroad will be approached for guest lectures.

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

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

9. **Assessment structure (modes and frequency of assessments)**

i. Take home assignment (30%): Comparative analytical essay based on Unit 1

ii. Mid-semester classroom exam (30%): Questions based on Unit 3.

iii. Creative project (40%): Creative project (mixed multi-media) accompanied by critical commentary of selected themes from Unit 2 and Unit 4.

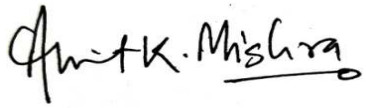
Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its **15th** meeting held on **_12th December 2025_** has been approved in the present form.



Signature of the Dean of the School

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA - SGA
Course title	Map Appreciation and Digital Cartography
Course code	
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Skill Enhancement Course
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	UG
Course coordinator and team	Aakriti Grover

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

   The course overlaps with Mapping and visualization 1 and 2 courses that is a Core course of BA Sustainable Urbanism.

2. **Specific requirements on the part of students who can be admitted to this course:** None

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

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:** January 2026

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

This course, Map Appreciation and Digital Cartography, aligns closely with Dr BR Ambedkar University Delhi's vision of fostering interdisciplinary learning, critical engagement, and socially relevant education. It complements the BA in Global Studies by equipping students with spatial thinking and technical cartographic skills. Rooted in the Geography Minor, the course supports the programme's emphasis on spatial literacy while also making these essential skills accessible to non-geography students. By integrating digital

tools and critical cartographic methods, it promotes AUD's commitment to combining theoretical rigour with practical, transformative learning.

Course Description:
This skill enhancement course is offered to B.A. students of Global Studies and Social Science, with a specific alignment to the Minor stream in Geography. The course focuses on developing foundational skills in map-reading, understanding the theoretical frameworks underpinning contemporary cartographic practices, and initiating students into the art and science of map creation. Emphasis is placed on both the interpretation and production of maps, equipping students with essential tools to analyse spatial data and communicate geographical information effectively.

Learning Outcomes:
1. Demonstrate a foundational understanding of map reading, the history of cartography, and the basics of geographic data.
2. Interpret and create maps using contemporary cartographic methods and tools.
3. Apply basic Geographic Information Systems (GIS) concepts

Brief description of modules/ Main modules:

Module No.	**Module Name**	**Weeks**
Module 1	Introduction to Cartography	2 weeks
Module 2	Elements of Map-Making and Map Design	1 week
Module 3	Basics of GIS and Introduction to QGIS	2 weeks
Module 4	Digitization and Thematic Layout	5 weeks
Module 5	Introduction to GE and OpenStreetMap (OSM)	2 week

Module 1: Introduction to Cartography
This module introduces the foundational concepts of cartography. Students will explore the basics of map-making, including map scales, types of projections, and interpretation of topographical sheets. A historical overview of cartography will also be included, highlighting its evolution and the debates surrounding colonial and political influences on map-making.
Key Topics:
- History and significance of cartography
- Map scales and measurement
- Map projections and their implications
- Introduction of topographical sheets (toposheets)
- Isolines
- Methods of data representation

Module 2: Elements of Map-Making and Map Design
Students will learn the key components that make maps readable and effective. Emphasis will be placed on understanding map elements, coordinate systems, and the design principles involved in creating accurate and visually engaging maps.
Topics Covered:
- Map elements: title, scale, legend, compass, grid
- Map projections and distortions
- Coordinate systems: Latitude & Longitude, UTM
- Scale, resolution, and map accuracy

Module 3: Basics of GIS and Introduction to QGIS
This module introduces Geographic Information Systems (GIS) and provides hands-on training in QGIS, a free and open-source GIS platform. Students will learn the core components of GIS and begin exploring how geospatial data is stored, visualized, and analysed.
Topics Covered:

- What is GIS, remote sensing and GPS?
- Components of a GIS
- Types of data formats
- Sources of geospatial data
- Application and use of Geospatial technology
- Layers and attribute tables
- Introducing QGIS

Module 4: Digitization and Spatial Analysis
In this practical module, students will learn how to digitize spatial data and perform basic spatial analysis. Emphasis will be placed on georeferencing scanned maps, creating map layouts, and understanding the ethical considerations of map-making.
Topics Covered:

- Georeferencing and digitization techniques
- Designing effective map layouts
- Symbology: choosing colours, labels, and symbols
- Ethical mapmaking: data privacy, bias, representation

Activities:

- Create and present a thematic map (e.g., land use, population density)
- Georeference a scanned map and digitize features

Module 5: OpenStreetMap (OSM)
This module introduces students to OpenStreetMap, a collaborative project for creating a free editable map of the world. Students will learn how to navigate, contribute to, and use OSM data for mapping and analysis.
Topics Covered:

- Overview of OpenStreetMap
- Extracting and editing OSM data

Reading List:
Module 1

- Edney, M. H. (1997). Mapping an empire: The geographical construction of British India, 1765–1843. University of Chicago Press.
- Mishra, R. N., & Sharma, P. K. (2019). Practical geography: Methods and techniques. Rawat Publications.
- Mishra, R. P., & Ramesh, A. (1989). Fundamentals of cartography. Concept Publishing.
- Monkhouse, F. J., & Wilkinson, H. R. (1973). Maps and diagrams. Methuen.
- Monmonier, M. (2018). How to lie with maps (3rd ed.). University of Chicago Press.
- Mishra, R. N., & Sharma, P. K. (2019). Prayogik Bhugol ke Mooltatva.

Module 2

- Robinson, A. H. (1995). *Elements of cartography* (6th ed.). Wiley.
- Survey of India. (2005). *National Map Policy of India*. Retrieved from https://surveyofindia.gov.in/

Module 3

- Sahu, H.B. (2021). Introduction to GIS and QGIS: A Practical Approach for Beginners in India.
- Basics of GIS & Remote Sensing – ISRO Online Learning Program, https://elearning.iirs.gov.in/

Module 4

- Kumar, A., & Rai, V. (2020). *Spatial Analysis using QGIS in Indian Context*
- Bhagat, R.B. (2011). *Urban Mapping and Spatial Analysis of Population Distribution in India*

Module 5

- Humanitarian Mapping in India using OSM – Missing Maps Project Report https://www.missingmaps.org/
- Bhuvan, https://bhuvan.nrsc.gov.in/home/

7. **Pedagogy:**

   a. **Instructional design**

   b. **Special needs** - None

   c. **Expertise in AUD faculty or outside – within AUD**

Assessment Details with weights:

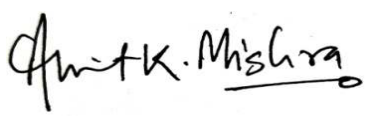
- First assessment: Students will be assessed in assignments on the theory part of the course (30%)
- Second assessment: Peer learning Project as part of the Mid-term assessment (20%)
- Third assessment: End semester test worth 40% of the grade.

Signature of Course Coordinator

Note:

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 15th meeting held on _12th December 2025_ has been approved in the present form.



Signature of the Dean of the School

School of Global Affairs

Dr. B.R. Ambedkar University Delhi

(To be approved by the Academic Council)

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA Sustainable Urbanism, BA Social Sciences
Course title	Cities and Social Structures
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	DSE for BASU & BASS
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	6th Semester, UG
Proposed date of launch	Winter Semester
Course coordinator and team	Dr. Pritpal Singh Randhawa

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

   This course connects with other courses on Social Stratification offered in BA in SGA as MDC and in other schools in the University.

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

   There are no specific requirements or pre-requisites.

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

   As per university norms

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

   Semester long

5. **How does the course link with the vision of AUD?**

The course is linked with AUD's vision of inculcating the principles of equity and social justice in students.

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

This course is linked with specific domain of the programme which aims to critically understand the diversity and complexity of urban social life.

7. Course Details:

a. Summary:

Indian society is shaped by multiple, interrelated forms of social structures and hierarchies. While these structures have historically influenced social organization, their expressions vary across regions and evolve over time. Cities are often viewed as environments that expand opportunities through education, employment, and exposure to diverse social interactions. This perspective has informed longstanding ideas, from scholars to policymakers, about urbanization as a pathway to greater mobility. At the same time, research shows that cities can also reflect or reconfigure existing inequalities. Patterns such as differentiated access to housing, concentration of certain groups in specific occupations, and varied experiences within educational and professional institutions illustrate how social hierarchies may persist, though often in new or more complex forms. These dynamics underscore that urban spaces can simultaneously facilitate mobility and reproduce social differences. This course explores how social structures and hierarchies manifest in urban India, with a focus on class and caste alongside other social axes. It also examines the perspectives, debates, and initiatives that engage with questions of equity, inclusion, and social change in contemporary urban settings.

b. Objectives:

1. To understand the historical development of social structures and hierarchies in India.
2. To examine how different forms of social hierarchies manifest in Indian cities and towns.
3. To understand issues of equity, inclusion, and social transformation in contemporary urban contexts.

c. Learning Outcome:

By the end of the course, students will gain

1. A familiarity with the origin of social structures and hierarchies, and traditions and movements which challenged them.
2. An ability to understand and analyse the heterogeneity of urban society based on class, caste, religion etc.
3. A deeper understanding of equity and social justice, for public policy objectives, including in urban areas.

d. Overall structure:

This course is divided into five modules

Module	Description	Duration
1	Perspectives on Social Structures in India	3 weeks
2	Social Structures and the City in History	2 weeks
3	Social Diversity in Contemporary Urban Spaces	3 weeks
4	Work, Occupations, and Social Identity	2 weeks
5	Social Justice Campaigns and Public Action	2 weeks

e. Contents (Module wise):

Module 1: Perspectives on Social Structures in India

This module begins with an overview of social structures in India, including caste alongside other forms of social organization and identity. Building on this foundation, the module looks at key debates on social structures and reform during the freedom struggle, including those associated with Gandhi and Ambedkar. It also explores postcolonial discussions on discrimination, identity, and rights in relation to global discourses. The module concludes with an introduction to intersectionality, highlighting how multiple axes of identity, such as caste, class, gender and religion, interact in shaping social experience.

Essential Readings

Devy, G. N. (2023). Varna and Jati: Consolidation of Social Hierarchy, In G N Devy, Tony Joseph and Ravin Korisettar (Eds) *The Indians: Histories of Civilization*, New Delhi: Aleph Book Company.
Ambedkar, B.R. (2002) "Origin of Untouchability" in Valarian Rodrigues (eds) *The Essential Writings of B.R. Ambedkar*, Oxford: New Delhi.
Beteille, A. (2012). *Caste, class and power: Changing patterns of stratification in a Tanjore village*. Oxford University Press.
Bayly, S (1999). Historical origins of a 'caste society.' In: *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*. The New Cambridge History of India. Cambridge University Press:25-63.
Sharma, B., & Geetha, K. A. (2021). Casteing gender: Intersectional oppression of Dalit women. *Journal of International Women's Studies*, *22*(10), 0-7.
Sekher, A. (2003). Older than the Church: Christianity and Caste in "The God of Small Things." *Economic and Political Weekly*, *38*(33), 3445–3449.
Ahmad, I. (2015). Is There Caste among Muslims in India?. *The Eastern Anthropologist*, *68*(1), 1-14.
Thorat, S., Umakant. (2004). Introduction, In Thorat, S., Umakant. (eds) *Caste, Race and Discrimination: Discourse in International Context*. Rawat Books, New Delhi.

Suggested Readings

Ambedkar, B.R. (2002) "Castes in India" in Valarian Rodrigues (eds) *The Essential Writings of B.R. Ambedkar*, Oxford: New Delhi.
Omvet, Gail (2011). *Understanding Caste: From Buddha To Ambedkar And Beyond* (New Delhi: Orient Blackswan)
Chhabria, S. (2023). Where Does Caste Fit in A Global History of Racial Capitalism?. *Historical Materialism*, *31*(2), 136-160.
Guru, G. (2017). Ethics in Ambedkar's Critique of Gandhi. *Economic and political weekly*, 95-100.
Jodhka, S. S. (2024). Sikh Religion and Contentions around Caste. *Religions*, *15*(10), 1219.

Module 2: Social Structures and the City in History

This module traces how different forms of social identity and occupational organization influenced the development of cities in ancient, medieval, and early modern India. It examines how urban spatial arrangements, including residential segregation and distribution of work reflected prevailing social norms and economic functions. The module then turns to colonial urbanism, exploring how new political and administrative structures, racial divisions, and economic transitions intersected with locally embedded social identities. It looks at how these dynamics shaped neighbourhood patterns, labour markets, and civic administration. In the period surrounding independence and partition, the module considers how displacement, resettlement, and rehabilitation policies interacted with existing social categories, demonstrating the persistence and adaptation of social distinctions within rapidly transforming urban landscapes.

Essential Readings

Smith, M. E. (2010). The archaeological study of neighborhoods and districts in ancient cities, *Journal of Anthropological Archaeology*, 29 (20) 2: 137-154
Keppens, M. (2017). The Aryans and the Ancient system of caste. In M. Farek, D. Jalki, S. Pathan, & P. Shah (Eds.), *Western foundations of the caste system* (pp. 221–251). https://doi.org/10.1007/978-3-319-38761-1
Heitzman, J. (1987). Temple Urbanism in Medieval South India. *The Journal of Asian Studies*, *46*(4), 791–826. https://doi.org/10.2307/2057102
Kumar, R. (2008, January). Mentality and Social Condition of Lower Castes and Menials during Medieval India (with special reference to 16th & 17th Century in Northern India). In *Proceedings of the Indian History Congress* (Vol. 69, pp. 428-441). Indian History Congress.
Mukund, K. (1995). Caste Conflict in South India in Early Colonial Port Cities—1650-1800. *Studies in History*, *11*(1), 1-27. https://doi.org/10.1177/025764309501100101
Kaur, R (2008). Narrative Absence: An Untouchable Account of Partition Migration, *Contributions to Indian Sociology* 42 (2): 281–306

Suggested Readings

Kumar, A (2011). Post Partition Refugees from NWFP in Delhi: Ignored and Underplayed History of Dalit Refugees, In *Proceedings of the Indian History Congress* (Vol. 72, pp. 1344-1353). Indian History Congress.
Quigley, D. (1995). Conclusion: Caste Organization and the Ancient City, *Contested Hierarchies: A Collaborative Ethnography of Caste among the Newars of the Kathmandu Valley, Nepal* (Oxford)
V. Nanda (1994) Ahmedabad: The Urban Traditions of a Medieval City, South Asian Studies, 10:1, 45-66, DOI: 10.1080/02666030.1994.9628476
Vaishali (2019). Partition of India and Question of Dalit Shelter, In *Proceedings of the Indian History Congress* (Vol. 80, pp. 1128-1135). Indian History Congress.

Module 3: Social Diversity in Contemporary Urban Spaces

This module examines how social differences and identities are expressed in contemporary Indian cities. It discusses patterns of residential clustering, neighbourhood naming practices, and the ways in which spatial arrangements can correlate with differential access to housing, services, and infrastructure. The module also explores experiences of mobility and constraint in urban housing markets, including challenges some groups face when renting or purchasing homes. Through empirical studies, it highlights how urban form, planning, and local governance interact with social diversity to shape everyday life.

Essential Readings

Bharathi, N., Malghan, D., Mishra, S., & Rahman, A. (2021). Fractal urbanism: City size and residential segregation in India. *World Development*, *141*, 105397.
Bharathi, N., Malghan, D., Mishra, S., & Rahman, A. (2022). Residential segregation and public services in urban India. *Urban Studies*, 59(14), 2912-2932.
Dyotana Banerjee & Mona G. Mehta (2017) Caste and capital in the remaking of Ahmedabad, *Contemporary South Asia*, 25:2, 182-195
Singh, G., Vithayathil, T., & Pradhan, K. C. (2019). Recasting inequality: residential segregation by caste over time in urban India. *Environment and Urbanization*, 31(2), 615-634.
Sharma, G (2014). Politics of institutional knowledge and exclusion: Understanding experiences of Dalit Children in urban slums. *Indian Journal of Teacher Education: Anweshika,* 9(1). Pp. 44-57.
Suzuki, M. (2023). Socio-spatially Segregated Experience of Urban Dalits and their Anti-caste Imagination: A Study of the Balmiki Community in Delhi, India. *CASTE: A Global Journal on Social Exclusion*, *4*(2), 196–212.
Thorat, S., Banerjee, A., Mishra, V. K., & Rizvi, F. (2015). Urban Rental Housing Market: Caste and Religion Matters in Access. *Economic and Political Weekly*, *50*(26/27), 47–53.

Suggested Reading

Ganguly, S. (2018). Socio-spatial stigma and segregation: A Balmiki colony in Central Delhi. *Economic and Political Weekly*, 53 (50) pp. 50–57.
Vithayathil, Singh and Pradhan (2017). Only 'Good People', Please: Residential Segregation in Urbanising India, *India International Centre Quaterly*, 43 (2/4) 45-54
Waghmore, S. (2019). Community, not humanity: Caste associations and Hindu cosmopolitanism in contemporary Mumbai. *South Asia: Journal of South Asian Studies*, *42*(2), 375-393.

Module 4: Work, Occupations, and Social Identity

This module investigates the relationship between social identity and labour in non-farm sectors in urban India. It explores how historical occupational associations, skill transmission, and economic transitions continue to influence patterns of employment across different groups. Attention is given to sectors such as sanitation work, waste management, domestic work, street vending, and other forms of informal labour, including discussions of how social background shape access to opportunities, working conditions, and wages. The module also considers debates and policies relating to stigmatized forms of work, including efforts to eliminate practices such as manual scavenging. Selected studies on sensory experience of labour, workplace perceptions, and the social meanings attached to different kinds of work provide additional analytical perspectives.

Essential Readings

Beteille, A. (1991). The reproduction of inequality: Occupation, caste and family. *Contributions to Indian sociology*, *25*(1), 3-28.
Dey, I. (2021). Smells, intimate labor and domestic work in Delhi, India. *The Senses and Society*, *16*(3), 339-350.
Kapoor, S. (2021). The violence of odors: sensory politics of caste in a leather tannery. *The Senses and Society*, *16*(2), 164-176.
Kumar, A. (2020). Dalit, Labour And Stigma Against Waste Work: A Question Of Dignity And Self Respect. *PalArch's Journal of Archaeology of Egypt/Egyptology*, *17*(9), 10228-10237.
Madheswaran, S., & Attewell, P. (2007). Caste Discrimination in the Indian Urban Labour Market: Evidence from the National Sample Survey. *Economic and Political Weekly*, *42*(41), 4146–4153.
Mandal, S. (2008). Through the lens of pollution: manual scavenging and the legal discourse. *Voice of Dalit*, *1*(1), 91-102.
Pais, R. (2021). Sanitation and Unchanging Role of Caste. *Indian Anthropologist*, *51*(2), 57-69.
Raghuram, P. (2001). Caste and gender in the organisation of paid domestic work in India. *Work, Employment and Society*, *15*(3), 607-617.
Saxena, S. (2024). Gender, caste, and street vending in India: Towards an intersectional geography. *Area*, e12939.

Suggested Readings

Banerjee, B., & Knight, J.B. (1985). Caste discrimination in the Indian urban labour market, *Journal of Development Economics*, 17 (3), 277-307.
Shetty, R., Brahmabhatt, A., & Nayar, S. (2022). Caste and Occupation: A Perspective. *The Indian Journal of Occupational Therapy*, *54*(4), 169-171.
Sharma, M. (2022). Caste of Labour: Dalits, the Industrial Ecosystem and Environmental Politics in Delhi. *Social Change*, 52(1), 7-23. https://doi.org/10.1177/00490857221079467
Pradhan, S., & Mittal, A. (2020). Ethical, health, and technical concerns surrounding manual scavenging in urban India. *Journal of Public Health*, *28*, 271-276.
Mirza, S. (2019). Cow Politics: Spatial Shifts in the Location of Slaughterhouses in Mumbai City. *South Asia: Journal of South Asian Studies*, *42*(5), 861-879.

Module 5: Social Justice Campaigns and Public Action

This module surveys key strands of social justice activism in urban India. While paying attention to Dalit mobilizations, it broadens the frame to include campaigns related to labour rights and inclusive urban governance. Case studies may include organizations such as the Safai Karmachari Andolan, Navsarjan, women's collectives, and other community-based groups engaged in urban advocacy. The module also examines how groups negotiate identity, dignity, and representation through cultural and political strategies, including processes of social mobility and reinterpretation of community identities. It concludes by exploring the interface between social diversity and public policy, especially in areas such as urban planning, service provision, and inclusive development, highlighting how civil society, state institutions, and communities interact in shaping urban futures.

Essential Readings

Gorringe, H. (2013). Dalit politics: Untouchability, identity, and assertion. In *Routledge handbook of Indian politics* (pp. 119-128). Routledge.

Jaoul, N. (2011). Casting the 'sweepers'. Local politics of Sanskritisation, Caste and Labour. In: Berti D, Jaoul N and Kanungo P (eds) *Cultural Entrenchment of Hindutva: Local Mediations and Forms of Convergence*. New Delhi: Routledge, p.278.
Mandal, B. C. (2022). Dalit Politics in India: A Critical Overview. *Contemporary Voice of Dalit*, 2455328X221131716.
Pellissery, S. (2022). Epilogue: Caste in public policy analysis: Rediscovering public sphere through institutionalist lens. In *Caste Matters in Public Policy* (pp. 202-222). Routledge India.
Baxi, U. (2011). 'Humiliation and Justice' in Guru G (eds) *Humiliation: Claims and Context,* Delhi: Oxford University Press.
Omvedt, G. (2008). Seeking Begumpura: The social vision of anticaste intellectuals. *(No Title)*.

Suggested Readings

Kulshreshth, S. (2023). 'Social Media Is the Second Ambedkar': Bhim Army and Social Media Mobilisation in North India, *South Asia: Journal of South Asian Studies*, 46 (5)
Raina, V. (2004). Political diversity, common purpose: social movements in India. *Inter-Asia Cultural Studies*, *5*(2), 320-327.
Dalwai, S., Mahanta, U., & Shakil, A. (2019). Caste, gender, power, and impunity: an interview with V. Geetha. *Jindal Global Law Review*, *10*(2), 321-330.
Kothari, R. (Ed.). (1995). *Caste in Indian politics*. Orient Blackswan.

Important Web links:
https://www.safaikarmachariandolan.org/
http://navsarjan.org/

Documentary films

India Untouched: Stories of a People Apart by Stalin K
Art & Culture with Devdutt Pattanaik: Temple Urbanization In India (Part 1)
Puthen Theruvu Agraharam by Kerala Archeology
Learn from climbing into human waste
A Battle for Freedom: Wilson and the Safai Karmachari Andolan

8. **Pedagogy**:

a. Instructional design:

The course will be a combination of class lectures, documentary films, discussions and invited lectures.

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

None

c. Expertise in AUD faculty or outside

Expertise available within AUD

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

Linkage with organization working with sanitation and waste workers.

9. Assessment structure (modes and frequency of assessments)

1) Assessment 1: Mid Semester Exam (Weightage 30%)

2) Assessment 2: Fieldwork based assignment (Weightage 30%)

3) Assessment 3: End Semester Exam (Weightage 40%)

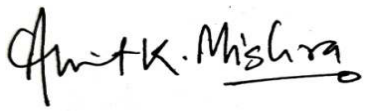
Some of the indicative questions for designing assessment 2 include: Is the middle class network also influenced by caste? Is the experience of men and women belonging to lower caste different in different profession? What are the spaces in the city where caste could be transcended?

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 ……15th……meeting held on……12th December 2025……and has been approved in the present form



Signature of the Dean of the School

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

School/Centre proposing the course	SGA
Programme(s)	BA VIII Semester
Course title	Histories of Global Social Structures
Course code	
Total Credits	4
Course type (core/compulsory/elective/any other – please specify)	DSE
Level (Pre doctoral/MA/PG Diploma/Certificate/UG)	UG
Course Coordinator and Team	Dr. Geetanjali, Dr. Kaustav Banerjee

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

   The Course is being offered as DSE

2. **Specific requirements on the part of students who can be admitted to this course:**

   (Pre requisites; prior knowledge level; any others – please specify)

   No requirement

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

   30

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 Semester, 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 BA VI Semester Students as MDC History. It attempts to familiarise and engage the students with the varied historical processes and aspects of the long history of human civilization and the global social institutions and formations that were birthed in the course of this journey. The course emanates from AUD's larger vision to engage with the wider societal concerns of our times where critical insights into global social formations which continue to shape contemporary society.

7. Course Details:

a. Summary

This course starts by tracing human civilizational histories and the global social institutions and structures that were birthed in the course of this journey. In a sense, the course is about the processes of social structures and how they evolve/change across time and space. Thus the globality of social structures becomes the central thread of the course. The course modules will try to reflect on historical processes and meta-narratives that have played an important role in 'creating' such structures of our societies and how power generates cultural and political consciousness in the margins. It is important here to realize how the very notion of power itself cannot be understood merely within its political assertions but it also immensely impacts other domains of lived realities. As an after-affect through its percolation, power thus leads to the making of multiple social structures which become global in the course of human history. The course starts by tracing the various meanings of social structures across different disciplines and moves to unpack such global social institutions across history.

b. Objectives

1. Help students to historically locate and analyze issues of social structures and power relations in our society
2. Help reflect on intersectionality between various identities
3. Expose students through the aid of literature, oral narratives, audio-visual media to various archives, to study and debate on histories of social structures and institutions.
4. To encourage students towards critical engagement with diverse source material and learning methods and gain skills in analysis and articulation.

c. Expected Learning Outcomes

On completion of this course students are expected to have

- A clearer understanding of nuanced interconnections of social relations and its larger historical processes
- Ability to use interdisciplinary methods and tools for understanding complex historical processes
- Critical and reflective thinking skills (i.e. critique/critical analysis)
- Curiosity for learning that makes a positive difference
- Skilled communication i.e. expressing oral and written knowledge about notions of power, marginality and inequality

d. Overall structure:

This course is divided into the following 5 Modules:

Unit	Details	Duration
1	Module 1 Understanding Social Structures and Intersectionalities	2 weeks
2	Module 2 Historiographies of hierarchy and differentiation.	3 weeks
3	Module 3 Gendering Societies	2 weeks
4	Module 4 Colonisation, Segregation and Discriminations on Race	2 weeks
5	Module 5 Contestations and Social Structures	3 weeks

e. Contents: About the modules and indicative reading list

Module 1: Understanding Social Structures and Intersectionalities

Through this module, students are encouraged to explore the histories of global social structures and focus on methodological approach of understanding the notion of intersectionality and the ways of 'othering'. The unit starts with helping students navigate these differences and commonalities. The idea is also to allow and engage the students to critically read historical texts to build arguments on the concept of global social structures. Simultaneously the concept of intersectionalities is also introduced as a framework to understand social structures.

Essential Readings:

Panikkar, K.N. (2007) Colonialism, Culture and Resistance, OUP, Delhi.

Taylor Charles (ed.) (1992) Multiculturalism, Princeton Univ. Press.

Hobsbawm, E.J. (1992) Nations and Nationalism Since 1780: Programme, Myth, Reality, Cambridge University Press.

Crenshaw Kimberley (1989) Demarginalising the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics - Also, Crenshaw, (October, 2016) The Urgency of Intersectionality TED Women.

Suggested Readings:

Chatterjee Partha, Jaganathan Pradeep (ed.) (2002) Subaltern Studies, Vol XI, Orient Blackswan

Mani B.R. (2006) Debrahmanising History: Dominance and Resistance in Indian Society. Manohar Publications.

Module 2 : Historiographies of hierarchy and differentiation.

The attempt here would be to try to understand, analyse and deconstruct processes that have remained intrinsic into the making of the system of graded inequalities. At different historical junctures, the very idea and lived reality of societal hierarchy and differentiation have experienced varied stages of contestations and assimilations. This module will seek to analyse the historiography of social structures based on hierarchy and differentiation across different phases of history across different regions within the Indian subcontinent.

Essential Readings:

Cohn, Bernard (1984) The Census, Social Structure and Objectification in South Asia, Soertryk.

Ambedkar, B.R. (2022) Who were the Shudras? Prabhat Prakashan

Dirks Nicholas (2001) Castes of Mind: Colonialism and the Making of Modern India, Princeton University Press.

Omvedt, Gail (2008) Seeking Begumpura: The Social Vision of Anticaste Intellectuals, Navayana.

Geetha, V & Rajadurai, (1998) Towards a Non-Brahmin Millennium: From Iyothee Thass to Periyar, Bhatkal & Sen.

Iliah, Kancha (2005 edition) Why I Am Not a Hindu? A Sudra Critique of Hindutva Culture, Ideology and Political Economy, Bhatkal &Sen

Skaria Ajay (August,1998): Being *jangli*: The politics of wildness. *Studies in History,Vol.14 (2)*

Suggested Readings/Films:

Gooptu, Nandini, *Caste and Labour: Untouchable Social Movements in Urban Uttar Pradesh in the Early 20th Century* in Sarkar Sumit and Sarkar, Tanika (eds) (2014) Caste in Modern India: A Reader –Volume 2, Permanent Black.

Keer, Dhananjay (1991) Dr. Ambedkar: Life and Mission, 3rd edition, Popular Prakashan, Bombay.

Rawat, Ramanarayan (2012) Reconsidering Untouchability: Chamars and Dalits in North India, Permanent Black.

Film: Sadgati

Module 3: Gendering Societies

This module will explore historicizing and situating the marginalities framed around the notions of gender and patriarchy globally with special emphasis on tracing the historical journey of processes of gender and normative patterns of patriarchy as experienced within the Indian subcontinent across time and space. The readings would comprise of an in-depth critical analysis of the autobiographical narratives comprising gender and patriarchy as themes which interlink issues of power and marginality.

Essential Readings:

Mohanty, C. T. (2003). "Under Western Eyes" Revisited: Feminist Solidarity through Anticapitalist Struggles. Signs, 28(2), 499–535.

Lerner, Gerda (1988) The Creation of Patriarchy, Oxford University Press.

Angelou, Maya (1978) And Still I Rise, Random House.

Hooks, B. (1986). Sisterhood: Political Solidarity between Women. *Feminist Review*, *23*, 125–138.

Vaid, Sudesh and Sangari, Kumkum (eds) (1990) Recasting Women: Essays in Colonial History, Rutgers.

Geetha, V. (2007) Theorizing Feminism Series: Patriarchy, Stree.

Suggested Readings/Films:

Chakravarti, Uma, (2006), Everyday Lives, Everyday Histories, Tulika Books.

Rajan, Sunder (1999) (ed) Signposts: Gender Issues in Post Independence India, Kali for Women.

Film: Water

Module 4 : Colonisation, Segregation and Discriminations on Race

This module will try and explore the many historical narratives concerning resistances around the issues of race, slavery and processes of colonisation. It would try and engage students with brief history of the resistances to the notions of cultural imperialism. This Unit will further try to investigate the process of internal colonization and identify race as a historical formation and social category that shapes systems and structures of the present and thus try to provide a core understanding of the key processes, concepts and debates in the study of racism, slavery and decolonisation.

Essential Readings:

Guha, Ranajit, (1997) Dominance without Hegemony, History and Power in Colonial India, Harvard University Press.

Fanon, Frantz (1965) The Wretched of the Earth, trans, Constance Farrington. New York: Grove Press.

Du Bois, W.E.B. (1940) Dusk of Dawn: An Essay Toward an Autobiography of a Race Concept, Harcourt Brace.

Meer, Nasar (2014) Key Concepts in Race and Ethnicity. Sage Publications, London.

Coates, Ta-Nehisi (2015) Between the World and Me, Spiegel & Grau.

Suggested Readings/Films:

Said, Edward (1979) Orientalism, Vintage Books.
Solomos, J. (Ed) (2020) Routledge International Handbook of Contemporary Racisms. London: Routledge.

Film: 12 Years A Slave, Colour Purple

Module 5: Contestations and Social Structures

Following with the discussions about marginalities around the notions of caste, class, gender and race in the modules above, this concluding module will try and familiarise students with many ways in which people from the marginalised groups have contested, subverted and negotiated their ways through the existing dominant structures of establishment. This would include episodes of resistance from different marginalised groups and also autobiographical narratives of personalities from the margins. The course concludes with discussions on the role of the state and Affirmative Action as an important step in overcoming marginalities inherent in social structures. The course will conclude with the contemporary and the role of the digital space in challenging social structures.

Essential Readings:

Simon Wendt (2006) "*The Roots of Black Power*" from Peniel Joseph ed. The Black Power Movement, Routledge.

Lewis, Reina and Mills, Sara eds (2003) Feminist Postcolonial Theory: A Reader. Edinburgh: University of Edinburgh Press.

Critical Quest publications on Ambedkar, Pandita Ramabai, Jotiba Phule, Narayana Guru and Periyar. Also available at https://www.criticalquest.in

Sowell, Thomas, (2005) Affirmative Action Around the World, An Empirical Study, Yale University Press.

Suggested Readings/Films:

'*Jhoothan*' by Omprakash Valmiki.

Films:
I am not your Negro
Waiting for Superman

8. Pedagogy:

a. Instructional design

The course will be transacted through a combination of lectures, curated field visits, thematic discussions and presentations.

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

None

c. Expertise in AUD faculty or outside

Curated Guest lectures, from amongst the AUD faculty and/or scholars/experts from outside the university, would be organised.

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

9. <u>Assessment structure (modes and frequency of assessments)</u>

<u>The Course would have three assessments:</u>
1. Individual Research Thought Piece: 30%
2. Presentations on research paper: 20%
3. End Semester: 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.

The proposal was discussed by the Board of Studies in its ……15th……meeting held on……12th December 2025……and has been approved in the present form

Amit K. Mishra

Signature of the Dean of the School

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	All BA Programmes
Course title	The Dynamic Earth
Course code	
Total Credits	4
Course type (core / compulsory / elective / any other – please specify)	Elective Course / MDC Geography
Level (Pre-doctoral / MA / PG Diploma / Certificate / UG)	UG
Course coordinator and team	Aakriti Grover

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?** Some elements of the course overlap with the course 'The Great Transformation'

2. **Specific requirements on the part of students who can be admitted to this course:** None.

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** 50

4. **Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify):** 2nd/ 3rd/4th Semester; Semester-long course

5. **Proposed date of launch:** To be decided

6. **How does the course link with the vision of AUD and the specific programme(s) where it is being offered?**
   Human beings are affected by their surroundings every second of their life on the planet. The course provides an insight into the processes that are integral to the dynamic Earth. Various complex social, cultural, political, and economic processes take place on the surface of the Earth that are dependent on the physical elements, geomorphology, and climate. The course would act as a base for understanding the complex realities that are ever-changing, especially in the 21st Century. The course would also contribute to AUD's vision of helping build informed and aware global citizens.

7. **Course Details:**

a. **Summary:**

   This course focuses on the origin/evolution of landforms and the physical processes responsible for their creation and modification. The course will provide the physical processes that drive the

ever-changing realities of the Earth. It surveys a broad array of landforms in the world and the geomorphic processes responsible for their creation of landforms by the action of river, wind and glaciers.

Further, this course is designed to help students gain a scientific understanding of the physical aspects of Earth's climate system and the factors that influence climate change. We will explore the balance of energy, insolation, pressure, wind belts and atmospheric circulation. Additionally, global climatic changes, including heatwaves, cold waves, cyclones will be covered.

b. Objectives

- To demonstrate an understanding of the important concepts of landforms and geomorphic processes

- To understand the relationship between numerous Earth's surface landforms and the processes responsible for creating and shaping them
- To understand the basic concepts and provide essential background for further studies in weather and climate

c. Expected Learning Outcomes:
At the end of the course, the student will be able to:

- Develop skills in landform recognition and interpretation
- Demonstrate a scientific understanding of global and microclimate changes and extreme events
- Acquire the basic technical skills required in geomorphology and climate studies, including the mastery of vocabulary

d. Overall Structure:

Modules	Duration
Module 1: **Earth Dynamics**	3 weeks
Module 2: **Processes on the Earth's Surface**	3 weeks
Module 3: **Elements of Climatology**	3 weeks
Module 4: **Processes in Climatology**	3 weeks

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

Module 1: Earth Dynamics

Fundamental concepts in geomorphology, Internal structure of the Earth, Theories: Continental Drift, Plate Tectonics; Earthquakes, Volcanoes, Rocks

Readings:

Hugget, R.J. (2011). Fundamentals of Geomorphology. Routledge.

Kale, V. and Gupta, A. (2018): Introduction to Geomorphology, Orient Black Swan

Small, R.J., (1972): The Study of landforms: A textbook of geomorphology, Cambridge University Press

Strahler, A. (2006). Introduction to Modern Physical Geography. New York: John Wiley & Sons.

Thornbury, W. D., (2019): Principles of Geomorphology, Third Edition, New Age International Publishers.

Steers, J. A. – Unstable Earth, Kalyani Publisher.

Module 2: Processes on the Earth's Surface

Weathering and Mass-wasting; **Geomorphology - Processes and Landform Development;** Flow and Work- erosion, transportation, deposition – landform development; Fluvial landforms and Fluvial geomorphic cycle; Aeolian, Glacial, Coastal and Karst Landforms and their development

Readings:

Arreola, D.D., Deal, M.C., Petersen, J.F. and Sanders, R., (2007) World Geography, McDougal Littell.

Christopherson, R. W. and Birkeland, G. H., (2012) Geosystems: An Introduction to Physical Geography (8th edition), Pearson Education, New Jersey.

Gabler R.E, Peterson. J.F., Trapasso, L.M., Dorothy, S. 2009. Physical Geography, Brooks/Cole, Cengage Learning, Belmont, USA.

Ritter, D.F., Kochel, R.C. and Miller, J.R., (2002): Process Geomorphology, Waveland Press.

Module 3: Elements of Climatology

Atmosphere: Structure and Composition; Insolation: Factors influencing the incidence and distribution; Temperature: Horizontal and Vertical Distribution; Heat Budget; Atmospheric moisture budget: humidity, evaporation, condensation, and precipitation.

Readings:

Ahrens, C. Donald. (2012) Essentials of Meteorology: An Invitation to the Atmosphere, (6th edition). Belmont: Thomson Brook/Cole

Christopherson, R. W. and Birkeland, G. H., (2012): Geosystems: An Introduction to Physical Geography (8th edition), Pearson Education.

Critchfield H. J., (1995): General Climatology, Prentice Hall.

Barry, R.G. and Chorley R.J. 2009. Atmosphere Weather and climate (9th edition), Routledge.

Lal, D.S., (2005): Climatology, Sharda Pustak Bhawan, Allahabad

Trewartha, G.T. (1954): An Introduction to Climate, McGraw-Hill.

Module 4: Understanding recent events

Global Pressure and wind Belts, Atmospheric general circulation models; Winds: Local, Periodic and Planetary; El Niño and La Niña, Cyclones, Hurricanes, Typhoons

Readings:

Ahrens, C. Donald. (2016). Meteorology Today: An Introduction to Weather, Climate and the Environment, (11th Edition). Boston : Thomson Brook/Cole

Barry, R.G. & Chorley, R.J., (2003): Atmosphere, Weather and Climate, 11th Edition, Routledge Publications

Lal, D.S., (2005): Climatology, Sharda Pustak Bhawan, Allahabad

Oliver J. E. and Hidore J. J., 2002: Climatology: An Atmospheric Science, Pearson Education, New Delhi.

Critchfield H. J., (1995): General Climatology, Prentice Hall.

Trewartha, G.T. (1954): An Introduction to Climate, McGraw-Hill.

Singh, S (2009): Jalvayu Vigyan, Prayag Pustak Bhawan, Allahabad

8. Pedagogy:

a. Instructional strategies: This course will use a combination of lectures, presentations, documentary screening

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

c. Expertise in AUD faculty or outside: AUD faculty

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): No

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

The course will have three assessment situations as part of continuous assessment policy of AUD:

- First assessment: Take-home assignment (20%)
- Second assessment: Mid-term test (30%)
- Third assessment: Summative assessment / Project report and presentation (50%)

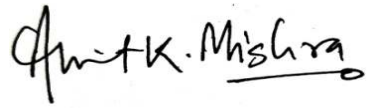
Signature of Course Coordinator

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 15th meeting held on 12 December 2025 and has been approved in the present form.



Signature of the Dean of the School

Appendix-71

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA Sustainable Urbanism
Course title	Urban Environment
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	DSC
Level (Predoctoral /MA / PG Diploma / Certificate / UG)	UG Sem-2
Course coordinator and team	Dr. M.M. Anees and Dr.Nidhi Tewathia

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

   The course will be offered as a Discipline Specific Core (DSC) to the second-semester students of the BA Sustainable Urbanism course. The course will connect to the first semester course on 'Sustainable Urban Development' and build a foundation for subsequent courses, most particularly, on the core course 'Cities and Climate Change', and the foundation course 'Environmental Issues and Challenges'. This course does not overlap with any other courses offered in AUD.

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

   No requirement

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

   As per AUD norms.

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

   Semester-long course

5. **Proposed date of launch:** 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 provides an essential foundation for students to understand the urban environment and its related sustainability issues. The course orients students for the subsequent courses of the programme, focused on the environmental aspect of sustainable urbanism. The course links with the vision of AUD on promoting equity and social justice by engaging students in discussions on how the urban environment is a shared space and the equitable sharing of common environmental resources is essential for long-term sustainability.

7. **Course Details:**

a. Summary

Urban areas, although occupying 3% of the global land area, are home to more than 55% of the human population. As the world population grows further, a greater share of the population is expected to join the cities, many of which are already grappling with social, economic, and environmental issues. The environmental setting of the city has a major implication on its sustainability and the quality of life an inhabitant enjoys. With cities' dual role as both *cause of* and *solution to* the sustainability problems of the world, understanding their environment and the causes of major problems is an important step towards improved living conditions.

This course provides a ground for the students to understand the dynamic relationship between urbanization and the environment in a system that is human-dominated. The course allows the students to understand this association through the lens of ecology, climate, hydrology, land use, and assessment of vulnerability and quality of the urban environment. The course is broadly divided

into three segments – (1) understanding the urban environment as an urban ecosystem with a focus on how cities can be studied similar to natural ecosystems (Module 1), (2) understanding the three fundamental components of the urban environment – air, water and land, that affect physical, ecological and social conditions of the city (Module 2,3 and 4) and (3) understanding the important of assessing the vulnerability of inhabitants and the quality of environment (Module 5).

Each of the modules is supplemented with case studies that highlight the failed and successful cases of application on the ground. This is expected to create relatability and bring familiarity to issues that affect people and places. Modules 2, 3, and 4 also focus on introducing students to specific strategies to tackle environmental problems through the integration of Nature-based Solutions (NbS) with existing grey infrastructure.

b. Objectives

The following are the objectives of this course:

- To introduce the city as a complex ecological system and understand its resource dependencies
- To build a reflective comprehension of the influence of urbanization on its air, water, and land systems
- To expose students to strategies of mitigating urban environmental problems through the introduction of NbS in planning
- To expose students to data, dimensions, and indicators of assessing urban vulnerability and urban environmental quality

c. Learning Outcomes

The following are the expected learning outcomes of this course. The students will:

- Develop a deeper insight into cities as an interconnected ecological unit and recognize strategies for reducing ecological footprints through the urban metabolism and circular economy frameworks
- Develop and promote critical inquiry of various components of the urban environment and the role played by urban growth in modifying them
- Comprehend the various NbS strategies available for mitigating environmental impacts and promote their adaptation in cities
- Learn the assessment parameters of vulnerability and environmental quality

d. Overall structure

This course is organized around five modules.

	Topic / Unit / Modules	Duration
1.	Cities as Urban Ecosystems	3 weeks
2.	Urban Climate	2 weeks
3.	Urban Hydrology	2 weeks
4.	Urban land-use	3 weeks
5.	Urban Vulnerability and Urban Environmental Quality	2 weeks

e. Contents

Module 1: Cities as Urban Ecosystems

The focus of this module is on introducing the ecosystem concept that helps in understanding the structure and function of any system. This module introduces students to the city as an urban ecosystem, a system with complex interactions and multi-layered feedback loops. Urban ecosystems are understood in contrast to natural ecosystems, which are self-dependent and perform efficiently to sustain themselves over the long term. The capabilities of natural ecosystems are then understood in terms of their metabolism and focus on how cities can attempt to mimic natural ecosystems to evolve more sustainably. The metabolism and its implied inefficiency questions are answered through the circular economy, a concept that deals with resource utilization and minimizing waste produced. Lastly, the module focuses on current models of development and their implications through the generated ecological footprint. The ecological footprint of countries, and the world at large, is studied in detail to understand the link between the built environment and resulting environmental changes.

The module would have the following contents:

- Ecosystem and urban ecosystem concept – Evolution of urban ecology concepts and cities as complex ecological entities
- Urban metabolism and circular economy
- Ecological footprint of urban settlements

- Link between the built environment and environmental change – Impact on urban climate, urban hydrology, and urban land use
- Case study: Circular economy initiatives in Amsterdam

Essential readings:

- Newman P. & Jennings, I. (2012). *Cities as Sustainable Ecosystems: Principles and Practices*
- Berkowitz, A. R., Nilon, C. H., & Hollweg, K. S. (Eds.). (2003). *Understanding urban ecosystems: a new frontier for science and education*. Springer Science & Business Media.
- Wu, J. (2014). Urban ecology and sustainability: The state-of-the-science and future directions. Landscape and urban planning, 125, 209-221.
- Kennedy, C., Stewart, I. D., Ibrahim, N., Facchini, A., & Mele, R. (2014). Developing a multi-layered indicator set for urban metabolism studies in megacities. *Ecological Indicators*, *47*, 7-15. https://doi.org/10.1016/j.ecolind.2014.07.039
- Derrible, S., Cheah, L., Arora, M., & Yeow, L. W. (2021). Urban metabolism. In *Urban informatics* (pp. 85-114). Singapore: Springer Singapore.
- Wackernagel, M., Kitzes, J., Moran, D., Goldfinger, S., & Thomas, M. (2006). The ecological footprint of cities and regions: comparing resource availability with resource demand. Environment and Urbanization, 18(1), 103-112. https://doi.org/10.1177/0956247806063978open_in_new
- Bai, X., McPhearson, T., Cleugh, H., Nagendra, H., Tong, X., Zhu, T., & Zhu, Y. G. (2017). Linking urbanization and the environment: Conceptual and empirical advances. Annual review of environment and resources, 42(1), 215-240. https://doi.org/10.1146/annurev-environ-102016-061128
- Williams, J. (2019). Circular cities. Urban Studies, 56(13), 2746-2762. https://doi.org/10.1177/0042098018806133

Suggested readings

- Wolman, A. (1965). The metabolism of cities. *Scientific American*, *213*(3), 178-193.
- Alberti, M., Marzluff, J. M., Shulenberger, E., Bradley, G., Ryan, C., & Zumbrunnen, C. (2003). Integrating humans into ecology: opportunities and challenges for studying urban ecosystems. BioScience, 53(12), 1169-1179.
- Endlicher, W., Langner, M., Hesse, M., Mieg, H. A., Kowarik, I., Hostert, P., ... & Wiegand, C. (2007). Urban ecology-definitions and concepts. *Shrinking cities: effects on urban ecology and challenges for urban development*, 1-15.

- Grimm, N. et al. (2008). “Global change and the ecology of cities.” Science.
- Alberti, M. (2016). Cities That Think Like Planets. University of Washington Press.
- UN-Habitat. (2020). World Cities Report: The Value of Sustainable Urbanization.
- IPCC Sixth Assessment Report, Chapter on Urban Systems and Settlements (2022).

Module 2: Urban Climate

The module focuses on understanding the relationship between the climate of urban areas and their surroundings as a function of surface modifications – both the built environment and other land surface changes. The distinctive environmental features of cities and their relationship to characteristics of urban fabric are established in this module. The module introduces students to the processes through which urbanization alters atmospheric parameters such as temperature, wind, humidity, among others, and its resulting changes in the air quality and urban thermal comfort. As the two main deleterious effects of urbanization- air pollution and urban heat island effect are studied in detail. The patterns and causes of the air pollution and urban heat island in a city are discussed in detail. The module also focuses on strategies available to counter these effects, adopted and experimented with by some cities, such as blue-green infrastructure and the use of reflective material surfaces.

The module would have the following contents:

- Basics of urban climate – Urban boundary layer, characteristics of urban fabric and its influence on urban climate
- Urban influence on air pollution sources and dispersion
- Urban heat island effect and thermal comfort
- Strategies for reducing air pollution and cooling cities (role of green-blue infrastructure (green roofs, green walls, urban parks, etc.) and reflective materials)
- Case study- Delhi air pollution

Design Activity: Suggest cooling strategies for a neighbourhood

Essential Readings:

- Oke, T. R., Mills, G., Christen, A., & Voogt, J. A. (2017). *Urban climates*. Cambridge university press.
- Qian, Y., Chakraborty, T.C., Li, J. *et al.* Urbanization Impact on Regional Climate and Extreme Weather: Current Understanding, Uncertainties, and Future

Research Directions. *Adv. Atmos. Sci.* **39**, 819–860 (2022). https://doi.org/10.1007/s00376-021-1371-9
- Barlow, J. F. (2014). Progress in observing and modelling the urban boundary layer. *Urban Climate*, *10*, 216-240.
- Wamsler, C., Brink, E., & Rivera, C. (2013). Planning for climate change in urban areas: from theory to practice. *Journal of Cleaner Production*, *50*, 68-81. https://doi.org/10.1016/j.jclepro.2012.12.008
- Baklanov, A., Molina, L. T., & Gauss, M. (2016). Megacities, air quality and climate. *Atmospheric Environment*, *126*, 235-249. https://doi.org/10.1016/j.atmosenv.2015.11.059
- Santamouris, M. (2015). Regulating the damaged thermostat of the cities—Status, impacts and mitigation challenges. *Energy and Buildings*, *91*, 43-56. https://doi.org/10.1016/j.enbuild.2015.01.027
- Janhäll, S. (2015). Review on urban vegetation and particle air pollution–Deposition and dispersion. *Atmospheric environment*, *105*, 130-137. https://doi.org/10.1016/j.atmosenv.2015.01.052
- Wong, N. H., Tan, C. L., Kolokotsa, D. D., & Takebayashi, H. (2021). Greenery as a mitigation and adaptation strategy to urban heat. *Nature Reviews Earth & Environment*, *2*(3), 166-181. https://doi.org/10.1038/s43017-020-00129-5
- Zou, M., & Zhang, H. (2021). Cooling strategies for thermal comfort in cities: a review of key methods in landscape design. *Environmental Science and Pollution Research*, 28(44), 62640-62650. https://doi.org/10.1007/s11356-021-15172-y

Suggested readings

- Xing, Y., & Brimblecombe, P. (2019). Role of vegetation in deposition and dispersion of air pollution in urban parks. *Atmospheric Environment*, *201*, 73-83. https://doi.org/10.1016/j.atmosenv.2018.12.027
- An, S., & Dedekorkut-Howes, A. (2025). A Review of Adaptation Strategies to Increased Urban Temperatures and Heat Island Effect. *Discover Cities*, *2*(1), 1-21. https://doi.org/10.1007/s44327-025-00064-4
- Mills, G. (2014). *Urban climatology: History, status and prospects, Urban Clim., 10, 479–489*.
- Oke, T.R. (1987). Boundary Layer Climates
- Gurjar, B. R., Ravindra, K., & Nagpure, A. S. (2016). Air pollution trends over Indian megacities and their local-to-global implications. *Atmospheric Environment*, *142*, 475-495. https://doi.org/10.1016/j.atmosenv.2016.06.030
- Islam, S., Karipot, A., Bhawar, R., Sinha, P., Kedia, S., & Khare, M. (2024). Urban heat island effect in India: a review of current status, impact and mitigation strategies. *Discover Cities*, *1*(1), 34. https://doi.org/10.1007/s44327-024-00033-3

- Kumar, P., Debele, S. E., Khalili, S., Halios, C. H., Sahani, J., Aghamohammadi, N., ... & Jones, L. (2024). Urban heat mitigation by green and blue infrastructure: Drivers, effectiveness, and future needs. *The Innovation*, *5*(2). https://doi.org/10.1016/j.xinn.2024.100588

Module 3: Urban Hydrology

This module focuses on understanding how the urban spaces intersect with the natural water cycles and alter hydrological systems. The transformed urban hydrology system is studied through the understanding of the modified urban water cycle, enhanced runoff, and drainage in cities. The module explores how the urban environment is impacted due to urbanization and leads to three major issues – water scarcity, flooding, and pollution. The module covers these issues by delving into the key challenges, such as the role of climate change, design and planning, functioning, and efficiency of sewage treatment plants etc. The module also focuses on strategies to reduce urban flooding in cities through a combination of conventional grey (engineering solution) and newly adopted green infrastructure (ecological solution), such as wetlands, bioswales, etc. The adoption of blue-green infrastructure to build sustainable urban drainage systems into the city also has complementary benefits of addressing both water scarcity and pollution.

The module would have the following contents:

- Urban hydrology – Basic concepts (urban water cycle, runoff, drainage, water infrastructure, etc.) and impact of urbanization on urban hydrology
- Water scarcity – climate change, unsustainable use and distribution challenges
- Urban flooding – stormwater design and planning challenges
- Water pollution – sewage treatment plants and sanitation challenges
- Strategies for reducing urban flooding: Stormwater management (gray-green infrastructure; wetlands, bioswales, rainwater harvesting, etc.)
- Case study: Chennai 2015 floods

Essential readings:

- Fletcher et al. (2015). “SUDS, LID, BMPs and WSUD: Evolution of terminology in urban drainage”
- Marsalek, J. (2014). Urban water cycle processes and interactions: urban water series-UNESCO-IHP. CRC press. https://doi.org/10.1201/9781482288544
- Narasimhan, S. K., Narasimhan, S., Dilly, T. C., Bakhshipour, A., Dittmer, U., & Bhallamudi, S. M. (2023). Urban water infrastructure: distribution and collection. *Technological Solutions for Water Sustainability: Challenges and Prospects*, 265. https://doi.org/10.2166/9781789063714_0265

- Fletcher, T. D., Burns, M. J., Russell, K. L., Hamel, P., Duchesne, S., Cherqui, F., & Roy, A. H. (2024). Concepts and evolution of urban hydrology. *Nature Reviews Earth & Environment*, *5*(11), 789-801. https://doi.org/10.1038/s43017-024-00599-x
- He, C., Liu, Z., Wu, J., Pan, X., Fang, Z., Li, J., & Bryan, B. A. (2021). Future global urban water scarcity and potential solutions. *Nature communications*, *12*(1), 4667. https://doi.org/10.1038/s41467-021-25026-3
- Niemelä, J., Breuste, J. H., Guntenspergen, G., McIntyre, N. E., Elmqvist, T., & James, P. (Eds.). (2011). *Urban ecology: patterns, processes, and applications*. OUP Oxford.
- Hoang, L., & Fenner, R. A. (2016). System interactions of stormwater management using sustainable urban drainage systems and green infrastructure. *Urban Water Journal*, *13*(7), 739-758. https://doi.org/10.1080/1573062X.2015.1036083
- Koop, S. H., & van Leeuwen, C. J. (2017). The challenges of water, waste and climate change in cities. *Environment, development and sustainability*, *19*(2), 385-418. https://doi.org/10.1007/s10668-016-9760-4

Suggested

- Ferdowsi, A., Piadeh, F., Behzadian, K., Mousavi, S. F., & Ehteram, M. (2024). Urban water infrastructure: A critical review on climate change impacts and adaptation strategies. *Urban Climate*, *58*, 102132. https://doi.org/10.1016/j.uclim.2024.102132
- He, C., Liu, Z., Wu, J., Pan, X., Fang, Z., Li, J., & Bryan, B. A. (2021). Future global urban water scarcity and potential solutions. *Nature communications*, *12*(1), 4667.
- Savelli, E., Mazzoleni, M., Di Baldassarre, G., Cloke, H., & Rusca, M. (2023). Urban water crises driven by elites' unsustainable consumption. *Nature Sustainability*, *6*(8), 929-940. https://doi.org/10.1038/s41893-023-01100-0
- Ivanov, V. Y., Tran, V. N., Huang, W., Murphy, K., Daneshvar, F., Bednar, J. H., ... & Wright, D. B. (2024). Urban flooding is intensified by outdated design guidelines and a lack of a systems approach. *Nature Cities*, *1*(10), 626-627. https://doi.org/10.1038/s44284-024-00128-3
- Kesari, K. K., Soni, R., Jamal, Q. M. S., Tripathi, P., Lal, J. A., Jha, N. K., ... & Ruokolainen, J. (2021). Wastewater treatment and reuse: a review of its applications and health implications. *Water, Air, & Soil Pollution*, *232*(5), 208. https://doi.org/10.1007/s11270-021-05154-8
- McFarland, A. R., Larsen, L., Yeshitela, K., Engida, A. N., & Love, N. G. (2019). Guide for using green infrastructure in urban environments for stormwater

management. *Environmental science: Water research & technology*, *5*(4), 643-659.

Module 4: Urban Land-use

This module focuses on the relationship between land use change in urban areas and its environmental consequences. It is important to understand not just land use transitions taking place in the urban vicinity but also elsewhere, those that are driven by urban growth. The module delves into understanding land cover change, land transformation, land use transition and urban land teleconnections, processes that are ubiquitous in urban areas and have global environmental consequences. The drivers of these processes are also explored to understand the role played by various factors such as biophysical, social, economic and spatial policies. These processes lead to land use and land cover patterns in cities that highlight environmental consequences such as habitat loss, fragmentation, and resulting biodiversity decline in cities. The module also focuses on commonly applied strategies to counter land use change, such as revival and introduction of urban green spaces, such as urban forests, urban agriculture, parks, and ecological corridors.

The module would have the following contents:

- Land cover change, land transformation, land use transitions and urban land teleconnections
- Habitat loss, fragmentation, and biodiversity decline in cities
- Strategies for countering urban land use change – green infrastructure planning and urban rewilding/ecological corridors
- Case study: Medellín's green corridors

Essential readings:

- McKinney, M.L. (2002). “Urbanization, biodiversity, and conservation.” BioScience
- Foley, J. A., DeFries, R., Asner, G. P., Barford, C., Bonan, G., Carpenter, S. R., ... & Snyder, P. K. (2005). Global consequences of land use. *Science*, *309*(5734), 570-574. DOI: 10.1126/science.1111772
- Seto, K. C., & Shepherd, J. M. (2009). Global urban land-use trends and climate impacts. *Current Opinion in Environmental Sustainability*, *1*(1), 89-95. https://doi.org/10.1016/j.cosust.2009.07.012
- Seto, K. C., Reenberg, A., Boone, C. G., Fragkias, M., Haase, D., Langanke, T., ... & Simon, D. (2012). Urban land teleconnections and

sustainability. *Proceedings of the National Academy of Sciences*, *109*(20), 7687-7692. https://doi.org/10.1073/pnas.1117622109

- Nuissl, H., Siedentop, S. (2021). Urbanisation and Land Use Change. In: Weith, T., Barkmann, T., Gaasch, N., Rogga, S., Strauß, C., Zscheischler, J. (eds) Sustainable Land Management in a European Context. Human-Environment Interactions, vol 8. Springer, Cham. https://doi.org/10.1007/978-3-030-50841-8_5
- McDonald, R. I., Marcotullio, P. J., & Güneralp, B. (2013). Urbanization and global trends in biodiversity and ecosystem services. In *Urbanization, biodiversity and ecosystem services: challenges and opportunities: a global assessment* (pp. 31-52). Dordrecht: Springer Netherlands. https://doi.org/10.1007/978-94-007-7088-1_3
- Finnerty, P. B., Carthey, A. J., Banks, P. B., Brewster, R., Grueber, C. E., Houston, D., ... & Newsome, T. M. (2025). Urban rewilding to combat global biodiversity decline. *BioScience*. https://doi.org/10.1093/biosci/biaf062
- Banks-Leite, C., Ewers, R. M., Folkard-Tapp, H., & Fraser, A. (2020). Countering the effects of habitat loss, fragmentation, and degradation through habitat restoration. *One Earth*, *3*(6), 672-676. https://doi.org/10.1016/j.oneear.2020.11.016
- de Oliveira, J. A. P., Bellezoni, R. A., Shih, W. Y., & Bayulken, B. (2022). Innovations in Urban Green and Blue Infrastructure: Tackling local and global challenges in cities. Journal of Cleaner Production, 362, 132355. https://doi.org/10.1016/j.jclepro.2022.132355. (Pg 1-3).

Suggested readings:

- Long, H., Zhang, Y., Ma, L., & Tu, S. (2021). Land use transitions: Progress, challenges and prospects. *Land*, *10*(9), 903. https://doi.org/10.3390/land10090903
- Seto, K. C., Güneralp, B., & Hutyra, L. R. (2012). Global forecasts of urban expansion to 2030 and direct impacts on biodiversity and carbon pools. *Proceedings of the National Academy of Sciences*, *109*(40), 16083-16088. https://doi.org/10.1073/pnas.1211658109
- Guerry, Anne D, Jeffrey R. Smith, Eric Lonsdorf, Gretchen C. Daily, Xueman Wang and Yuna Chun. 2021. “Urban Nature and Biodiversity for Cities.” Policy Briefing. Global Platform for Sustainable Cities, World Bank. Washington, DC. © World Bank.
- Long, H. (2022). Theorizing land use transitions: A human geography perspective. *Habitat International*, *128*, 102669. https://doi.org/10.1016/j.habitatint.2022.102669
- Güneralp, B., McDonald, R.I., Fragkias, M., Goodness, J., Marcotullio, P.J., Seto, K.C. (2013). Urbanization Forecasts, Effects on Land Use, Biodiversity, and

Ecosystem Services. In: Elmqvist, T., *et al.* Urbanization, Biodiversity and Ecosystem Services: Challenges and Opportunities. Springer, Dordrecht. https://doi.org/10.1007/978-94-007-7088-1_22

- Faeth, S. H., Bang, C., & Saari, S. (2011). Urban biodiversity: patterns and mechanisms. *Annals of the new York Academy of Sciences*, *1223*(1), 69-81. https://doi.org/10.1111/j.1749-6632.2010.05925.x
- Hou, W., Zhang, J., Peng, Z., & Walz, U. (2025). Assessing habitat fragmentation in highly urbanized area: Implications for mitigating landscape dissection and habitat restoration. *International Journal of Applied Earth Observation and Geoinformation*, *139*, 104557. https://doi.org/10.1016/j.jag.2025.104557

Field visit: A field visit to one of the urban forests in Delhi, such as Sanjay Van or Aarvali Biodiversity Park, can be conducted to supplement the class discussions.

Module 5: Urban Vulnerability and Urban Environmental Quality

The final module focuses on understanding some of the key concepts used to assess the conditions of the modified environment and the consequences faced by humans due to this. These interconnected concepts will help students to understand how degraded urban ecosystems translate to reduced environmental quality, which in turn amplifies underlying human sensitivity to internal and external threats, such as disasters, and leads to increased urban vulnerability. The module focuses on assessment techniques and introduces students to the commonly used data, dimensions, and indicators. Learnings from these are expected to develop an understanding of how sustainable cities should develop and which quantifiable measures can be prioritized to identify and reduce environmental degradation and social inequalities.

The module would have the following contents:

- Urban vulnerability and Urban environmental quality – Keywords and conceptual framing (vulnerability as impact vs inherent vulnerability)
- Urban vulnerability assessment - Data, dimensions, and indicators (flood, heat, and coastal vulnerability, etc.)
- Urban environmental quality assessment – Data, dimensions, and indicators
- Case study: Mumbai Climate Action Plan (MCAP)

Essential readings:

- Lankao, P. R., & Qin, H. (2011). Conceptualizing urban vulnerability to global climate and environmental change. *Current opinion in environmental sustainability*, *3*(3), 142-149. https://doi.org/10.1016/j.cosust.2010.12.016

- Krellenberg, K., Welz, J., Link, F., & Barth, K. (2017). Urban vulnerability and the contribution of socio-environmental fragmentation: Theoretical and methodological pathways. *Progress in Human Geography*, *41*(4), 408-431. https://doi.org/10.1177/0309132516645959
- Van Kamp, I., Leidelmeijer, K., Marsman, G., & De Hollander, A. (2003). Urban environmental quality and human well-being: Towards a conceptual framework and demarcation of concepts; a literature study. *Landscape and urban planning*, *65*(1-2), 5-18. https://doi.org/10.1016/S0169-2046(02)00232-3
- Musse, M. A., Barona, D. A., & Rodriguez, L. M. S. (2018). Urban environmental quality assessment using remote sensing and census data. *International journal of applied earth observation and geoinformation*, *71*, 95-108. https://doi.org/10.1016/j.jag.2018.05.010
- Municipal Corporation of Greater Mumbai. (2022, March). Mumbai Climate Action Plan. https://www.mcgm.gov.in/irj/go/km/docs/documents/Environment/Climate/Mumbai%20Climate%20Action%20Plan.pdf

Suggested readings:

- Dodman, D., B. Hayward, M. Pelling, V. Castan Broto, W. Chow, E. Chu, R. Dawson, L. Khirfan, T. McPhearson, A. Prakash, Y. Zheng, and G. Ziervogel, 2022: Cities, Settlements and Key Infrastructure. In: Climate Change 2022: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [H.-O. Pörtner, D.C. Roberts, M. Tignor, E.S. Poloczanska, K. Mintenbeck, A. Alegría, M. Craig, S. Langsdorf, S. Löschke, V. Möller, A. Okem, B. Rama (eds.)]. Cambridge University Press, Cambridge, UK and New York, NY, USA, pp. 907–1040, doi:10.1017/9781009325844.008
- Krellenberg, K., & Welz, J. (2017). Assessing urban vulnerability in the context of flood and heat hazard: Pathways and challenges for indicator-based analysis. *Social Indicators Research*, *132*(2), 709-731. https://doi.org/10.1007/s11205-016-1324-3
- Romero-Lankao, P., Qin, H., & Dickinson, K. (2012). Urban vulnerability to temperature-related hazards: A meta-analysis and meta-knowledge approach. *Global Environmental Change*, *22*(3), 670-683. https://doi.org/10.1016/j.gloenvcha.2012.04.002
- Roy, S., Bose, A., Majumder, S., Roy Chowdhury, I., Abdo, H. G., Almohamad, H., & Abdullah Al Dughairi, A. (2022). Evaluating urban environment quality (UEQ) for Class-I Indian city: an integrated RS-GIS based exploratory spatial analysis. *Geocarto International*, 2153932.

8. **Pedagogy:**

    a. **Instructional design**

    The course will be a combination of lectures, videos/movies, group discussions and site visits/fieldwork.

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

    Facility for PowerPoint presentations, audio/video display, internet connection, and transportation for site visits.

    c. **Expertise in AUD faculty or outside**

    AUD

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

    Linkages can be developed with organizations that work on environmental issues in cities, such as WRI India Ross Center for Sustainable Cities, TERI, and Council on Energy, Environment and Water (CEEW).

9. **Assessment structure (modes and frequency of assessments)**

- Assessment based on design activity as part of Module 2 *Urban Climate*. The design activity would focus on understanding the urban heating pattern in a selected neighborhood through a survey and suggesting cooling strategies. The activity would also include a mapping exercise of the nearby cooling resources, such as green and blue infrastructure (30%).
- The mid-semester assessment will consist of a written examination (30%).
- The end-semester assessment will consist of a final summative examination (40%).

Signature of Course Coordinator(s)

Note:

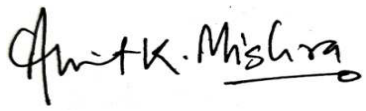
1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

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

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 15th meeting held on _12th December 2025_ has been approved in the present form.



Signature of the Dean of the School

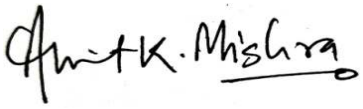
Appendix-72

SCHOOL OF GLOBAL AFFAIRS
B.R. AMBEDKAR UNIVERSITY DELHI

I. BA Program courses to be adopted in 8th Semester BAGS, BASU, and BASS (Honours) (NEP Batch)

8th SEMESTER BA COURSES		**Approval status**
BAGS (2DSC, 2GE, 1 AEC)		
DSC16	Global Indian Ocean	New course to be approved
DSC17	India and its Neighbourhood	New course to be approved
GE (Any two)	City in Literature	Approved as DSE
	Histories of Global Social Structures	Approved as DSE
	Indian and World Literature	Approved under Non-NEP course list
AEC-4	Research Project Report / Seminar (4 credits)	New course to be approved
BASU (2DSC, 1DSE, 2MDC/GE)		
DSC14	Sustainable Urban Mobility	New course to be approved
DSC15	Gender and City	New course to be approved
DSE/GE (Any two)	City in Literature	Approved as DSE
	Histories of Global Social Structures	Approved as DSE
	Indian and World Literature	Approved under Non-NEP course list
AEC-4	Research Project Report / Seminar (4 credits)	New course to be approved
BASS (2DSC, 1DSE, 2MDC/GE)		
DSC14	MOOC	MOOC
DSC15	MOOC	MOOC
DSE/GE (Any two)	City in Literature	Approved as DSE

	Histories of Global Social Structures	Approved as DSE
	Indian and World Literature	Approved under Non-NEP course list
AEC-4	Research Project Report / Seminar (4 credits)	New course to be approved

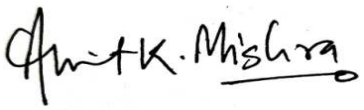


Appendix-73

SCHOOL OF GLOBAL AFFAIRS
B.R. AMBEDKAR UNIVERSITY DELHI

BA Program courses to be adopted in 8th Semester BAGS, BASS, BASU (Honours with Research) (NEP Batch)

8th SEMESTER BA COURSES		**Approval status**
BAGS (2DSC, 1 Dissertation)		
DSC16	Global Indian Ocean	New course to be approved
DSC17	India and its Neighbourhood	New course to be approved
	Dissertation (12 credits)	New course to be approved
BASU (2DSC, 1 Dissertation)		
DSC14	Sustainable Urban Mobility	New course to be approved
DSC15	Gender and City	New course to be approved
	Dissertation (12 credits)	New course to be approved
BASS (2DSC, 1 Dissertation)		
DSC14	MOOC	MOOC
DSC15	MOOC	MOOC
	Dissertation (12 credits)	New course to be approved



Appendix-74

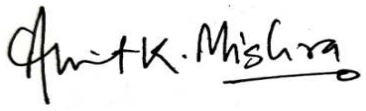
SCHOOL OF GLOBAL AFFAIRS

B.R. AMBEDKAR UNIVERSITY DELHI

BA Program courses to be adopted under Revised NEP, 2nd semester BAGS / BASU / BASS, Batch 2025

Semester -2 (2DSC, 1MDC, 1 AEC, 1SE)		**Approval status**
BAGS		
DSC-1	International Relations and Diplomacy: History, Theory and Practices	Approved
DSC-2	Understanding the Global	Approved
MDC-2	The Dynamic Earth (Geography)	To be approved as MDC from AEO
	Political Theory as Practice (Pol. Sc)	Approved
	Introduction to History: Sources and Methods (History)	Approved
AEC-2	Prarambhik/Madhyamik/Vyavaharik Hindi	Approved
SE-1	MS-Excel for Social Sciences	To be approved as SE from AEO
	Logic & Reasoning	To be approved as SE from AEO
	Artificial Intelligence	To be approved as SE from AEO
BASU		
DSC-1	Urban Environment	Approved
DSC-2	Governing the City	Approved
MDC-2	The Dynamic Earth (Geography)	To be approved as MDC from AEO
	Political Theory as Practice (Pol. Sc)	Approved
	Introduction to History: Sources and Methods (History)	Approved
AEC-2	Prarambhik/Madhyamik/Vyavaharik Hindi	Approved

SE-1	MS-Excel for Social Sciences	To be approved as SE from AEO
	Logic & Reasoning	To be approved as SE from AEO
	Artificial Intelligence	To be approved as SE from AEO
BASS		
DSC-1	Introduction to Social Sciences – 2	Approved
DSC-2	Language, Society and Culture	Approved
MDC-2	The Dynamic Earth (Geography)	To be approved as MDC from AEO
	Political Theory as Practice (Pol. Sc)	Approved
	Introduction to History: Sources and Methods (History)	Approved
AEC-2	Prarambhik/Madhyamik/Vyavaharik Hindi	Approved
SE-1	MS-Excel for Social Sciences	To be approved as SE from AEO
	Logic & Reasoning	To be approved as SE from AEO
	Artificial Intelligence	To be approved as SE from AEO



Appendix-75

Student Services

File No. AUD/4-5/FeeWaiver/SS/MS-25
Dated: 02/12/2025

Subject: Minutes of meeting of Fee Waiver and Financial Assistance (FWFA) Committee Monsoon Semester 2025 (Reviewed cases)

The Student Services Division circulated the notification inviting applications for the fee waiver from 04/09/2025 to 09/09/2025. Accordingly, after the last date of fee submission, the FWFA Committee convened and prepared the minutes. The Committee noted that the documents submitted by several candidates for the fee waiver could not be verified, and therefore granted them two (2) days' time to submit the required documents issued on or before the last date of submission of the fee waiver application (i.e., 11/08/2025).

On submission of required documents by the students within the timeline, the committee reviewed it accordingly.

Placed on the file is the minutes of the meeting of Fee Waiver and Financial Assistance Committee (FWFA) vide notification no. AUD/4-5/FeeWaiver/SS/2025/5007, dated: 11/08/2025. The meeting was held on 17.11.2025 at 2:00pm at Room No. 40, Kashmere Gate Campus.

FWFA Committee has recommended the names of students eligible for fee waiver as per details given below (Cp/1-7):

Total No. of review cases = 20
Total No. of recommended from review cases = 11
Total No. of not recommended from review cases = 9
Total No. of recommended from rejected cases = 4
Total No. of recommended PhD cases = 23
Total No. of not recommended from PhD cases = 1
Total No. of recommended late application cases = 13
Total No. of recommended special case = 1

Total eligible students for fee waiver = 52

Total Financial implication is amount Rs. 10,59,197.5/- (Ten Lakh Fifty Nine Thousand One Hundred Ninety Seven and Fifty Paisa).

During the fee waiver process for the Winter Semester 2025, a typographical error occurred in the Fee Waiver Committee Minutes for two students (Sanjeev Yadav and Aarjav Jain). Their applications were mistakenly mentioned as "not recommended in the minutes." However, both students were eligible and have already availed the fee waiver. A positive action is already taken and students have got the fee waiver, it is for information please.

The minutes of the meeting recommending fee waiver to students may kindly be perused and be submitted to the Competent Authority for consideration and approval please.

Suresh Prasad
(Office Assistant)

To which Programme Mr-Sanjeev Yadav & Aarjav Jain belong to ??
'A' - Approved.

SO/SS
02/12/2025

AR(SS) Ok please

Dean SS - 2

N/5

32. In view of the observation of FWFA Committee regarding separate guidelines for PhD students, it is submitted that the FWFA guidelines are exhaustive in nature therefor no separate guidelines are required for the PhD Students.

33. 'B' It is further submitted that the students who have already availed fee waiver in First Semester (Monsoon Semester) need not submit a fee waiver application in next Semester (Winter Semester). The income certificate submitted in the first semester (Monsoon Semester) will be considered for grant of fee waiver in next Semester (Winter Semester). The same process may continue till the completion of degree. Therefor the students are not required to submit fee waiver form/ document in the next cycle (Winter Semester)

34. While considering "A" on pre-page and "B" as above, the minutes of meeting is submitted for kind approval please.

Received 02/12/25

Dean, SS-II

35. Submitted for kind approval, Pls.

5708 03/12/2025

36. HVC Please discuss.

3.12.25

37 Dean (SS) - II

Discussed 'A' approved.

Received 05/12/25

38

39 AR/SS Please open fee portal and mention the same on file.

Deepak 08/12

2812 3/12/25

Received 04/12/25 5828 11/12/25

40 SO/SS 08/12/2025

41 Asstt(SS), Branch

42

In response to the FWFA Committee's observation on separate Ph.D. guidelines, it is submitted that the existing FWFA guidelines are exhaustive and apply equally to doctoral students; therefore, no separate Ph.D. specific fee waiver guidelines are required.

Submitted for approval, please.

43

1. To which programme Mr. Sanjiv Yadav & Aarjav Jain belong to. ? Rekha 11/12/25
Dr. Rekha
(Dean, SS-II)

44

HVC

2. There is no fee waiver policy for Ph.D Students since they are given Ph.D fellowship either in Non-NET Scholarship rate or as per normal Scholarship rate. Ph.D Students are not offered any fee waiver.

Aarjav Jain 12.12.25

Dean (SS)-II

1. Sanjeev Yadav belongs to MA Public Policy & Governance
Aarjav Jain belongs to M VOC Tourism & Hospitality.

2. Refering to observation 2. It is kindly submitted that decision to give fee waiver to all the students has been passed through 19th BOM (Minutes placed opposite). Hence, undersigned requests the agenda to be placed before next BOM regarding the immediate closure of fee-waiver to the PhD Scholars.

Rekha 18/12/25
Dean, SS-II

HVC Please plan this item as agenda in the forthcoming meeting of Academic Council & BOM.

Dean (SS)-II Rekha 22/12/25 Aarjav Jain 22.12.25

Rekha 22/12/25

2741 12/12/25

October 16/12/25 5491/2 18/12/25

2854 19/12/2025

डॉ. बी. आर. अंबेडकर विश्वविद्यालय दिल्ली Dr. B.R. Ambedkar University Delhi
Established by the Govt. of NCT of Delhi & Accredited by NAAC with 'A' Grade

Student Services Division

Dated:- 30/12/2025

Subject:- Withdrawal of Fee Waiver Facility for Ph.D. Students

In view of the approval of HVC on pre-page, an agenda item to be placed before the Academic Council (AC) and Board of Management (BoM) along with the notification for discontinuation of Fee Waiver for PhD students (all categories) is placed opposite for approval please,

Suresh Prasad
(Office Assistant)

SO (SS) 30/12/2025

AR (SS) Submitted for approval please.
Deepak 30/12

DR (SS) 30/12/25

Dy. Dir (SS)-II.
Submitted for kind approval, Pls.
30/12/25
Dean, SS-II

HVC
30.12.25

Dean (SS)-II

OK

MINUTES OF THE 19TH MEETING
OF THE
BOARD OF MANAGEMENT

HELD ON 19 APRIL 2016 AT 10:00 AM
PRIVATE DINING HALL, INDIA INTERNATIONAL CENTRE
LODHI ROAD, NEW DELHI – 110 003

AMBEDKAR UNIVERSITY DELHI
LOTHIAN ROAD, KASHMERE GATE
DELHI - 110 006

the new campuses of Ambedkar University Delhi (AUD) at Dheerpur and Rohini *in the light of the earlier resolutions of the BoM made in its 16th, 17th* and 18th meetings, excerpts of which are appended (Appendix- 19)

After detailed deliberations, the Board resolved the following:

(i) The Public Works Department (PWD) of the Govt. of NCT of Delhi shall be the Project Management Consultant (PMC) for both Dheerpur and Rohini campuses of the University.

(ii) Architects for each of the above projects will be selected by the University through an open selection process involving a jury, composition of which would be based on previous resolution of the Board modified to include the participation of the PWD.

(iii) The selection of Architects would be done through an open competition in accordance with laid down procedure under GFR 2005 and general guidelines issued by the Ministry of Finance, Government of India. The appointment of Architects would be through combined quality- cum- cost basis of selection giving 70% weightage to Technical Bid and 30% weightage to Financial Bid.

(iv) The Architects thus selected by the University shall be appointed by the PMC, i.e. PWD.

11.2 To report the Status of development of new campuses at Dheerpur and Rohini

Resolved to note the status of development of new campuses at Dheerpur and Rohini as apprised by the Campus Development Division, vide **Appendix - 20.**

ANY OTHER ITEM WITH THE PERMISSION OF THE CHAIR

12. Recommendations of the Standing Committee for Reviewing the Fee Structure regarding (a) increase in the income ceiling for all students for the purpose of fee waivers, and (b) for extending fee waivers to SC, ST and PwD students

The BoM considered the recommendations of the Standing Committee for Reviewing the Fee Structure (meeting held on the 18th of April, 2016).

After due deliberations, the BoM resolved to approve the following:

(i) increase the allocation of fee revenue from the present 20 per cent to 25 per cent towards Fee Waiver.

(ii) increase the ceiling in the gross annual family income from the present Rs.5,00,000 to Rs.6,00,000 for students from economically weaker backgrounds, except for those belonging to SC, ST and PwD categories for being eligible for waiver of tuition fees.

   (a) Those students from families with gross annual income of Rs.3,00,000 or less shall receive full waiver of tuition fees.

   (b) Those students from families with gross annual income of Rs 4,00,000 or less, but more than Rs 3,00,000 shall receive 75 per cent waiver of tuition fees

   (c) Those students from families with gross annual income of Rs.5,00,000 or less, but more than Rs.4,00,000 shall receive 50 per cent waiver of tuition fees.

   (d) Those students from families with gross annual income of Rs.6,00,000 or less, but more than Rs.5,00,000 shall receive 25 per cent waiver of tuition fees.

(iii) extend full waiver of tuition fees to all students belonging to SC, ST and PwD.

The meeting ended with a vote of thanks

(Dr M A Sikandar)
Registrar & Secretary, BoM

MINUTES OF THE 20TH MEETING OF THE BOARD OF MANAGEMENT

HELD ON 03 NOVEMBER 2016 AT 10:30 AM
PRIVATE DINING HALL, INDIA INTERNATIONAL CENTRE
LODHI ROAD, NEW DELHI – 110 003

Ambedkar University Delhi
Lothian Road, Kashmere Gate
Delhi - 110 006

अम्बेडकर विश्वविद्यालय दिल्ली Ambedkar University Delhi

डॉ. एम. ए. सिकंदर
कुल सचिव
Dr. M. A. Sikandar
Registrar

No.: AUD/4-5(2)/SS/2016/896
5 May 2016

NOTIFICATION

Subject: Tuition Fee Waiver scheme to SC, ST, Differently-abled (Persons with Disabilities) and Economically Backward Students

Pursuant to the decision taken in the 19th Meeting of the Board of Management held on 19 April 2016, the revised Tuition Fee Waiver Scheme to SC, ST, Differently-abled (Persons with Disabilities) and Economically backward, Students in the University for admission is notified as under:-

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

(ii) The gross annual family income ceiling (slab-wise) for availing Tuition Fee waiver from the **Economically backward** students (other than SC, ST & PwD), is increased from Rs. 5 lakh to Rs. 6 Lakh as detailed below:-

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

2. The above Tuition fee waiver shall be subject to the production of the following documents and other conditions as detailed below:

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

(ii) Students from **Economically weaker backgrounds**, other than SC/ST/PwD categories:
   (a) Income certificate issued by Tehsildar/Sub-divisional Magistrate
   (b) Copy of the parents' income tax returns
   (c) BPL ration card (if applicable)

5/5/16
REGISTRAR

Copy to:-

1. The Dean (Students Services)
2. Office of the Vice-Chancellor
3. All Deans/Deputy Deans of the Schools/Directors of the Centres
4. Dean (Planning), OSD (AES), Director (ITS), Director, Campus Development
5. Office of the Registrar
6. Office of the Controller of Finance
7. The Librarian
8. All Deputy Registrars & Assistant Registrars
9. Webmaster – for uploading in the intranet
10. Notice Board
11. Office copy

Lothian Road, Kashmere Gate, Delhi-110 006 Phone : +91 11 23865075 Fax : +91 11 23861846
Email : masikandar@aud.ac.in, registrar@aud.ac.in Web : www.aud.ac.in

Appendix-77

Dr. B.R. Ambedkar University Delhi

Minutes of the 46th Meeting of the Board of Management

Held on 07.10.2024 at 11:30 AM

Agenda 46.13.8 : To consider the revised Fee Structure and related issues as per the recommendations of the committee dated 30.01.2024

It was submitted to the Board of Management that the Finance Committee in its 35th meeting held on 13.03.2024 has noted the revised Fee Structure and related issues as per the recommendations of the committee constituted for considering the revision of fee structure 2023-24 in its meeting dated 30.01.2024. The Committee deliberated on the following three issues were placed before the meeting of the Committee constituted for considering the revision of fee structure 2023-24. The recommendations of the committee meeting held on 30.01.2024 are placed at **Appendix-19.**

1. Review of Fee waiver components of student fee

During the meeting held on 11.07.2023, the Committee on revision of Fee Structure has recommended the components of Fee Structure, which were in light of the deliberations held in the Finance Committee and Board of Management on 29.05.2023. The committee has recommended the following during the meeting held on 11.07.2023:

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

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

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

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

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

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

15/10/2024

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

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

Recommendation 1: In view of above, the Committee recommends that Fee Waiver shall be applied on the "Total Fees which includes components (a) to (e), excluding Caution Deposit, Alumni Registration Fee, Graduation Fee, Extra Mural Fund, Industry Interface Fee, Course Material Fee, Programme Enrichment Fee, Dissertation Fee, Thesis Examination Fee etc. in Under Graduate, Post Graduate Programmes and PhD Programme's, wherever applicable)

2. **Amendment in Notification dated 05.05.2016 issued by the Registrar regarding Fee Waiver**

The Registrar, Dr. B.R. Ambedkar University Delhi vide notification dated 05.05.2016 has notified the following tuition fee waiver scheme to SC, ST, Differently abled (Person with disabilities) and Economically Backward Students, in pursuance to 19th BoM held on 19th April 2016.

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

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

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

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

(i) SC/ST/PwD students:

(a) Self-Undertaking for availing the fee waiver prescribed by the Student Services Division.

(ii) Students from Economically Weaker Backgrounds, other than SC/ST/PwD categories:

(a) Income Certificate issued by Tehsildar/Sub-Divisional Magistrate

(b) Copy of the parent's income tax return

(c) BPL ration card (if applicable)

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

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

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

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

Or

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

Or

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

Recommendation 2: Accordingly, the Committee recommends the following amendments in Notification dated 05.05.2016.

(a) **The term "Tuition Fee" to be replaced by "*Total Fees (excluding Caution Deposit, Alumni Registration Fee, Graduation Fee, Extra Mural Fund, Industry Interface Fee, Course Material Fee, Programme Enrichment Fee, Dissertation Fee, Thesis Examination Fee etc. in***

Under Graduate, Post Graduate Programmes and PhD Programme's, wherever applicable)

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

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

and

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

Or

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

Or

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

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

3. Fee component 'One time Alumni Registration Fee' may be replaced from Alumni Fee/Other Allied Alumni Activity Fee

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

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

enable SS division to configure components accordingly on Samarth portal through IT services for raising the demand of 2nd Semester fee for students admitted in 2023-24 and onwards.

Recommendation 3: In view of above, the Committee recommends that Fee head 'One time Alumni Registration Fee' may be replaced by Alumni Registration and Other Allied Alumni Activity Fee which will be collected every semester. Other recommendations remain the same as recommended in the meeting held on 11.07.2023.

It was submitted to the Board of Management that the Finance Committee in its 35th meeting held on 13.03.2024 recommended that the Gross Annual Family Income be read as 'Rs.8 lakh and below' (as per the Notification for Economically Weaker Sections) instead of 'Rs.6 lakh and below' as at Slab No.4 in the table. After due deliberations, the Finance Committee recommended that after carrying out necessary amendments, the proposal may be placed before the Board of Management for consideration and approval.

The limit of Family Income will be kept as 'Rs.6 lakh and below' only as per the minutes of the 33rd meeting of the Academic Council. The Notification will be issued accordingly.

The proposal as recommended by the Finance Committee and further action taken in the matter is submitted to the Board of Management for consideration and approval.

Decision : **The Board of Management resolved to approve the recommendations made by the Finance Committee in its 35th meeting held on 13.03.2024 on the revised Fee Structure and related issues as per the recommendations of the committee dated 30.01.2024.**

Agenda 46.13.9 : **To consider the recommendations of the Extra Mural Fund Committee held on 22.03.2023**

It was submitted to the Board of Management that the Academic Council in its 33rd Meeting held on 11.03.2024 and the Finance Committee in its 35th meeting held on 13.03.2024 had noted the recommendation of the Extra Mural Fund Committee.

It was submitted that some of the practice based programmes and programmes with extensive industry interface, field studies, extended field work and internships charge additional Fees against Extra Mural Costs/Industry Interface Costs/Programme Enrichment Costs depending on the nature of programme transaction requirements. This is not consistent across programmes which incur such expenditure as some programmes despite having such needs do not charge such Fees. Fees collected under these heads are solely for these

आज़ादी का अमृत महोत्सव

अम्बेडकर विश्वविद्यालय दिल्ली

Amb ersity Delhi

स्वच्छ भारत एक कदम स्वच्छता की ओर

Appendix-78

Student Services Division

File No.AUD/4-20/2024-25/Fee Waiver/ 2575 Dated:- 09/10/2024

Standard Operating Procedure (SOP), Eligibility Criteria and Formats for Fee Waiver Applications

1. In order to streamline the timely processing of Fee Waiver applications, avoid procedural delays/ errors in grant of fee waiver and enable students to submit their applications within the stipulated time period in order to avail of fee waiver as per university norms, the following guidelines may be followed by all the concerned:

Guidelines for Deans and Programme Coordinators

2. The Student Services Division sends the email for fee waiver applications at the beginning of every semester. School Deans are requested to forward this email to all the Programme Coordinators (UG/ PG and PhD) within the School, and through the school office disseminate the same among the students, with instructions for follow-up.
3. UG/PG and PhD Programme Coordinators are requested to publicise the Fee Waiver notice among students along with reminders issued through the School Office about the deadline for application. The timelines for receiving applications must be highlighted so that the late application submissions in the Student Services Division are avoided.

Guidelines for Student Services staff handling fee waiver applications for different campuses

4. The staff shall put up the call for fee waiver applications on the Notice Board(s)/ E-Notice Boards in a timely manner and for wide publicity. The timeline for submission should be highlighted in the notice.
5. The staff should ensure that the students submit their applications for fee waiver in the duly approved formats, as given in the annexures.
6. The staff should ensure that the documents submitted by the student are **valid** and **complete** in all respects, and is received in **signed & self attested print copy** (and not via email).
7. In case of incomplete applications, the staff shall advise the students on the required documents.
8. The application must be accepted **within the timeline** given by the Student Services Division. The students must be provided an acknowledgement receipt with the date of submission and seal of the Student Services Division.

Guidelines for Students

9. Fee Waiver applications are considered for review and eligibility **only once a semester.** The fee waiver scheme is not available on a rolling basis (i.e. applications are not reviewed as and when they are received). Hence, it is very important that your application is **submitted *within* the timeline *within* the semester in which you wish to avail of fee waiver.**

10. The Student Services Division may extend the timeline for Fee Waiver usually only once a semester, allowing for exigencies, individual delays or general delays like those caused by the pandemic. **Fee Waiver applications will not be considered for review once the timeline and extension(s) are over.**
11. Any case of delayed submission will only be allowed if the student can submit **valid proof** of the following emergency situations that may have arisen **during the period of application:**
    a. Personal illness and hospitalization;
    b. Illness and hospitalization of immediate family members;
    c. Bereavement in the immediate family; and
    d. Delay in issuance of income certificate by the concerned government authorities

    Please note that the delay in applying for 11 (d) on the part of the student shall not be a valid reason for condoning the delay while reviewing the application.

Eligibility Criteria

12. Full Waiver of Total Fee (excluding Caution Deposit, Alumni Registration Fee, Graduation Fee, Extra Mural Fund, Industry Interface Fee, Course Material Fee, Programme Enrichment Fee, Dissertation Fee, Thesis Examination Fee in UG/ PG and PhD programmes wherever applicable) of all students belonging to SC, ST and PwBD categories.
13. The gross annual family income ceiling (slab-wise) for availing Tuition Fee waiver from the Economically Backward students (other than SC, ST & PwBD) as detailed below.

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

Mandatory Documents to be submitted for Fee Waiver

14. Fee Waiver Application Form (**Annexure A**)
15. Declaration as per (**Annexure B**) by the student affirming that no financial support has been availed/ is being availed from any other Scheme for meeting the cost of education for this course/ programme

Proof of Gross annual family income to be submitted for Fee Waiver

16. Copy of valid card issued under the National Food Security Scheme, OR
17. Copy of valid annual family income certificate issued by the SDM/ competent authority, OR
18. Copy of the full Income Tax Return (including the acknowledgement page) for both parents filed with Income Tax Department for the previous financial year. In the case of a non-working parent, an affidavit affirming non employment certified by the office of SDM/ competent authority and family income certificate issued by the SDM/ competent authority.

Dean, Student Services

Appendix-79

Dr. B.R. AMBEDKAR UNIVERSITY DELHI

SCHOOL OF VOCATIONAL STUDIES (SVS)

Minutes of the 20th Board of Studies Meeting held on 10.12. 2025 (Wednesday)

The 20th meeting of the Board of Studies (BoS) of the School of Vocational Studies (SVS) was held on **Wednesday, 10th December 2025 at 10.00 AM**, through hybrid mode (online) and offline at Karampura Campus, Dr. B.R Ambedkar University Delhi. The following members were present in person in the Conference room No.117, Karampura campus:

Dr. Renu Ghosh — Chairperson
Dean (Officiating), School of Vocational Studies, AUD

Mr. Akha Kaihrii Mao — Member
Associate Professor, SVS, AUD

Dr. Sunita Badhwar — Member
Associate Professor, SVS, AUD

Dr. Priya Singh — Member
Assistant Professor, SVS, AUD

Dr. Rekha Gulia — Member
Assistant Professor, SVS, AUD

Ms. Fariha Siddiqui — Member
Assistant Professor, SVS, AUD

Dr. Nikhil Singh Charak, — Member
Assistant Professor, SVS, AUD

Dr. Vikas Mohan, — Member
Assistant Professor, SVS, AUD

Dr. Neelu Verma, — Member
Assistant Professor, SVS, AUD

Dr. Rajinder Kumar, — Member
Assistant Professor, SVS, AUD

The following members joined the meeting **online**:

Professor Kartik Dave Member
Dean, School of Management

Professor Nakkeeran Nanjappan Member
Dean, School of Public Health and Policy

Professor H. K. Senapaty, Member
Former Director, NCERT now Professor in Education,
RIE, Bhubaneswar, Odisha

Professor Nawal Kishore Member
Professor, School of Management, IGNOU

Professor Aruna Jha Member
Professor in Commerce, Sri Ram College of Commerce,
University of Delhi

Professor Ashish Dahiya Member
Director, Institute of Hotel and Tourism Management,
M.D. University, Rohtak, Haryana

Professor Reena Singh Member
Professor, School of Management,
Doon University Campus, Mothorowala Road, Kedarpur, Uttarkhand

Professor Rekha Sharma Sen Member
Director, School of Continuing Education, IGNOU

Professor Amit Kumar Mishra Member
Dean, School of Global Affairs, AUD.

Dr. Rishab Sharma Member
Assistant Professor, SES, AUD

Regrets:

Dr. Oinam Hemlata Devi expressed her inability to join due to other prior commitments.

Proceedings

The Chairperson extended a warm welcome to the members to the 20th Board of Studies of the School of Vocational Studies (SVS). She expressed her gratitude to all the BoS members for taking time out of their busy schedules to attend the 20th BoS meeting as scheduled through hybrid mode.
The Chairperson quickly introduced the BoS members who were physically present for the meeting in Conference Room No. 117, at the Karampura campus, followed by self-introduction of the members who joined the meeting online.

The Chairperson warmly apprised the Board of Studies (BoS) members of the major academic activities and events conducted by the School of Vocational Studies (SVS) since the 19th BoS meeting (from May to December 2025). The highlights are as follows:

1. Joining of two new faculty members- Dr. Sunita Badhwar and Dr. Renu Ghosh joined the School as Associate Professor.
2. The Ph.D. programme in the SVS was launched and the School was able to admit 08 scholars.
3. Final-year (Semester 6) students of B. Voc (Accounting and Finance) had undergone training with Tata STRIVE. The program was offered at no cost to AUD and the learners. Students will receive joint certification from Tata STRIVE and an industry leader in the BFSI domain, along with an internship (employment mode) certificate and placement opportunities.
4. On 19 August 2025, certificates were awarded to 31 B.Voc (A&F) Batch 2022 students after completing Tata STRIVE's classroom training and internships.
5. On 19 August 2025, the BFSI Sector Skills Council conducted a proctored assessment for B.Voc (A&F) students of Batch 2022 and 2023 for the Accounts Assistant role, where all 51 students successfully cleared the evaluation, confirming their industry-readiness.
6. On 25 August 2025, an online session for B.Voc (A&F) students was conducted by Prof. Amita Charan, an Academic Auditor and Certified Cyber Forensic Expert, affiliated with the Department of Commerce, JDM College, University of Delhi.
7. On 25 September 2025, an orientation session was held at Karampura Campus for B.Voc (A&F) students, conducted by FinTram Global representatives, who introduced ACCA, US CPA, US CMA, and IFRS courses
8. A seminar on 'Fintech and the Future of Finance' was organised for the SVS students on 3rd December 2025 at 11:00 AM by Jaipuria Institute of Management, Noida. The session provided insights into emerging financial technologies, followed by an engaging

quiz competition. Three winners were awarded ₹2,000 vouchers each for their outstanding performance.

9. Students of B.Voc Retail Management, School of Vocational Studies (SVS) participated in the Retail India Summit & Expo (RISE) 2025 organized by the Ret ailers Association of India (RAI) on 10th November 2025 at The Leela Ambience, Gurugram.
10. A workshop on "Entrepreneurship Development through Business Model Canvas Building" on 31st October 2025 was conducted by Dr. Nitin Dewan, Entrepreneur and Professor of Practice at Netaji Subhash University of Technology, Delhi, to enhance students understanding of how to design and analyze business models effectively.
11. A field visit to BLTM, a B2B travel mart exhibition, was organized on 13 September 2025. The visit was supervised by Dr. Rajinder Kumar.
12. A lecture on *Freelancer Tour Manager and the Indian Tourism Industry* was delivered on 18 September 2025 by Mr. Ishant Dubey, an International Tour Manager (Freelancer) and former employee of Cox & Kings Ltd.
13. On 24 September 2025, a lecture on *International Tourism and Viksit Bharat* was conducted by Prof. Kumar Ashutosh, Head of the Department of Continuing Education and Extension, Faculty of Social Sciences, University of Delhi.
14. A session on *Sales, Operation and Tourism Entrepreneurship* was organized on 15 October 2025 and delivered by Mr. Shishir Lohia, Deputy General Manager, Travel Corporation of India, Gurugram.
15. On 11 November 2025, M. Voc. (Tourism and Hospitality) students presented four research papers at an international conference. Ms. Priya presented a paper on "Reviving the roots: sustainable cultural and heritage tourism in Delhi", Mr. Mohit presented paper on "Green human resource management and tourism:A systematic Literature Review and Future Direction", Ms. Shreya Sagar presented paper on "Sustainability and cultural heritage of the Varanasi Ghats: a review of development, governance and emerging challenges" and Mr. Adhiraj Singh Jaswal presented his research paper on "Artificial Intelligence and Tourism"
16. A lecture on *Indian Culture and Inbound Tourism* was held on 12 November 2025 by Mr. Jitender Thakur, Assistant Manager, Abound Routes, Noida.

Subsequently, the agenda of the 20th BoS was taken up for discussion.

Agenda Items:

Agenda No. 20.1: To confirm the Minutes of the 19th BoS held on 30th April, 2025:

The members confirmed the Minutes of the 19th Board of Studies meeting held on 30th April, 2025, which had been previously circulated along with the agenda items. After careful consideration, the members unanimously approved the Minutes of the 19th BoS meeting without suggesting any modifications.

Agenda No.20.2: Presentation and approval of the PhD, Course work courses (5 skill courses) of Sem-1 & Sem-2

At the outset, Dr. Rajinder Kumar, PhD, Programme Coordinator, put on record the contributions of Professor Sitansu S. Jena, former Dean of the School of Vocational Studies (who superannuated from the service on 31st October 2025) for conceptualising the need for the research (PhD) programme in the School of Vocational Studies, in alignment with the NEP 2020. Dr. Rajinder presented the draft 0 3 (three) compulsory Course work courses and also the 04 (four) elective courses to be offered as per the vertical specific as part of the PhD Course work in Vocational Education in the School of Vocational Studies.

Sl. No.	Course Title	Credits	Course code	Compulsory/ Elective
1	Perspectives on Vocational Education in India	2 credits	NSVSPDVE01	Compulsory
2	Research Methodology	4 credits	NSVSPDRR01	Compulsory
3	Academic Writing	2 credits	NSVSPDAR01	Compulsory
4	Research and Publication Ethics	2 credits	Mandatory & common for all PhD programmes in the University.	
5	Emerging Research Trends in Early Childhood Care and Education (ECCE) in India	4 credits	NSVSPDME01	Elective
6	Emerging Trends in Research (Retail Management)	4 credits		Elective
7	Emerging Trends in Research (Tourism and Hospitality Management)	4 credits	NSVSPDTH01	Elective
8	Emerging Research Trends in Accounting and Finance	4 credits	NSVSPDAF01	Elective

i. **Perspectives on Vocational Education in India:** This 2-credit course offers an in-depth exploration of the theoretical, policy, and research landscapes of vocational education, with a strong focus on the Indian context and global trends. It covers foundational theories, policy evolution, institutional frameworks, equity and inclusion, digital transformation, sustainability, and research frontiers in VET. Through a blend of lectures, case studies, discussions, and practical assignments, the course prepares PhD scholars to conduct original research and contribute to the advancement of vocational education policy and practice.

ii. **Research Methodology**: This course will develop a clear understanding of the researchers for research philosophy, quantitative research, qualitative research and technology in research. The researchers will be equipped with statistical software, which will be useful for scale development & model testing. The course covers important aspects of philosophy in Tourism & Hospitality Management/ Retail Management/ Accounting & Finance/ ECCME. It will position the researchers to use the philosophical bent of mind in articulation of her/his research philosophy in his/her research. In addition, after completion of this course researchers will be well versed with the fundaments of research and can better communicate his/her understanding of research terminology with the research community. Also, the course will enable the scholars regarding the quantitative as well as qualitative research methods and its application in research. This course will position the researchers to conduct independent research analyse and interpret of the results. It will result into the development of a researcher who can communicate effectively through research writings. Besides this, the course will equip the scholars with the digital tools application in his/her research about research database, data source, questionnaire designing, data collection/extraction and compilation of collected data. In addition, the researchers would be able to analyse and communicate the research finding through optimum use of software for data analysis, visualization and research writing. Through practical assignments, researchers can perform independent research. By the end of the course, researchers will have the necessary skills to implement his/her research philosophy and to conduct high-quality data analytics, identify research gaps, quality research paper writing skills and contribute to scholarly knowledge of vocational education and skill development in the concerned domain.

iii. **Academic Writing:** The *Academic Writing* course for PhD scholars enrolled in the School of Vocational Studies is designed to strengthen scholarly writing and critical engagement with academic texts. The course focuses on developing advanced writing skills necessary for research, including structuring arguments, engaging with literature, referencing accurately, and maintaining academic integrity. It introduces students to various genres of academic writing such as research proposals, literature reviews, and journal articles, with attention to clarity, coherence, and disciplinary conventions. Recognizing the applied and interdisciplinary nature of vocational education, the course supports scholars in bridging practice with theory through effective academic communication. It also addresses common challenges in doctoral writing, offering strategies for planning, drafting, and revising work. Ultimately, the course aims to empower scholars to contribute meaningfully to their fields through rigorous, reflective, and well-articulated academic work.

iv. **Research and Publication Ethics**: This is a mandatory & common for all PhD programmes in the University. Thus, the School will adopt the same course as already approved by the university.

v. **Emerging Research Trends in Early Childhood Care and Education (ECCE) in India**: National Education Policy (2020) has emphasized the significance of Early

childhood care and education (ECCE) in the life of a human being and its economic benefit. It also focuses on a role of holistic and play-based education. This emphasis has renewed interest of educationists, policy makers and scholars towards the various arenas of early childhood care and education. The course will introduce students to these new trends pertaining to changing policies, provisions and identify the emerging gaps. In addition, it will also help students to understand ecce in light of diverse childhood present in India. The students will also gain an understanding about emerging research trends in ecce in India vis-à-vis play-based pedagogy, inclusive education, integrating technology and so on.It will further allow scholars to critically evaluate existing policies, practices, innovations, research and analyse future directions.

vi. **Emerging Trends in Research in Retail Management**: This course offers doctoral scholars a comprehensive exploration of contemporary research issues in the retail sector, with an emphasis on both global and Indian contexts. It covers foundational retail theories, the impact of technological innovation, evolving consumer experience, and the growing importance of sustainability and ethical practices. Through critical engagement with current literature, case studies, and hands-on research activities, the course equips students with the analytical and methodological skills necessary to investigate, interpret, and address emerging challenges in retail. The curriculum is designed to foster advanced research, critical thinking, and evidence-based policy recommendations, preparing students for leadership roles in academia, industry, and policymaking.

vii. **Emerging Trends in Research in Tourism and Hospitality Management:** This course offers a critical exploration of contemporary research directions in tourism and hospitality, emphasizing theoretical advancement, interdisciplinary innovation, and societal relevance. It equips PhD scholars with the intellectual tools to navigate and contribute to the evolving knowledge landscapes in these fields. Through engagement with emerging global issues, critical thinking frameworks, and inclusive research approaches, scholars will develop the capacity to design and implement meaningful, context-sensitive, and ethically sound research projects that bridge theory, policy, and practice.

viii. **Emerging Research Trends in Accounting and Finance:** The course 'Emerging Research Trends in Accounting and Finance' provides an in-depth exploration of modern developments in accounting, corporate finance, and investment management. It covers critical areas such as financial reporting standards (GAAP, IFRS, Ind AS), corporate financial reporting challenges, forensic accounting, corporate valuation, and restructuring strategies. Additionally, the course examines emerging trends in auditing, capital structure, investment strategies, and financial risk management. Special attention is given to contemporary issues like ESG reporting, AI in auditing and investments, and the role of cybersecurity in finance. Designed for Ph.D. students, this course emphasizes critical analysis and policy implications in financial

regulation and accounting practices. Through in-depth study and empirical research, students will critically assess global accounting frameworks, corporate governance issues, and evolving financial trends in a rapidly transforming economic environment.

After thorough discussions, the Board of Studies (BoS) approved all the proposed PhD Course work courses with the suggestion to incorporate the assessments criteria as per the approved norms of the University.

The BoS also further suggested that in future the PhD Course work courses are to be presented to the Standing Committee on Research (SCR) and that the BoS is to be only informed of the same.

Agenda No. 20.3: Presentation and approval of 02 revised GEC (Research Specialisation) courses of B.Voc Semester-7 of the 4 Year BVoc programmes.

Dr. Rajinder Kumar, Programme Coordinator, GEC courses presented the following two courses offered to students opting for Research specialization in their semester-7.

Proposed revised titles of courses for 7th Semester

Sl. No.	Course Title	Credits	Course Code
1	Basic Research Methodology	4	NSVSG7CC01
2	Formulation of Research Proposal	2	NSVSG7RP01

i. **Basic Research methodology:** This course will introduce the concept, methods and process social and market research with specific reference to the four Bvoc programmes in Tourism and Hospitality, Retail Management, Early Childhood Centre Management and Entrepreunrship and in Accounting and Finance. A thrust of the course is to initiate students into thinking about the idea of inquiry and the relation between knowledge, theory, practice and research. Along with these explorations, it will enable the students to comprehend research reports, papers and studies – through a continuous engagement with actual (and significant) researches in the area of tourism and hospitality that introduce the different methodologies and perspectives for research in the area. In doing so, the course will develop basic skills that would facilitate this process. Developing an appreciation for research, and abilities to identify research problems and formulating research questions, will be the major concerns of the course. Throughout the course, the group will reflect on research as an intellectual, ethical and social enterprise. This introductory course on research would support the field component of the programme, enable the students to conceptualise their field projects and facilitate in understanding advanced research methods courses.

ii. **Formulation of Research Proposal**: This course will introduce the concept, methods and process social and market research with specific reference to tourism and hospitality. A thrust of the course is to initiate students into thinking about the idea of inquiry and the relation between knowledge, theory, practice and research. Along with these explorations, it will enable the students to comprehend research reports, papers

and studies – through a continuous engagement with actual (and significant) researches in the area of tourism and hospitality that introduce the different methodologies and perspectives for research in the area. In doing so, the course will develop basic skills that would facilitate this process. Developing an appreciation for research, and abilities to identify research problems and formulating research questions, will be the major concerns of the course. Throughout the course, the group will reflect on research as an intellectual, ethical and social enterprise. This introductory course on research would support the field component of the programme, enable the students to conceptualise their field projects and facilitate in understanding advanced research methods courses.

The Board of Studies (BoS) approved the above two courses after thorough discussions and stated that these are important courses for students who are specializing in research.

Agenda No. 20.4: Presentation and approval of 02 (two) B.Voc (Accounting and Finance) 7th Semester Courses

Dr. Rekha Gulia, Programme Coordinator, BVoc Accounting and Finance presented the following two courses which were currently being offered in the 7th semester of the BVoc A&F as part of the 4 Year BVoc programme.

Proposed revised titles of courses for 7th Semester

Sl. No.	Course Title	Credits	Course Code
1	Advanced Research in Securities Analysis and Portfolio Management	4	NSVSA7RE02
2	Training Techniques in Securities Analysis and Portfolio Management	**4**	NSVSA7PE02

i. **Advanced Research in Securities Analysis and Portfolio Management:** The 'Advanced Research in Securities Analysis and Portfolio Management' course aims equip students with the knowledge and analytical skills required to make informed investment decisions in financial markets. It covers investment avenues, portfolio theory, risk-return analysis, fundamental and technical analysis, valuation, and research techniques using Excel, E views, R, and AI-based tools. Students will gain both theoretical grounding and practical skills in securities analysis and portfolio management.

ii. **Training Techniques in Securities Analysis and Portfolio Management:** The 'Training Techniques in Securities Analysis and Portfolio Management' course aims equip students with both theoretical grounding and practical skills in securities analysis and portfolio management. This course provides a comprehensive understanding of securities analysis and portfolio management with a strong focus on practical applications. Students will learn to evaluate investment opportunities, measure risk and return, value financial assets, and construct diversified portfolios. By integrating modern tools, data analysis software, and case-based learning, the course equips learners with the analytical and decision-making skills required to navigate financial markets effectively.

After a thorough deliberation the Board of Studies (BoS) approved the above two courses of the semester-7 courses in BVoc A&F.

Agenda No. 20.5: Presentation and approval of 06 (six) B.Voc (Accounting and Finance) 8th Semester Courses

Dr. Rekha Gulia, Programme Coordinator, BVoc Accounting and Finance presented the following six skill courses which will be offered in the 8th semester of the BVoc A&F as part of the 4 Year BVoc programme.

Proposed revised titles of courses for 8th Semester

Sl. No.	Course Title	Credits	Course Code
1	Financial Planning	4	NSVSA8DC01
2	Data Analytics Using R	4	NSVSA8DC02
3	Sustainability Reporting and Integrated Financial Research	4	NSVSA8RE01
4	Sustainable Finance and ESG Integration for Trainers	4	NSVSA8PE01
5	Empirical Research in International Financial Management	4	NSVSA8RE02
6	Instructional Strategies for International Financial Management	4	NSVSA8PE02

i. **Financial Planning:** The 'Financial Planning' course aims to equip students with comprehensive foundation in financial planning, equipping students with the knowledge and practical skills required to design and implement effective financial strategies across different life stages. It integrates core areas such as personal taxation, investment planning, insurance, retirement, and estate planning, enabling learners to develop holistic financial plans. By combining theoretical concepts with applied case studies and practical exercises, the course prepares students to analyse investment avenues, manage risks, and make informed decisions that align with long-term financial goals.

ii. **Data Analytics Using R:** The course *Data Analytics Using R* provides students with foundational knowledge and practical skills in data analytics, focusing on data cleaning, manipulation, visualization, and statistical analysis using R. It covers essential topics such as R programming, handling structured and unstructured data, and creating meaningful visualizations through charts and graphs. Students also learn to apply statistical and machine learning techniques, including regression, classification, and hypothesis testing, to interpret complex datasets and support data-driven decision-making. By integrating theory with hands-on practice, the course equips learners with analytical and problem-solving skills applicable in professional and research settings.

iii. **Sustainability Reporting and Integrated Financial Research:** The '*Sustainability Reporting and Integrated Financial Research*' course equips students with the conceptual foundations and applied skills required to analyze ESG (Environmental, Social, and Governance) indicators and their impact on business and finance. The course covers

global reporting frameworks, integrated reporting, materiality analysis, and sustainability impact assessment, while also introducing students to research tools and databases used in ESG studies. Emphasizing practical application, it enables learners to critically evaluate sustainability disclosures, conduct small-scale research, and link non-financial performance with financial outcomes.

iv. **Sustainable Finance and ESG Integration for Trainers:** The '*Sustainable Finance and ESG Integration for Trainers*' course prepares students to apply finance, investment, and sustainability concepts in the context of professional training and capacity-building. The course covers ESG foundations, global reporting frameworks, and materiality analysis, while emphasizing applied training methods such as seminars, workshops, case discussions, and simulations. Learners gain the ability to design, deliver, and evaluate ESG-focused training programmes that enhance industry readiness and promote ESG literacy across diverse contexts.

v. **Empirical Research in International Financial Management:** The course *Empirical Research in International Financial Management* offers a comprehensive understanding of global financial systems, international capital budgeting, foreign exchange markets, and cross-border investment decisions. It emphasizes practical, data-driven learning by engaging students with real-world financial databases (IMF, World Bank, RBI) to conduct empirical analysis. The course equips learners with skills in evaluating international financial risks, analyzing global financing options, and preparing research-based reports, thereby strengthening their analytical and decision-making abilities within the international finance domain.

vi. **Instructional Strategies for International Financial Management:** This course equips students with both a conceptual and practical understanding of international financial management, emphasizing the teaching and application of key global finance concepts. Students explore international financial environments, capital budgeting, investment and financing decisions, foreign exchange markets, and risk management. The course integrates instructional strategies with hands-on exercises, case studies, and empirical projects to develop students' ability to analyze complex financial scenarios and communicate them effectively in teaching or professional settings.

The Board of Studies (BoS) after deliberating approved the above six courses of the semester-8 courses in BVoc A&F with the following suggestions:

- In the course 'Advanced Research in Securities Analysis and Portfolio Management' tools to be used should not just be limited to one or two mentioned in the course outlines rather it must read 'and others' so that faculty can add more and not confined to the tools mentioned.
- Ensure that the latest readings and resources are added in all the courses.

Agenda No. 20.6: Presentation and approval of 04 (four) B.Voc (Retail Management) 8th Semester Courses

Dr. Nikhil Singh Charak, Programme Coordinator, BVoc Retail Management presented the following four skill courses which will be offered in the 8th semester of the BVoc Retail Management as part of the 4 Year BVoc programme.

Proposed revised titles of courses for 8th Semester

Sl. No.	Course Title	Credits	Course Code
1	Business Development and Project Management in Retail	4	NSVSR8DC01
2	Advanced Store Audit & Process Management	4	NSVSR8DC02
3	Warehouse Management	4	NSVSR8DE01
4	E-Commerce	4	NSVSR8DE02

i. **Business Development and Project Management in Retail**: The course *Business Development and Project Management in Retail* provides students with an in-depth understanding of how retail enterprises conceptualize, plan, and execute business growth initiatives and operational projects. It blends principles of business development with project management frameworks to prepare students for dynamic and leadership-oriented roles in the retail sector. Students will learn how to identify retail business opportunities, design strategic growth plans, manage resources, and evaluate project performance through data-driven and sustainable approaches. The course emphasizes practical learning through case studies, project simulations, and research-based assessments to develop analytical, managerial, and problem-solving skills.

ii. **Advanced Store Audit & Process Management:** This course introduces students to the principles and practices of store auditing, process management, and audit planning within the retail industry. It equips learners with the tools and techniques required to assess store performance, ensure compliance, and improve operational efficiency. Students will explore audit frameworks, SOP design, sampling methods, and digital reporting systems to manage quality, safety, and customer experience effectively. Through practical simulations, mock audits, and data-driven exercises, learners will gain hands-on experience in preparing audit plans, conducting evaluations, and formulating improvement strategies that align with organizational objectives and legal standards.

iii. **Warehouse Management**: This course provides an in-depth understanding of warehouse operations, planning, inventory control, and technology integration. It prepares students to manage and teach warehousing processes efficiently within retail and e-commerce environments.

iv. **E-Commerce:** This course provides an in-depth understanding of e-commerce operations, digital marketing, online retail strategies, and technology integration. It prepares students to analyze, research, and develop effective e-commerce solutions within diverse digital business environments.

After thorough discussions, the Board of Studies (BoS) approved all the above four semester-8 courses of BVoc Retail Management of the 4 year BVoc programme.

Agenda No. 20.7: Presentation and approval of 04 (four) B.Voc (Tourism and Hospitality) 8th Semester Courses

Dr. Vikas Mohan, Programme Coordinator, BVoc Tourism and Hospitality programme presented the following four skill courses which will be offered in the 8th semester of the BVoc Tourism and Hospitality as part of the 4 Year BVoc programme.

Proposed revised titles of courses for 8th Semester

Sl. No.	Course Title	Credits	Course Code
1	Entrepreneurship and Innovation in Tourism and Hospitality	4	NSVST8DC01
2	Heritage in Tourism and Hospitality	4	NSVST8DC02
3	Tourism Facilitation	4	NSVST8DE01
4	Revenue Management	4	

i. **Entrepreneurship and Innovation in Tourism and Hospitality**: This course offers a structured introduction to entrepreneurship and innovation in tourism and hospitality. Students learn to recognise opportunities, generate ideas using creativity tools and apply design thinking to develop user-centred solutions. The course builds skills in business modelling, feasibility assessment, basic financial and operational planning and simple digital prototyping. Emphasis is placed on sustainable and community-based entrepreneurship, along with an understanding of relevant legal requirements, industry metrics and funding options. Through practical exercises and project-based learning, students gain the ability to design and present viable tourism and hospitality ventures.

ii. **Heritage in Tourism and Hospitality:** This course offers a critical exploration of contemporary heritage issues, typology, policy framework, storytelling, product development, heritage management. It equips students with the intellectual tools to navigate and contribute to the evolving heritage landscapes in these tourism and hospitality. Through engagement with emerging global issues, critical thinking frameworks, and inclusive product development and heritage management approaches. The students will develop the capacity to develop a clear understanding about heritage in tourism and hospitality at local, regional, national and international.

iii. **Tourism Facilitation:** The Tourism Facilitation course equips students with both theoretical knowledge and practical skills essential for smooth and efficient tourist services. It covers key areas such as travel documentation, visitor support systems, service delivery, customer handling, safety management, and sustainable tourism practices. The course emphasizes hands-on learning through simulations, field visits, and technology-driven tools, preparing students for real-world tourism and hospitality challenges. Students also develop intercultural communication, problem-solving, and ethical decision-making skills. By integrating service excellence with responsible tourism practices, the course prepares learners to enhance visitor experiences and contribute positively to the tourism sector.

iv. **Revenue Management:** The course introduces students to the principles and applications of Revenue Management in tourism and hospitality, focusing on pricing, forecasting, KPI analysis, and digital distribution. It combines theoretical understanding with hands-on practice using real or simulated datasets and industry tools. Students learn to make data-driven, ethical, and strategically sound revenue decisions across hospitality sectors. The course strengthens analytical and technological competencies essential for improving profitability and operational efficiency. Overall, it prepares graduates for revenue-focused roles in hotels, airlines, restaurants, and travel organisations.

Dr Vikas presented that the two courses 'Entrepreneurship and Innovation in Tourism and Hospitality' and 'Heritage in Tourism and Hospitality' would be offered to all semester-8 students of BVoc Tourism and Hospitality. Where as the course on 'Tourism Facilitator' would be offered to students specializing in Pedagogy/ Trainer. Similarly, the course on Revenue Management would be offered to students specializing in research.

The Board of Studies (BoS) after deliberating approved the above four courses of the semester-8 courses in BVoc Tourism and Hospitality with the following suggestions:

- In the second course on 'Heritage in Tourism and Hospitality', Living heritage towns such as specific to cultural, religious, UNESCO listed (India or world) and specific forts be mentioned.
- In the module-3 of the same course, the faculty may use '*Dekho apni Desh*' also online channel for heritage walks in Delhi can be explored.
- The School under the university can also explore to collaborate with Red Fort authorities for a guided heritage tour by the students
- Policy and annual reports of INTACH, UNESCO, ASI, etc. can be used.
- Ensure that the latest references are added.

Agenda No. 20.8: Approval of change in the course titles of 01 ECCME course of B.Voc 8th Semester

Ms Fariha Siddiqui, Programme Coordinator, B.Voc ECCME presented the need for the change in the titles of the following courses after the consultative meeting with experts in the domain of Early childhood education and care.

Approval of change in the course titles of 01 ECCME course of B.Voc 8th	
Old Course Titles (Approved 2022)	**New proposed Course Titles (2025) after consultative meeting**
DSC-4: Sociology of Early Childhood Education	Family and Community Engagement in Early Childhood Care and Education
DSC-5: Understanding Children and Childhood: Local and Global	Contemporary issues in Early Childhood Care and Education
DSE-2 (Option 1): Childcare Market -Resources and Innovations Option 2: Innovations in ECCE Field	Research track: Programme Evaluation in Early Childhood Care and Education Vocational track: Leadership and Professional Development in Early Childhood Care and Education

Ms Fariha, shared that the following semester-8 course titles (4th Year) were revised based on BVoc ECCME experts' suggestion to make the programme more comprehensive and relevant to the current demand of the sector.

Agenda No. 20.9: Presentation and approval of 04 (four) B.Voc (ECCME) 8th Semester Courses

Sl. No.	Approved Course title	Proposed Course title	Credits
1.	Sociology of Early Childhood Education	Family and Community Engagement in Early Childhood Care and Education (NSVSE8DC01)	4
2.	Understanding Children and Childhood: Local and Global	Contemporary Issues in Early Childhood Care and Education (NSVSE7DC02)	4
3.	Option-1: Childcare market: Resources and innovations Option-2: Innovations in EARLY CHILDHOOD CARE AND EDUCATION field	Option-1: Programme Evaluation In Early Childhood Care And Education (NSVSE7DE01) Option-2: Professional Development and Leadership in early childhood care and education (NSVSE7DE02)	4

i. **Family and Community Engagement in Early Childhood Care and Education**: This interdisciplinary course draws from family studies, child development, sociology, social work and psychology. Family is the micro system within which the child grows and thus it acts as a critical link between the early childhood services and the children. With this premise, the course focuses on developing students' skills to understand, respect and include the context from which children and their families are coming to the child care services. The course also focuses on providing an understanding of the strategies for working in partnership with the family. The course begins with understanding the role of family in early childhood care and education and related theoretical perspectives. Changes in the family structure and dynamics in Indian context and provisions, policies and programmes that highlight inclusion of family centred practices are also discussed. The course discusses the importance of working in partnership with families. Strategies, methods and challenges of developing partnership with families are also described.

ii. **Contemporary Issues in Early Childhood Care and Education:** This interdisciplinary course draws from the field of child development, education, sociology and psychology. Early childhood care and education is undergoing rapid changes due to globalisation, policy change and environmental changes. There is a necessity that EARLY CHILDHOOD CARE AND EDUCATION professionals are up to date to these emerging issues in the field. With this premise, this course focusses on introducing students to overarching issues in EARLY CHILDHOOD CARE AND EDUCATION landscape in India and globally.

iii. **Programme Evaluation in Early Childhood Care and Education:** Programme evaluation is a valuable tool for researchers in early childhood field, as it helps strengthen quality and effectiveness of programmes. It is a systematic process and involves collecting evidence, data analysis, and reporting results. This courses aims to introduce students to the fundamentals of programme design within the early childhood context and equips them with knowledge about assessment tools, data analytics techniques, and effective ways to communicate findings.

iv. **Professional Development and Leadership in early childhood care and education:** This course equips students to lead professional development in early childhood care and education (ECCE) settings by designing, facilitating, and evaluating inclusive, evidence-based professional development programs. It emphasizes applying ECCE pedagogy and adult learning principles, analyzing feedback to improve practice, and promoting systemic wellbeing through leadership and advocacy.

The BOS after deliberation approved the above courses with the following suggestions:

- Some references to be added with inputs from Professor Rekha Ssen
- In the Course 'Programme Evaluation in Early Childhood Care and Education' varieties of programmes be explored.
- In the course 'Professional Development and Leadership in early childhood care and education' more list of associations and organizations be included so that students are aware of them as professionals. One of the assignments could be for attending at least one such sessions organised by such association/organization and students be made to critically write about the event/session.

Agenda No. 20.10: Approval of change in the course titles of 02 (two) B.Voc (GEC) 8th Semester Courses specialization in Pedagogy

Dr. Rajinder Kumar, Programme Coordinator, GEC courses presented the need for change in the course titles of the two GEC courses for semester-8 as suggested by the experts during the consultative meeting.

Pre-Approved Course name of GEC-8th Semester Courses	**Post GEC Consultative meeting suggested titles of courses (16-10-2025)**
Evaluation and Assessment (4 credit)	Foundations of Assessment and Evaluation (4 credits)
Demonstration Classes and Lesson Plans (6 Credit)	Session Plans and Demonstration Classes (6 credits)

The Board of Studies approved the change in the titles of the above two GEC courses of the 8th semester to be offered to students opting for the Pedagogy specialization.

Agenda No. 20.11: Presentation and approval of 04 (four) B.Voc (GEC) 8th Semester Courses specialization in Research.

Dr. Rajinder Kumar, Programme Coordinator, GEC courses presented the four GEC courses of the semester-8.

Proposed GEC titles of courses for Research specialization in the 8th Semester

Sl. No.	Course Title	Credits	Course Code
1	Data Analysis: Quantitative and Qualitative techniques	4	
2	Research Dissertation with seminar Presentations	**6**	
3	Foundations of Assessment and Evaluation	4	NSVSG8EA01
4	Session Plans and Demonstration Classes	**6**	NSVSG8DC01

i. **Data Analysis: Quantitative and Qualitative techniques:** It was informed that the School will adopt the already approved course of the MVoc T&HM, Semester-2 course.

ii. **Research Dissertation with seminar Presentations:** Summary: This is compulsory dissertation course for students pursuing research. The dissertation work will enable students to apply the research skills learned in previous semesters and explore any topic of their interest. Each student will select a topic from their field or an interdisciplinary area and conduct an empirical study under the guidance of a supervisor. They will collect and analyse data using appropriate tools, and present their findings in a seminar before submitting the final dissertation. The work should reflect originality, clarity, and effective research practice. At the end of the semester, students will submit a written research report and present their study.

The above two courses (course i & course ii) would be offered to students opting to spcialize in Research during the 4th Year of BVoc.

iii. **Foundations of Assessment and Evaluation:** This course prepares future educators and vocational trainers to assess and evaluate learners in diverse contexts. With a focus on both foundational assessment principles and unique, technology-driven methods such as digital portfolios and interactive simulations. The course fosters engagement and practical skill development. Learners also gain hands-on experience with industry-specific assessment strategies tailored for real-world applications.

iv. **Session Plans and Demonstration Classes:** This course aims to equip future educators and vocational trainers with the knowledge and skills required to introduce with concept, demonstrate of introduced topic, practice and demonstrated topic and evaluation of the practice efficiently and effectively. It emphasizes practical, technology-integrated teaching methods to foster student engagement and enhance employability. Additionally, the course covers industry-specific demonstration and lesson plan strategies and robust assessment techniques.

The above two courses (course iii & course iv) would be offered to the students of semester-8 opting for specializing in Pedagogy.

After deliberating, the Board of Studies approved all the above four GEC courses and suggested to be put up to the Academic Council for necessary approval of the same.

<u>Agenda No. 20.12:</u> Reporting on the total credits of the PhD Course work in SVS.

Mr Akha Kaihrii Mao, informed the BoS members that in the 19th meeting of the BoS held on 30th April 2025, a course on "Systematic Literature Review" with a 2 credits course was approved for the Doctoral programme of the School (Agenda No. 19.5: Presentation of the proposal of the concept note for offering the PhD programme in SVS). This course was proposed to be introduced in the Second Semester of the programme. The faculty subsequently deliberated on the matter and explored the workload credit loads of the course work of the other Schools which varies from 12 credits to 16 credits. It was observed that most of the Schools have fixed the credit loads from 12 -14 credits for the Doctoral course work. Since the course on "Systematic Literature Review" could be also be part of the Research Methodology course and hence, there is no need to introduce the same as a separate 2 credits course. It is therefore proposed that the BoS, SVS may kindly give its approval through circulation to drop the course, to be introduced as a separate course, titled "Systematic Literature Review" (2 credits).

The revised credit load for the course work now is being proposed as 14 credits in place of 16 credits, which is higher than the credit load as prescribed by the UGC of minimum 12 credits.

The BoS members were requested on email dated 15th May 2025 to kindly consider the proposal of the School and accord its permission at the earliest but not later than 20th May 2025. The request was accepted by all the BoS members on email.

The BoS also suggested that the School must share the detailed BoS agenda at least a week prior to the meeting so that all the members could prepare well in advance and participate meaningfully in the BoS meeting.

The meeting concluded with a vote of thanks to all the members who joined the meeting both online and on physical mode.

Appendix-80

School of Vocational Studies

Dr. B R Ambedkar University Delhi

PhD in Vocational Education

School/ proposing the course	School of Vocational Studies
Programme(s)	PhD in Vocational Education
Course title	Perspectives on Vocational Education in India
Course code	NSVSPDVE01
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Pre-doctoral / MA / PG Diploma / Certificate / UG)	Pre-doctoral
Course coordinator and team	Prof. Sitansu.S Jena, Dr. Nikhil Singh Charak , Mr. Akha Kaihrii, Dr. Rajinder Kumar

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?** No, this course does not build on or overlap with any other courses offered in AUD.

2. **Specific requirements on the part of students who can be admitted to this course:**

   Research Scholars enrolled in PhD (Vocational education) Programme in SVS

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

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

5. **How does the course link with the vision of AUD?**

   This course aligns closely with the vision of Dr. B. R. Ambedkar University Delhi (AUD), which is committed to social justice, equity, and inclusive education. By critically engaging with vocational education theories, policies, and practices especially in the Indian context the course empowers scholars to address issues of access, employability, and lifelong learning for diverse and marginalized

populations. The course's emphasis on integrating traditional knowledge, sustainability, and research-driven innovation reflects AUD's mission to foster transformative education, bridge systemic gaps, and contribute to nation-building through socially relevant research and policy advocacy.

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

This course is a core requirement for the PhD in Vocational Education programme at the School of Vocational Studies (SVS), AUD. It provides doctoral scholars with a rigorous foundation in the conceptual, policy, and research dimensions of vocational education, equipping them to undertake advanced research, policy analysis, and leadership roles in the sector. The course's focus on contemporary issues, NEP 2020 reforms, and global best practices directly supports the programme's objective of producing scholars who can critically analyze, innovate, and advocate for effective and inclusive vocational education systems in India and beyond. In addition, he comparative perspectives from vocational systems in UK, Australia, New Zealand, South Africa, Singapore and Brazil is incorporated in the curriculum.

7. Course Details:

a. **Summary:**

This 2-credit course offers an in-depth exploration of the theoretical, policy, and research landscapes of vocational education, with a strong focus on the Indian context and global trends. It covers foundational theories, policy evolution, institutional frameworks, equity and inclusion, digital transformation, sustainability, and research frontiers in VET. Through a blend of lectures, case studies, discussions, and practical assignments, the course prepares PhD scholars to conduct original research and contribute to the advancement of vocational education policy and practice.

b. **Course Objective:**

- To critically examine and analyze the evolution, structure, and contemporary challenges of vocational education in India and globally.
- To develop advanced understanding of the theoretical frameworks, policy innovations, and institutional mechanisms shaping vocational education.
- To investigate, evaluate, and propose solutions for emerging issues in VET, including digitalization, sustainability, and inclusion.

c. **Expected Learning Outcomes:** On successful completion of this module, students will be able to:-

- Explain and critique foundational theories of vocational education and training (VET).
- Analyze the evolution and impact of Indian vocational education policy, including NEP 2020 and NSQF.
- Identify and address structural and equity challenges in institutionalizing VET in India.
- Evaluate the effectiveness of innovations and reforms in vocational education.
- Assess the role of digital transformation, green skills, and sustainability in shaping the future of VET.
- Compare Indian and global VET frameworks and draw lessons for policy and practice.
- Develop and present research proposals addressing contemporary and emerging issues in vocational education.

Overall Structure: It is a 2-credit course with in-built theory and practical components of 30 hours respectively.

Module Outline:

Module 1: Theoretical Foundations & Indian Policy Landscape on VE

Learning Outcomes

- Explain and critique foundational theories of vocational education.
- Analyze the evolution of Indian vocational education policy in global context.
- Assess the impact of NEP 2020 and NSQF on the integration of vocational and academic streams.
- Critically evaluate national skill schemes and their outcomes.

1.1 Global Theories: Human Capital Theory vs. Critical Pedagogy (Freire, 1970).
1.2 Sen's Capability Approach and equity in Indian VET.
1.3 Indian Policy Evolution: Pre-NEP: National Policy on Education (1986), NSQF (2013).
1.4 Vocational Education: The NEP 2020 Perspective: Introduction of sector-specific vocational education & skills: schools, colleges and universities, Mainstreaming vocational education with academic streams, Recognition of prior learning (RPL) and creating pathways for higher education, Credit-based frameworks in VE, Assessment in vocational education (different frameworks, rubrics, and technology advancements in the assessments), Blended Education in Vocational Education, Critical reflections on VE. Case studies (PMKVY (Pradhan Mantri Kaushal Vikas Yojana) outcomes in urban vs. rural India., State government schemes, ITI/DGT, Community Colleges, Lok Vidya, Apprenticeship-embedded training programme-NAPS, NATS, AEDP

Suggested Readings:

- Sen, A. (1999). Development as freedom. Oxford University Press.
- Mandal, L. (2023). NEP 2020 and Skill India: Bridging divides. Journal of Educational Policy, 6(1), 112-115.
- Ministry of Education, Government of India. (2020). National Education Policy 2020.
- UNESCO-UNEVOC (2014). *Vocational Pedagogy: What it is, why it matters and what we can do about it,* UNEVOC, Germany
- Mandal, Lipika (2024) "Transforming vocational education: Insights from NEP 2020" in *International Journal of Humanities & Education Research*, vol. 6(1) PP 112-115.

Module 2: Institutionalizing VET in India

Learning Outcomes

- Identify and analyze structural challenges in institutionalizing VET in India.
- Evaluate the effectiveness of NEP 2020 innovations in promoting inclusion and flexibility.
- Critically assess equity issues and propose strategies for participation in VET.
- Draw lessons from state-level and international case studies for VET reform.

2.1 Structural Challenges: Industry-Academia gaps in curriculum design (e.g., ITIs vs. corporate needs).
2.2 Equity issues: Gender, caste, and regional disparities in skill access.
2.3 Regulatory Framework on Vocational Education & Skill Training, NCVET
2.4 NEP 2020 Innovations
2.5 The traditional knowledge in vocational education: its importance & relevance (e.g., Ayurveda, handicrafts etc.).

Case Study: The different case studies pertaining to the skilling ecosystem (State Government, ITI, Training Partners)

Suggested Readings:

- Mehrotra, S., Gandhi, A., Saha, P., & Sahoo, B. K. (2014). Vocational education and training reform in India: Key elements of a successful skills strategy. Institute for Applied Manpower Research.
- UNESCO-UNEVOC. (2022). Case study: NSQF implementation in Rajasthan.
- Kumar, A. (2023). Lok Vidya and modern skill development. Economic and Political Weekly, 58(5), 34-38.
- Jain, M. (2017). Bridging industry-academia gap through skill development. International Journal of Innovation and Research in Educational Sciences, 4(1), 83-87.
- SIEMAT Kerala. (2024). Case studies: Lessons from Kerala's vocational schools.

Referencing Material:

- Jain, M. (2017). Bridging industry-academia gap through skill development. International Journal of Innovation and Research in Educational Sciences, 4(1), 83-87.

- SIEMAT Kerala. (2024). Case studies: Lessons from Kerala's vocational schools.

Module 3: Emerging Trends & Research Frontiers

Learning Outcomes

- Analyze the impact of digital transformation and Industry 4.0 on VET.
- Evaluate the integration of green skills and sustainability in vocational curricula.
- Compare Indian and global VET frameworks (e.g., NSQF vs. Germany's Dual System and Community college).

3.1 Digital Transformation: AI-driven skilling (e.g., SWAYAM platforms, SIDH (Skill India Digital Hub), Industry 4.0 and reskilling challenges in manufacturing.

3.2 Sustainability & VET: Green skills (e.g., solar technician training under Suryamitra).

Circular economy and waste management curricula.

3.3 Global Dialogues: Comparative analysis: India's NSQF vs. International Vocational Education System (UK, New Zealand, Germany, Australia, Africa, etc)

3.4 Employability Skills

Suggested Readings:

- Cedefop. (2021). Green skills in VET: European and Indian contexts.
- Jain, P. (2024). AI in vocational pedagogy. Tech & Society Journal, 12(2), 55-68.
- ICSD. (2023). Green skill development for sustainable employment: A study on India.

Referencing Material:

- GOVET. (2025). Sustainability in vocational education and training: A global commitment.
- Rosyadi, S., Syaifudin, M., & Setiawan, D. (2023). The role of AI in vocational education: A systematic literature review. Journal of Vocational Education Studies, 6(2), 244-263.

Module 4: VET Policy Innovation & Leadership

- Learning Outcomes: Design innovative policy models for skill development. & Apply leadership frameworks in VET governance.

4.1 Governance models in VET (public-private, industry-led, PPPs).
4.2 Leadership in VET institutions: case studies and frameworks (e.g., UNESCO's TVET Leadership Programme)
4.3 Innovation ecosystems and entrepreneurial skilling

Suggested Readings:

- UNESCO (2018). TVET Policy Reviews: Methodology and Tools.
- King, K. (2020). Education, Skills and International Cooperation: Comparative and Historical Perspectives.

Referencing Material:

- Jain, M. (2017). Bridging industry-academia gap through skill development. International Journal of Innovation and Research in Educational Sciences, 4(1), 83-87.
- SIEMAT Kerala. (2024). Case studies: Lessons from Kerala's vocational schools.

Assessment Structure:

S No.	Assessment Type	Weightage
1	Written or Presentation	30
2	Poster making and presentation	20
3	Term paper submission	50
Total		100%

Pedagogy:

- **Blended Approach:** The course employs a mix of lectures, critical readings, case studies, films and YouTube clips, simulations, and practical assignments.
- **Interactive Learning:** Emphasis on discussions, debates, and peer-reviewed presentations to foster critical thinking and collaborative learning.
- **Practical Exposure:** Engagement with digital labs, vocational training resources, and field visits as feasible.
- **Expert Input:** Sessions with AUD faculty, industry experts, certified vocational trainers, and guest faculty for real-world perspectives.
- **External Linkages:** Collaboration with industry partners and external agencies to provide practical exposure and research opportunities

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Appendix-81

School of Vocational Studies

Dr. B R Ambedkar University Delhi

PhD in Vocational Education

Research Methodology

School/ proposing the course	School of Vocational Studies
Programme(s)	PhD Programme in Vocational Education
Course title	Research Methodology
Course code	NSVSPDRR01
Credits	4
Course type	Core
Level	Research
Course coordinator and team	Dr. Rajinder Kumar & Expert Committee

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?** Yes, the course is being delivered across the PhD Programmes in AUD. This Course at SVS has a multidisciplinary approach.

2. **Specific requirements on the part of students who can be admitted to this course:** This course is compulsory for all the researchers enrolled in PhD Programme in Vocational Education

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** Researchers enrolled in PhD Programme at SVS.

4. **Course scheduling (semester):** Monsoon/Winter Semester

5. **How does the course link with the vision of AUD?**

The vision of the university is to promote equity and social justice with excellent research ecosystems and interdisciplinary quality research environment to students who would be sensitive enough to work in a non-hierarchical environment. The university also strives to engage in a manner to develop such professionalism in students who will contribute immensely for the cause of society. Most of the researchers who will join in this course are going to be from diverse disciplines, socio-economic segment of society and strive to develop a professional career as an independent interdisciplinary researcher.

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

According to SCOPUS database there are only 76 quality research documents cantered around "Vocational Education" and "Research" in India. Also, the largest no. of research documents published by an organisation are 3. In addition, according to University Grant Commission (2025), there is a growing trend in the number of students opting to pursue research degrees. The total Ph.D. admissions doubled from 77798 in 2010-11 to 161412 in 2017-18. The implicit growth rates in these numbers show that the overall Ph.D. admissions increased at the rate of 10 percent per annum during the period. In addition, innovation and the creation of new knowledge are essential to a country's development. Institutions of higher learning play a crucial role in the generation of new knowledge and innovation and the generation of new knowledge, in turn, is largely dependent on the quality of doctoral degrees. As envisaged in the National Education Policy 2020, exploring new frontiers of knowledge is the central doctrine to make India a knowledge superpower. Under this scenario, the strong understanding of Research Methodology, with specializations in ECCME, Retail Management, Tourism & Hospitality Management, and Accounting & Finance, is important to foster interdisciplinary research, boost innovation and creation of new knowledge as well as to stimulate and strengthening of research ecosystem to make our country a knowledge superpower through proposed PhD Programme. Hence researchers can be prepared for **academic research, higher studies, and consultancy roles**, making them independent researchers and capable of contributing to innovation and sustainability in the sector.

7. **Course Details:**

Summary: This course will develop a clear understanding of the researchers for research philosophy, quantitative research, qualitative research and technology in research. The researchers will be equipped with statistical software, which will be useful for scale development & model testing. The course covers important aspects of philosophy in Tourism & Hospitality Management/ Retail Management/ Accounting & Finance/ ECCME. It will position the researchers to use the philosophical bent of mind in articulation of her/his research philosophy in his/her research. In addition, after completion of this course researchers will be well versed with the fundaments of research and can better communicate his/her understanding of research terminology with the research community. Also, the course will enable the scholars regarding the quantitative as well as qualitative research methods and its application in research. This course will position the researchers to conduct independent research analyse and interpret of the results. It will result into the development of a researcher who can communicate effectively through research writings. Besides this, the course will equip the scholars with the digital tools application in his/her research about research database, data source, questionnaire designing, data collection/extraction and compilation of collected data. In addition, the researchers would be able to analyse and communicate the research finding through optimum use of software for data analysis, visualization and research writing. Through practical assignments, researchers can perform independent research. By the end of the course, researchers will have the necessary skills to implement his/her research philosophy and to conduct high-quality data analytics, identify research gaps, quality research paper writing skills and contribute to scholarly knowledge of vocational education and skill development in the concerned domain.

Course Objective:

The objectives of this course are as follows:

- To develop researchers', own research philosophy
- To contribute holistically & systematically to the field of interdisciplinary research in the areas of vocational education and skill development.
- To professionally integrate the vocational education in higher education research through incorporating an ability to understand and articulate the specialization's key theories and foundational literature.

- To create and contribute to vocational education knowledge and practices, thus enabling lifelong learning for its learners.
- To contribute to the growth of vocational education in general and body of knowledge in specific terms through ideating and conducting research in the chosen area.
- To promote interdisciplinary research program through developing an ability to communicate results of research in a clear and effective manner.

Expected Learning outcomes: The researchers should be able to:

- Articulate his/her own research philosophy in his/her research work.
- Analyse and critically evaluate interdisciplinary vocational educational theories, policies, research and practices across the specialization.
- Collaborate with others to set direction, design and enact improvements as a researcher in allied specialization.
- Design and conduct research and inquiry to improve practice and promote interdisciplinary vocational education.
- Theorise the research ideation and develop a theoretical framework for chosen topic.
- Analyse and interpret the data for drawing conclusions and contribute to the body of knowledge.
- Communicate effectively to scholarly and practitioner audiences.
- Demonstrate skills in oral and written communication sufficient to publish and present work in their specialization or prepare grant proposals
- Demonstrate and conducting comprehensively the application of research to professional practice.

8. Module Outline:

Module-1: ***Philosophy of research***

Module outcome: The module covers important aspects of philosophy in Tourism & Hospitality Management/ Retail Management/ Accounting & Finance/ ECCME. It will position the researchers to use the philosophical bent of mind in articulation of her/his research philosophy in his/her research.

1.1: Research Philosophy (Positivism, Critical Realism, Interpretivism, Critical Theory, Post Modernism, and Pragmatism).

1.2: Paradigms of research (Methodology, Epistemology, Ontology and Axiology).

1.3: Approaches of theory development (Deductive, Inductive, abductive, retroductive).

1.4: Articulation of researchers' philosophy in research: choosing an approach, Justifying philosophical stance in research, Influence on methodology, data collection, analysis and interpretation.

Suggested Readings

- Saunders, M., Lewis, P., & Thornhill, A. (2009). Research methods for business students. Pearson education (pp. 128-174)
- Bajpai, N. (2011) "Business Research Methods" Pearson Education India
- Tsung, E.W.K. (2016) "The Philosophy of Management Research" Routledge
- John Halliday (1996). Empiricism in vocational education and training. Educational Philosophy and Theory 28 (1):40–56.
- Schmidtke, C., & Chen, P. (2012). Philosophy of vocational education in China: A historical overview. Journal of Philosophy of Education, 46(3), 432-448.

Reference Material

- Richard Pring (2015), Philosophy of Educational Research
- Kerry E Howell (2012). An Introduction to the Philosophy of Methodology
- Gupta, V., & Singh, M. (2023). Research methods and data analysis techniques. McGraw-Hill Education.
- Srinivasan, R., & Iyer, S. (2021). Statistical and qualitative data analysis: A guide for researchers. Sage Publications India.
- Patel, K. P. (2022). Advanced research techniques in business and social sciences. Oxford University Press.
- Kothari, C. R. (2004). Research Methodology: Methods and Techniques. India: New Age International (P) Limited.

Module-2: Foundation of Research

Module outcomes: After completion of this module researchers will be well versed with the fundaments of research and can better communicate his/her understanding of research terminology with the research community and which can enhance their quality and

understanding about research. It will help the researchers to professionally integrate research with the domain of the researchers.

2.1: Research: meaning, Nature, objectives, approaches, types.

2.2: Data: Nature, types, source, tools and techniques.

2.3: Sampling: Purpose, types, techniques, size

2.4: Research process, variable, construct, measurement and scaling techniques.

Suggested Readings:

- Vinayak Bairagi, Mousami V. Munot (2019), A Practical and Scientific Approach
- K.A. Varghese, B.R. Ranwah, Nisha Varghese, Nikhil Varghese, (2025). Research Methodology and Quantitative Techniques: A Guide for Interdisciplinary Research.
- "Research methodology: A step-by-step guide for beginners (5th. ed.)." Journal of Latinos and Education, 22(1), pp. 425–426
- Shyama Prasad Mukherjee (2020), A Guide to Research Methodology: An Overview of Research Problems, Tasks and Methods.
- Kothari, C. R. (2004). Research Methodology: Methods and Techniques. India: New Age International (P) Limited.

Reference Material

- Kothari, C. R. (2004). Research Methodology: Methods and Techniques. India: New Age International (P) Limited.
- Kerry E Howell (2012). An Introduction to the Philosophy of Methodology
- Gupta, V., & Singh, M. (2023). Research methods and data analysis techniques. McGraw-Hill Education.
- Srinivasan, R., & Iyer, S. (2021). Statistical and qualitative data analysis: A guide for researchers. Sage Publications India.
- Patel, K. P. (2022). Advanced research techniques in business and social sciences. Oxford University Press.

Module-3: Methodologies in Vocational Education

This module will enable the scholar regarding the quantitative as well as qualitative research methods and its application. This module will position the researchers to conduct independent research analyse and interpret of the results. It will result into the development of a researcher who can communicate effectively through research writings.

3.1: Data collection methods: Qualitative (Ethnography, Case studies, Historical Research, FGD etc.) and Quantitative approaches (questionnaire and survey etc.) and mixed method research studies.

3.2: Data preparation: cleaning, coding, data preparation process

3.3: Data analysis and interpretation: Descriptive, Univariate, Bivariate and Multivariate.

3.4: Research report: structure, layout, referencing styles.

Suggested Reading

- Uma Sekaran – Research Methods for Business: A Skill Building Approach – Wiley India
- Academic Integrity and Research Quality Document By UGC, 2021
- Panneerselvam R. – Business Research Methods – John Wiley and Sons, Latest edition.
- CR Kothari, Research Methodology
- Qualitative Methodologies in Tourism Studies Disrupting and Co-creating Critical Research, Milka Ivanova, Dorina-Maria Buda, Elisa Burrai, Routledge
- Planning Research in Hospitality and Tourism, Levent Altinay, Alexandros Paraskevas, Faizan Ali, Routledge

Referencing Material

- Key Concepts in Tourism Research, David Botterill and Vincent Platenkamp, SAGE Publications Ltd.
- Research Methodologies for Business Management, Vanessa Ratten, 2023
- Qualitative Data Analysis: Key Approaches 1st Edition, Peter A. J. Stevens
- Qualitative Data Collection Tools: Design, Development, and Applications: 55 (Qualitative Research Methods), 2020, Felice D. Billups
- Sharma, R. K., & Kapoor, S. (2022). *Data analysis for research in social sciences* (pp. 150-180). Pearson Education India.

Module-4: Digital Tools in Research

This module will equip the scholar with the digital tool application in his/her research about research database, data source, questionnaire designing, data collection/extraction and compilation of collected data. In addition, the researchers would be able to analyse and communicate the research finding through optimum use of software for data analysis, visualization and research writing.

4.1. Digital platforms for research data, research reading and questionnaire designing.

4.2: Research software for data collection/extraction and compilation.

4.3. Digital tools for research analysis, interpretation and visualization of data.

4.4. Interpretation, drawing conclusion and research writing.

Suggested Reading:

- Saif, N., Khan, S. U., Shaheen, I., ALotaibi, F. A., Alnfiai, M. M., & Arif, M. (2024). Chat-GPT; validating Technology Acceptance Model (TAM) in education sector via ubiquitous learning mechanism. *Computers in Human Behavior*, *154*, 108097.
- Paulus, T., Lester, J., & Dempster, P. (2013). *Digital tools for qualitative research*. Sage.
- Sreekanthaswamy, N., Anitha, S., Singh, A., Jayadeva, S. M., Gupta, S., Manjunath, T. C., & Selvakumar, P. (2025). Digital tools and methods. In *Enhancing School Counseling With Technology and Case Studies* (pp. 25-48). IGI Global Scientific Publishing.
- Dancsa, D., Štempeľová, I., Takáč, O., & Annuš, N. (2023). Digital tools in education. *International Journal of Advanced Natural Sciences and Engineering Researches*, *7*(4), 289-294.
- Adams, D., & Chuah, K. M. (2022). Artificial intelligence-based tools in research writing: Current trends and future potentials. *Artificial intelligence in higher education*, 169-184.
- Solberg, J. (2012). Googling the archive: Digital tools and the practice of history. *Advances in the History of Rhetoric*, *15*(1), 53-76.
- Triantafyllou, S. A. (2022, February). Quantitative research about MOOCs and EdTech tools for distance learning. In *International Conference on Remote Engineering and Virtual Instrumentation* (pp. 521-532). Cham: Springer International Publishing.

Referencing Material

- Mucundanyi, G., & Woodley, X. (2021). Exploring free digital tools in education. *International Journal of Education and Development using Information and Communication Technology*, *17*(2), 96-103.

- DePoy, E. (2024). *Introduction to research-e-book: Understanding and applying multiple strategies*. Elsevier Health Sciences.
- Manuel, K. (2004). The Sage Encyclopedia of Social Science Research Methods. *Reference & User Services Quarterly*, *44*(1), 94-96.
- Foster, I., Ghani, R., Jarmin, R. S., Kreuter, F., & Lane, J. (2016). *Big data and social science: A practical guide to methods and tools*. Chapman and Hall/CRC.
- Bhattacherjee, A. (2012). *Social science research: Principles, methods, and practices*. University of South Florida.

9. Assessment Criteria:

Sr. No	Item	Weightage
1	Presentation (Researchers' Philosophy)	10
2	A presentation on Digital Tools for research	10
3	Presentation on Research Methods	10
4	Presentation on skills about a data analysis software	10
5	Paper presentation in Conference	20
6	End Term Exam	40

10. Pedagogy:

The following pedagogies will be used to deliver the course to the researchers:

- L**ectures and Presentations**: Use multimedia to explain core concepts and tools in SLR and digital tools for tourism and hospitality research.
- **Hands-on Training and Tool Demonstrations**: Provide practical exposure to academic databases, bibliometric tools, and reference management software.
- **Case Studies and Group Discussions**: Analyse real-world case studies and encourage collaborative problem-solving.

- **Project-Based Learning**: Assign students to conduct mini-systematic reviews, applying tools and techniques in research projects.
- **Flipped Classroom**: Encourage self-learning with pre-class materials, followed by in-class discussions and problem-solving.
- **Interactive Online Platforms**: Use platforms like Google Classroom or Microsoft Teams for sharing resources, quizzes, and discussions.
- **Workshops and Webinars**: Organize expert-led workshops and webinars to explore advanced research topics and tools.
- **Assessment and Feedback**: Use continuous assessment through assignments, quizzes, and peer/instructor feedback to evaluate student progress.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Appendix-82

School of Vocational Studies

Dr. B R Ambedkar University Delhi

PhD in Vocational Education

Academic Writing

School/ proposing the course	School of Vocational Studies
Programme(s)	PhD Programme in Vocational Education
Course title	Academic Writing
Course code	NSVSPDAR01
Credits	2
Course type	Core
Level	Research
Course coordinator and team	Dr. Priya Singh, Dr. Rajinder Kumar & Expert Committee

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?** No

2. **Specific requirements on the part of students who can be admitted to this course:** This course is compulsory for all the researchers enrolled in PhD Programme in Vocational Education.

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** Researchers enrolled in PhD Programme at SVS.

4. **Course scheduling (semester; semester-long/half-semester course; workshop**

mode; seminar mode; any other – please specify): Monsoon Semester

5. **How does the course link with the vision of AUD?**

   The *Academic Writing* course offered to scholars of the School of Vocational Studies aligns closely with the vision of Ambedkar University Delhi (AUD), which emphasizes equity, social justice, and interdisciplinary learning. By equipping students with critical reading and writing skills, the course fosters analytical thinking and effective communication, essential for academic and professional success. It supports AUD's inclusive ethos by addressing language and academic barriers often faced by students from diverse backgrounds. The course also reinforces the university's commitment to empowering learners through transformative education. By integrating academic writing into vocational studies, it bridges theory and practice, nurturing reflective and responsible individuals.

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

   The *Academic Writing* course at the PhD level plays a crucial role in creating continuity and academic rigor across the programs offered at the School of Vocational Studies (SVS), including Bachelor's and Master's programs in Tourism & Hospitality, ECCME, Accounting & Finance, and Retail Management. These undergraduate and postgraduate programs emphasize applied knowledge and industry-relevant skills, and the PhD-level *Academic Writing* course builds on this foundation by deepening research capabilities and scholarly expression. It strengthens students' ability to critically engage with vocational knowledge, produce high-quality academic work, and contribute meaningfully to their fields. By honing advanced writing, referencing, and argumentation skills, the course supports a research culture that values reflection, inter-disciplinarily, and clarity of thought—ensuring that doctoral scholars can connect practical experience with theoretical frameworks and communicate their insights effectively.

7. **Course Details:**

   Summary

The *Academic Writing* course for PhD scholars enrolled in the School of Vocational Studies is designed to strengthen scholarly writing and critical engagement with academic texts. The course focuses on developing advanced writing skills necessary for research, including structuring arguments, engaging with literature, referencing accurately, and maintaining academic integrity. It introduces students to various genres of academic writing such as research proposals, literature reviews, and journal articles, with attention to clarity, coherence, and disciplinary conventions. Recognizing the applied and interdisciplinary nature of vocational education, the course supports scholars in bridging practice with theory through effective academic communication. It also addresses common challenges in doctoral writing, offering strategies for planning, drafting, and revising work. Ultimately, the course aims to empower scholars to contribute meaningfully to their fields through rigorous, reflective, and well-articulated academic work.

Course Objective:

The objectives of this course are as follows:

- To develop advanced academic writing skills that enable scholars to communicate research ideas clearly, formally, and persuasively in alignment with doctoral-level expectations.
- To build critical reading and analytical abilities for engaging with scholarly literature and synthesizing knowledge into structured, well-argued academic documents.
- To familiarize students with academic integrity principles and equip them to use appropriate referencing styles and citation management tools effectively.
- To prepare scholars for academic publication and dissemination by guiding them through the processes of drafting, revising, and refining research proposals, journal articles, and other scholarly outputs.

Expected Learning outcomes:

- Demonstrate proficiency in the conventions of academic writing by producing structured, coherent, and original texts appropriate for doctoral-level research across vocational disciplines.
- Critically engage with academic literature to synthesize information, develop conceptual frameworks, and construct well-supported arguments in research proposals, literature reviews, and thesis chapters.
- Apply appropriate referencing styles and maintain academic integrity using citation tools and ethical writing practices to acknowledge sources and avoid plagiarism.

- Prepare research-based documents for academic and professional dissemination, including journal articles, abstracts, and proposals, while incorporating peer feedback through effective revision and editing strategies.

8. Module Outline:

Module 1: Foundations of Academic Writing

By the end of this module, PhD scholars will Students will develop an understanding of the conventions of academic writing, learn to express complex ideas clearly and formally, and apply the principles of originality and citation in their work.

1.1 Formal tone, structure, and style in scholarly communication
1.2 Writing with clarity, coherence, and conciseness
1.3 Avoiding plagiarism and understanding academic integrity

Suggested Readings:

- Kumar, R. (2014). Research methodology: A step-by-step guide for beginners (4th ed.). SAGE Publications India Pvt Ltd
- Dash, N. K. (2020). Research and publication ethics. Atlantic Publishers & Distributors.
- Mohan, K., & Raman, M. (2019). Effective English communication (2nd ed.). McGraw Hill Education.
- Raman, M., & Sharma, S. (2015). Technical communication: Principles and practice (3rd ed.). Oxford University Press.

Refencing Material:

- Rocco, T. S., & Hatcher, T. G. (2011). The handbook of scholarly writing and publishing.
- Nash, R. (2019). Liberating scholarly writing: The power of personal narrative. IAP.
- Huff, A. S. (1998). Writing for scholarly publication. Sage Publications.
- Roig, M. (2015, June). Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing.
- Masic, I. (2019). Plagiarism and how to avoid it. A guide to the scientific career: Virtues, communication, research and academic writing, 163-177.

Module 2: Engaging with Literature and Structuring Research Writing

Scholars will gain the skills to critically engage with existing literature, organize ideas logically, and develop structured and coherent academic documents aligned with doctoral research standards.

2.1. Philosophy & types of Literature Review, Importance of Literature reviews in defining a Research Problem, Identifying Gap areas from literature review, Methods for formulating research questions, Techniques for developing research objectives Shortlisting Reviews style.
2.2. Introduction to systematic literature reviews and their role in academic research; Importance of SLR in synthesizing existing knowledge and forming the basis for new research; Key concepts, types, framework in Literature Review.
2.3. Introduction and Importance of Bibliometric and Meta-Analysis. Steps in conducting Bibliometric and Meta-Analysis.
2.4. Use of digital tools for literature review VOSviewer, Zotero, Mendley etc.

Suggested Readings:

- Kumar, R. (2022). Research methodology: A step-by-step guide for beginners (6th ed.). SAGE Publications India.
- Kothari, C. R., & Garg, G. (2019). Research methodology: Methods and techniques (4th ed.). New Age International.
- Ranjit, K. (2021). Writing and presenting research proposals. SAGE Publications India.
- Mukherjee, P. N., & Chattopadhyay, R. (Eds.). (2019). *Research methods in social sciences: India studies in business and economics*. Springer.

Refencing Material:

- Aitchison, C., & Lee, A. (2006). Research writing: Problems and pedagogies. Teaching in higher education, 11(3), 265-278.
- Frank, H., & Hatak, I. (2014). Doing a research literature review. *How to get published in the best entrepreneurship journals*, 94-117.
- Van Lange Paul, A. M., Liebrand, W. B., & AM, W. H. (2015). Introduction and literature review. *Social dilemmas*, 3-28.
- Rother, E. T. (2007). Systematic literature review X narrative review. *Acta paulista de enfermagem*, *20*, 5-6.

Module 3: Advanced Writing Practices and Publication Readiness

Scholars will become proficient in preparing academic documents for publication, understand the peer-review process, and apply effective revision and editing strategies to improve their scholarly writing.

3.1 Writing research proposals and abstracts
3.2 Referencing styles (APA, MLA, Chicago, etc.) and citation management tools
3.3 Revising and editing academic work
3.4 Writing for journals and responding to peer reviews

Suggested Readings:

- Chawla, D., & Sondhi, N. (2016). Research methodology: Concepts and cases (2nd ed.). Vikas Publishing.
- Srivastava, P., & Singh, P. (2018). Scientific writing and communication in agriculture and natural resources. New India Publishing Agency.
- Gupta, S. (2019). Academic writing: A handbook for international students in India. Orient BlackSwan.
- Patel, R. C. (2021). Academic and research writing: A guide for social science students. Rawat Publications.

Refencing Material:

- Aitchison, C., & Lee, A. (2006). Research writing: Problems and pedagogies. Teaching in higher education, 11(3), 265-278.
- Frank, H., & Hatak, I. (2014). Doing a research literature review. *How to get published in the best entrepreneurship journals*, 94-117.
- Van Lange Paul, A. M., Liebrand, W. B., & AM, W. H. (2015). Introduction and literature review. *Social dilemmas*, 3-28.
- Rother, E. T. (2007). Systematic literature review X narrative review. *Acta paulista de enfermagem*, *20*, 5-6.

9. Assessment Criteria:

Sr. No	**Assessment Type**	**Weightage**
1.	Literature Review and Development of Conceptual Framework	50%
2.	Research Proposal Draft	25%
3.	Viva/Presentation	25%

10. Pedagogy:

The following pedagogies will be used to deliver the course to the researchers:

- **Workshops and Hands-on Writing Exercises**: Interactive sessions focused on practicing academic writing tasks such as paraphrasing, summarizing, and structuring arguments in real time.
- **Peer Review and Feedback**: Scholars exchange drafts and provide constructive feedback to one another, fostering critical reading skills and collaborative learning.
- **Instructor-led Lectures and Discussions**: Conceptual inputs on writing conventions, referencing styles, and academic integrity, followed by discussions to clarify doubts.
- **Reading and Analysis of Exemplary Texts**: Close reading of published research articles and proposals to identify effective writing strategies and disciplinary conventions.
- **One-on-One Writing Consultations**: Personalized mentoring sessions to discuss individual writing challenges, strengthen drafts, and address discipline-specific needs.
- **Presentations and Oral Defenses**: Scholars present their proposals or literature reviews, developing their ability to communicate research ideas clearly and respond to questions.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Appendix-83

School of Vocational Studies

Dr. B R Ambedkar University Delhi

PhD in Vocational Education

Emerging Research Trends in Early Childhood Care and Education (ECCE) in India

School/Centre proposing the course	School of Vocational Studies
Programme(s)	PhD in Vocational Education
Course title	Emerging Research Trends in Early Childhood Care and Education (ECCE) in India
Course code	NSVSPDME01
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PhD
Proposed date of launch	Monsoon
Course coordinator and team	Fariha Siddiqui, Dr. Rajinder Kumar, Akha Kaihrii and Maoexperts

1. Does the course connect to, build on or overlap with any other courses offered in AUD? This course builds upon courses related to Early Childhood Care and Education in India (ECCEI) offered in M.a ECCE and BVoc ECCME
2. Specific requirements on the part of students who can be admitted to this course: Students who have completed Post-graduation in Education, Early Childhood Education and Psychology
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed:
   As per AUD norms

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long, Monsoon semester
5. How does the course link with the vision of AUD? The university vision aims for social justice and excellence. This course will enable professionals to become critical and reflective researcher in the early childhood sector.
6. How does the course link with the specific programme(s) where it is being offered? This is a core course of the PhD in Vocational Studies (Early Childhood Education) and focuses on enhancing research skills of the students.

7. **Course Details:**

a. **Summary:** National Education Policy (2020) has emphasized the significance of Early childhood care and education (ECCE) in the life of a human being and its economic benefit. It also focuses on a role of holistic and play-based education. This emphasis has renewed interest of educationists, policy makers and scholars towards the various arenas of early childhood care and education. The course will introduce students to these new trends pertaining to changing policies, provisions and identify the emerging gaps. In addition, it will also help students to understand ecce in light of diverse childhood present in India. The students will also gain an understanding about emerging research trends in ecce in India vis-à-vis play-based pedagogy, inclusive education, integrating technology and so on.It will further allow scholars to critically evaluate existing policies, practices, innovations, research and analyse future directions.

b. Objectives: *The broad objectives of the course are to-*

- Understand evolution of ECCE and contemporary issues surrounding it in India
- Explore how diverse socio-economic background variations impact ECCE in India
- Examine research trends within ECCE in India vis-à-vis curriculum development, policy frameworks, technology and various innovative models to scale up ECCE.
- Examine recent issues and gaps within the field of ECCE in India.

c. Expected learning outcomes: On completion, of the course the students will be able to:-

- Explain evolution of ECCE and related contemporary issues surrounding it in India
- Analyse and present key arguments of policies and programmes related to childhood, socio-economic backgrounds and teaching-learning.
- Identify and present gaps and challenges of existing ECCE policies and programmes .
- Evaluate and prepare case studies of existing ECCE models
- Explain appropriate quantitative and qualitative research methods to study ECCE trends in India

d. ***Overall structure*** (course organisation; rationale of organisation; brief module outlines): This course will be organised into four main modules:

i . Understanding evolution of ECCE in India: International, national and regional perspectives

ii. Emerging research trends in ECCE in India

iii. **Innovations in ECCE and concern areas**

iv. Research in ECCE: Methodologies and future directions----Case Studies and Practical Applications

e. ***Course contents detailed in Module-Wise Format (Tentative)***

1. **Module 1: Understanding evolution of ECCE in India: International, national and regional perspectives**

ECCE in India has undergone many changes over the decades. It existed in our education system from ancient times however it is influenced by globalization and socio-historic, political and economic changes over the years. This module aims to develop a comprehensive understanding of ECCE in the Indian context. The module will introduce students to the concept of ECCE and emerging trends by analyzing it from various (historic, social, political, development and economic) perspectives.

1.1. Introduction to ECCE in India:
  1.1.1. Definition, scope and relevance
  1.1.2. Contextualising ECCE in Indian context: Pre-Independence to contemporary developments.
    1.1.2.1. Gurukuls, Madrasa and formal kindergarten
    1.1.2.2. Colonial impact on ECCE in India
    1.1.2.3. Indian thinkers: Tagore, Gandhi,Gijubhai
    1.1.2.4. Contemporary developments - Integrated Child Development Service, National policies-1968,1986, PoA 1992, National ECCE policy 2013 and National Education Policy 2020
  1.1.3. Global perspective on ECCE: Analysing global trends
1.2. Theoretical perspective:
  1.2.1. Critically analyze major child development theories of:
    1.2.1.1. Piaget
    1.2.1.2. Vygotsky
    1.2.1.3. Erikson
    1.2.1.4. Montessori
  1.2.2. International agencies and their role in strengthening ECCE- UNICEF, World Bank and so on
    1.2.2.1. Sustainable Development Goal and ECCE

Suggested Reading:

- Gupta, A. (2019). Early Childhood Education in India: Promises, Policies, and Pitfalls. In: Investment in Early Childhood Education in a Globalized World. Palgrave Macmillan, New York. https://doi.org/10.1057/978-1-137-60041-7_3
- Gupta, A. (2006). Early childhood education, postcolonial theory, and teaching practices in India: Balancing Vygotsky and the Veda. New York: Palgrave Macmillan.
- Rao, N., & Kaul, V. (2018). India's integrated child development services scheme: challenges for scaling up. Child: care, health and development, 44(1), 31-40.
- Kaul, V., & Dogra, M. (2017). Social policy and research interface: Challenges and prospects. Childhoods in India, 370-397.

- Agarwal, K., & Chanda, A. (2022). Early Childhood Education and Care: An India perspective. Special Education, 1(43).
- Ministry of Education. (2020, July 29). National Education Policy 2020. Government of India.
- Ministry of Education. (2022, October 20). National Curriculum Framework for the Foundational Stage (ages 3–8). NCERT/Ministry of Education.
- Ministry of Women and Child Development. (2024, March 12). National Curriculum for Early Childhood Care and Education (3–6 years): Aadharshila [Curriculum framework]. Government of India.
- Ministry of Women and Child Development. (2024, March 12). National Framework for Early Childhood Stimulation (birth–3 years) [Policy framework]. Government of India.
- Gupta, A. (2019). Young children and their educational rights: Critical perspectives on policy and practice in India. In The Routledge International Handbook of Young Children's Rights (pp. 342-353). Routledge.
- Gupta, A. (2014). Diverse early childhood education policies and practices: Voices and images from five countries in Asia. Routledge.
- Reetu, C., Renu, G., & Adarsh, S. (2017). Quality early childhood care and education in India: Initiatives, practice, challenges and enablers. Asia-Pacific journal of research in early childhood education, 11(1), 41-67.

2. Module 2: Emerging research trends in ECCE in India:

ECCE is undergoing many systemic and ground-level changes. From last decades, investment by international agencies, government and non-governmental organisations have resulted in scaling up many programmes in India. Through this module, students will be introduced to the emerging trends and how they have shaped up the various aspects of ECCE in India.

2.2. Emerging research trends in ECCE in India:

- 2.2.1. Recent policy developments and analysis
- 2.2.2. Research on:
  - 2.2.2.1. Diversity:
    - 2.2.2.1.1. Gender
    - 2.2.2.1.2. Multilingualism in ECCE
    - 2.2.2.1.3. Socio-cultural sensitivity
    - 2.2.2.1.4. Socio-economic determinates
    - 2.2.2.1.5. Inclusive ECCE
  - 2.2.2.2. Technological integration in ECCE
    - 2.2.2.2.1. Skill development and capacity building
    - 2.2.2.2.2. MOOCs
  - 2.2.2.3. Curriculum development :
    - 2.2.2.3.1. Curricular innovations
    - 2.2.2.3.2. Content writing
    - 2.2.2.3.3. Textbook writing

2.2.2.4. Leadership and mentoring

2.2.3. Role of various agencies in ECCE:

2.2.3.1. Government programmes and initiatives

2.2.3.2. Public-private partnerships:

2.2.3.3. Financial accessibility

Suggested Readings:

- ASER.(2019). Early years- National Findings. Retrieved from http://img.asercentre.org/docs/ASER%202019/ASER2019%20report%20/nationalfindings.pdf
- Centre on the Developing Child.(2007). The Science of Early Childhood Development (In Brief). Retrieved from www.developingchild.harvard.edu.
- Banerji, R. (2019). Building blocks to a better future: The urgent need to focus on early years. Annual Status of Education Report (Rural).
- Kaul,V., Chaudhary,A., &Sharma,S. (2014). Quality and Diversity in Early Childhood Education A View from Andhra Pradesh, Assam and Rajasthan. New Delhi: Centre for Early Childhood Education and Development, Ambedkar University Delhi
- Haq: Centre for Child Rights. (2024).Viksit Bharat or Amrit Kaal: Where do Children Stand? An Analysis of Budget for Children 2024-25, Haq Centre for child rights
- Dreze, J. (2006). Universalisation with quality: ICDS in a rights perspective. Economic and political weekly, 41(34). 3706-3715.
- Kaul, V. and Bhargarh, A. (2013). Quality and diversity in Early Childhood Education: A view from three states (Executive Summary). New Delhi: Centre for Early Childhood Education and Development.
- Kher Jaggi, R., & Sahu, S. (2024). The online video ecology for preschoolers in India: investigating the creative industry practices. Media Asia, 1-24.
- Tan, G., Gupta, A., Wilgus, G., & Gupta, A. (2019). Early Childhood Education in India: Promises, Policies, and Pitfalls. Investment in Early Childhood Education in a Globalized World: Policies, Practices, and Parental Philosophies in China, India, and the United States, 69-106.
- Tan, G., Gupta, A., & Wilgus, G. (2019). Investment in early childhood education in a globalized world. New York, NY: Palgrave Macmillan.
- Andersson, K. (2015). A holistic approach to early childhood education: An exploratory study of a holistic approach to early childhood education in India.
- Katoch, S. (2022). Early Childhood Care And Education And Challenges of Preschool Teachers In Rural Indi.
- Kaul, V., & Bhattacharjea, S. (2019). Early childhood education and school readiness in India. Springer Singapore.

3. Module 3: Innovations in ECCE and concern areas:

This module will introduce students to emerging innovations and critical challenges surrounding ECCE in India. It will help students gain insights into teacher training, skill development, curriculum design and the business trend in ECCE. Alongside this, students will be familiarized with research projects and practices related to scaling, parenting, technology integration and school readiness. Students will also be sent for a compulsory field visiti to any innovative site/institution.

3.1. Analyzing innovative approaches to ECCE

3.2. Teacher training and Skill-development
3.3. Curriculum development
3.4. Parental involvement
3.5. Preparatory stage curriculum
3.6. Types of ECCE centres: Preschool, Daycare/ Creches, Balwadi, Anganwadi, After school programme
3.7. ECCE and business: The privatisation of childcare and role of corporates
3.8. Scaling up the programmes: NGOs, Government organization and Franchises
3.9. Field visits to innovative centres or Programmes

Suggested Readings:

- Anjanah, G. J., &Ramanasubramanian, G. (2025). India's Journey Towards Development: Creche System and Women Workforce. GLS Law Journal, 7(1), 9-19.
- Arteaga, I., de Barros, A., &Ganimian, A. J. (2025). The Challenges of Scaling up Effective Child-Rearing Practices Using Technology in Developing Settings: Experimental Evidence From India. Journal of Research on Educational Effectiveness, 1-19.
- Balaji, B. L., & Pyari, D. (2023). Reforming Early Childhood Education Programs in Rural Areas of India: Equity in Preschool Education. International Society for Technology, Education, and Science.
- Dogra, M., Kaul, V. (2018). Positioning Early Childhood Development as a Sustainable Development Goal Target: Challenges and Opportunities in the South Asian Context. In: Verma, S., Petersen, A. (eds) Developmental Science and Sustainable Development Goals for Children and Youth. Social Indicators Research Series, vol 74. Springer, Cham. https://doi.org/10.1007/978-3-319-96592-5_2
- Day, M., Kaul, V., & Sawhney, S. B. (Eds.). (2021). Early Childhood Education for Marginalized Children in India: Deconstructing Quality. SAGE Publishing India.
- Rampal, S., & Madrid Akpovo, S. (2025). The Early Childhood Education in India and Traces of Colonial Regimes: A Critical Discourse Analysis. Journal of Research in Childhood Education, 1-14.
- Gupta, A. (2018). How neoliberal globalization is shaping early childhood education policies in India, China, Singapore, Sri Lanka and the Maldives. Policy Futures in Education, 16(1), 11-28.
- Wanglar, E. (2022). Child care institutions in India: Caregivers' solutions to challenges in childcare. Child & Family Social Work, 27(3), 381-391.
- Musthafa, N. (2022). Innovations in Early Childhood Education in India During COVID-19. Resilience and Transformation for Global Restructuring, 328.

4. Research in ECCE: Methodologies and future directions---- Case Studies and Practical Applications

This module will be in seminar mode where students will be engaged with selected case studies and present their learning. For this module, experts/researchers will be invited from the field to enrich the discussions on:

- Research methods
- Presentation of case studies/Ethnographies
- Business ideas
- Financial analysis and so on.

Core Reading (with no. of pages)

- Rathi, N., Kansal, S., & Worsley, A. (2024). Indian fathers' perceptions of young childcare and feeding–A qualitative study. Appetite, 199, 107404.
- Chigateri, S. (2017). "Pathways to Accessible, Affordable and Gender-Responsive Childcare Provision for Children Under Six-India Case Studies.
- Chaturvedi, S. (2019). Global evidence on the impact of centre-based quality childcare on maternal employment and early childhood development outcomes. First paper in the Childcare Series, IWWAGE.
- Shah, R. R. P. (2018). Integrating natural playscapes into early-child care in Pune, Maharashtra (Doctoral dissertation, Massachusetts Institute of Technology).
- Rao, N., Ranganathan, N., Kaur, R., &Mukhopadhayay, R. (2021). Fostering equitable access to quality preschool education in India: challenges and opportunities. International Journal of Child Care and Education Policy, 15(1), 9.

Assessment:

Sl.No.	**Assessment Type**	**Weightage**
1	Writing case studies (attached to field visit)	20%
2	Systematic literature review	20%
3	Research Presentation	20%
3	End Term Exam	40%
Total		**100%**

8. **Pedagogy:**
   a. Instructional strategies: lecture, discussion and resource person may be called to share insights.
   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): The library facilities will be used
   c. Expertise in AUD faculty or outside: AUD/Guest faculty
   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): field visits

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

School of Vocational Studies

Dr. B R Ambedkar University Delhi

PhD in Vocational Education

Emerging Trends in Research in Retail Management

School/ proposing the course	School of Vocational Studies
Programme(s)	PhD in Vocational Education
Course title	Emerging Trends in Research in Retail Management
Course code	NSVSPDRM01
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Pre-doctoral / MA / PG Diploma / Certificate / UG)	Pre-doctoral
Course coordinator and team	Prof.Sitansu Sekhar Jena and Dr. Nikhil Singh Charak, Dr. Rajinder Kumar

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?** No, this course does not build on or overlap with any other courses offered in AUD.
2. **Specific requirements on the part of students who can be admitted to this course:** Research Scholars enrolled in PhD in Vocational Education (Retail Management) Programme in SVS
3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** As per the University norms
4. **Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):** Monsoon Semester
5. **How does the course link with the vision of AUD?**

This course aligns AUD's vision by promoting advanced research in retail, addressing contemporary challenges, and fostering a critical, socially responsible approach to retail studies. It empowers scholars to explore innovative solutions for the industry while contributing to sustainable development and policy frameworks.

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

This course is a core component of the PhD in Vocational Education (Retail Management). It provides doctoral students with the theoretical and practical frameworks necessary to identify and investigate pressing research issues in retail. The course fosters critical thinking,

advanced research methodologies, and academic writing skills, preparing students for impactful contributions to the field.

Course Details:

Summary:

This course offers doctoral scholars a comprehensive exploration of contemporary research issues in the retail sector, with an emphasis on both global and Indian contexts. It covers foundational retail theories, the impact of technological innovation, evolving consumer experience, and the growing importance of sustainability and ethical practices. Through critical engagement with current literature, case studies, and hands-on research activities, the course equips students with the analytical and methodological skills necessary to investigate, interpret, and address emerging challenges in retail. The curriculum is designed to foster advanced research, critical thinking, and evidence-based policy recommendations, preparing students for leadership roles in academia, industry, and policymaking.

7. Course Objective:

- To critically examine foundational and emerging theories in retail and their application in diverse contexts.
- To analyze the influence of technology, innovation, and digital transformation on retail operations and consumer experience.
- To investigate sustainability, ethics, and policy frameworks shaping the future of retail.

- To develop advanced research skills for designing and conducting original studies on contemporary retail issues.
- To prepare scholars for publication, policy advocacy, and strategic decision-making in the retail sector.

8. Expected Learning Outcomes: On successful completion of this module, students will be able to:-

- Critically evaluate and synthesize foundational and contemporary theories of retail development.
- Analyze the effects of globalization, urbanization, and digitalization on retail strategies and consumer behavior.
- Design and conduct empirical research on technology-driven innovations and consumer experiences in retail.
- Assess and propose strategies for sustainable and ethical retail practices, including circular economy models and inclusive retailing.
- Interpret and critique policy frameworks relevant to the retail sector in India and internationally.
- Communicate research findings effectively through academic writing, presentations, and policy briefs.
- Demonstrate advanced skills in using research tools and methodologies relevant to retail management.

Overall Structure: It is a 4-credit course with in-built theory and practical components of 60 hours respectively.

Module Outline:

Module 1: Theoretical Foundations and Global Retail Trends

Learning Outcomes

- Critically evaluate foundational theories of retail development.
- Analyze the impact of globalization and urbanization on retail strategies.
- Assess socio-cultural influences on consumer behavior in retail contexts.
- Compare retail ecosystems in developed and developing economies.

Content:

1.1 Evolution of Retailing
1.2 Retailing in India: Historical context, organized vs. unorganized sector, FDI and policy landscape
1.3 Theories of Retailing (Wheel of Retailing, Retail Life Cycle, Service-Dominant Logic)
1.4 Urbanization, aging population, and digitalization as drivers of retail change
1.5 Globalization and International Retailing: Entry Strategies, Localization vs. Standardization
1.6 Consumer Behavior Theories in Retail (Theory of Planned Behavior, Experiential Consumption)

Note: Case Study such as Amazon growth and Walmart's global expansion and adaptation in India

Research Focus:

How to identify gaps in retail theory literature (e.g., Wheel of Retailing, Retail Life Cycle).

Each scholar selects a sub-theme (e.g., omnichannel retailing) and creates a research map of existing studies and gaps.

Suggested Readings:

- Plazibat, I., & Dadić, M. (2017). Contemporary issues in retail industry. Journal of Corporate Governance, Insurance, and Risk Management, 4(2), 44-56.
- McKee, S., Sands, S., Pallant, J. I., & Cohen, J. (2023). The evolving direct-to-consumer retail model: A review and research agenda. International Journal of Consumer Studies, 47(4), 1234-1252.
- Hameli, K. (2018). A literature review of retailing sector and business retailing types. ILIRIA International Review, 8(1), 67-87.

Referencing Material:

- Khaled, A. S., Ahmed, S., Yahya, A. T., & Farhan, N. H. (2020). The role of innovation on Indian retail industry. International Journal of Business Innovation and Research, 23(4), 435-452.
- Wadinambiaratchi, G. H., & Girvan, C. (1972). Theories of retail development. Social and Economic Studies, 391-403.
- Sansone, M., & Colamatteo, A. (2017). Trends and dynamics in retail industry: focus on relational proximity. International Business Research, 10(2), 169.
- A report on ''From threads to trends - Navigating supply chain complexity in apparel retail'' by Retailers Association of India (Published on February 28th 2025)

Module 2: Retail Supply chain management:

Learning outcomes:

- Analyze the structure and role of distribution channels and retail formats in various supply chain models.
- Evaluate the interactions among stakeholders (suppliers, distributors, logistics providers, and customers) across the retail supply chain.
- Design and critically assess core supply chain processes such as demand forecasting, sourcing, procurement, CRM, and reverse logistics.
- Assess strategic challenges such as regulatory compliance, sustainability, 3PL integration, and supplier relationship management.
- Interpret key performance indicators (KPIs) and apply them to assess supply chain effectiveness and efficiency.
- Develop solutions to address and mitigate supply chain disruptions through resilience and agility frameworks.

2.1 Channels of Distribution: Direct & indirect channels, intermediaries, omnichannel retailing, channel conflict

2.2. Various Stakeholders in Supply chain

2.3 Retail formats: Brick-and-mortar, e-retail, hybrid models, specialty stores etc.

2.4 Core Supply chain processes: Demand forecasting, Inventory management, logistics, Sourcing & Procurement, CRM, Reverse logistics

2.5 Strategic Considerations: Sustainability, Regulatory compliances, Supplier relationship management, 3PL (Third party logistics)

2.6 KPI's (Key Performance Indicators) in Retail: Order accuracy, fill rate, lead time, inventory turnover etc.

2.7 Handling Supply chain disruptions: e.g., COVID-19, geopolitical issues, weather events)

Suggested Readings:

- Christopher, M. (2016). *Logistics and Supply Chain Management* (5th ed.). Pearson Education.

- Retailers Association of India. (2023). *Indian Retail Supply Chain Outlook Report*. Mumbai: RAI Publications.

Referencing Material:

- Gawankar, S. A., Gunasekaran, A., & Kamble, S. (2020). A study on investments in the big data-driven supply chain, performance measures and organisational performance in Indian retail 4.0 context. International journal of production research, 58(5), 1574-1593.

- Chopra, S., & Meindl, P. (2019). *Supply Chain Management: Strategy, Planning, and Operation* (7th ed.). Pearson.

Research Focus

This module encourages doctoral-level research on optimizing supply chain processes through predictive analytics, stakeholder collaboration, and sustainable practices. Key areas include forecasting models, 3PL performance, supply chain resilience, regulatory compliance, and reverse logistics in the Indian retail sector. Researchers are encouraged to use case study methods, simulation models, and policy analysis.

Module 3: Sustainability, Ethics, and Policy in Retail

Learning Outcomes:

- Propose strategies for implementing circular economy models in retail.
- Critically analyze labor rights and ethical sourcing in global retail supply chains.
- Advocate policy reforms for inclusive and sustainable retail ecosystems.

Content:

3.1 Sustainable Retailing: Circular economy, green supply chains, eco-labeling**,** Carbon foot printing tools in retail, Extended Producer Responsibility (EPR) laws in India, Retail inclusion in ESG reporting
3.2 Ethical Retailing: Labor rights, fair trade, diversity and inclusion
3.3 Policy and Regulation: FDI in Indian retail, GST, consumer protection laws
3.4 Retail and SDGs: Retail's role in sustainable development and responsible consumption
3.5 Inclusive Retail: Accessibility for differently-abled and neurodiverse consumers

Note: Case Studies on H&M's sustainability initiatives and Indian government's retail policy reforms

SuggestedReadings:

- Birkmaier, A., Imeri, A., & Reiner, G. (2024). Improving supply chain planning for perishable food: Data-driven implications for waste prevention. Journal of Business Economics, 94(6), 1-36.

- Plazibat, I., & Dadić, M. (2017). Contemporary issues in retail industry. Journal of Corporate Governance, Insurance, and Risk Management, 4(2), 44-56.
- United Nations. (2015). Sustainable Development Goal 12: Responsible consumption and production.

Referencing Material:

- Saez-Gonzalez, E., & Gazquez-Abad, J. C. (2024). Could Assortment Rationalisation Help Reduce Food Waste in Grocery Stores?. The AMFITEATRU ECONOMIC journal, 26(Special 18), 1292-1292.
- Government of India. (2023). FDI policy in retail. Ministry of Commerce.

Research Focus:

This module encourages research on how retail practices align with principles of sustainability, ethics, inclusivity, and regulatory compliance. Scholars may explore circular economy models, fair trade, diversity and accessibility, and the role of retail in achieving Sustainable Development Goals (SDGs). Emphasis is placed on examining the impact of government policies like FDI and GST, as well as how Indian retailers are integrating responsible and inclusive strategies into their operations.

Module 4: Digital Innovation and AI in Retail: Consumer Experience and Strategy

Learning Outcomes

- Evaluate the impact of advanced technologies (AI, Big Data, IoT, blockchain, AR/VR) on retail strategy, operations, and consumer experience.
- Design empirical research studies (e.g. surveys, case studies, big-data analytics) to investigate personalization, recommender systems, and customer journey analytics in retail.
- Analyze and quantify how AI-driven tactics (e.g. personalized recommendations, dynamic pricing, predictive forecasting) influence consumer behavior, satisfaction, and loyalty
- Assess ethical, privacy, and algorithmic issues in data-driven retail, including bias in AI tools and impacts on employment.
- Synthesize knowledge of India's digital retail ecosystem (UPI payments, mobile commerce, ONDC network, examples from major players in India) to propose innovative strategies.

Content:

4.1 Digital Transformation Technologies: AI and machine learning, Big Data analytics, IoT sensors, blockchain for supply chain. How these enable smart inventory, demand forecasting, and omnichannel integration.

4.2 Retail Models: E-commerce and mobile commerce; social commerce and D2C brands in India. Role of digital platforms and the ONDC network in market expansion.

4.3 Customer Experience & Personalization: Journey mapping and experience design. AI-powered personalization and recommendation engines (impact on trust and loyalty, hyper-personalization trends, AR/VR/Metaverse for immersive shopping

4.4 Data Analytics in Retail: Customer segmentation, predictive analytics (e.g. demand forecasting, cross-selling). Research methods including customer surveys, ethnography, and large-scale data mining.

4.5 Payments and Digital Retail in India: UPI and mobile wallets; case studies of Amazon India and Reliance Retail innovations. (E.g., UPI has grown exponentially and is widely used by small retailers

4.6 AI in Retail Operations: Recommendation systems and their influence on buyer behavior and trust; AI-driven dynamic pricing strategies (benefits, consumer perceptions); computer vision for loss prevention; AI-enhanced supply chain resilience and automation.

4.7 Ethics and Workforce: Algorithmic fairness and bias in consumer-facing AI; data privacy and consent issues (many consumers still worry about AI privacy; impact of automation on retail employment; human–AI collaboration in decision-making.

4.8 "Retail 5.0" trends: predictive maintenance, AI-augmented logistics.

Suggested Readings

- Boston Consulting Group & Retailers Association of India. (2022). Racing Towards the Next Wave of Retail in India (BCG-RAI report).
- Deloitte India & Retailers Association of India. (2023). Future of Retail: Profitable Growth through Technology and AI (Knowledge Report).
- Hassan, N., Abdelraouf, M., & El-Shihy, D. (2025). The moderating role of personalized recommendations in the trust–satisfaction–loyalty relationship: An empirical study of AI-driven e-commerce. Future Business Journal, 11(1), 66.

Referencing Material:

- Varma, A., & Ray, S. (2023). The case of Amazon's e-commerce digital strategy in India. World Journal of Advanced Research and Reviews, 19(1), 075–079.
- Chaubard, F. (2023). AI for Retail: A Practical Guide to Modernize Your Retail Business with AI and Automation. Wiley.
- Retailers Association of India. (2024). Redefining Retail – A Leap into the Future of Commerce. STOrai Magazine (Jan–Apr 2024), RAI Publications.
- Kiran, P. K., & Sailaja, V. N. (2025). Assessing Unified Payments Interface (UPI) adoption and usage through the interplay of UTAUT factors. Humanities and Social Sciences Communications, 12, 1060. (Covers UPI's impact on retail payments.)

Research Focus:

This module encourages PhD scholars to investigate the transformative impact of AI and digital technologies on consumer behaviour, retail operations, and ethical practices. Key research areas include AI-driven personalization, predictive analytics, algorithmic bias, human and AI collaboration, and the role of digital payment ecosystems like UPI and ONDC in shaping retail in India. Mixed-methods, big data analysis, and case-based approaches are emphasized for rigorous research.

Assessment Structure:

S No.	Assessment Type	Weightage
1	Research Proposal	20
2	Case Study on Policy document/Research	20
3	Seminar presentation	10
4	Class Activity Participation	10
5	End Term Exam	40
Total		100%

9. Pedagogy:

- Lectures and Multimedia Presentations: Foundational concepts, contemporary debates, and research methodologies.
- Case Studies and Group Discussions: Analysis of real-world retail scenarios, both global and Indian, to foster collaborative learning.
- Hands-on Workshops: Training in data analytics, digital retail platforms, and research tools.
- Guest Lectures: Insights from industry experts, policymakers, and leading academics.
- Field Visits: Exposure to retail hubs, digital retail startups, and supply chain facilities.
- Project-Based Learning: Development of research proposals, literature reviews, and policy briefs with peer and instructor feedback.
- Interactive Seminars: Student-led presentations and critical debates on emerging retail issues.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

School of Vocational Studies

Dr. B R Ambedkar University Delhi

PhD in Vocational Education

Emerging Trends in Research in Tourism and Hospitality Management

School/ proposing the course	School of Vocational Studies
Programme(s)	PhD
Course title	Emerging Trends in Research in Tourism and Hospitality Management
Course code	NSVSPDTH01
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma/Certificate/UG)	Pre-doctoral
Course coordinator and team	Dr. Vikas Mohan, Dr. Rajinder Kumar & Expert Committee

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

No, this course offers a distinct focus on emerging research trends in tourism and hospitality and does not overlap with existing offerings.

2. Specific requirements on the part of students who can be admitted to this course: PhD candidates, who wants to pursue specialization in Hospitality and Tourism Management.

3. No. of students to be admitted: As per the university norms.

4. Course scheduling: Monsoon Semester

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

This course aligns with the university's vision by promoting advanced research in hospitality, addressing contemporary challenges, and fostering a critical, socially responsible approach to hospitality studies. It empowers scholars to explore innovative

solutions for the industry while contributing to sustainable development and policy frameworks.

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

This course is a core component of the PhD in Tourism and Hospitality Management. It provides doctoral students with the theoretical and practical frameworks necessary to identify and investigate pressing research issues in hospitality. The course fosters critical thinking, advanced research methodologies, and academic writing skills, preparing students for impactful contributions to the field.

7. Course Details:

Summary:

This course offers a critical exploration of contemporary research directions in tourism and hospitality, emphasizing theoretical advancement, interdisciplinary innovation, and societal relevance. It equips PhD scholars with the intellectual tools to navigate and contribute to the evolving knowledge landscapes in these fields. Through engagement with emerging global issues, critical thinking frameworks, and inclusive research approaches, scholars will develop the capacity to design and implement meaningful, context-sensitive, and ethically sound research projects that bridge theory, policy, and practice.

Course Objectives:

The objectives of this course are as follows:

- Understand and evaluate the foundational theories, philosophical paradigms, and disciplinary intersections shaping tourism and hospitality research.
- Critically analyze global trends, innovations, and research frontiers relevant to tourism and hospitality.
- Formulate contextually grounded, ethically responsible, and methodologically sound research inquiries.
- Apply advanced conceptual and critical thinking tools to enhance scholarly depth and innovation.
- Reflect on issues of sustainability, equity, and resilience in research design and application.
- Strengthen their ability to communicate research insights effectively to academic, policy, and industry audiences.

Expected Learning Outcomes: Upon successful completion of the course, scholars will be able to:

- Demonstrate a critical understanding of tourism and hospitality as evolving academic fields with global relevance.
- Identify and engage with contemporary issues, interdisciplinary linkages, and innovation-driven research themes.
- Construct theoretically informed and ethically sound research questions and conceptual models.
- Apply critical thinking frameworks to improve reflexivity and research rigor.
- Integrate principles of inclusivity, sustainability, and social responsibility into scholarly work.
- Translate academic research into impactful contributions for policy, practice, and community engagement.

8. Module Outline:

Module 1: Foundations and Knowledge Landscapes in Tourism and Hospitality Research

By the end of this module, students will gain a comprehensive understanding of the academic roots and evolving knowledge systems in tourism and hospitality management. They will identify tourism theories, interpret research traditions, and position their work within global and inclusive contexts.

1.1 Overview of Tourism and Hospitality as Academic Disciplines: Historical development and scope; key components (accommodation, travel, F&B, events); industry stakeholders (DMOs, tour operators, airlines, hotels); global trends and links to sustainability, culture, and development.

1.2 Epistemological and Disciplinary Roots: Tourism and hospitality as interdisciplinary fields; key research paradigms—positivism, interpretivism, constructivism, pragmatism, critical theory— and their implications in applied research.

1.3 Theoretical Frameworks in Tourism and Hospitality: Tourism: mobilities paradigm, Doxey's irritation index, destination life cycle, tourist gaze, guest-host dynamics. Hospitality: service-dominant logic, experience economy, atmospherics, emotional labour, co-creation.

1.4 Knowledge Systems and Critical Research Approaches: Development of academic traditions; Tribe's tourism knowledge system; Lashley's hospitality perspectives; critical and inclusive research—feminist, decolonial, indigenous; ethics of care and community-centered approaches.

Suggested Readings:

- Tribe, J. (2006). The Truth about Tourism. Annals of Tourism Research.
- Martin, R. J. & Jones, T. J. (1999). Professional Management of Housekeeping Operations (II Edn.), Wiley Publications

- Sue, B., Jeremy, H., & Pam, B. (2000) Principles of hotel front office operations, London and New York: Continuum.
- Gisslen, W. (2014). Professional Cooking. John Wiley & Sons.
- Payne-Palacio, J. & Theis, M. (2016). Foodservice Management: Principles and
- Basics of Tourism: Theory, Operation and Practice. Krishan K. Kamra, Mohinder Chand

Referencing Material:

- The tourism knowledge system, John Tribe & Janne J. Liburd
- Research in Tourism. K. J. Rao & M. M. Raju
- Practical Tourism Research, 2nd Edition, CABI, S. L. J. Smith
- Practices, 13th Edition. Pearson Education. New York.
- Lashley, C. (2008). Studying Hospitality: Insights from Social Sciences. Scandinavian Journal of Hospitality and Tourism.

Module 2: Innovation and Emerging Research Directions in Tourism and Hospitality

The key outputs of this module will develop researchers' insight into global innovations, emerging research directions, and interdisciplinary linkages. Emphasis is placed on understanding technological, social, and cross-sectoral shifts relevant to tourism and hospitality.

2.1 Emerging Research Agendas in Global Tourism and Hospitality: Key global themes: post-pandemic recovery, wellness tourism, climate-conscious travel, slow tourism, destination regeneration, and changing labour patterns in hospitality.

2.2 Technological Innovation and Smart Tourism: Use of AI, IoT, AR/VR, big data, mobile tech in hospitality and tourism research; applications in service personalization, customer experience, operational efficiency, and predictive analytics.

2.3 Interdisciplinary Research and Sectoral Integration: Tourism/hospitality intersections with public health, climate change, urban planning, education, and social equity; transdisciplinary research and co-creation with communities.

2.4 Innovation-Driven Research and Stakeholder Engagement: Collaborative research ecosystems; living labs and pilot projects; academia-industry-policy linkages; examples of innovation hubs and strategic partnerships.

Suggested Readings:

- Buhalis, D. & Amaranggana, A. (2015). Smart Tourism Destinations. In ICT in Tourism.
- Kruk, E.; Banskota, K. (2007) Mountain Tourism in Nepal: From Impacts to Sustainability, internal document.
- Kruk E: Hummed, John and Banskota, K (2007) Facilitating, Sustainable Mountain Tourism, Vol-I, ICI MOD, Kathmandu.

- Madrid: Nepal, S.K. (2003) Tourism and the Environment: Perspectives from the Nepal

Refencing Material:

- Himalaya. Rimal Books and Studien Verlag Lalitpur and Innsbruck: UNWTO (2004) Indicators of Sustainable Developmen
- Sigala, M. (2020). Social Media and Customer Engagement in Tourism and Hospitality.
- Gretzel, U. et al. (2015). Smart Tourism Foundations and Developments. Electronic Markets.
- Hall, C.M. & Williams, A.M. (2008). Tourism and Innovation. Routledge.

Module 3: Strategic Thinking, Policy, and Global Futures in Tourism and Hospitality

This module helps scholars think strategically about global transformations in tourism and hospitality, with a focus on scenario building, policy analysis, and institutional governance.

3.1 Futures Thinking and Scenario Planning: Exploration of megatrends, Tourism 5.0, automation, AI, demographic shifts; scenario-based planning and strategic foresight.

3.2 Strategic Frameworks in Tourism and Hospitality: Application of SWOT, PESTEL, Porter's Five Forces, VRIO; destination competitiveness and strategic resilience.

3.3 Global Policy and Institutional Architecture: Roles of UN Tourism, WTTC, ICHRIE; regulatory structures; public-private partnerships; global sustainability standards.

3.4 Tourism Diplomacy and Soft Power: Tourism as cultural diplomacy; international cooperation; destination branding; global events and cross-border relations.

Suggested Readings:

- Bhatia A.K. (2001), International Tourism Management, Sterling Publishers, New Delhi
- Yeoman, I. (2012). 2050: Tomorrow's Tourism.
- Ray Youell (1998), Tourism-an introduction, Addison Wesley Longman, Essex
- Dredge, D. & Jenkins, J. (2011). Policy and Planning in Tourism.
- Buhalis, D. & Costa, C. (2006). Tourism Management Dynamics.

Refencing Material:

- Gooroochurn, N. & Sugiyarto, G. (2005). Competitiveness Indicators in Tourism
- Charles R. Goeldner & Brent Ritchie,J.R. (2006), Tourism, Principles, Practices, Philosophies, John Wiley and Sons, New Jersey.

Module 4: Ethical, Sustainable, and Reflexive Research in Tourism and Hospitality

This module cultivates ethical research practices, crisis response awareness, inclusivity, and reflexivity. Students will engage with critical case studies, strategic frameworks, and relevant thinking models to guide their research approach.

4.1 Sustainability and Ethics in Tourism and Hospitality Research: Research aligned with sustainability science and SDGs; ethical fieldwork practices; regenerative tourism and carbon-neutral operations in hospitality.

4.2 Crisis, Risk, and Strategic Resilience: Understanding crisis frameworks; post-COVID recovery, climate events, geopolitical disruptions; adaptive capacity and business reinvention.

4.3 Inclusive and Just Research Frameworks: Accessible tourism and hospitality; marginalized communities; indigenous perspectives and justice-oriented research design.

4.4 Reflexivity, Researcher Responsibility, and Critical Thinking: Understanding the researcher's positionality and ethical role in shaping knowledge; applying tools like the Onion Model, ADRI framework, and Toulmin method to support structured reflection and critical inquiry in tourism and hospitality research

Suggested Readings:

- Mowforth, M. & Munt, I. (2015). Tourism and Sustainability. Routledge.
- Hall, C.M., Prayag, G. & Amore, A. (2017). Tourism and Resilience. Channel View.
- McKercher, R. (2003) Sustainable Tourism Development - Guiding Principles for Planning and Management. Paper presented at the National Seminar on Sustainable Tourism Development, Bishkek, Kyrgystan, November 5-9, 2003
- Tourism Ethnographies Ethics, Methods, Application and Reflexivity. Hazel Andrews, Takamitsu Jimura, Laura Dixon, 2019, Routledge
- Theories of Practice in Tourism, Laura James, Carina Ren, Henrik Halkier, 2019, Routledge.
- Higgins-Desbiolles, F. (2020). Socialising Tourism. Routledge.
- Wearing, S., McDonald, M. & Ponting, J. (2005). Building a Decommodified Research Agenda.

Referencing Material:

- Mci\lntyre, G.; Hetherington, A.; Inskeep, E. (1993) Sustainable Tourism Development: Guide for Local Planner, United Nations World Tourism Organization
- Current Issues in Asian Tourism: Volume I, C. Michael Hall, Chris Cooper, 2019, Routledge
- Current Issues in Asian Tourism: Volume II, C. Michael Hall, Chris Cooper, 2021, Routledge.

9. Assessment Criteria:

Sr. No	Assessment Type	Weightage
1.	Systematic Literature Review Report/ Bibliometric Analysis Project	20
2.	Case Study Analysis and Presentation of Innovative Solutions/ Field Visit Report with Critical Reflection on Emerging Trends	20
3.	Participation in Academic Conference (Poster/Presentation)/ Conference Participation (Poster or Oral Presentation)	20
4.	Research Paper Presentation/ End-Term Paper	40

10. Pedagogy:

- **Lectures and Expert Talks:** Foundational concepts delivered through multimedia lectures and sessions by global scholars.
- **Case-Based and Experiential Learning:** Analysis of real-world tourism and hospitality cases, supported by field visits for contextual understanding.
- **Hands-on Workshops and Tools:** Training in digital research tools, bibliometric software, and academic databases.
- **Conference Participation:** Engagement in research seminars or poster presentations to develop scholarly communication.
- **Project-Based and Peer Learning:** Collaborative assignments, literature reviews, and peer feedback to strengthen research skills.
- **Flipped Classroom & Digital Platforms:** Pre-class materials, in-class discussions, and interactive learning via platforms like MS Teams or Google Classroom.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

School of Vocational Studies

Dr. B R Ambedkar University Delhi

PhD in Vocational Education

Emerging Trends in Research in Accounting and Finance

School/ proposing the course	School of Vocational Studies
Programme(s)	Ph. D.
Course title	Emerging Trends in in Research in Accounting and Finance
Course code	NSVSPDAF01
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma/Certificate/UG)	Pre-Doctral
Course coordinator and team	Dr. Rekha Gulia, Dr. Neelu Verma, Dr. Rajinder Kumar and Expert Committee

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?** No, it does not build on or overlap with any other courses offered in AUD as it is an independent.

2. **Specific requirements on the part of students who can be admitted to this course: (**Pre-requisites; prior knowledge level; any others – please specify): B.Voc Research (Accounting and Finance), Commerce and Management graduates with specialisation in Accounting and Finance can be admitted.

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

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

5. **How does the course link with the vision of AUD?**

   By providing outstanding academic ecosystems and an interdisciplinary, high-quality research environment to students, the institution hopes to advance equality and social justice. The institution also aims to act in a way that fosters professionalism in students who will make significant contributions to society. The majority of the researchers enrolled in this course will come from a variety of academic fields and socioeconomic backgrounds, and they all aim to become autonomous interdisciplinary researchers in the workplace.

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

   A nation's development depends on innovation and the creation of new knowledge, and institutions of higher learning are vital to this process. According to the National Education Policy 2020, the main strategy to turn India into a knowledge superpower is to explore new knowledge frontiers. In this context, having an excellent grasp of Emerging Research Trends in Accounting and Finance is crucial for promoting research, accelerating innovation, and creating new knowledge as well as for stimulating and strengthening the research ecosystem in the area of Accounting and Finance. As a result, researchers can be prepared for academic research, higher education, and consulting roles, becoming independent researchers who can contribute to innovation and sustainability in the industry.

7. **Course Details:**

Summary: The course 'Emerging Research Trends in Accounting and Finance' provides an in-depth exploration of modern developments in accounting, corporate finance, and investment management. It covers critical areas such as financial reporting standards (GAAP, IFRS, Ind AS), corporate financial reporting challenges, forensic accounting, corporate valuation, and restructuring strategies. Additionally, the course examines emerging trends in auditing, capital structure, investment strategies, and financial risk management. Special attention is given to contemporary issues like ESG reporting, AI in auditing and investments, and the role of cybersecurity in finance. Designed for Ph.D. students, this course emphasizes critical analysis and policy implications in financial regulation and accounting practices. Through in-depth study and empirical research, students will critically assess global accounting frameworks, corporate governance issues, and evolving financial trends in a rapidly transforming economic environment.

Course Objective:

The objectives of this course are as follows:

- Critically analyze the theoretical foundations and evolution of financial reporting, accounting standards, and corporate finance.
- Identify research gaps in contemporary accounting and financial reporting issues and propose new areas of study.
- Conduct in-depth comparative studies of IFRS, US GAAP, and Indian Accounting Standards and their implications for global financial markets.
- Investigate challenges in corporate financial reporting, forensic accounting, and auditing using a research-driven approach.
- Critically examine AI-driven auditing, ESG disclosures, cybersecurity risks in finance, and evolving corporate governance regulations.
- Utilize econometric models, statistical tools, and case-based methodologies to analyze financial data and corporate decision-making.
- Develop research-based insights on policy implications of financial regulations, IFRS adoption, and corporate finance trends.
- Explore the intersection of accounting, finance, economics, and technology, contributing to academic literature with high-impact research.

Expected Learning outcomes:

On successful completion of this module, students will be able to:-

- Develop original research questions, conduct empirical studies, and contribute to academic discussions on financial regulations and corporate reporting.
- Analyze financial disclosures, assess limitations in financial reporting, and propose improvements based on empirical evidence.
- Publish high-quality research papers on topics such as forensic accounting, corporate valuation, and emerging financial trends.
- Utilize quantitative techniques (econometric modeling, big data analytics) and qualitative approaches (case studies, content analysis) in financial research.
- Provide insights on IFRS implementation, audit quality, corporate governance reforms, and financial risk management.
- Analyze the role of AI, blockchain, and big data in financial reporting, investment strategies, and fraud detection.
- Integrate insights from economics, behavioral finance, and regulatory policy to address contemporary financial challenges.
- Present research findings at conferences, publish in top-tier journals, and contribute to policy debates on financial standards and corporate governance.

8. Module Outline:

Module 1: Contemporary Issues in Financial Reporting and Accounting Standards

This module provides an in-depth exploration of **accounting principles, GAAP development, and global accounting standards (IFRS, US GAAP, and Ind AS).** It

examines **the challenges of IFRS implementation, corporate financial reporting issues, and financial disclosures in specialized financial institutions.** Students will focus on **evaluating financial transparency, regulatory compliance, and developing research insights into global accounting convergence.**

Content:

1.1 Comparative Study of Accounting Standards

- Overview of Indian Accounting Standards (Ind AS)
- International Accounting Standards (IAS) and International Financial Reporting Standards (IFRS)
- US GAAP vs. IFRS vs. Indian Accounting Standards: Key differences and convergence

1.2 IFRS Implementation and Challenges

- Global adoption of IFRS and its impact on financial reporting
- Challenges and benefits of IFRS implementation in India
- Transition process from Indian GAAP to IFRS

1.3 Corporate Financial Reporting: Issues and Problems

- Key challenges in corporate financial reporting
- Analysis of published financial statements and their limitations
- Role of transparency, ethics, and regulatory compliance
- Interim Reporting: Need, objectives, and disclosure requirements
- Segment Reporting: Importance, standards, and financial performance measurement
- Corporate Social Reporting: ESG disclosures and corporate responsibility

Suggested Readings:

- Maheshwari and Maheshwari (2022). Adnavced Accounting –Volume 1 (11th ed.). S Chand& co. Ltd
- Arunanandan and Raman (2018). Advanced Accounting (7th ed.), Himalaya Publications.
- Alexander, D., Britton, A., & Jorissen, A. (2017). *International financial reporting and analysis* (7th ed.). Cengage Learning.
- Rawat D.S. & Patel P.(2023). *Indian accounting standards (Ind AS): Converged IFRS (11th ed.)*. Taxmann Publications.
- Nobes, C., & Parker, R. (2020). *Comparative international accounting* (14th ed.). Pearson.
- Arens, A., Elder, R., Beasley, M., & Hogan, C. (2016). *Auditing and Assurance Services* (16th edition). Pearson.

- Jorissen, A., Britton, A., van Mourik, C., Hoogendoorn, M., & Alexander, D. (2017). *International Financial Reporting and Analysis (7th ed)*. Cengage Learning EMEA. https://oro.open.ac.uk/48697/

Module 2: Advanced Developments and Emerging Trends in Accounting

This module explores **advanced developments in accounting**, including **segment reporting, corporate social responsibility (CSR), environmental accounting, and human resource accounting**. It also covers **corporate valuation, forensic accounting, and fraud detection.** The module equips students with **research methodologies for evaluating financial fraud, corporate restructuring strategies, and the role of AI in auditing and risk management.**

Content:

2.1 Emerging Trends in Auditing and Accounting

- Environmental Accounting: Sustainability reporting and green accounting practices
- Human Resource Accounting: Need, methods, and benefits
- Inflation Accounting & Accounting for Price Level Changes: Methods and implications
- Risk-Based Auditing: Identifying and mitigating financial risks
- Role of Artificial Intelligence & Data Analytics in Auditing
- Cybersecurity Audits: Addressing risks in digital financial transactions
- Regulatory and Ethical Challenges in Auditing

2.2 Forensic Accounting and Fraud Detection

- What Is Forensic Accounting?: Role and scope in financial investigations
- Need for Forensic Accounting: Legal and regulatory significance Economic Crime Investigations: Detection and prevention of corporate fraud
- Fraud Deterrence and Internal/External Audits: Strengthening financial controls

Suggested Readings:

- Maheshwari and Maheshwari (2022). Adnavced Accounting –Volume 1 (11th ed.). S Chand& co. Ltd.
- Arunanandan and Raman (2018). Advanced Accounting (7th ed.), Himalaya Publications.
- Rawat D.S. & Patel P.(2023). *Indian accounting standards (Ind AS): Converged IFRS (11th ed.)*. Taxmann Publications.
- Rezaee Z., Tsui J., Cheng P. & Zhou G. (2019). *Business Sustainability in Asia: Compliance, Performance, and Integrated Reporting and Assurance (1st ed.).* Wiley
- Kranacher M., & Riley R. (2023), *Forensic Accounting and Fraud Examination* (3rd ed.). Wiley
- Gray, R., & Bebbington, J. (2010). *Accounting for sustainability: Practical insights* (1st ed.) SAGE Publications.

Module 3: Contemporary and Emerging Issues in Corporate Finance

This module delves into **capital structure trends, corporate financing strategies, and emerging issues in cost of capital.** Topics include **venture capital, SPACs, working capital management, and liquidity strategies.** Students will engage in **empirical research on financial decision-making, scenario analysis, and risk-adjusted capital budgeting techniques** to explore financial sustainability and long-term investment decisions.

Content:

3.1 Global Financial Markets and Institutions

- International Capital Markets: Eurocurrency markets, Global equity and bond markets, impact of foreign exchange markets on corporate valuation
- Financial Market Integration and Implications for Corporates: Risk and opportunities in globalized financial systems, Effects of international regulations (e.g., Basel III, Solvency II)

3.2 International Finance and Risk Management

- Managing Foreign Exchange Volatility: Hedging strategies and geopolitical risks
- Global Capital Flows and Financial Integration: Trends in FDI and cross-border financing
- Sovereign Debt Crises and Country Risk Analysis

3.3 Emerging Trends in Cost of Capital and Capital Budgeting

- Evolving Cost of Capital Considerations: Impact of ESG factors and green financing
- Advanced Capital Budgeting Techniques: Real options analysis and Monte Carlo simulations
- Long-Term Investment Decisions in a Digital Economy: Intangible assets, AI, and tech investments
- Risk-Adjusted Discount Rates and Scenario Planning

Suggested Readings:

- Graham, J. R.,(2020). *Introduction to corporate finance* (3rd ed.). Cengage Learning.
- Damodaran A. (2014). Applied Corporate Finance (4th ed). Wiley
- Shapiro, A. C., Hanouna, P., & Seal, J. (2023). International financial management (11th ed., Indian adaptation). McGraw Hill. Ch-14
- Madura, J. (2021). International financial management (14th ed.). Cengage Learning. Ch-14
- Bodie, Z., Kane, A., & Marcus, A. J. (2021). *Investments* (12th ed.). McGraw-Hill Education.

Module 4: Advanced Investment and Management and Emerging Challenges

This module explores **investment decision-making, asset management, and international financial management,** with a focus on **emerging financial risks and evolving investment strategies.** It covers **fundamental and technical investment analysis, asset pricing models**

(CAPM and multifactor models), and behavioural finance, emphasizing the psychological factors influencing financial decisions. Additionally, the module examines the **impact of AI and big data on investment strategies** and their role in optimizing portfolio management. This module also addresses **foreign exchange volatility, geopolitical risks, financial integration, and sovereign debt crises.** It critically evaluates **the future of global reserve currencies** and the shift towards a multipolar financial system. This module **equips students with advanced analytical and research skills** to examine **complex financial systems, investment strategies, and global risk factors.**

Content

4.1 Investment Decision-making and Asset Management

- Behavioral Finance in Decision-Making: Psychological biases in financial management
- Impact of AI and Big Data on Investment Strategies

4.2. Emerging Issues in Finance

- New Challenges in Financial Risk Management: Cyber risks, geopolitical risks, and climate risks
- Hedging Strategies in a Volatile Market: Use of derivatives and structured financial products
- Rise of Alternative Investments: Hedge funds, REITs, and private debt markets
- Sustainable and ESG Investing: Impact of ethical finance
- The Shift Towards Passive Investing and Index Funds

Suggested Readings:

- Madura, J. (2021). International financial management (14th ed.). Cengage Learning. Ch-14
- Damodaran A.*(2025). Investment Valuation: Tools and Techniques for Determining the Value of Any Asset (4th Edition). Wiley*. Chapter 5 and 7.
- Avdhani V.A. 2024, Security Analysis & Portfolio Management (12th revised ed), Himalaya Publishing House
- Fama, E. F., & French, K. R. (2015). *A five-factor asset pricing model*. *Journal of Financial Economics, 116*(1), 1-22. https://doi.org/10.1016/j.jfineco.2014.10.010
- Rao, P.Subba (2008). *International Business,Text and Case (2nd edition),* Himalaya Publishing House Pvt. Ltd. New Delhi.

9. Assessment Criteria:

Sr.No	Assessment Type	Weightage (%)
1.	Conference Paper Presentation	20

2.	Case Study	20
3.	Literature Review	20
4.	End term Exam	40

10. Pedagogy:

- L**ectures and Presentations**: Use multimedia to explain core concepts and tools in SLR and digital tools for tourism and hospitality research.
- **Hands-on Training and Tool Demonstrations**: Provide practical exposure to academic databases, bibliometric tools, and reference management software.
- **Case Studies and Group Discussions**: Analyse real-world case studies and encourage collaborative problem-solving.
- **Project-Based Learning**: Assign students to conduct mini-systematic reviews, applying tools and techniques in research projects.
- **Flipped Classroom**: Encourage self-learning with pre-class materials, followed by in-class discussions and problem-solving.
- **Interactive Online Platforms**: Use platforms like Google Classroom or Microsoft Teams for sharing resources, quizzes, and discussions.
- **Workshops and Webinars**: Organize expert-led workshops and webinars to explore advanced research topics and tools.
- **Assessment and Feedback**: Use continuous assessment through assignments, quizzes, and peer/instructor feedback to evaluate student progress.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Ambedkar University Delhi

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

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc programmes
Course title	**Basic Research Methodology**
Course code	**NSVSG7CC01**
Credits	4
Semester	7th Semester course
Course type (core/compulsory/optional/any other – please specify)	Compulsory
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	4th Year of BVoc
Proposed date of launch	Monsoon Semester
Course coordinator and team	Dr Rajinder Kumar (C) R. C. Sharma, and Gunjan Sharma, Akha Kaihrii Mao

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
   The course links with the field based components and assessments of the programme. There are overlaps with methods courses being taught in other programmes of AUD.

2. **Specific requirements on the part of students who can be admitted to this course:**
   Elementary knowledge of spreadsheets, web browsing, and use of social media for data collection will be beneficial to the students seeking admission to this course.

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

4. **Course scheduling:**
   1st Semester

5. **How does the course link with the vision of AUD?**
   The course will enable skills for inquiry, ethical and sensitive social research, criticality thinking, and problem solving. All of these skills are essential for preparing

students for reflective practice in their professional contexts – an important part of AUD's vision.

6. **How does the course link with the specific programme(s) where it is being offered?**
   The course will introduce the students to social and market research with a particular focus on the four areas Tourism and Hospitality, Retail Management, Early Childhood Centre Management and Entrepreunrship and in Accounting and Finance as areas of study. It would introduce the meaning of research and its relation with development of knowledge, understanding and strategizing for a field. It seeks to engage with research as an intellectual and ethical enterprise as well. Through this course the students will develop basic understandings and skills that will enable them to read and plan research. The literature and resources needed for the transaction of the course mainly include research proposals, papers, reports, case studies, and other readings.

7. Course Details:

a. Summary:

This course will introduce the concept, methods and process social and market research with specific reference to the four Bvoc programmes in Tourism and Hospitality, Retail Management, Early Childhood Centre Management and Entrepreunrship and in Accounting and Finance. A thrust of the course is to initiate students into thinking about the idea of inquiry and the relation between knowledge, theory, practice and research. Along with these explorations, it will enable the students to comprehend research reports, papers and studies – through a continuous engagement with actual (and significant) researches in the area of tourism and hospitality that introduce the different methodologies and perspectives for research in the area. In doing so, the course will develop basic skills that would facilitate this process. Developing an appreciation for research, and abilities to identify research problems and formulating research questions, will be the major concerns of the course. Throughout the course, the group will reflect on research as an intellectual, ethical and social enterprise. This introductory course on research would support the field component of the programme, enable the students to conceptualise their field projects and facilitate in understanding advanced research methods courses.

b. Objectives:

The objectives of the course are:

- To introduce the concept and process of research
- To familiarize students with research methods used in tourism and hospitality
- To enhance students' ability to 'read' research
- To initiate into articulating research problems and formulating research questions
- To enable students to formulate research proposal
- To develop basic skills to carry out research

c. Learning Outcomes:

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

- develop basic understandings of research, research process and ethics
- acquire basic research skills (formulating questions, identifying relevant methods, tool development, data collection, etc.)

- read and review research with comprehension
- formulate research proposals meaningfully

d. Overall structure:
The course is organised in four units. The contents of the course despite having been outlined in separate modules would be transacted iteratively.

e. Course contents:
(i) Week-wise Units:

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1 & 2	**Concept of inquiry and the nature of Inquiry**	The unit will draw from original research reports and studies to engage with the concept of research. It would introduce the relation between theory, practice and research to understand how knowledge in an area develops. The unit will engage students in understanding and defining Research and its importance. This orientation will be deepened through thinking about the nature of inquiry in science and social science, and paradigms with different ontological, epistemological and axiological stances about research.	(1) Fundamentals of Qualitative Research By Johnny Saldana · 2011 ISBN: 9780199838356, 0199838356 Page count: 208 Published: 18 March 2011 Format: Ebook Publisher: Oxford University Press Language: English Author: Johnny Saldana (ii) Research Methods in Education by Cohen, Manion et al (6th edition. 2008). Pp.5-48. (iii) Educational Research by John W. Creswell (fourth	Research Methodology By D K Bhattacharyya · 2009 ISBN: 9788174464972, 8174464972 Page count: 414 Published: 2009 Format: Paperback Publisher: Excel Books Language: English	Refer to next section for the course assessment strategy

			Edition, 2012). Pp.3-6		
3	**Identifying research problems**	This unit will enable the students in identifying research problems from research studies in the context of the four Bvoc programmes in tourism and hospitality, retail management, early childhood centre management and entrepreneurship and in accounting and finance while engaging with the practical utility of research for their work.	(i) Fundamentals of Qualitative Research By Johnny Saldana · 2011 ISBN: 9780199838356, 0199838356 Page count: 208 Published: 18 March 2011 Format: Ebook Publisher: Oxford University Press (ii) Handbook of Research Methodology: A Compendium for Scholars & Researchers. (n.d.). (n.p.): Educreation Publishing. (iii) Educational Research by John W. Creswell (fourth Edition, 2012). Pp.58-78	RESEARCH METHODOLOGY By R. PANNEERSELVAM · 2014 ISBN: 9788120349469, 8120349466 Page count: 720 Published: 4 April 2014 Format: Ebook Publisher: PHI Learning Language: English	
4	**Research methods and design**	This unit is the mainstay of the course. It will introduce the concept of research design, classification of designs and the different methods of research such as: Experimental, Correlational, Eethnographic, Narrative, Mixed, Case study, Action research doable in the four BVoc	(i) https://www.researchgate.net/publication/307685405_RESEARCH_METHODS_IN_TOURISM Research Methodology:	Research Methodology: A Step-by-Step Guide for Beginners By Ranjit Kumar · 2010 ISBN: 9781446244777, 1446244776	

		programmes- tourism and hospitality, retail management, early childhood centre management and entrepreneurship and in accounting and finance in research. While the focus will be on surveys and interview-based research.	Methods and Techniques By C. R. Kothari · 2004 ISBN: 9788122415223, 8122415229 Publisher: New Age International (P) Limited (ii) Research Methods in Education by Cohen, Manion et al (6th edition. 2008). Pp.253-263.	Page count: 440 Published: 12 November 2010 Format: Ebook Publisher: SAGE Publications Language: English	
5	**Action Research in all the four Bvoc Programmes- Tourism Industry, Retail Management,** Early childhood centre management and entrepreneurship and in Accounting & Finance	This unit will deal with other methods of inquiry (such as experiments, case study, ethnography, and action research) will also be introduced to develop a rounded understanding. The classroom work will revolve around reading and analysing cases/extracts from these researches with a focus on research questions, appropriate methods and research designs. In this process, the ethical considerations in research will also be identified.	(i) Handbook of Research on Global Hospitality and Tourism Management ISBN: 9781466686076, 1466686073 Page count: 621 Published: 30 June 2015 Format: Ebook Publisher: IGI Global Language: English Editor: Angelo Camillo	Research Methodology: A Step-by-Step Guide for Beginners By Ranjit Kumar · 2014 ISBN: 9781446297810, 1446297810 Page count: 432 Published: 7 January 2014 Format: Ebook Publisher: SAGE Publications	

			(ii) Research Methodology: Methods and Techniques By C. R. Kothari · 2004 ISBN: 9788122415223, 8122415229 Page count: 401 Published: 2004 Format: Paperback Publisher: New Age International (P) Limited Language: English (iii) Educational Research by John W. Creswell (fourth Edition, 2012). Pp.576-602	Language: English	
6	**Conducting research: Formulating research questions**	This unit will focus on the process of carrying out research. The discussions and exercises will revolve around following: Formulating research questions; Selecting and Reviewing literature; Selecting/designing method, sampling and field: Brief introduction; Data collection, sources of data, tools; Analyses, interpretation and writing; Validity,	(i) Research Methodology: Methods and Techniques By C. R. Kothari · 2004 ISBN: 9788122415223, 8122415229 Page count: 401 Published: 2004 Format: Paperback Publisher: New Age International (P) Limited Language: English	Research Methodology: A Step-by-Step Guide for Beginners By Ranjit Kumar · 2014 ISBN: 9781446297810, 1446297810 Page count: 432	

		reliability, generalizability; Time scheduling and budgeting. The iterative nature of research will be discussed to enable the students to visualize how a research may be planned and executed (and the gaps therein).	(ii) Educational Research by John W. Creswell (fourth Edition, 2012). Pp.109-139	Published: 7 January 2014 Format: Ebook Publisher: SAGE Publications Language: English	
7	**Conducting research: Reviewing current research of the field**	The purpose of a literature review is to gain an understanding of the existing research and debates relevant to a particular topic or area of study, and to present that knowledge in the form of a written report. This unit on reviewing current research of the respective field will help students build their knowledge in tourism and hospitality, retail management, retail management, early childhood centre management and entrepreneurship and in accounting and finance fields.	(i) Research Methodology: Methods and Techniques By C. R. Kothari · 2004 ISBN: 9788122415223, 8122415229 Page count: 401 Published: 2004 Format: Paperback Publisher: New Age International (P) Limited Language: English (ii) Educational Research by John W. Creswell (fourth Edition, 2012). Pp.79-108	Research Methodology: A Handbook for Beginners By Pagadala Suganda Devi · 2017 ISBN: 9781947752849, 1947752847 Page count: 186 Published: 31 August 2017 Publisher: Notion Press Language: English	
8	**Conducting Research: Research Design, and Sampling**	This unit will discus about research design and how sample can be selected out of a population. Sampling saves money by allowing researchers to gather the same answers from a sample that they would receive from the population. Non-random sampling is significantly cheaper than random sampling, because it lowers the cost associated with finding people and collecting data from them. In statistics, sampling allows you to test a hypothesis	Research Methodology: Methods and Techniques By C. R. Kothari · 2004 ISBN: 9788122415223, 8122415229 Page count: 401 Published: 2004 Format: Paperback Publisher: New Age International (P) Limited Language: English Research Methods in	Research Methodology: A Handbook for Beginners By Pagadala Suganda Devi · 2017 ISBN: 9781947752849, 1947752847 Page count: 186 Published: 31 August 2017 Publisher: Notion Press Language: English	

		about the characteristics of a population. This unit will help students in understanding why samples are used in research and how a sample can be used to make inferences about populations.	Education by Cohen, Manion et al (6th edition. 2008). Pp.100-118 , and 253-263		
9	**Data collection tools: Preparation, and Administration**	Data collection is a methodical process of gathering and analyzing specific information to proffer solutions to relevant questions and evaluate the results. It focuses on finding out all there is to a particular problem. Data is collected to be further subjected to hypothesis testing which seeks to explain a phenomenon. Data collection is an important step in the research process. This unit will let students understand the instrument they can choose to collect the data, how it will depend on the type of data they plan on collecting (qualitative or quantitative) and how they plan to collect it. Collecting data allows researchers to store and analyze important information about their existing and potential customers (tourists and patrons). This unit will also discuss how to removes any potential bias or human error from the data collected. This unit will also two broad categories: Primary data collection and secondary data collection.	(i) Research Methodology: Methods and Techniques By C. R. Kothari · 2004 ISBN: 9788122415223, 8122415229 Page count: 401 Published: 2004 Format: Paperback Publisher: New Age International (P) Limited Language: English (ii) Research Methods in Education by Cohen, Manion et al (6th edition. 2008). Pp.317-460 (iii) Educational Research by John W. Creswell (fourth Edition, 2012). Pp.140-173 & pp. 204-235	Research Methodology: A Practical and Scientific Approach ISBN: 9781351013253, 1351013254 Page count: 320 Published: 30 January 2019 Format: Ebook Publisher: CRC Press Language: English Editors: Mousami V. Munot, Vinayak Bairagi	
10	**Quantitative and**	This unit will enable the learners to apply relevant quantitative and / or qualitative	(i) Fundamental of Research Methodology and Statistics By Yogesh Kumar Singh · 2006	Research Methodology: A Practical and Scientific Approach	

	Quanlitative Techniques for Research Travel and Tourism	analytical techniques for interpretation of data collected. In this course basic techniques would be covered as there is a detailed unit on the same theme in 3rd Semester of this course.	ISBN: 9788122418866, 8122418864 Page count: 322 Published: December 2006 Format: Paperback Publisher: New Age International (P) Limited Language: English (ii) Educational Research by John W. Creswell (fourth Edition, 2012). Pp.140-173	ISBN: 9781351013253, 1351013254 Page count: 320 Published: 30 January 2019 Format: Ebook Publisher: CRC Press Language: English Editors: Mousami V. Munot, Vinayak Bairagi	
	Formulating a research proposal	Formulation of a research proposal is one of the compulsory assignments of the course. While the work on the proposal will be carried out parallel to the course transaction, this module is specifically devoted to working on it within a team. Presenting the proposals and collectively reviewing them would be the core activities of this module. This will also involve developing at least one tool in group (questionnaires, observation and/or interview schedules, etc.) and administering/piloting it on a very small scale. In this process the course teachers would facilitate reflection on the desirability, feasibility, ethics and 'ideological' underpinnings of research.	Research Methodology: Methods and Techniques By C. R. Kothari · 2004 ISBN: 9788122415223, 8122415229 Page count: 401 Published: 2004 Format: Paperback Publisher: New Age International (P) Limited Language: English	Research Methodology for Social Sciences ISBN: 9781000725780, 1000725782 Page count: 284 Published: November 2019 Format: Ebook Publisher: Taylor & Francis Language: English Editors: Nandan Bhattacharya, Rajat Acharyya	
11	**Emerging Issues in Tourism and Hospitality, Retail**	There are certain emerging issues and trends in Trends in Hospitality and Tourism, retail management, early childhood centre management and entrepreneurship and in accounting and finance Research for	https://digitalscholarship.unlv.edu/hhrc/2010/	Tourism Security: Strategies for Effectively Managing Travel Risk and Safety. By Peter Tarlow · 2014 ISBN: 9780124115729,	

	Management, Early Childhood centre Management and Entrepreneurs hip and in Accounting and Finance Research	example, constantly changing expectations of customers, continued technological changes and regular innovation, political and security challenges, skilled labour shortage, staff turnover and irregular working hours, and Booking and Revenue challenges. Applications of artificial intelligence has brought a new dimension to the toursim industry. These need to be researched properly.	Current Issues in Hospitality and Tourism: Research and Innovations Published: 22 August 2012 Publisher: CRC Press Language: English Editors: A. Zainal, C.T. Chik, R. Abu, R. Hashim, S.M. Radzi --- Emerging Trends in Indian Tourism and Hospitality: Transformation and Innovation ISBN: 9789383419760, 9383419768 Published: 7 May 2019 Format: Ebook Publisher: Copal Publishing Group Editors: Dr Sharad Kumar Kulshreshtha, Dr U N Shukla	0124115721 Publisher: Elsevier Science --- Cutting Edge Research in Tourism: Emerging Issues and Challenges ISBN: 9788182471528, 8182471524 Published: 2007 Publisher: Abhishek Publications Original from: the University of Michigan Digitized: 19 July 2010 Language: English Contributor: S. P. Bansal --- Opportunities and Challenges for Tourism and Hospitality in the BRIC Nations ISBN: 9781522507093, 1522507094 Published: 6 September 2016 Format: Ebook Publisher: IGI Global Language: English Editor: Mohinder Chand Dhiman	
12	**Research Ethics**	The most striking feature of tourism globalisation is to open the doors of global destinations to the student. What is critical to the success of this industry and other service sectors is to have ethics in place; this is a world which is based on mutual trust	(i) Ethical Practices and Implications in Distance Learning. by Demiray, U., & Sharma, R. (Eds.). (2009). IGI Global. http://doi:10.4018/978-1-59904-867-3	Textbook of Research Ethics: Theory and Practice. By Sana Loue · 2007 ISBN: 9780306468391, 0306468395 Page count: 256	

		and respect. Ethics has become a buzz word as each discipline of work, say, engineering, medicine, or education, is trying to create standards of its own, thereby aiming to keep an edge over the competitors and peers. One is aware of various jargons like situational ethics, business ethics, business to customer ethics, management ethics, engineering ethics, medical ethics, and educational ethics to name a few. The simplest meaning of "ethics" is "moral principles." The word "ethics" is derived from the Greek "ethos" which implies "custom or character." The Oxford English Dictionary explains ethics as the moral philosophy or (set of) moral principles. It pertains to what and what not to do of behaviour by an individual in a right and righteous manner. An individual is expected to conduct himself in a manner so as not to be looked down upon by society. Thus the unit will expose students to ethics while cobnducting their research- respect for the informants/participants and the use of nondiscriminatory language, respect for protecting the autonomy and ensuring well-informed, volunrtary participation and justice.	(ii) Research Methods in Education by Cohen, Manion et al (6th edition. 2008). Pp.51-77 (iii) Educational Research by John W. Creswell (fourth Edition, 2012). Pp.22-24	Published: 8 May 2007 Publisher: Springer US ---------- Research Ethics By Ana Smith Iltis · 2006 ISBN: 9781135991494, 1135991499 Published: 16 January 2006 Publisher: Taylor & Francis ---------- Ethics in Research Practice and Innovation ISBN: 9781522563112, 1522563113 Published: 16 November 2018 Publisher: IGI Global Editors: Ana Frunza, Antonio Sandu, Elena Unguru	

(ii) Assessment Plan (weight, mode, scheduling) for the course:
Participation (10%): Class tasks
Assignment 1 (30%): Identifying a research problem and Developing a tool and piloting it (small scale)
Assignment 2 (10%): Based on the problem identified as in Assignment 1 prepare the research report.
Assignment 3 (10%): Researching and preparing a "White Paper" on emerging issues and trends in research in relevant industry/area.
End-term (40%)

8. Pedagogy:

a. Instructional Strategies
The course will be delivered adopting **Blended approach**. Content would be made available on the University learning management system with facility for formative and summative online examination. Further, the course would be transacted through interactions involving reading in groups, analyzing research papers/reports, case studies, discussions, field-based activities and lectures.

b. Special needs:
Usual course needs; some books may have to be requisitioned. Installation of a statistical package like SPSS (or preferably Open Source PSPP) would be required.

c. Expertise in AUD faculty or outside
For some guest lectures, industry experts may be invited

d. Linkages with external agencies
None

Signature of Course Coordinator(s)

Recommendation of the School of Studies:
Suggestions:

Signature of the Dean of the School

Appendix-88

Ambedkar University Delhi

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

School/Centre proposing the course	School of Vocational Studies
Programme(s)	4th Year BVoc programmes
Course title	**Formulation of Research Proposal**
Course code	**NSVSG7RP01**
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Compulsory (hands-on-training)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	7th Sem of the 4 Year BVoc programme
Proposed date of launch	Monsoon Semester
Course coordinator and team	Dr. Rajinder Kumar , R. C. Sharma, Gunjan Sharma and Akha Kaihrii Mao

7. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
   The course links with the field based components and assessments of the programme. There are overlaps with methods courses being taught in other programmes of AUD.

8. **Specific requirements on the part of students who can be admitted to this course:**
   Elementary knowledge of spreadsheets, web browsing, and use of social media for data collection will be beneficial to the students seeking admission to this course.

9. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):**
   As per AUD norms.

10. **Course scheduling:**
    1st Semester

11. **How does the course link with the vision of AUD?**
    The course will enable skills for inquiry, ethical and sensitive social research, criticality thinking, and problem solving. All of these skills are essential for preparing students for reflective practice in their professional contexts – an important part of

AUD's vision.

12. **How does the course link with the specific programme(s) where it is being offered?**
    The course will introduce the students into initiating to writing a research proposal in social and market research with a particular focus on their own specialization - tourism and hospitality, retail management, early childhood centre management and entrepreneurship and in accounting and finance as areas of study. It would introduce the students to the nitty-gritty of wirting a research proposal, making them to identifying a research problem, making them to develop a suitable rationale for the research, engage them in developing research objectives, identifying the research method and approach, selecting the correct tools of data collection, analysing the data and writing a report of the study conducted. Through this course the students will develop basic understandings and skills that will enable them to read and plan research. The literature and resources needed for the transaction of the course mainly include research proposals, papers, reports, case studies, and other readings.

7. Course Details:

a. Summary:
This course will introduce the concept, methods and process social and market research with specific reference to tourism and hospitality. A thrust of the course is to initiate students into thinking about the idea of inquiry and the relation between knowledge, theory, practice and research. Along with these explorations, it will enable the students to comprehend research reports, papers and studies – through a continuous engagement with actual (and significant) researches in the area of tourism and hospitality that introduce the different methodologies and perspectives for research in the area. In doing so, the course will develop basic skills that would facilitate this process. Developing an appreciation for research, and abilities to identify research problems and formulating research questions, will be the major concerns of the course. Throughout the course, the group will reflect on research as an intellectual, ethical and social enterprise. This introductory course on research would support the field component of the programme, enable the students to conceptualise their field projects and facilitate in understanding advanced research methods courses.

b. Objectives:
The objectives of the course are:

- To introduce the concept of writing research proposal
- To initiate into articulating research problems and formulating research questions
- To enable students to formulate research proposal
- To enable students to develop basic skills to carry out research

c. Learning Outcomes:
On completion of the course, the students will be able to:

- develop basic understandings of how what is a research proposal
- acquire basic research skills (formulating questions, identifying relevant methods, tool development, data collection, etc.)
- formulate research proposals meaningfully

d. Overall structure:

The course will be organised as a hands-on-training workshop. The contents of the course would be transacted iteratively with the other course on Basic Research Methodology.

e. Course contents:

This course will be transacted as hands-on-training workshop mode. Students will be exposed to understanding on how to formulate a research proposal taking the support from the learning they have from the other course on Basic Research Methodology. Thus, the students will work on identifying a research problem, the exercise on formulation proposal will be carried out parallel to the course transaction, this exercise will specifically devote to working on it within a team. Students would be expose to various samples of research proposals and also various research papers for better understanding. Presenting the initial draft proposals and collectively reviewing them would be the core activities of this module. This will also involve developing at least one tool in group (questionnaires, observation and/or interview schedules, etc.) and administering/piloting it on a very small scale. In this process the course teachers would facilitate reflection on the desirability, feasibility, ethics and 'ideological' underpinnings of research. Formulation of a research proposal will be one of the compulsory assignments of the course.

Readings:

- Research Methodology: Methods and Techniques By C. R. Kothari · 2004, ISBN: 9788122415223, 8122415229, Page count: 401, Published: 2004, Format: Paperback, Publisher: New Age International (P) Limited, Language: English
- Research Methodology for Social Sciences, ISBN: 9781000725780, 1000725782, Page count: 284, Published: November 2019, Format: Ebook, Publisher: Taylor & Francis Language: English, Editors: Nandan Bhattacharya, Rajat Acharyya
- Creswell, J. N (2012). Educational Research: Planning, conducting and Evaluating quantitative and qualitative Research (4th Edition). University of Nebraska, Lincoln. PHI Learning Private Limited, New Delhi. p.7-1

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

1. Participation (30%): Class tasks (working in groups, reviewing samples of research proposals and making presentations)
2. Assignment 1 (20%): Writing a draft proposal for a problem with objectives and methodology.
3. Assignment 2 (50%): Submission of a final formulated research proposal

8. Pedagogy:

e. Instructional Strategies

The course will be delivered adopting **Blended approach**. Content would be made available on the University learning management system with facility for formative and summative online examination. Further, the course would be transacted through hands-on workshop sessions involving reading in groups, analyzing research papers/reports, case studies, discussions, field-based activities and lectures.

f. Special needs:

Usual course needs; some books may have to be requisitioned. Installation of a statistical package like SPSS (or preferably Open Source PSPP) would be required.

g. Expertise in AUD faculty or outside:

For some guest lectures, industry experts may be invited

h. Linkages with external agencies: None

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Appendix-89

Dr .B .R .Ambedkar University Delhi

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

School / Center Proposing the course	School of Vocational Studies
Programme Name	B.Voc. Accounting and Finance
Course Title	Advanced Research in Securities Analysis and Portfolio Management
Course Code	NSVSA7RE02
Semester	7
Total Credit	4
Course Type (Core Compulsory Elective/ any other please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	B.Voc. Degree with Research
Proposed date of launch	Monsoon Semester 2025
Programme coordinator and team	Dr. Rekha Gulia, Dr. Renu Ghosh and External Experts

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

   The course 'Advanced Research in Securities Analysis and Portfolio Management' builds on the foundation of all the accounting and finance courses by applying the concepts and principles learned in those areas. It integrates theoretical knowledge with practical skills, allowing learners to apply what they have studied in accounting, financial analysis, and corporate finance to real-world scenarios.

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

   The students who have completed three years of B.Voc Accounting and Finance

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

   As per AUD Norms

4. Course scheduling: Monsoon Semester

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

   The vision of the university is to promote equity, social justice, with excellence and to provide such education to student who would be sensitive enough to work in a non-hierarchical environment .The University also strive to engage in a manner to develop such professionalism in students who will contribute immensely towards developing comprehensive understanding of accounting principles and techniques essential for making informed managerial decisions in diverse business scenarios .Student enrolled in the course will be working in the industries and demonstrate the relevant skill and knowledge acquired from the course.

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

The proposed 'Advanced Research in Securities Analysis and Portfolio Management' course aligns seamlessly with the school's objective of enhancing employability through the B.Voc. (Accounting and Finance) programme. As conceptualized in the SVS, the objective is to prepare students with practical skills and knowledge, equipping them for specialized roles in research. This course reinforces that objective by integrating core accounting and finance concepts into applied financial models, bridging academic learning with real-world financial analysis. Through this approach, students gain valuable skills that directly enhance their job readiness in the financial sector.

7. Course Details:
    a. Summary: The 'Advanced Research in Securities Analysis and Portfolio Management' course aims equip students with the knowledge and analytical skills required to make informed investment decisions in financial markets. It covers investment avenues, portfolio theory, risk-return analysis, fundamental and technical analysis, valuation, and research techniques using Excel, E views, R, and AI-based tools. Students will gain both theoretical grounding and practical skills in securities analysis and portfolio management.

    b. Objectives: This course aims to provide students with a strong foundation in investment analysis and portfolio management by developing their ability to assess risk and return, apply different techniques, and construct optimal portfolios.

    c. Expected learning outcomes: After completing this course, students will be able to-
        - Understand different investment avenues
        - Calculate risk and return of an investment or portfolio position.
        - Analyse and discover intrinsic value of security.
        - Apply various theories of investment analysis and portfolio management.
        - Construct and design optimal portfolio for an investor.
        - Evaluate securities & portfolio performance and perform portfolio revision.

8. Overall structure:(course organisation; rationale of organisation; brief module outlines):
The course is divided in five modules
    1. **Introduction to Investment**
    2. **Portfolio Management & Risk Analysis**
    3. **Fundamental and Technical Analysis**
    4. **Portfolio Analysis**
    5. **Research Tools and Techniques**

Module Outline:

Module 1: Introduction to Investment

This module provides the foundation of investment by introducing its meaning, nature, and objectives. It explains the investment environment and differentiates between various investment avenues, including marketable and non-marketable assets. Understanding these basics is essential for analysing financial markets and making informed investment choices.

Learning Outcomes: After the completion of the module, students will be able to:

- Explain the meaning, nature, and objectives of investment.
- Understand the components of the investment environment.
- Identify and classify different investment avenues.

- Apply basic principles of investment decision-making.
- Conduct comparative studies on investor preferences and analyse the role of emerging markets in shaping investment environments.

Course Content:

- **Introduction:** Meaning, nature & objectives of Investment
- **Investment Environment:** Securities (financial assets or financial instruments), Security markets (financial markets), Intermediaries and regulators in securities markets
- **Investment avenues**: Marketable & Non marketable financial assets.

Readings

- Bodie, Z., Kane, A., & Marcus, A. J. (2023). *Investments* (13th ed.). McGraw-Hill Education. Chapters 1 & 2.
- Reilly, F. K., Brown, K. C., & Leeds, S. J. (2019). *Investment Analysis and Portfolio Management* (11th ed.). Cengage. Chapters 1 & 2.
- Chandra, P. (2021). *Investment analysis and portfolio management* (6th ed.). McGraw-Hill Education. Chapters 2 & 3.
- Ranganatham, M., & Madhumathi, R. (2005). *Investment analysis and portfolio management* (1st ed.). Pearson Education India. Chapter 1.

Module 2: Portfolio Management & Risk Analysis

This module introduces students to the concept, attributes, and significance of portfolio management. It emphasizes the fundamental relationship between risk and return, covering different measures of risk and techniques for risk analysis. By learning sensitivity analysis and Monte Carlo simulation, students develop practical insights into portfolio performance under uncertainty.

Learning Outcomes: After the completion of the module, students will be able to:

- Understand the meaning, attributes, and process of portfolio management.
- Define and measure different elements of risk and return.
- Analyse the relationship between risk and return in portfolio decisions.
- Apply sensitivity analysis for risk assessment.
- Conduct quantitative studies on risk-return trade-offs using simulation models and market data.

Course Content:

- **Introduction:** Meaning, attributes, significance and process of Portfolio Management
- **Risk &Return Analysis:** Meaning and Elements of Risk & Return, Measurements of Risk & Return, Relationship between risk and return.
- **Advanced Risk Tools**: Sensitivity Analysis and Monte Carlo Simulation

Readings:

- Bodie, Z., Kane, A., & Marcus, A. J. (2023). *Investments* (13th ed.). McGraw-Hill Education. Chapters 5 & 7.
- Chandra, P. (2021). *Investment analysis and portfolio management* (11th ed.). McGraw-Hill Education. Chapters 5 & 22.
- Damodaran, A. (2024). *Investment Valuation* (4th ed.). Wiley. Chapter 4.

Further Readings

- Modigliani, F., & Pogue, G. A. (1973). An introduction to risk and return concepts and evidence.
- Campbell, J. Y. (1996). Understanding risk and return. *Journal of Political economy, 104*(2), 298-345.
- Fifield, S. G., McMillan, D. G., & McMillan, F. J. (2020). Is there a risk and return relation? The European *Journal of Finance, 26*(11), 1075-1101.
- Pavolova, H., Bakalár, T., KYŠEĽA, K., Klimek, M., Hajduova, Z., & Zawada, M. (2021). The analysis of investment into industries based on portfolio managers. *Acta Montanistica Slovaca, 26*(1).
- Roberts, P., & Hamilton Edwards, L. (2023). Portfolio management: A new direction in public sector strategic management research and practice. *Public Administration Review, 83*(4), 947-959.

Module 3: Fundamental and Technical Analysis

This module covers the two major approaches to evaluating securities-fundamental analysis and technical analysis. It trains students to perform economic, industry, and company analysis while also introducing technical indicators. The efficient market hypothesis (EMH) is discussed to help students critically evaluate the extent to which securities reflect available information.

Learning Outcomes: After the completion of the module, students will be able to:

- Conduct economy, industry, and company analysis for security valuation.
- Apply basic tools of technical analysis.
- Explain the three forms of the Efficient Market Hypothesis (EMH).
- Assess the limitations of fundamental and technical analysis in efficient markets.
- Perform empirical studies on EMH validity in Indian or global markets using historical price data.

Course Content:

- **Fundamental Analysis:** Economy analysis, Industry analysis and Company analysis
- **Technical Analysis:** Tools and indicators
- **Efficient Market Hypotheses:** Weak, Semi-Strong, and Strong forms

Readings

- Damodaran, A. (2024). *Investment Valuation* (4th ed.). Wiley. Chapter 6.
- Bodie, Z., Kane, A., & Marcus, A. J. (2023). *Investments* (13th ed.). McGraw-Hill Education. Chapters 11, 12 & 17.
- Reilly, F. K., Brown, K. C., & Leeds, S. J. (2019). *Investment Analysis and Portfolio Management* (11th ed.). Cengage. Chapters 5 & 9.
- Chandra, P. (2021). *Investment analysis and portfolio management* (11th ed.). McGraw-Hill Education. Chapter 9.
- Ranganatham, M., & Madhumathi, R. (2005). *Investment analysis and portfolio management* (1st ed.). Pearson Education India. Chapters 10-12.

Further Readings

- Campanella, F., Mustilli, M., & D'Angelo, E. (2016). Efficient market hypothesis and fundamental analysis: an empirical test in the European securities market. *Review of Economics & Finance*, *6*, 27-42.

- Petrusheva, N., & Jordanoski, I. (2016). Comparative analysis between the fundamental and technical analysis of stocks. *Journal of Process Management. New Technologies*, *4*(2), 26-31.
- Nti, I. K., Adekoya, A. F., & Weyori, B. A. (2020). A systematic review of fundamental and technical analysis of stock market predictions. *Artificial Intelligence Review*, *53*(4), 3007-3057.
- Jakpar, S., Tinggi, M., Tak, A. H., & Chong, W. Y. (2018). Fundamental analysis vs technical analysis: The comparison of two analysis in malaysia stock market. *UNIMAS Review of Accounting and Finance*, *2*(1).
- Lee, M. C., Chang, J. W., Hung, J. C., & Chen, B. L. (2021). Exploring the effectiveness of deep neural networks with technical analysis applied to stock market prediction. *Computer Science and Information Systems, 18*(2), 401-418.

Module 4: Portfolio Analysis

This module introduces advanced portfolio theories and models that guide optimal portfolio construction. It covers diversification, Markowitz's model, CAPM, and Arbitrage Pricing Theory (APT). Students learn to apply theoretical frameworks for building efficient portfolios while also recognizing their limitations in real-world markets.

Learning Outcomes: After the completion of the module, students will be able to:

- Explain the importance of diversification in reducing risk.
- Understand the Capital Asset Pricing Model (CAPM).
- Apply Markowitz's Portfolio Selection Model to construct efficient portfolios.
- Apply Arbitrage Pricing Theory (APT) to portfolio analysis.
- Build and test portfolio models using historical financial data

Course Content:

- **Concept of portfolio and portfolio management**: Meaning, Diversification of Risks, Selection of Optimal Portfolio.
- **Markowitz Portfolio Selection Model:** Efficient set of portfolios, Optimal Portfolio selection, Limitations of the Model.
- **Capital Asset Pricing Model (CAPM):** Meaning, Assumptions & Limitations of CAPM.
- **Arbitrage Pricing Theory (APT):** Concept, assumptions, and applications

Readings

- Bodie, Z., Kane, A., & Marcus, A. J. (2023). *Investments* (13th ed.). McGraw-Hill Education. Chapters 9 & 10.
- Edwin J. Elton, Martin J. Gruber, Stephen J. Brown & William N. Goetzmann (2010). *Modern Portfolio Theory and Investment Analysis* (8th ed.). Wiley. Chapters 12-16.
- Ranganatham, M., & Madhumathi, R. (2005). *Investment analysis and portfolio management* (1st ed.). Pearson Education India. Chapter 15
- Reilly, F. K., Brown, K. C., & Leeds, S. J. (2019). *Investment Analysis and Portfolio Management* (11th ed.). Cengage. Chapters 6 & 7.
- Chandra, P. (2021). *Investment analysis and portfolio management* (11th ed.). McGraw-Hill Education. Chapters 6-8.

Further Readings

- Elbannan, M. A. (2015). The capital asset pricing model: an overview of the theory. *International Journal of Economics and Finance, 7*(1), 216-228.

- Lee, H. S., Cheng, F. F., & Chong, S. C. (2016). Markowitz portfolio theory and capital asset pricing model for Kuala Lumpur stock exchange: A case revisited. *International Journal of Economics and Financial Issues, 6*(3), 59-65.
- Koumou, G. B. (2020). Diversification and portfolio theory: a review. *Financial Markets and Portfolio Management, 34*(3), 267-312.

Module 5: Research Tools and Techniques

This module focuses on equipping students with practical research tools for securities and portfolio analysis. It covers data sources, statistical software, forecasting models, bond valuation, portfolio optimization, and AI applications in financial forecasting.

Learning Outcomes: After the completion of the module, students will be able to:

- Use financial databases (CMIE, Bloomberg, NSE, BSE) for secondary research.
- Perform data analysis using Excel, E-views, or R and other relevant tools
- Forecast stock prices using ARIMA/SARIMA.
- Apply Markowitz portfolio optimization techniques in Excel.
- Conduct independent research projects using advanced forecasting models and portfolio optimization tools.

Course Content:

- **Data Sources:** CMIE Prowess, Bloomberg, NSE & BSE databases
- **Data Analysis:** Using MS Excel, E-views, R and similar tools for statistical analysis
- **Forecasting Models:** Stock price prediction with ARIMA/SARIMA
- **Bond Valuation:** Small-scale projects on interest rate modelling and bond pricing
- **Portfolio Optimization:** Markowitz optimization in Excel
- **Performance Evaluation:** Indexing, benchmarking, and portfolio revision
- **Emerging Tools:** Artificial intelligence applications in financial forecasting

Readings

- Reilly, F. K., Brown, K. C., & Leeds, S. J. (2019). *Investment Analysis and Portfolio Management* (11th ed.). Cengage. Chapter 7.
- Bodie, Z., Kane, A., & Marcus, A. J. (2023). *Investments* (13th ed.). McGraw-Hill Education. Chapter 7.

Further Readings

- Cheng, Y. (2025). Monte Carlo-Based VaR Estimation and Backtesting Under Basel III. Risks, 13(8), 146.
- Reddy, C. V. (2019). Predicting the stock market index using stochastic time series ARIMA modelling: The sample of BSE and NSE. Indian Journal of Finance, 13(8), 7-25.
- Singh, H. (2019). Estimating and forecasting volatility using ARIMA model: A study on NSE, India. *Indian Journal of Finance*, *13*(5), 37-51.
- Tejesh, H. R., & Basha, J. V. (2023). Forecasting the sensex and nifty indices using ARIMA and GARCH models. *Mudra: Journal of Finance and Accounting*, *10*(1), 57-75.
- Shah, H., Bhatt, V., & Shah, J. (2021). A neoteric technique using ARIMA-LSTM for time series analysis on stock market forecasting. In *Mathematical modeling, computational intelligence techniques and renewable energy: proceedings of the second international conference, MMCITRE 2021* 381-392.

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

S.No	Assessment	Weightage
1	Assignment/test based on 1st Module	20%
2	Quantitative Problem based on company/market financial data from 2nd and 3rd Module	20%
3	Case Study/practical based test on 4th and 5th Module	20%
4	End Term Exam	40%
	Total	100

10.Pedagogy:

a. The delivery of content will emphasize developing advanced analytical and research skills in securities and portfolio management. Students will work extensively with financial databases (CMIE Prowess, Bloomberg, NSE, BSE) and software tools such as Excel, E-Views, and R to build and test investment models. The pedagogy will focus on applying statistical and econometric techniques for risk-return analysis, portfolio optimization, valuation, and forecasting. Research-focused learners will engage in empirical projects, case-based analysis, and simulation exercises, enabling them to critically evaluate market efficiency, test investment hypotheses, and contribute to applied financial research as well as industry practices.

b. **Instructional Strategies**
A blended learning approach will be adopted, combining theory and practice. Strategies will include the use of core texts, case studies, problem-solving worksheets, and simulation-based assignments. Digital learning resources such as YouTube lectures, Bloomberg/Excel demonstrations, and interactive role plays will be integrated to enhance experiential learning. Students will also engage in peer-to-peer teaching, workshops, and project-based assignments to strengthen both applied knowledge and communication skills.

d. Expertise in AUD faculty or outside – Guest faculty from Industry.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.

2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the Board of Studies (if any):

Suggestions:

Signature of the Dean of the School

Appendix-90

Dr .B .R .Ambedkar University Delhi

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

School / Center Proposing the course	School of Vocational Studies
Programme Name	B.Voc. Accounting and Finance
Course Title	Training Techniques in Securities Analysis and Portfolio Management
Course Code	NSVSA7PE02
Semester	7
Total Credit	4
Course Type (Core Compulsory Elective/ any other please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	B.Voc. Degree with Pedagogy
Proposed date of launch	Monsoon Semester 2025
Programme coordinator and team	Dr. Rekha Gulia, Dr. Renu Ghosh and External Experts

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

   The course 'Training Techniques in Securities Analysis and Portfolio Management' builds on the foundation of all the accounting and finance courses by applying the concepts and principles learned in those areas. It integrates theoretical knowledge with practical skills, allowing learners to apply what they have studied in accounting, financial analysis, and corporate finance to real-world scenarios.

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

   The students who have completed three years of B.Voc Accounting and Finance

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

   As per AUD Norms

4. Course scheduling: Monsoon Semester

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

   The vision of the university is to promote equity, social justice, with excellence and to provide such education to student who would be sensitive enough to work in a non-hierarchical environment .The University also strive to engage in a manner to develop such professionalism in students who will contribute immensely towards developing comprehensive understanding of accounting principles and techniques essential for making informed managerial decisions in diverse business scenarios .Student enrolled in the course will be working in the industries and demonstrate the relevant skill and knowledge acquired from the course.

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

The proposed 'Training Techniques in Securities Analysis and Portfolio Management' course aligns seamlessly with the school's objective of enhancing employability through the B.Voc. (Accounting and Finance) programme. As conceptualized in the SVS, the objective is to prepare students with practical skills and knowledge, equipping them for specialized roles in pedagogy. This course reinforces that objective by integrating core accounting and finance concepts into applied financial models, bridging academic learning with real-world financial analysis. Through this approach, students gain valuable skills that directly enhance their job readiness in the financial sector.

7. Course Details:
   a. Summary: The 'Training Techniques in Securities Analysis and Portfolio Management' course aims equip students with both theoretical grounding and practical skills in securities analysis and portfolio management. This course provides a comprehensive understanding of securities analysis and portfolio management with a strong focus on practical applications. Students will learn to evaluate investment opportunities, measure risk and return, value financial assets, and construct diversified portfolios. By integrating modern tools, data analysis software, and case-based learning, the course equips learners with the analytical and decision-making skills required to navigate financial markets effectively.
   b. Objectives: The objective of this course is to train learners with the knowledge and skills required to evaluate investment opportunities, measure risk and return, value financial assets, and construct diversified portfolios using modern analytical tools and techniques.
   c. Expected learning outcomes: After completing this course, students will be able to-
      - Understand different investment avenues
      - Calculate risk and return of an investment or portfolio position.
      - Analyse and discover intrinsic value of security.
      - Apply various theories of investment analysis and portfolio management.
      - Construct and design optimal portfolio for an investor.
      - Evaluate securities & portfolio performance and perform portfolio revision.

8. Overall structure:(course organisation; rationale of organisation; brief module outlines):
   The course is divided in five modules
      1. **Introduction to Investment**
      2. **Portfolio Management & Risk Analysis**
      3. **Fundamental and Technical Analysis**
      4. **Portfolio Analysis**
      5. **Applied Pedagogy for Security and Portfolio Training**

Module Outline:

Module 1: Introduction to Investment

This module provides the foundation of investment by introducing its meaning, nature, and objectives. It explains the investment environment and differentiates between various investment avenues, including marketable and non-marketable assets. Understanding these basics is essential for analysing financial markets and making informed investment choices.

Learning Outcomes: After the completion of the module, students will be able to:

- Explain the meaning, nature, and objectives of investment.
- Understand the components of the investment environment.
- Identify and classify different investment avenues.
- Apply basic principles of investment decision-making.

- Design and deliver introductory lessons on investment basics.

Course Content:

- **Introduction:** Meaning, nature & objectives of Investment
- **Investment Environment:** Securities (financial assets or financial instruments), Security markets (financial markets), Intermediaries and regulators in securities markets
- **Investment avenues**: Marketable & Non marketable financial assets.

Readings

- Bodie, Z., Kane, A., & Marcus, A. J. (2023). *Investments* (13th ed.). McGraw-Hill Education. Chapters 1 & 2.
- Reilly, F. K., Brown, K. C., & Leeds, S. J. (2019). *Investment Analysis and Portfolio Management* (11th ed.). Cengage. Chapters 1 & 2.
- Chandra, P. (2021). *Investment analysis and portfolio management* (6th ed.). McGraw-Hill Education. Chapters 2 & 3.
- Ranganatham, M., & Madhumathi, R. (2005). *Investment analysis and portfolio management* (1st ed.). Pearson Education India. Chapter 1.

Module 2: Portfolio Management & Risk Analysis

This module introduces students to the concept, attributes, and significance of portfolio management. It emphasizes the fundamental relationship between risk and return, covering different measures of risk and techniques for risk analysis. By learning sensitivity analysis and Monte Carlo simulation, students develop practical insights into portfolio performance under uncertainty.

Learning Outcomes: After the completion of the module, students will be able to:

- Understand the meaning, attributes, and process of portfolio management.
- Define and measure different elements of risk and return.
- Analyse the relationship between risk and return in portfolio decisions.
- Apply sensitivity analysis for risk assessment.
- Develop and deliver lessons that simplify complex risk-return concepts with classroom-based examples

Course Content:

- **Introduction:** Meaning, attributes, significance and process of Portfolio Management
- **Risk &Return Analysis:** Meaning and Elements of Risk & Return, Measurements of Risk & Return, Relationship between risk and return.
- **Advanced Risk Tools**: Sensitivity Analysis and Monte Carlo Simulation

Readings:

- Bodie, Z., Kane, A., & Marcus, A. J. (2023). *Investments* (13th ed.). McGraw-Hill Education. Chapters 5 & 7.
- Chandra, P. (2021). *Investment analysis and portfolio management* (11th ed.). McGraw-Hill Education. Chapters 5 & 22.
- Damodaran, A. (2024). *Investment Valuation* (4th ed.). Wiley. Chapter 4.

Further Readings

- Modigliani, F., & Pogue, G. A. (1973). An introduction to risk and return concepts and evidence.
- Campbell, J. Y. (1996). Understanding risk and return. *Journal of Political economy, 104*(2), 298-345.
- Fifield, S. G., McMillan, D. G., & McMillan, F. J. (2020). Is there a risk and return relation? The European *Journal of Finance, 26*(11), 1075-1101.
- Pavolova, H., Bakalár, T., KYŠEĽA, K., Klimek, M., Hajduova, Z., & Zawada, M. (2021). The analysis of investment into industries based on portfolio managers. *Acta Montanistica Slovaca, 26*(1).
- Roberts, P., & Hamilton Edwards, L. (2023). Portfolio management: A new direction in public sector strategic management research and practice. *Public Administration Review, 83*(4), 947-959.

Module 3: Fundamental and Technical Analysis

This module covers the two major approaches to evaluating securities-fundamental analysis and technical analysis. It trains students to perform economic, industry, and company analysis while also introducing technical indicators. The efficient market hypothesis (EMH) is discussed to help students critically evaluate the extent to which securities reflect available information.

Learning Outcomes: After the completion of the module, students will be able to:

- Conduct economy, industry, and company analysis for security valuation.
- Apply basic tools of technical analysis.
- Explain the three forms of the Efficient Market Hypothesis (EMH).
- Assess the limitations of fundamental and technical analysis in efficient markets.
- Develop interactive workshops on technical charting and fundamental ratios.

Course Content:

- **Fundamental Analysis:** Economy analysis, Industry analysis and Company analysis
- **Technical Analysis:** Tools and indicators
- **Efficient Market Hypotheses:** Weak, Semi-Strong, and Strong forms

Readings

- Damodaran, A. (2024). *Investment Valuation* (4th ed.). Wiley. Chapter 6.
- Bodie, Z., Kane, A., & Marcus, A. J. (2023). *Investments* (13th ed.). McGraw-Hill Education. Chapters 11, 12 & 17.
- Reilly, F. K., Brown, K. C., & Leeds, S. J. (2019). *Investment Analysis and Portfolio Management* (11th ed.). Cengage. Chapters 5 & 9.
- Chandra, P. (2021). *Investment analysis and portfolio management* (11th ed.). McGraw-Hill Education. Chapter 9.
- Ranganatham, M., & Madhumathi, R. (2005). *Investment analysis and portfolio management* (1st ed.). Pearson Education India. Chapters 10-12.

Further Readings

- Campanella, F., Mustilli, M., & D'Angelo, E. (2016). Efficient market hypothesis and fundamental analysis: an empirical test in the European securities market. *Review of Economics & Finance*, *6*, 27-42.
- Petrusheva, N., & Jordanoski, I. (2016). Comparative analysis between the fundamental and technical analysis of stocks. *Journal of Process Management. New Technologies*, *4*(2), 26-31.

- Nti, I. K., Adekoya, A. F., & Weyori, B. A. (2020). A systematic review of fundamental and technical analysis of stock market predictions. *Artificial Intelligence Review*, *53*(4), 3007-3057.
- Jakpar, S., Tinggi, M., Tak, A. H., & Chong, W. Y. (2018). Fundamental analysis vs technical analysis: The comparison of two analysis in malaysia stock market. *UNIMAS Review of Accounting and Finance*, *2*(1).
- Lee, M. C., Chang, J. W., Hung, J. C., & Chen, B. L. (2021). Exploring the effectiveness of deep neural networks with technical analysis applied to stock market prediction. *Computer Science and Information Systems, 18*(2), 401-418.

Module 4: Portfolio Analysis

This module introduces advanced portfolio theories and models that guide optimal portfolio construction. It covers diversification, Markowitz's model, CAPM, and Arbitrage Pricing Theory (APT). Students learn to apply theoretical frameworks for building efficient portfolios while also recognizing their limitations in real-world markets.

Learning Outcomes: After the completion of the module, students will be able to:

- Explain the importance of diversification in reducing risk.
- Understand the Capital Asset Pricing Model (CAPM).
- Apply Markowitz's Portfolio Selection Model to construct efficient portfolios.
- Apply Arbitrage Pricing Theory (APT) to portfolio analysis.
- Develop simplified classroom exercises for explaining efficient frontiers and CAPM to beginners.

Course Content:

- **Concept of portfolio and portfolio management**: Meaning, Diversification of Risks, Selection of Optimal Portfolio.
- **Markowitz Portfolio Selection Model:** Efficient set of portfolios, Optimal Portfolio selection, Limitations of the Model.
- **Capital Asset Pricing Model (CAPM):** Meaning, Assumptions & Limitations of CAPM.
- **Arbitrage Pricing Theory (APT):** Concept, assumptions, and applications

Readings

- Bodie, Z., Kane, A., & Marcus, A. J. (2023). *Investments* (13th ed.). McGraw-Hill Education. Chapters 9 & 10.
- Edwin J. Elton, Martin J. Gruber, Stephen J. Brown & William N. Goetzmann (2010). *Modern Portfolio Theory and Investment Analysis* (8th ed.). Wiley. Chapters 12-16.
- Ranganatham, M., & Madhumathi, R. (2005). *Investment analysis and portfolio management* (1st ed.). Pearson Education India. Chapter 15
- Reilly, F. K., Brown, K. C., & Leeds, S. J. (2019). *Investment Analysis and Portfolio Management* (11th ed.). Cengage. Chapters 6 & 7.
- Chandra, P. (2021). *Investment analysis and portfolio management* (11th ed.). McGraw-Hill Education. Chapters 6-8.

Further Readings

- Elbannan, M. A. (2015). The capital asset pricing model: an overview of the theory. *International Journal of Economics and Finance, 7*(1), 216-228.

- Lee, H. S., Cheng, F. F., & Chong, S. C. (2016). Markowitz portfolio theory and capital asset pricing model for Kuala Lumpur stock exchange: A case revisited. *International Journal of Economics and Financial Issues, 6*(3), 59-65.
- Koumou, G. B. (2020). Diversification and portfolio theory: a review. *Financial Markets and Portfolio Management, 34*(3), 267-312.

Module 5: Applied Pedagogy for Security and Portfolio Training

This module emphasizes the pedagogical aspects of teaching and training in securities analysis and portfolio management. It equips learners with the ability to design and deliver seminars, workshops, and interactive training sessions tailored for diverse learners. The focus is on integrating role-play, case studies, simulations, and data visualization tools to enhance comprehension and engagement. By combining practical training with performance evaluation of real or simulated portfolios, students gain experience both as learners and as trainers, preparing them to translate complex financial concepts into accessible knowledge.

Learning Outcomes: After the completion of the module, students will be able to:

- Plan and organise seminars and workshops tailored for diverse learning in security analysis and portfolio management.
- Apply interactive teaching methods such as role play, case studies, and simulations to simplify complex financial concepts.
- Use data visualization and projection tools to present financial insights.
- Conduct practical performance evaluation of real and simulated portfolios and translate findings into teaching content.

Course Content:

- **Mock Seminar and Workshop Planning:** Structuring training for diverse learners; planning content, activities, and evaluation methods.
- **Interactive Training Methods:** Role-play, case study discussions, and simulations for experiential learning.
- **Data Visualization and Projection:** Using tools like Excel, Tableau, and R for presenting portfolio results.
- **Practical Training:** Conducting performance evaluation of portfolios (real-world or simulated) and presenting results.

Readings

- Silberman, M., Biech, E., & Auerbach, C. (2015). Active Training: A Handbook of Techniques, Designs, Case Examples, and Tips (4th ed.). Wiley. Chapters 2-4.
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (Sixth edition). SAGE. Chapters 4 and 5.
- Glavas, D. (Ed.). (2023). *Valuation and Sustainability: A Guide to Include Environmental, Social, and Governance Data in Business Valuation*. Springer International Publishing. Chapter 3.

Further Readings:

- Barth, M., Godemann, J., Rieckmann, M., & Stoltenberg, U. (2007). Developing key competencies for sustainable development in higher education. *International Journal of Sustainability in Higher Education*, *8*(4), 416–430. https://doi.org/10.1108/14676370710823582

- Sipos, Y., Battisti, B., & Grimm, K. (2008). Achieving transformative sustainability learning: Engaging head, hands and heart. *International Journal of Sustainability in Higher Education*, *9*(1), 68–86. https://doi.org/10.1108/14676370810842193

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

S.No	Assessment	Weightage
1	Assignment/test based on 1st Module	20%
2	Quantitative Problem based on company/market financial data from 2nd and 3rd Module	20%
3	Case Study/workshop based on 4th and 5th Module	20%
4	End Term Exam	40%
	Total	100

10.Pedagogy:

a. The course will train students to design and deliver effective learning experiences in securities analysis and portfolio management. Emphasis will be placed on developing teaching strategies, instructional materials, and interactive exercises that simplify complex financial concepts for diverse learners. Pedagogy-focused students will engage in mock teaching sessions, prepare lesson plans on investment theories, create case studies, and develop evaluation frameworks for portfolio performance. The goal is to enable them to become skilled educators and trainers who can effectively teach financial modelling, investment analysis, and portfolio strategies in academic and professional settings.

b. **Instructional Strategies**
A blended learning approach will be adopted, combining theory and practice. Strategies will include the use of core texts, case studies, problem-solving worksheets, and simulation-based assignments. Digital learning resources such as YouTube lectures, Bloomberg/Excel demonstrations, and interactive role plays will be integrated to enhance experiential learning. Students will also engage in peer-to-peer teaching, workshops, and project-based assignments to strengthen both applied knowledge and communication skills.

c. Expertise in AUD faculty or outside – Guest faculty from Industry.

Signature of Course Coordinator(s)

Note:

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

Recommendation of the Board of Studies (if any):

Suggestions:

Signature of the Dean of the School

Appendix-91

Dr .B .R .Ambedkar University Delhi

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

School / Center Proposing the course	School of Vocational Studies
Programme Name	B.Voc. Accounting and Finance
Course Title	Financial Planning
Course Code	NSVSA8DC01
Semester	8
Total Credit	4
Course Type (Core Compulsory Elective/ any other please specify)	Compulsory Skill
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	B.Voc. Degree with Research/Pedagogy
Proposed date of launch	Monsoon Semester 2025
Programme coordinator and team	Dr. Rekha Gulia, Dr. Renu Ghosh and External Experts

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

   The course 'Financial Planning' builds on the foundation of all the accounting and finance courses by applying the concepts and principles learned in those areas. It integrates theoretical knowledge with practical skills, allowing learners to apply what they have studied in accounting, financial analysis, and corporate finance to real-world scenarios.

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

   The students who have completed three years of B.Voc Accounting and Finance

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

   As per AUD Norms

4. Course scheduling: Monsoon Semester

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

   The vision of the university is to promote equity, social justice, with excellence and to provide such education to student who would be sensitive enough to work in a non-hierarchical environment .The University also strive to engage in a manner to develop such professionalism in students who will contribute immensely towards developing comprehensive understanding of accounting principles and techniques essential for making informed managerial decisions in diverse business scenarios .Student enrolled in the course will be working in the industries and demonstrate the relevant skill and knowledge acquired from the course.

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

The proposed 'Financial Planning' course aligns seamlessly with the school's objective of enhancing employability through the B.Voc. (Accounting and Finance) programme. As conceptualized in the SVS, the objective is to prepare students with practical skills and knowledge, equipping them for specialized roles in research or pedagogy. This course reinforces that objective by integrating core accounting and finance concepts into applied financial planning, bridging academic learning with real-world financial analysis. Through this approach, students gain valuable skills that directly enhance their job readiness in the financial sector.

7. Course Details:
   a. Summary: The 'Financial Planning' course aims to equip students with comprehensive foundation in financial planning, equipping students with the knowledge and practical skills required to design and implement effective financial strategies across different life stages. It integrates core areas such as personal taxation, investment planning, insurance, retirement, and estate planning, enabling learners to develop holistic financial plans. By combining theoretical concepts with applied case studies and practical exercises, the course prepares students to analyse investment avenues, manage risks, and make informed decisions that align with long-term financial goals.
   b. Objectives: The objective of this course is to train students in the principles and practices of financial planning, focusing on both personal and professional applications. It aims to develop their ability to assess financial needs, manage tax liabilities, select appropriate insurance products, evaluate investment options, and plan for retirement and wealth transfer.
   c. Expected learning outcomes: After completing this course, students will be able to-
      - Understand the fundamentals and processes of financial planning.
      - Apply the basics of managing personal tax liabilities and make informed tax planning decisions.
      - Identify and select appropriate insurance policies to manage financial risks effectively.
      - Calculate savings requirements to meet financial goals and integrate them into a structured financial plan.
      - Recommend suitable investment alternatives based on investor risk tolerance and capacity.

8. Overall structure:(course organisation; rationale of organisation; brief module outlines):
   The course is divided in five modules
      1. **Introduction to Financial Planning**
      2. **Personal Tax Planning**
      3. **Investment Planning**
      4. **Insurance Planning**
      5. **Retirement and Estate Planning**

Module Outline:

Module 1: Introduction to Financial Planning

This module introduces the fundamentals of financial planning, highlighting its purpose, scope, and role across different life stages. It focuses on the financial planning process, tools, and techniques, enabling students to develop structured financial strategies based on personal financial statements and time value concepts.

Learning Outcomes: After the completion of the module, students will be able to:

- Understand the objectives and components of financial planning.

- Apply the financial planning process to real-life scenarios.
- Use personal financial statements for planning purposes.
- Apply time value of money concepts in financial decision-making.

Course Content:

- Overview and components of a financial plan
- Financial planning process and stages
- Life cycle approach to financial planning
- Tools of financial planning
- Preparing and using personal financial statements
- Applying time value concepts in financial planning

Integration with Research:

Students can undertake research activities where they will analyse how financial plan components differ across income groups, conduct surveys on how investors adopt structured planning. Comparative research can be undertaken on financial planning tools (traditional vs. digital Robo-advisors).

Integration with Pedagogy:

Students can engage in activities where they design learning activities for students to create sample financial plans, use case studies to demonstrate holistic planning, role-play activity to act as financial planners and clients, develop teaching aids (charts, timelines) to explain financial life cycles, develop lesson plans for teaching basic tax concepts to non-finance students.

Readings

- Kapoor, J. R., Dlabay, L. R., & Hughes, R. J. (2019). Personal Finance (13th ed.). McGraw-Hill. Chapters 1-3.
- Madura, Jeff (2024). Personal Finance (8th Ed.). Pearson. Chapters 1 & 2.
- Keown, Arthur J. (2019). Personal Finance (8th Ed). Pearson. Chapters 1 & 2.
- Bodie, Z., Kane, A., & Marcus, A. J. (2023). *Investments* (13th ed.). McGraw-Hill Education. Chapter 1.

Module 2: Personal Tax Planning

This module focuses on personal taxation in India, exploring tax structures, exemptions, deductions, and tax planning strategies. It enables students to make informed decisions while differentiating between legitimate tax planning and tax evasion.

Learning Outcomes: After the completion of the module, students will be able to:

- Understand the structure of personal taxation in India.
- Apply exemptions and deductions to minimize tax liability.
- Compare provisions under Section 115BAC with general tax provisions.
- Differentiate between tax avoidance and tax evasion.

Course Content:

- Tax structure in India for personal taxation

- Scope of personal tax planning
- Exemptions and deductions available to individuals under different heads of income and gross total income.
- Comparison of benefits - Special provision u/s 115 BAC vis-à-vis General provisions of the Income-tax Act, 1961,
- Tax avoidance versus tax evasion.

Integration with Research:

Students can undertake research activities based on critical evaluation of progressive tax systems, comparison with global structures, research-based analysis of taxpayer preferences, compliance behaviour.

Integration with Pedagogy:

Students can engage in activities where they develop interactive tax slab charts, prepare teaching modules with flowcharts, classroom exercises on calculating taxable income with case illustrations, role-play or problem-solving exercises where students compute tax liability under both regimes.

Readings:

- Singhania, V. K. & Singhania, M. (2025). Students' Guide to Income Tax Including GST (73rd ed.). Taxmann Publications. Chapters 1-6.
- Madura, Jeff (2024). Personal Finance (8th Ed.). Pearson. Chapter 4.
- Keown, Arthur J. (2019). Personal Finance (8th Ed). Pearson. Chapter 4.
- Kapoor, J. R., Dlabay, L. R., & Hughes, R. J. (2019). Personal Finance (13th ed.). McGraw-Hill. Chapter 4.

Further Readings

- Priya, G., & Munish, G. (2013). Income Tax Structure of Individual Assessee in India-A Critical Study. *Advances in Management, 6*(11), 34.
- Gupta, R. (2013). Personal income tax structure in India: An evaluation. *Pacific Business Review International*, *5*(7).
- Alagappan, S. M. (2019). Indian tax structure–an analytical perspective. *International Journal of Management*, *10*(3).
- Kushwah, S. V., Nathani, N., & Vigg, M. (2021). Impact of tax knowledge, tax penalties, and E-filing on tax compliance in India. *Indian Journal of Finance*, *15*(5-7), 61-74.

Module 3: Investment Planning

This module introduces various investment avenues and emphasizes the trade-off between risk and return. It explores investment in stocks, bonds, mutual funds, ETFs, and hedge funds, with a focus on aligning investment choices with financial goals.

Learning Outcomes: After the completion of the module, students will be able to:

- Identify and classify different types of investments.
- Assess the risks and returns of various asset classes.
- Evaluate investment in stocks, bonds, and mutual funds.
- Integrate investments into a comprehensive financial plan.

Course Content:

- Types of investments, investment risk and return, Trade-off between Return and Risk
- Investing in stocks: Stock exchanges, Stock Quotations, Purchasing or Selling Stocks, Analysis of the firm.
- Investing in Bonds: Types of bonds, Return and risks from investing in bonds
- Investing in Mutual Funds: Types of mutual funds, Return and Risk of a mutual fund, Exchange Traded Fund, Hedge Funds
- Integration of various components of a financial plan.

Integration with Research:

Students can undertake empirical research on diversification benefits across asset classes, performance evaluation of mutual funds: alpha, beta, Sharpe ratio, Jensen's measure, empirical research on interest rate sensitivity and bond valuation, empirical research on interest rate sensitivity and stock prices.

Integration with Pedagogy:

Students can engage in activities where students will be doing classroom explanation of investment categories (equity, debt, hybrid, alternative), teach reading and interpretation of stock market data, classroom case studies, role-playing exercises for financial advisors and clients.

Readings

- Bodie, Z., Kane, A., & Marcus, A. J. (2023). *Investments* (13th ed.). McGraw-Hill Education. Chapters 1, 3, 4, 5, 14 & 16.
- Chandra, P. (2021). *Investment analysis and portfolio management* (6th ed.). McGraw-Hill Education. Chapters 1, 3, 4, 5, 11 & 19.
- Damodaran, A. (2024). *Investment Valuation* (4th ed.). Wiley. Chapter 4.
- Kapoor, J. R., Dlabay, L. R., & Hughes, R. J. (2019). Personal Finance (13th ed.). McGraw-Hill. Chapters 13-16.

Module 4: Insurance Planning

This module highlights the role of insurance in financial planning as a tool for risk management. It covers life, health, property, and credit insurance, providing guidelines for choosing suitable policies.

Learning Outcomes: After the completion of the module, students will be able to:

- Understand the importance of insurance in financial planning.
- Differentiate among types of insurance policies.
- Evaluate and select appropriate insurance products.
- Apply checklists for effective insurance purchase decisions.

Course Content:

- Meaning and need for insurance in financial planning
- Life insurance planning
- Health insurance planning
- Property insurance planning
- Credit life insurance planning
- Checklist for buying insurance.

Integration with Research:

Students can undertake activities including identification of research gaps in insurance penetration and behavioural attitudes toward insurance, empirical studies on determinants of life insurance purchase (income, education, risk tolerance), cross-country comparisons of public vs. private health insurance impacts, behavioural finance studies on biases in choosing insurance products.

Integration with Pedagogy:

Students can engage in activities where they discuss importance of insurance in financial planning, teach types of life insurance policies (term, whole, ULIPs), classroom exercises on comparing health insurance plans, provide students with "insurance purchase checklist" for different case scenarios.

Readings

- Rejda, G. E., & McNamara, M. J. (2020). Principles of Risk Management and Insurance (14th ed.). Pearson. Chapters 2, 11-13, 15-16, 20-24.
- Keown, Arthur J. (2019). Personal Finance (8th Ed). Pearson. Chapters 9 & 10.
- Madura, Jeff (2024). Personal Finance (8th Ed.). Pearson. Chapters 10-13.

Further Readings

- Bhargava, S., & Loewenstein, G. (2015). Choosing a health insurance plan: complexity and consequences. *Jama*, *314*(23), 2505-2506.
- Rey- Ares, L., Fernández- López, S., & Castro- González, S. (2024). Life insurance consumption across generations: The roles of financial knowledge, planning horizon, and self- control. *International Journal of Finance & Economics*, *29*(4), 4742-4762.
- Singh, G., Sharma, M., Nanda, S., & Kadyan, S. (2022, November). Disruptive Technologies and Digitalization in Insurance: Improving the Value Chain of Insurance. In *2022 3rd International Conference on Computation, Automation and Knowledge Management (ICCAKM)* (pp. 1-5). IEEE.

Module 5: Retirement and Estate Planning

This module focuses on planning for retirement, wealth accumulation, and estate transfer. It covers income needs estimation, pension plans in India, real estate as an investment, and strategies for succession planning.

Learning Outcomes: After the completion of the module, students will be able to:

- Understand the process and importance of retirement planning.
- Estimate retirement income needs and identify income sources.
- Evaluate real estate and pension plans as investment options.
- Apply strategies for wealth accumulation, withdrawal, and transfer.

Course Content:

- Purpose and need of retirement planning, process of retirement planning, Pitfalls to Sound Retirement Planning, Estimating Income Needs, Sources of Retirement Income, Pension plans available in India.

- Investing in Real Estate: Basic concepts. Modes of Real Estate Investment – Raw Land, Commercial Properties, Residential Properties, Real Estate Investment Trusts (REITs) and Infrastructure Investment Trust (InvITs), reverse mortgage.
- Wealth Accumulation, withdrawal strategy
- Wealth transfer and succession planning

Integration with Research:

Students can undertake research activities based on Monte Carlo simulations for uncertainty in income need estimation, impact of regulatory changes on pension market participation, Risk-return comparison of real estate relative to financial assets, diversification of retirement portfolios (equities, bonds, annuities).

Integration with Pedagogy:

Students can engage in activities where they can create lessons around teaching valuation methods, guiding peers through the process of applying comparative valuation and demonstrating how to value real estate in different areas using practical, real-life examples. Mock Seminar and workshop planning for diverse learners.

Readings

- Kapoor, J. R., Dlabay, L. R., & Hughes, R. J. (2019). Personal Finance (13th ed.). McGraw-Hill. Chapters 17-19.
- Madura, Jeff (2024). Personal Finance (8th Ed.). Pearson. Chapters 19 & 20.
- Keown, Arthur J. (2019). Personal Finance (8th Ed). Pearson. Chapters 15-16

Further Readings

- Zandi, G. R., Abidin, S. Z., & Nien, S. K. (2017). The preparations of employees towards retirement and estate planning: The case of Malaysia. *International Journal of Applied Business and Economic Research*, *15*(22), 673-684.
- Van der Merwe, S. P. (2009). An investigation of the determinants of estate and retirement planning in intergenerational family businesses. *South African Journal of Business Management*, *40*(3), 51-64.
- Challa, S. R. (2022). Optimizing Retirement Planning Strategies: A Comparative Analysis of Traditional, Roth, and Rollover IRAs in LongTerm Wealth Management. *Universal Journal of Finance and Economics*, *2*(1), 1276.
- Park, H., & Martin, W. (2022). Effects of risk tolerance, financial literacy, and financial status on retirement planning. *Journal of Financial Services Marketing*, *27*(3), 167-176.

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

S.No	Assessment	Weightage
1	Assignment on 1st Module	20%

2	Case Study/Hypothetical personal tax planning-based assessment from 2nd and 3rd module	20%
3	Field visit or live example-based assessment from 4th and 5th module	20%
4	End Term Exam	40%
	Total	100

10.Pedagogy:

a. **For Research-Focused Students**
The course will emphasize developing analytical and empirical skills for conducting research in financial planning. Students will be trained to collect and analyse real-life financial data, evaluate tax structures, assess investment and insurance preferences, and simulate retirement planning strategies using quantitative methods. They will work with case studies, household surveys, and secondary datasets to examine behavioural aspects of financial planning and test the effectiveness of different strategies. This approach prepares them to contribute to academic research and policy discussions in taxation, investment behaviour, and retirement security.

b. **For Pedagogy-Focused Students**
The course will train students to become effective educators and trainers in financial planning. They will learn to design and deliver lessons that simplify complex topics such as tax computation, insurance evaluation, and retirement planning for diverse learners. Emphasis will be placed on creating engaging teaching materials, developing role-play activities to simulate financial advisor-client interactions, and conducting workshops for peer learning. Students will also practice designing lesson plans and using case studies as instructional tools, enabling them to teach financial planning concepts in academic as well as professional training environments.

c. **Instructional Strategies**
A blended learning approach will be adopted, combining theory, application, and experiential learning. Instructional methods will include lectures, case studies, group projects, simulations, role plays, and data-driven assignments. Students will engage with worksheets for tax planning, create sample financial plans, analyse real or simulated investment and insurance products, and participate in workshops on retirement and estate planning. Digital tools such as financial calculators, Excel models, and visualization software will be integrated into teaching. The course will also incorporate reflective discussions and peer-to-peer teaching to enhance comprehension and communication skills.

d. Expertise in AUD faculty or outside – Guest faculty from Industry.

Signature of Course Coordinator(s)

Note:

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

Recommendation of the Board of Studies (if any):

Suggestions:

Signature of the Dean of the School

Appendix-92

Dr .B .R .Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School /CenterProposing the course	School of Vocational Studies
Programme Name	B.Voc. Accounting and Finance
Course Title	**Data Analytics Using R**
Course Code	NSVSA8DC02
Semester	8
Total Credit	4
Course Type (Core Compulsory Elective/ any other please specify)	Compulsory Skill
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	B.Voc. Degree with Research/Pedagogy
Proposed date of launch	Winter Semester 2025
Programme coordinator and team	Dr. Rekha Gulia, Dr. Neelu Verma and Experts

1. Does the course connect to, build on or overlap with any other course offered in AUD?
   The course *"Data Analytics using R"* builds on foundational knowledge from statistics, mathematics, and basic computing courses. It emphasizes the practical application of data analysis techniques using R, enabling participants to leverage their prior understanding of statistical concepts, data handling, and visualization in real-world scenarios. This integrative approach strengthens learners' analytical skills and prepares them to interpret, model, and communicate insights from complex datasets, enhancing their readiness for research and professional challenges in data-driven environments.

2. Specific requirements on the part of students who can be admitted (Qualifications; prior knowledge level; any others – please specify):
   The students who have completed three years of B.Voc Accounting and Finance.

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

   As per AUD Norms

4. Course scheduling: Winter Semester

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

The university's vision to advance equity and social justice through academic excellence and to equip students to thrive in non-hierarchical settings aligns closely with the course *"Data Analytics using R."* This course fosters professionalism by providing students with a deep understanding of data analytics methodologies, enabling informed decision-making across diverse business and social contexts. By engaging with real-world datasets and industry-relevant practices, students apply the skills and knowledge acquired during their studies, promoting analytical rigor, ethical use of data, and evidence-based insights—key tools for advancing equity, transparency, and effective management in contemporary organizations.

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

   The proposed course *"Data Analytics using R"* aligns seamlessly with the School's mission to enhance employability through the B.Voc. (Accounting and Finance) program. As articulated in the SVS, the objective is to prepare students with practical skills and expertise for specialized roles in research, analytics, or data-driven decision-making. This course reinforces that aim by integrating key data analysis techniques, statistical modeling, and visualization using R, thereby bridging theoretical knowledge with practical, real-world applications. Consequently, students develop critical analytical and problem-solving skills that substantially improve their job readiness in data-centric roles across industries.

7. Course Details:

   Summary: The course *Data Analytics Using R* provides students with foundational knowledge and practical skills in data analytics, focusing on data cleaning, manipulation, visualization, and statistical analysis using R. It covers essential topics such as R programming, handling structured and unstructured data, and creating meaningful visualizations through charts and graphs.

   Students also learn to apply statistical and machine learning techniques, including regression, classification, and hypothesis testing, to interpret complex datasets and support data-driven decision-making. By integrating theory with hands-on practice, the course equips learners with analytical and problem-solving skills applicable in professional and research settings.

   a. Objectives: The objectives of this course are to provide students with a strong foundation in data analytics concepts, develop practical skills in using R for data cleaning, analysis, and visualization, and enable them to apply statistical and machine learning techniques to support effective decision-making in real-world contexts.
   b. Expected learning outcomes: After completing this course, students will be able to-
      - Understand key concepts of data analytics, types of data, and their real-world applications.
      - Gain proficiency in R programming, including data structures, functions, and control statements.
      - Perform data cleaning, transformation, and wrangling to prepare datasets for analysis.

- Develop effective data visualizations to interpret and communicate insights.
- Apply statistical and machine learning techniques in R to support data-driven decision-making.

8. Overall structure:(course organisation; rationale of organisation; brief module outlines):
   The course is divided in five modules
   1. **Introduction to Data Analysis**
   2. **Basics of R Programming**
   3. **Data Cleaning and Manipulation**
   4. **Data Visualization using R**
   5. **Statistical Analysis using R**

Module Outline:
Module 1: Introduction to Data Analysis

This module introduces the fundamentals of Data Analysis, explaining what data analytics is and why it is essential in today's digital world. It familiarizes learners with different types of data—structured, semi-structured, and unstructured—along with key characteristics such as volume, variety, and velocity. The module also highlights major applications of data analytics in various industries and outlines common data sources used for analysis. Overall, it provides a foundational understanding required for advanced analytical methods and research.

Learning Outcomes: After the completion of this module, students will be able to:

- Understand the concept, scope, and importance of data analytics in modern organizations.
- Identify and differentiate between major data types and their key characteristics.
- Classify real-world data and recognize appropriate data sources for analytical tasks.
- Demonstrate basic analytical skills by understanding how data analytics is applied across industries.
- Develop an analytical mind-set and appreciate the value of data-driven decision-making in research and professional practice.

Content Details:

- Overview of Data Analytics, Need of Data Analytics
- Nature of Data**,** Classification of Data: Structured, Semi-Structured, Unstructured
- Characteristics of Data, Applications of Data Analytics.
- Sources of Data

Integration with Research:

This module supports research by helping students understand data types, sources, and quality—key elements in designing research studies. Knowledge of data characteristics enables better evaluation of research findings, while understanding applications of analytics encourages evidence-based inquiry. Students can apply these concepts in academic projects, surveys, and case-based research.

Integration with Pedagogy:

The module can be taught using practical and interactive strategies such as real datasets, case studies, group discussions, and problem-based tasks. Using simple analytical tools, visual aids, and examples

from industry enhances understanding. Integrating small research activities—like identifying data sources for a topic—helps students connect theory with practice and strengthens learning engagement.

Readings:

- Bishnu, P. S., & Bhattacherjee, V. (2024.). *Data analysis: Using statistics and probability with R language*. PHI, Ch-1
- Kamal, R., & Saxena, P. (2019). *Big data analytics*. McGraw Hill Education (India) Private Limited, Ch-1
- Bergin, T. (2018). *An introduction to data analysis: Quantitative, qualitative and mixed methods* (1st ed.). SAGE Publications Ltd.Ch-1,2

Further Readings:

- Tiwari, N. K., & Tripathi, P. K. (2023). *Data analytics* (1st ed.). S. K. Kataria & Sons.Ch-1
- Provost, F., & Fawcett, T. (2013). *Data science for business: What you need to know about data mining and data-analytic thinking* (1st ed.). O'Reilly Media. Ch-1,2

Module 2: Basics of R Programming

This module introduces students to the fundamentals of R programming, covering its purpose, features, and usefulness in data analysis. Learners become familiar with setting up the R environment using R and RStudio, and they gain an understanding of basic programming concepts such as variables, operators, functions, loops, and conditionals. The module also provides an overview of essential R data structures including vectors, lists, matrices, factors, and data frames, building the foundation for performing data manipulation and analysis.

Learning Outcomes: After the completion of this module, students will be able to

- Install and operate the R programming environment (R and RStudio).
- Write basic R programs using variables, operators, functions, loops, and conditionals.
- Understand and work with essential R data structures such as vectors, lists, matrices, factors, and data frames.
- Manage, store, and organize data effectively within R.
- Perform basic data analysis tasks and develop foundational coding skills for handling datasets.

Content Details:

- Overview of R programming
- R environment setup (R & RStudio)
- Basics of R programming: variables, operators, functions, loops, and conditionals
- Data structures in R: vectors, lists, matrices, factors, and data frames

Integration with Research:
R programming directly supports research by enabling data cleaning, analysis, visualization, and statistical modelling. Students can use R to handle datasets, run statistical tests, and generate reproducible results, which are essential for academic and applied research. This module empowers learners to use programming-based inquiry methods and supports data-driven research projects across disciplines.

Integration with Pedagogy:
The module can be taught using hands-on coding sessions, demonstrations, and practice-based learning through simple programs and datasets. Interactive exercises, live coding, and problem-solving activities help students grasp R concepts effectively. Integrating mini-projects and real datasets into teaching encourages active learning, critical thinking, and practical application of R programming skills.

Readings:

- Maheta, D. (2021). *Data analysis using R: A primer for data scientists*. Notion Press. 2-Ch
- Shinde, P. P., Desai, V. P., Oza, K. S., & Kamat, R. K. (2023). *Programming in R with applications in machine learning and data analytics*. Viva Books Originals. Ch- 2,3
- Ratnoo, S. D., & Ratnoo, H. S. (2021). *Essentials of R for data analytics*. Wiley.Ch- 3
- Kalita, B. (2023). *Basics of R and data analysis in research* (1st ed.). Himalaya Publishing House. Ch- 3

Further Readings:

- Motwani, B. (2019). *Data analytics with R*. Wiley.Ch-1
- Jose, J. (2018). *Beginners guide for data analysis using R programming* (1st ed.). Khanna Publishing House.Ch-2
- Maheswari, B. U., & Sujatha, R**.** (2021). *Introduction to data science: Practical approach with R and Python*. Pearson.Ch-2

Module 3: Data Cleaning and Manipulation

This module focuses on the essential pre-processing steps required to make raw data suitable for analysis. It covers handling missing values, duplicates, and outliers to ensure data quality. Techniques for data transformation, such as scaling, normalization, and encoding, are introduced to standardize and prepare data for modelling. Students also learn data wrangling using **dplyr** and **tidyr**, which simplifies filtering, summarizing, and reshaping datasets. Finally, combining and reshaping datasets is explored to integrate multiple data sources efficiently for comprehensive analysis.

Learning Outcomes: After the completion of this module, students will be able to:

- Identify and handle missing values, duplicates, and outliers in datasets effectively.
- Apply data transformation techniques such as scaling, normalization, and encoding to prepare data for analysis.
- Perform data wrangling using **dplyr** and **tidyr** to filter, summarize, and reshape data efficiently.
- Combine and restructure multiple datasets to enable integrated data analysis.
- Understand the role of clean and structured data in research and apply best practices in real-world data analysis scenarios.

Content Details:

- Handling missing values, duplicates, and outliers
- Data transformation (scaling, normalization, encoding)
- Data wrangling with dplyr and tidyr

- Combining and reshaping datasets

Integration with Research:
Data cleaning and manipulation form the backbone of empirical research, ensuring that datasets are accurate, consistent, and analyzable. Properly processed data improves the reliability and validity of research findings, allowing researchers to draw meaningful insights and make informed decisions based on high-quality data.
Integration with Pedagogy:
Pedagogically, this module emphasizes hands-on learning through real datasets, encouraging students to apply data cleaning and manipulation techniques in practical scenarios. By engaging with tools like **dplyr** and **tidyr**, students develop problem-solving skills and critical thinking, bridging theoretical concepts with practical data analysis workflows.

Readings:

- Ratnoo, S. D., & Ratnoo, H. S. (2021). *Essentials of R for data analytics*. Wiley.Ch- 13
- Motwani, B. (2019). *Data analytics with R*. Wiley.Ch-4
- McKinney, W. (2022). *Python for Data Analysis: Data Wrangling with pandas, NumPy, and Jupyter* (3rd ed.). O'Reilly Media, Ch-7,8 Page no. 203-279
- Grolemund, G., & Wickham, H. (2017). *R for Data Science: Import, tidy, transform, visualize, and model data.* O'Reilly Media, 1st Edition, 5,6,7-Ch

Further Readings:

- Kopra, J., Tikka, S., Heinäniemi, M., López-Pernas, S., & Saqr, M. (2024). *An R approach to data cleaning and wrangling for education research*. In Learning analytics methods and tutorials (pp. 95–119). Springer. https://doi.org/10.1007/978-3-031-54464-4_4
- Das, A. (2024). *Data Science Essentials with R: Learn with focus on data manipulation, visualization, and machine learning* . BPB Publications.Ch-2,3,4

Module 4: Data Visualization using R

This module introduces students to importing and handling various external data sources in R, including CSV files, XML, JSON, web data, databases, and Excel files. It emphasizes creating meaningful visual representations of data through charts and graphs such as bar charts, histograms, scatterplots, boxplots, pie charts, and line graphs. Students learn to use R's visualization capabilities to summarize, explore, and communicate data insights effectively, transforming raw data into intuitive visual stories.

Learning outcomes:

- Import and handle data from various external sources such as CSV, XML, JSON, databases, and Excel in R.
- Create and customize different types of charts and graphs including bar charts, histograms, scatterplots, boxplots, pie charts, and line graphs.
- Use data visualization techniques to explore, summarize, and interpret datasets effectively.
- Communicate data insights clearly through graphical representations.
- Apply visualization skills in research and practical data analysis scenarios to support decision-making and reporting.

Content Details:

- Reading and getting data into R (External Data) using CSV files, XML files, Web Data, JSON files, Databases, Excel files.
- Working with R Charts and Graphs: Bar charts, Histograms, Scatterplots, Boxplots, Pie Charts, Line Graphs

Integration with Research:
Data visualization is crucial in research for uncovering patterns, trends, and relationships in datasets. By mastering R visualizations, researchers can present complex data clearly, support hypotheses with visual evidence, and make research findings more accessible and impactful.
Integration with Pedagogy:
Pedagogically, this module promotes experiential learning by enabling students to work directly with diverse datasets and generate visual insights. It fosters analytical thinking and visual literacy, helping learners interpret and communicate data effectively, which is essential in both academic and professional contexts.

Readings:

- Shinde, P. P., Desai, V. P., Oza, K. S., & Kamat, R. K. (2023). *Programming in R with applications in machine learning and data analytics*. Viva Books Originals. Ch-4,5
- Maheswari, B. U., & Sujatha, R. (2021). *Introduction to data science: Practical approach with R and Python*. Pearson.Ch-4
- Motwani, B. (2019). *Data analytics with R*. Wiley.Ch-5
- Arora, G., Lele, C., & Jindal, M. (2022). *Data analytics: Principles, tools, and practices* (1st ed.). BPB Publications.Ch-4,5

Further Readings:
- Jose, J. (2018). *Beginners guide for data analysis using R programming* (1st ed.). Khanna Publishing House.Ch-5
- Tiwari, N. K., & Tripathi, P. K. (2023). *Data analytics* (1st ed.). S. K. Kataria & Sons.Ch-5

Module 5: Statistical Analysis using R

This module equips students with foundational statistical analysis techniques using R. It covers probability distributions, including normal, binomial, and Poisson, to model and understand data variability. Students learn hypothesis testing methods such as t-tests, chi-square tests, and ANOVA to make data-driven inferences. The module also introduces regression analysis, both simple and multiple linear regression, for predicting relationships between variables. Additionally, classification models including logistic regression, decision trees, and random forests are taught to analyze categorical outcomes and build predictive models.

Learning Outcomes:

- Understand and apply probability distributions (Normal, Binomial, Poisson) to analyze data.
- Perform hypothesis testing using t-tests, chi-square tests, and ANOVA for data-driven decisions.
- Conduct regression analysis (simple and multiple linear regression) to model relationships between variables.
- Build and evaluate classification models, including logistic regression, decision trees, and random forests.

- Apply statistical analysis techniques in research and practical scenarios to derive meaningful insights from data.

Content Details:

- Probability distributions (Normal, Binomial, Poisson)
- Hypothesis testing (t-test, chi-square, ANOVA)
- Regression analysis: simple & multiple linear regression
- Classification models: logistic regression, decision trees, random forest

Integration with Research:
Statistical analysis is central to research for testing hypotheses, identifying patterns, and making evidence-based conclusions. Mastery of R for statistical computations enables researchers to conduct rigorous analysis, validate results, and enhance the reliability and credibility of their studies.
Integration with Pedagogy:
Pedagogically, this module emphasizes hands-on application of statistical methods on real datasets. By implementing analysis in R, students develop critical thinking and analytical skills, bridging theoretical knowledge with practical problem-solving in data-driven contexts.

Readings:

- Maheta, D. (2021). *Data analysis using R: A primer for data scientists*. Notion Press.4,5-Ch
- Bishnu, P. S., & Bhattacherjee, V. (2024.). *Data analysis: Using statistics and probability with R language*. PHI, Ch-4,5,8
- Achraya, S. (2018). *Data analytics using R*. McGraw Hill Publishing Ch-7
- Kalita, B. (2023). *Basics of R and data analysis in research* (1st ed.). Himalaya Publishing House. Ch- 6

Further Readings:

- Shinde, P. P., Desai, V. P., Oza, K. S., & Kamat, R. K. (2023). *Programming in R with applications in machine learning and data analytics*. Viva Books Originals. Ch- 5,6,7
- Ratnoo, S. D., & Ratnoo, H. S. (2021). *Essentials of R for data analytics*. Wiley.Ch- 15

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

S.No	Assessment	Weightage
1	Assignment/test based on 1st Module	20%
2	Presentation/ Lab Exercise from 2nd and 3rd Module	20%
3	Lab Exercise from 4th and 5th Module	20%
4	End Term Exam	40 %
Total		100 %

10. Pedagogy:

a. **For Research-Focused Students**: The pedagogy emphasizes hands-on, inquiry-driven learning, enabling students to engage with real-world datasets and conduct exploratory, statistical, and predictive analyses using R. Students are encouraged to formulate research questions, perform data cleaning and manipulation, and apply advanced statistical and machine learning techniques to derive meaningful insights. Case studies, project-based assignments, and reproducible research exercises help students bridge theoretical knowledge with practical research applications, fostering critical thinking and analytical rigor essential for data-driven research.
b. **For Pedagogy-Focused Students:** The teaching approach combines conceptual understanding with practical skill-building, focusing on structured learning of data analytics concepts and R programming. Students learn through demonstrations, guided exercises, and visualization projects, emphasizing effective communication of data insights. Modules on data preparation, visualization, and statistical analysis are integrated with collaborative learning activities, enabling students to develop both technical proficiency and pedagogical strategies for teaching data analytics concepts effectively in academic or training environments.
c. Instructional Strategies- Blended approach will be used which will include texts, case studies, worksheets, movies/YouTube clips, self-learning assignments, simulation, role plays, and workbooks.
d. Expertise in AUD faculty or outside – Guest faculty from Industry.

Signature of Course Coordinator(s)

Note:

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

Recommendation of the Board of Studies (if any):

Suggestions:

Signature of the Dean of the School

Appendix-93

Dr .B .R .Ambedkar University Delhi

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

School /CenterProposing the course	School of Vocational Studies
Programme Name	B.Voc. Accounting and Finance
Course Title	Sustainability Reporting and Integrated Financial Research
Course Code	NSVSA8RE01
Semester	8
Total Credit	4
Course Type (Core Compulsory Elective/ any other please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	B.Voc. Degree with Research
Proposed date of launch	Winter Semester 2026
Programme coordinator and team	Dr. Rekha Gulia, Dr. Renu Ghosh and Dr. Neelu Verma

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

The course 'Sustainability Reporting and Integrated Financial Research' builds on the foundation of all the accounting and finance courses by applying the concepts and principles to corporate disclosures and integrated reporting. It connects with courses in financial analysis and corporate finance while extending them into the domain of ESG evaluation and research.

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

The students who have completed three years of B.Voc Accounting and Finance.

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

As per AUD Norms

4. Course scheduling: Winter Semester

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

The vision of the university is to promote equity, social justice, with excellence and to provide such education to student who would be sensitive enough to work in a non-hierarchical environment .The University also strive to engage in a manner to develop such professionalism in students who will contribute immensely towards developing comprehensive understanding of accounting principles and techniques essential for making informed managerial decisions in diverse business scenarios .Student enrolled in the course will be working in the industries and demonstrate the relevant skill and knowledge acquired from the course.

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

The proposed 'Sustainability Reporting and Integrated Financial Research' course aligns seamlessly with the School's objective of enhancing employability through the B.Voc. (Accounting and Finance) programme. As conceptualized in the SVS, the objective is to prepare students with practical skills

and knowledge, equipping them for specialized roles in research. This course builds on core accounting and finance courses by extending them into the areas of integrated reporting and ESG-focused analysis. By bridging academic concepts with real-world sustainability practices, it complements courses in corporate finance and financial analysis, while equipping students with the applied research skills needed for careers in sustainability consulting, financial research, and corporate reporting.

7. Course Details:
   a. Summary: The '*Sustainability Reporting and Integrated Financial Research*' course equips students with the conceptual foundations and applied skills required to analyze ESG (Environmental, Social, and Governance) indicators and their impact on business and finance. The course covers global reporting frameworks, integrated reporting, materiality analysis, and sustainability impact assessment, while also introducing students to research tools and databases used in ESG studies. Emphasizing practical application, it enables learners to critically evaluate sustainability disclosures, conduct small-scale research, and link non-financial performance with financial outcomes.

   b. Objectives: The course is designed to equip students with the ability to analyze ESG indicators, evaluate reporting frameworks, and apply materiality and impact assessment methods in research. Students will develop skills to conduct ESG-focused research and critically examine practices in integrated reporting and responsible finance.

   c. Expected Learning Outcomes: After completing this course, students will be able to-
      - Evaluate the foundations, evolution, and significance of ESG in business and finance.
      - Interpret ESG indicators across environmental, social, and governance dimensions.
      - Compare ESG reporting standards and frameworks at global and national levels.
      - Assess materiality and impact assessment methods to evaluate ESG practices.
      - Apply appropriate research tools and databases to conduct ESG-focused quantitative and qualitative analysis.

8. **Overall structure:(course organisation; rationale of organisation; brief module outlines):**
   The course is divided in five modules

   Module 1: Foundations of ESG
   Module 2: Environmental, Social, and Governance Indicators
   Module 3: Integrated Reporting and Framework
   Module 4: Materiality Analysis and Impact Assessment
   Module 5: Research Tools for ESG Studies

Module Outline:

Module 1: Foundations of ESG

This module lays the foundation for understanding the concept, evolution, and strategic significance of ESG in business and finance. It introduces students to the principles of sustainability disclosure and highlights the linkages between ESG, the UN Sustainable Development Goals (SDGs), and financial performance. Students will explore the business case for ESG integration and how it drives long-term value creation.

Learning Outcomes:

- Explain the origins and evolution of ESG and sustainability concepts.

- Recognize the strategic importance of ESG for businesses and investors.
- Identify the connections between ESG, SDGs, and financial outcomes.

Content:

- Evolution of ESG and sustainability concepts
- Linkages between ESG, SDGs, and financial performance
- Business case for ESG integration

Readings:

- Dadhich, G., & Atrey, R. R. (2023). *Demystifying ESG: Understanding & applications in Indian context*. Taxmann. Chapter 1, pp 2-28
- Samans, R., & Nelson, J. (2022). *Sustainable Enterprise Value Creation: Implementing Stakeholder Capitalism through Full ESG Integration*. Springer International Publishing. Chapter 2, pp 35-62
- Hoffman, A. J., & Woody, J. G. (2008). *Climate Change: What's Your Business Strategy?* Harvard Business Press. pp 5-23.

Further Readings:

- Gates, B. (2021). *How to Avoid a Climate Disaster: The Solutions We Have and the Breakthroughs We Need*. Penguin UK
- Friede, G., Busch, T., & Bassen, A. (2015). ESG and financial performance: Aggregated evidence from more than 2000 empirical studies. *Journal of Sustainable Finance & Investment*, *5*(4), 210–233. https://doi.org/10.1080/20430795.2015.1118917

- Ioannou, I., & Serafeim, G. (2015). The impact of corporate social responsibility on investment recommendations: Analysts' perceptions and shifting institutional logics. *Strategic Management Journal*, *36*(7), 1053–1081. https://doi.org/10.1002/smj.2268

Module 2: Environmental, Social, and Governance Indicators

This module develops analytical skills to identify, measure, and compare ESG factors across industries and firms. It explores environmental issues such as climate risk and biodiversity, social aspects like labor practices and diversity, and governance factors such as ethics and transparency. Students will also examine ESG rating methodologies and the limitations of ESG indices.
Learning Outcomes:

- Identify key ESG indicators and explain their relevance.
- Analyze and compare ESG performance across firms and sectors.
- Critically evaluate ESG ratings and indices.

Content

- Environmental: GHG emissions, climate risk, biodiversity, resource use
- Social: labor practices, DEI, community engagement, supply chain responsibility
- Governance: ethics, board composition, transparency, anti-corruption
- ESG rating methodologies and critique of ESG indices

Readings:

- Dadhich, G., & Atrey, R. R. (2023). *Demystifying ESG: Understanding & applications in Indian context*. Taxmann. Chapter 4, 5, 6.
- Hoffman, A. J., & Woody, J. G. (2008). *Climate Change: What's Your Business Strategy?* Harvard Business Press. Pp 24- 37
- Castellano, N., De Luca, F., D'Onza, G., Maffei, M., & Melis, A. (Eds.). (2025). *Environmental, Social, Governance (ESG): Risk, Performance, Monitoring*. Springer Nature Switzerland. pp 273-298

Further Readings

- Kotsantonis, S., Pinney, C., & Serafeim, G. (2016). ESG Integration in Investment Management: Myths and Realities. *Journal of Applied Corporate Finance*, *28*(2), 10–16. https://doi.org/10.1111/jacf.12169
- Krueger P., Saunter Z., & Starks L.T. (2020). The Importance of Climate Risks for Institutional Investors. *The Review of Financial Studies*, Volume 33, Issue 3, March 2020, Pages 1067–1111, https://doi.org/10.1093/rfs/hhz137
- Gates, B. (2021). *How to Avoid a Climate Disaster: The Solutions We Have and the Breakthroughs We Need*. Penguin UK

Module 3: Integrated Reporting and Frameworks

This module familiarizes students with global and Indian ESG reporting standards and integrated reporting frameworks. It covers key frameworks such as GRI, ISSB, SASB, IIRC, NGRBCs, and BRSR, and enables students to conduct comparative analyses. The focus is on ESG disclosures, reporting transparency, and the evolving landscape of sustainability standards.

Learning Outcomes:

- Interpret and compare major global and Indian ESG reporting frameworks.
- Evaluate ESG disclosures in terms of quality and transparency.
- Understand the role of integrated reporting in sustainability practices.

Content

- GRI, ISSB, SASB, IIRC, NGRBCs, and BRSR
- Comparative analysis of reporting frameworks
- ESG disclosures and transparency in reporting

Readings

- Noeth, K. (2024). *The ESG and Sustainability Deskbook for Business: A Guide to Policy, Regulation, and Practice*. Apress. pp 311- 347.
- Dadhich, G., & Atrey, R. R. (2023). *Demystifying ESG: Understanding & applications in Indian context*. Taxmann. Chapter 2 pp 34-73

Further Readings

- SASB. (2018). *SASB Conceptual Framework*. Sustainability Accounting Standards Board. Chapters 1–3.
- IIRC. (2013). *The International <IR> Framework*. International Integrated Reporting Council. Chapters 2–3.

Module 4: Materiality Analysis and Impact Assessment

This module trains students in materiality and double materiality analysis to assess ESG priorities and impacts. It introduces structured approaches such as stakeholder engagement, life cycle assessment (LCA), and environmental and social impact assessments (EIA & SIA). Students will learn to identify which ESG issues matter most to stakeholders and how to measure their impact.

Learning Outcomes:

- Conduct materiality and double materiality analysis.
- Apply stakeholder engagement methods to ESG prioritization.
- Use LCA, EIA, and SIA frameworks to assess sustainability impacts.

Content

- Materiality Analysis and Double Materiality
- Stakeholder engagement for materiality analysis
- Life Cycle Assessment (LCA)
- Environmental and Social Impact Assessments (EIA & SIA)

Readings

- Dadhich, G., & Atrey, R. R. (2023). *Demystifying ESG: Understanding & applications in Indian context*. Taxmann. Chapter 3
- Samans, R., & Nelson, J. (2022). *Sustainable Enterprise Value Creation: Implementing Stakeholder Capitalism through Full ESG Integration*. Springer International Publishing. Chapter 4, pp 103-140
- Hoffman, A. J., & Woody, J. G. (2008). *Climate Change: What's Your Business Strategy?* Harvard Business Press. pp 38-72

Further Readings:

- Castellano, N., De Luca, F., D'Onza, G., Maffei, M., & Melis, A. (Eds.). (2025a). *Environmental, Social, Governance (ESG): Risk, Performance, Monitoring*. Springer Nature Switzerland. pp 387-411. https://doi.org/10.1007/978-3-031-76618-3
- Khan, M., Serafeim, G., & Yoon, A. (2016). Corporate Sustainability: First Evidence on Materiality. *The Accounting Review*, *91*(6), 1697–1724. https://doi.org/10.2308/accr-51383

Module 5: Research Tools for ESG Studies

This module introduces students to essential research tools and methods for ESG-focused studies. It covers the use of ESG databases (Bloomberg, Refinitiv, MSCI, Sustainalytics), basic quantitative methods like descriptive statistics and correlation, and qualitative tools such as content analysis and case study design. The module also emphasizes research ethics, integrity, and transparency in ESG studies.

Learning Outcomes:

- Use ESG databases and research tools to collect and analyze data.
- Apply quantitative and qualitative methods in ESG research.
- Demonstrate ethical practices in conducting ESG studies.

Content

- ESG Databases (Introductory Overview): Refinitiv, MSCI, Sustainalytics, S&P Global Dow Jones Sustainability Index, CRISIL

- Basic Quantitative Tools: Descriptive statistics (averages, trends, graphs), correlation, introduction to regression.
- Qualitative Tools: Content analysis of sustainability reports, basic case study design.
- Research Ethics: Academic integrity, avoiding bias, transparency in ESG reporting and research.

Readings:

- Dadhich, G., & Atrey, R. R. (2023). *Demystifying ESG: Understanding & applications in Indian context*. Taxmann. Chapter 3. pp 100-115.
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (Sixth edition). SAGE. Chapter 2 and 3.
- Glavas, D. (Ed.). (2023). *Valuation and Sustainability: A Guide to Include Environmental, Social, and Governance Data in Business Valuation*. Springer International Publishing. Chapter 7.

Further Readings

- Lin, B. C., & Zheng, S. (Eds.). (2017). *Environmental economics and sustainability*. Wiley. Chapter 5 and 9.
- Borges, W., & Grosskopf, J. (2025). *Sustainability programs: A design guide to achieving financial, social, and environmental performance*. Wiley. pp 180-212.

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

Assessment		Weightage:
1	Assignment/test based on 1st and 2nd Module	20%
2	Case Study from 3rd and 4th Module	20
3	Research project from 5th Module	20%
4	End Term Exam	40 %
Total		100 %

10. Pedagogy:

- The delivery of content will emphasize developing analytical and research skills required to assess ESG factors and integrated reporting. Students will engage in hands-on use of ESG databases, apply quantitative and qualitative research methods, and conduct sustainability impact assessments. Practical projects, assignments, and case studies will center on evaluating ESG disclosures, conducting materiality analyses, and designing small-scale research studies. This approach ensures students are prepared to apply ESG research tools in both academic contexts and professional roles in finance, consulting, and sustainability reporting.
- Instructional Strategies- Blended approach will be used which will include texts, case studies, worksheets, movies/YouTube clips, self-learning assignments, simulation, role plays, and workbooks.
- Expertise in AUD faculty or outside – Guest faculty from Industry.

Signature of Course Coordinator(s)

Note:

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

Recommendation of the Board of Studies (if any):

Suggestions:

Signature of the Dean of the School

Appendix-94

Dr .B .R .Ambedkar University Delhi

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

School /CenterProposing the course	School of Vocational Studies
Programme Name	B.Voc. Accounting and Finance
Course Title	Sustainable Finance and ESG Integration for Trainers
Course Code	NSVSA8PE01
Semester	8
Total Credit	4
Course Type (Core Compulsory Elective/ any other please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	B.Voc. Degree with Pedagogy
Proposed date of launch	Winter Semester 2026
Programme coordinator and team	Dr. Rekha Gulia, Dr. Renu Ghosh and Dr. Neelu Verma

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

   The course 'Sustainable Finance and ESG Integration for Trainers' builds on courses in finance, investment, and sustainability by focusing on how these areas can be applied in professional training contexts. It overlaps with sustainable finance and ESG-related content while adding a strong training dimension, equipping participants with the frameworks, tools, and methodologies needed to design and deliver impactful capacity-building programmes.

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

The students who have completed three years of B.Voc Accounting and Finance

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

As per AUD Norms

4. Course scheduling: Monsoon Semester

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

The vision of the university is to promote equity, social justice, with excellence and to provide such education to student who would be sensitive enough to work in a non-hierarchical environment .The University also strive to engage in a manner to develop such professionalism in students who will contribute immensely towards developing comprehensive understanding of accounting principles and techniques essential for making informed managerial decisions in diverse business scenarios .Student enrolled in the course will be working in the industries and demonstrate the relevant skill and knowledge acquired from the course.

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

The proposed 'Sustainable Finance and ESG Integration for Trainers' course aligns seamlessly with the School's objective of enhancing employability through the B.Voc. (Accounting and Finance) programme. It advances the SVS objective of preparing learners for specialized roles by focusing on pedagogy, enabling participants to translate finance and sustainability concepts into applied training modules. The course connects with other programmes by extending their subject matter into a training-oriented framework, equipping participants with the tools and approaches required to design and deliver impactful capacity-building initiatives. In doing so, it reinforces the School's commitment to bridging academic learning with industry needs and supports the development of professionals who can lead ESG and sustainable finance training in diverse organizational contexts.

7. Course Details:
   a. Summary: The '*Sustainable Finance and ESG Integration for Trainers*' course prepares students to apply finance, investment, and sustainability concepts in the context of professional training and capacity-building. The course covers ESG foundations, global reporting frameworks, and materiality analysis, while emphasizing applied training methods such as seminars, workshops, case discussions, and simulations. Learners gain the ability to design, deliver, and evaluate ESG-focused training programmes that enhance industry readiness and promote ESG literacy across diverse contexts.

   b. Objectives: The course is designed to develop students' conceptual understanding of ESG and sustainability, and equip them to design, deliver, and evaluate training sessions and workshops that effectively promote ESG literacy across diverse learner groups.

   c. Expected learning outcomes: After completing this course, students will be able to-
      - Explain the foundations, evolution, and significance of ESG in business and finance.
      - Analyse ESG indicators across environmental, social, and governance dimensions using case examples.
      - Evaluate ESG reporting standards and frameworks at global and national levels.
      - Apply materiality and impact assessment methods in case studies and simulations.
      - Design ESG-focused seminars, workshops, and activities using interactive methods.
8. Overall structure:(course organisation; rationale of organisation; brief module outlines):
   The course is divided in five modules

   Module 1: Foundations of ESG
   Module 2: Environmental, Social, and Governance Indicators
   Module 3: Integrated Reporting and Framework
   Module 4: Materiality Analysis and Impact Assessment
   Module 5: Applied Pedagogy for ESG Training

Module Outline:

Module 1: Foundations of ESG

This module establishes the foundation for understanding the principles, evolution, and strategic importance of ESG in business and finance. It emphasizes the role of sustainability disclosure and the business case for ESG integration, with a focus on how these concepts connect to global challenges such as the SDGs.

Learning Outcomes:

- Explain the foundations and evolution of ESG.
- Discuss the strategic role of ESG in finance and business.
- Link ESG to SDGs and long-term value creation.

Content:

- Evolution of ESG and sustainability concepts
- Linkages between ESG, SDGs, and financial performance
- Business case for ESG integration

Readings:

- Dadhich, G., & Atrey, R. R. (2023). *Demystifying ESG: Understanding & applications in Indian context*. Taxmann. Chapter 1, pp 2-28
- Samans, R., & Nelson, J. (2022). *Sustainable Enterprise Value Creation: Implementing Stakeholder Capitalism through Full ESG Integration*. Springer International Publishing. Chapter 2, pp 35-62
- Hoffman, A. J., & Woody, J. G. (2008). *Climate Change: What's Your Business Strategy?* Harvard Business Press. pp 5-23.

Further Readings:

- Friede, G., Busch, T., & Bassen, A. (2015). ESG and financial performance: Aggregated evidence from more than 2000 empirical studies. *Journal of Sustainable Finance & Investment*, *5*(4), 210–233. https://doi.org/10.1080/20430795.2015.1118917
- Ioannou, I., & Serafeim, G. (2015). The impact of corporate social responsibility on investment recommendations: Analysts' perceptions and shifting institutional logics. *Strategic Management Journal*, *36*(7), 1053–1081. https://doi.org/10.1002/smj.2268

Module 2: Environmental, Social, and Governance Indicators

This module equips students with the skills to identify, measure, and analyze ESG factors across firms and industries. It covers key environmental, social, and governance dimensions, along with ESG rating methodologies. Learners will critically evaluate the strengths and limitations of ESG indices in reflecting sustainable performance.

Learning Outcomes:

- Identify ESG indicators across environmental, social, and governance domains.
- Compare ESG performance across firms and industries.
- Critically evaluate ESG indices and ratings.

Content:

- Environmental: GHG emissions, climate risk, biodiversity, resource use
- Social: labor practices, DEI, community engagement, supply chain responsibility
- Governance: ethics, board composition, transparency, anti-corruption
- ESG rating methodologies and critique of ESG indices

Readings:

- Dadhich, G., & Atrey, R. R. (2023). *Demystifying ESG: Understanding & applications in Indian context*. Taxmann. Chapter 4, 5, 6.
- Hoffman, A. J., & Woody, J. G. (2008). *Climate Change: What's Your Business Strategy?* Harvard Business Press. Pp 24- 37
- Castellano, N., De Luca, F., D'Onza, G., Maffei, M., & Melis, A. (Eds.). (2025). *Environmental, Social, Governance (ESG): Risk, Performance, Monitoring*. Springer Nature Switzerland. pp 273-298

Further Readings

- Kotsantonis, S., Pinney, C., & Serafeim, G. (2016). ESG Integration in Investment Management: Myths and Realities. *Journal of Applied Corporate Finance*, *28*(2), 10–16. https://doi.org/10.1111/jacf.12169

- Krueger P., Saunter Z., & Starks L.T. (2020). The Importance of Climate Risks for Institutional Investors. *The Review of Financial Studies*, Volume 33, Issue 3, March 2020, Pages 1067–1111, https://doi.org/10.1093/rfs/hhz137

Module 3: Integrated Reporting and Frameworks

This module introduces learners to international and Indian reporting standards and frameworks such as GRI, ISSB, SASB, IIRC, NGRBCs, and BRSR. Students will analyze ESG disclosures and reporting practices, with emphasis on transparency, comparability, and accountability in sustainability communication.

Learning Outcomes:

- Interpret and analyze major ESG reporting frameworks.
- Assess transparency and comparability in ESG disclosures.
- Evaluate the effectiveness of integrated reporting frameworks.

Content:

- GRI, ISSB, SASB, IIRC, NGRBCs, and BRSR
- Comparative analysis of reporting frameworks
- ESG disclosures and transparency in reporting

Readings

- Noeth, K. (2024). *The ESG and Sustainability Deskbook for Business: A Guide to Policy, Regulation, and Practice*. Apress. Pp 311-347.

- Dadhich, G., & Atrey, R. R. (2023). *Demystifying ESG: Understanding & applications in Indian context*. Taxmann. Chapter 2 pp 34-73

Further Readings

- SASB. (2018). *SASB Conceptual Framework*. Sustainability Accounting Standards Board. Chapters 1–3.
- IIRC. (2013). *The International <IR> Framework*. International Integrated Reporting Council. Chapters 2–3.

Module 4: Materiality Analysis and Impact Assessment

This module trains students in assessing ESG priorities using materiality and double materiality approaches. It introduces methods like stakeholder engagement, LCA, EIA, and SIA to evaluate the environmental and social impacts of organizational practices. Students will learn to design impact assessments that inform decision-making.

Learning Outcomes:

- Conduct materiality and double materiality assessments.
- Apply stakeholder engagement techniques in ESG prioritization.
- Evaluate sustainability impacts using structured methodologies.

Content:

- Materiality Analysis and Double Materiality
- Stakeholder engagement for materiality analysis
- Life Cycle Assessment (LCA)
- Environmental and Social Impact Assessments (EIA & SIA)

Readings

- Dadhich, G., & Atrey, R. R. (2023). *Demystifying ESG: Understanding & applications in Indian context*. Taxmann. Chapter 3
- Samans, R., & Nelson, J. (2022). *Sustainable Enterprise Value Creation: Implementing Stakeholder Capitalism through Full ESG Integration*. Springer International Publishing. Chapter 4, pp 103-140
- Hoffman, A. J., & Woody, J. G. (2008). *Climate Change: What's Your Business Strategy?* Harvard Business Press. pp 38-72

Further Readings:

- Castellano, N., De Luca, F., D'Onza, G., Maffei, M., & Melis, A. (Eds.). (2025a). *Environmental, Social, Governance (ESG): Risk, Performance, Monitoring*. Springer Nature Switzerland. pp 387-411. https://doi.org/10.1007/978-3-031-76618-3

- Khan, M., Serafeim, G., & Yoon, A. (2016). Corporate Sustainability: First Evidence on Materiality. *The Accounting Review*, *91*(6), 1697–1724. https://doi.org/10.2308/accr-51383

Module 5: Applied Training for ESG Training

This module focuses on preparing students to design, deliver, and evaluate ESG-focused training sessions, seminars, and workshops. It emphasizes interactive methods such as role-plays, case studies, and simulations to promote experiential learning. Learners will gain skills in structuring training for diverse groups, presenting ESG portfolio results, and evaluating training effectiveness.

Learning Outcomes*:*

- Design and structure ESG-focused training programmes.
- Use experiential methods such as case studies and simulations in training.
- Deliver and evaluate workshops or seminars to build ESG capacity.

Content:

- Structuring training for diverse learners; planning content, activities, and organising mock/actual seminar and workshops.
- Role-play, case study discussions, and simulations for experiential learning in ESG.
- Using appropriate tools to present ESG portfolio results.

- Conducting performance evaluation of ESG portfolios (real or simulated) and presenting findings

Readings:

- Yin, R. K. (2018). *Case study research and applications: Design and methods* (Sixth edition). SAGE. Chapter 4 and 5.
- Glavas, D. (Ed.). (2023). *Valuation and Sustainability: A Guide to Include Environmental, Social, and Governance Data in Business Valuation*. Springer International Publishing. Chapter 3.
- Dadhich, G., & Atrey, R. R. (2023). *Demystifying ESG: Understanding & applications in Indian context*. Taxmann. Chapter 7.

Further Readings:

- Verna, I., D'Andreamatteo, A. (2025). ESG Concerns and Teaching Processes in Higher Education, an Experimental Approach. SIDREA Series in Accounting and Business Administration. Springer, Cham. https://doi.org/10.1007/978-3-031-76618-3_6
- Odintsova, T. (2024). ESG competences and skills in lifelong education for sustainability. Environment. Technology. Resources. Proceedings of the International Scientific and Practical Conference, 2, 453–459. https://doi.org/10.17770/etr2024vol2.8091
- Barth, M., Godemann, J., Rieckmann, M., & Stoltenberg, U. (2007). Developing key competencies for sustainable development in higher education. *International Journal of Sustainability in Higher Education*, *8*(4), 416–430. https://doi.org/10.1108/14676370710823582

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

Assessment		Weightage:
1	Assignment/test based on 1st and 2nd Module	20%
2	Case Study from 3rd and 4th Module	20
3	Presentation/ seminar/workshop Module 5	20%
4	End Term Exam	40 %
Total		100 %

10. Pedagogy:

- The delivery of content will focus on preparing learners to become effective trainers in sustainable finance and ESG integration. Emphasis will be placed on designing and conducting training workshops, seminars, and simulations that demonstrate ESG applications in finance and investment. Students will practice structuring training modules, developing interactive exercises, and facilitating capacity-building sessions for diverse audiences. They will also engage in activities such as conducting mock ESG workshops, preparing training toolkits, and evaluating the effectiveness of training interventions. This ensures participants gain the skills to deliver impactful ESG-focused training in professional contexts.
- Instructional Strategies- Blended approach will be used which will include texts, case studies, worksheets, movies/YouTube clips, self-learning assignments, simulation, role plays, and workbooks.

- Expertise in AUD faculty or outside – Guest faculty from Industry.

Signature of Course Coordinator(s)

Note:

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

Recommendation of the Board of Studies (if any):

Suggestions:

Signature of the Dean of the School

Dr .B .R .Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School /CenterProposing the course	School of Vocational Studies
Programme Name	B.Voc. Accounting and Finance
Course Title	**Empirical Research in International Financial Management**
Course Code	NSVSA8RE02
Semester	8
Total Credit	4
Course Type (Core Compulsory Elective/ any other please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	B.Voc. Degree with Research/Pedagogy
Proposed date of launch	Winter Semester 2025
Programme coordinator and team	Dr. Rekha Gulia, Dr. Neelu Verma and Experts

1. Does the course connect to, build on or overlap with any other course offered in AUD? The course 'Empirical Research in International Financial Management' builds on foundational knowledge from finance, economics, statistics, and research methodology courses. It deepens students' understanding by emphasizing the practical application of empirical techniques used in global financial markets. The course leverages learners' prior exposure to concepts such as exchange rate dynamics, international capital flows, portfolio theory, and data analysis. This strengthens analytical competence, enhances empirical reasoning, and prepares students for research-driven roles and advanced professional work in international finance, policymaking, and global financial institutions.

2. Specific requirements on the part of students who can be admitted (Qualifications; prior knowledge level; any others – please specify):
   The students who have completed three years of B.Voc Accounting and Finance.

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

   As per AUD Norms

4. Course scheduling: Winter Semester

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

The university's vision of promoting equity, social justice, and academic excellence aligns well with *Empirical Research in International Financial Management*. The course fosters professionalism and critical thinking by training students to analyze international financial data ethically and rigorously. Through engagement with real-world financial issues and empirical tools, students develop evidence-based decision-making skills that support transparency, responsible financial management, and informed participation in global economic environments.

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

   The proposed course *Empirical Research in International Financial Management* aligns strongly with the School's mission to enhance employability under the B.Voc. (Accounting and Finance) program. By equipping students with practical skills in financial data analysis, empirical modeling, and interpretation of global financial trends, the course bridges theoretical concepts with real-world international finance applications. This hands-on approach strengthens students' analytical and problem-solving abilities, thereby improving their readiness for research-oriented and finance-driven roles in an increasingly data-centric global financial environment.

7. Course Details:

   Summary: The course *Empirical Research in International Financial Management* offers a comprehensive understanding of global financial systems, international capital budgeting, foreign exchange markets, and cross-border investment decisions. It emphasizes practical, data-driven learning by engaging students with real-world financial databases (IMF, World Bank, RBI) to conduct empirical analysis. The course equips learners with skills in evaluating international financial risks, analyzing global financing options, and preparing research-based reports, thereby strengthening their analytical and decision-making abilities within the international finance domain.

   Objectives :The objectives of this course are to provide students with a conceptual and practical understanding of international financial management, develop their skills in conducting empirical research using real-world financial data, train them to analyze cross-border financial issues, and enable them to critically interpret empirical findings for preparing well-structured research reports.

   Expected learning outcomes: After completing this course, students will be able to-

   - Demonstrate a strong understanding of global financial institutions, exchange rate systems, and international monetary frameworks.
   - Apply capital budgeting techniques to evaluate and compare domestic and international investment decisions.
   - Analyze cross-border financing options, FDI flows, and international market data using global financial databases.
   - Assess various types of foreign exchange risks and apply derivative instruments for effective currency risk management.
   - Design and execute empirical research projects in international financial

management and prepare analytical research reports.

8. Overall structure:(course organisation; rationale of organisation; brief module outlines):
   The course is divided in five modules
   1. **Fundamentals of International Financial Management**
   2. **International Capital Budgeting Decision and Risk Assessment**
   3. **International Investment and Financing Decisions**
   4. **Foreign Exchange Market and Risk Management**
   5. **Applied Research and Project Work**

Module Outline:

1. **Module 1: Fundamentals of International Financial Management**

This module provides a foundational understanding of international financial management by introducing its concept, nature, and scope. It familiarizes students with key global financial institutions such as the IMF, World Bank, and BIS, and explains how international monetary systems and exchange rate regimes operate. The module also covers the structure and significance of the balance of payments and highlights the role of global financial markets in shaping corporate financial decisions.

Learning Outcomes: After the completion of this module, students will be able to:

1. Explain the concept, nature, and scope of international financial management and distinguish it from domestic financial management.
2. Analyze the global financial environment and understand the roles of major international institutions such as the IMF, World Bank, and BIS.
3. Describe international monetary systems and exchange rate regimes and evaluate how they influence global financial stability.
4. Interpret the structure and components of the Balance of Payments (BOP) and assess its significance in analyzing a country's external economic position.
5. Evaluate the role of global financial markets in shaping corporate decision-making in an international context.

Content Details:

- Concept, nature, and scope of international financial management
- Global financial environment and institutions (IMF, World Bank, BIS)
- International monetary systems and exchange rate regimes
- Balance of payments: structure, components, and significance
- Role of global financial markets in corporate decision-making

Readings:

- Sharan, V. (2022). *International Financial Management.* Delhi: PHI; Sixth edition. Page no. 3-73
- lan C. Shapiro, P. H. (2023). *International Financial Management, 11ed (An Indian Adaptation)* (11th ed.). Wiley.
- Shapiro, A. C., Hanouna, P., & Seal, J. (2023). *International financial management* (11th ed., Indian adaptation). McGraw Hill. Ch-5

Further Readings:

- Hill, W. L. Charles and Jain, A.K. (2008). International Business (6th ed). India: McGraw Hill [chapter: 5]
- Eun, C. S., & Resnick, B. G. (2021) *International financial management* (7th ed., chs. 1–3). McGraw Hill.

Module 2: International Capital Budgeting Decision and Risk Assessment

This module introduces learners to the process of evaluating international investment projects, highlighting how cross-border decisions differ from domestic capital budgeting. It covers key financial evaluation techniques and explores various risks such as currency, political, and country risks that influence international investment feasibility.

Learning Outcomes: After the completion of this module, students will be able to

1. Understand the meaning and relevance of international capital budgeting.
2. Distinguish between domestic and international project evaluation.
3. Apply NPV, IRR, Payback, and PI techniques to international investment decisions.
4. Identify and assess cross-border risks such as currency and political risks.
5. Compare risk–return dynamics between domestic and international investments.

Content Details:

- Meaning and significance International Capital Budgeting
- Differences between domestic and international capital budgeting
- Techniques of Capital Budgeting**:** Net Present Value (NPV), Internal Rate of Return (IRR), Payback Period & Discounted Payback, Profitability Index
- Risks in cross border investment decision- Currency risk, Political risk, Country risk, Inflation risk etc.
- Comparative analysis: Domestic and Cross Border Investment

Readings:

- Shapiro, A. C., Hanouna, P., & Seal, J. (2023). *International financial management* (11th ed., Indian adaptation). McGraw Hill. Ch-14
- Madura, J. (2021). *International financial management* (14th ed.). Cengage Learning.Ch-14
- Bekaert, G., & Hodrick, R. (2018). *International financial management*. Cambridge University Press. Ch-7,15

Further Readings:

- Kevin, S. (2021). *Fundamentals of international financial management* (2nd ed., 304 pp.). PHI Learning.Ch-9
- Eun, C. S., & Resnick, B. G. *International financial management* (7th ed., chs. 15,17,18). McGraw Hill.

Module 3: International Investment and Financing Decisions

This module examines the major decisions firms make when investing internationally, including choosing between FDI and portfolio investment. It explores global financing sources, cross-border

M&A strategies, international investment trends, and tax-related considerations affecting multinational corporations.

Learning Outcomes: After the completion of this module, students will be able to:

1. Differentiate between FDI and international portfolio investment.
2. Identify major global financing sources such as Eurocurrency markets and international bonds.
3. Explain strategies used in cross-border mergers and acquisitions.
4. Analyse investment trends using IMF, World Bank, and RBI data.
5. Evaluate the impact of taxation and transfer pricing on multinational operations.

Content Details:

- Decision-making for FDI vs. portfolio investment
- Sources of international finance: Eurocurrency markets, International bonds, ADRs/GDRs
- Cross-border mergers and acquisitions – decision-making strategies
- Investment trend analysis using IMF, World Bank, and RBI databases.
- Transfer pricing, Taxation issues impacting MNC's

Readings:

- Shapiro, A. C., Hanouna, P., & Seal, J. (2023). *International financial management* (11th ed., Indian adaptation). McGraw Hill. Ch-11,12
- Kevin, S. (2021). *Fundamentals of international financial management* (2nd ed., 304 pp.). PHI Learning. Print.Ch-15,17
- Neelash, K., Diwedi, D. N., & Kaur, H. (2019). *International financial management*. Vikas Publishing House Pvt. Ltd. Page No. 3-31

Further Readings:

- Bekaert, G., & Hodrick, R. (2018). *International financial management*. Cambridge University Press. Ch-11,12
- Natarajan, P. *Global financial management* (pp. 29–56, 155–177). Pondicherry University.

Module 4: Foreign Exchange Market and Risk Management

This module provides an overview of the structure and functioning of foreign exchange markets and various currency instruments. It explains the types of foreign exchange risk and introduces derivative tools used by firms to manage transaction, translation, and economic exposures.

Learning outcomes:

1. Describe the structure and participants of the foreign exchange market.
2. Understand spot, forward, futures, options, and swap instruments.
3. Distinguish between transaction, translation, and economic exposures.
4. Apply derivatives in managing different types of foreign exchange risks.
5. Assess the relevance of forex risk management in international financial decisions.

Content Details:

- Structure and participants of foreign exchange markets
- Spot, forward, futures, options, and swaps in currency trading
- Types of foreign exchange risks: transaction, translation, and economic exposure

- Derivatives for currency risk management and various risk exposure types (Transaction, translation, economic)

Readings:

- Madura, J. (2021). *International financial management* (14th ed.). Cengage Learning.Ch-5, 9,10,11,13
- Kevin, S. (2021). *Fundamentals of international financial management* (2nd ed., 304 pp.). PHI Learning.Ch-2,6
- Singh, R. R. (2021). *International financial management* (pp. 34–52,102-116). Excel Books Private Limited.

Further Readings:

- Eun, C. S., & Resnick, B. G. (2021) *International financial management* (7th ed., ch-8,9,10). McGraw Hill.
- Kaur, H., & Kuntluru, S. (2019). *International financial management* (pp. 3–31). Vikas Publishing House Pvt. Ltd.

Module 5: Applied Research and Project Work

This module guides students through the process of designing and conducting empirical research in international finance. It focuses on selecting research topics, analyzing data, and preparing professional research reports and presentations.

Learning Outcomes:

1. Design an empirical research study in the field of international financial management.
2. Select and analyse relevant research topics using real-world data.
3. Apply empirical tools and techniques for financial analysis.
4. Prepare structured research reports with proper interpretation of findings.
5. Present research outcomes effectively using academic and professional formats.

Content Details:

- Designing an empirical research study in international finance
- Analysis of topics selected on International Financial management
- Preparing research reports and presentations

Readings:

- Young, J. H., & Legister, A. (2018). Project-based learning in international financial management. *Journal of Teaching in International Business, 29*(1), 76–87. https://www.researchgate.net/publication/324958890_Project-Based_Learning_in_International_Financial_Management
- Bell, A. R., Brooks, C., & Prokopczuk, M. (2013). *Handbook of research methods and applications in empirical finance*. Edward Elgar Publishing. https://doi.org/10.4337/9780857936097
- Ó Siochrú, C. (2022). Chapter 9. In *A student guide to writing research reports, papers, theses and dissertations* (1st ed.). Routledge, ch-9 https://doi.org/10.4324/9781003107965

Further Readings:

- Patel, S., Prajapati, A. R., & Sihag, G. (2023). Research report writing: A systematic guide to

writing an academic research report. *Vidya: A Journal of Gujarat University*, 2(1), 69–73.

- Lester, J. D., & Lester, J. D., Jr. (2014). *Writing research papers: A complete guide* (15th ed.). Pearson. 1,2-ch

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

S.No	Assessment	Weightage
1	Assignment/test based on 1st and 2nd Module	20%
2	Case Study from 3rd and 4th Module	20%
3	Research project from 5th Module	20%
4	End Term Exam	40 %
	Total	100 %

10. Pedagogy:

    a. The course is delivered through a research-centric pedagogy that integrates conceptual lectures with extensive data-driven analysis using global financial databases such as IMF, World Bank, BIS, and RBI sources. Students engage in hands-on evaluation of international financial decisions through case studies, empirical datasets, simulation exercises, and guided research projects. Workshops on capital budgeting techniques, exchange rate modelling, and international investment analysis further strengthen analytical skills. Continuous engagement through discussions, problem-solving sessions, and supervised project work equips students to conduct independent empirical research and develop well-structured, evidence-based reports in international financial management.
    b. Instructional Strategies- Blended approach will be used which will include texts, case studies, worksheets, movies/YouTube clips, self-learning assignments, simulation, role plays, and workbooks.
    c. Expertise in AUD faculty or outside – Guest faculty from Industry.

Signature of Course Coordinator(s)

Note:

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

programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.

3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the Board of Studies (if any):

Suggestions:

Signature of the Dean of the School

Appendix-96

Dr .B .R .Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School /CenterProposing the course	School of Vocational Studies
Programme Name	B.Voc. Accounting and Finance
Course Title	**Instructional Strategies for International Financial Management**
Course Code	NSVSA8PE02
Semester	8
Total Credit	4
Course Type (Core Compulsory Elective/ any other please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	B.Voc. Degree with Research/Pedagogy
Proposed date of launch	Winter Semester 2025
Programme coordinator and team	Dr. Rekha Gulia, Dr. Neelu Verma and Experts

1. Does the course connect to, build on or overlap with any other course offered in AUD? The course *Instructional Strategies for International Financial Management* builds on foundational knowledge in finance, economics, and pedagogy. It enhances students' understanding of international financial concepts—such as exchange rates, global markets, and cross-border investment—while focusing on effective teaching and communication strategies. By combining instructional design principles with subject-specific content, the course develops learners' abilities to plan, deliver, and assess finance instruction, preparing them for teaching, training, and curriculum development roles in global financial education.

2. Specific requirements on the part of students who can be admitted (Qualifications; prior knowledge level; any others – please specify):
   The students who have completed three years of B.Voc Accounting and Finance.

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

   As per AUD Norms

4. Course scheduling: Winter Semester

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

The university's vision of promoting equity, social justice, and academic excellence aligns with the course *Instructional Strategies for International Financial Management*. The course cultivates pedagogical professionalism and critical thinking by training students to teach international finance concepts effectively and ethically. By engaging with real-world financial topics and instructional strategies, students develop evidence-based teaching and communication skills that support transparency, responsible knowledge dissemination, and informed participation in global financial education.

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

   The proposed course *Instructional Strategies for International Financial Management"*aligns with the School's mission to enhance employability under the B.Voc. (Accounting and Finance) program. By developing students' skills in designing, delivering, and evaluating finance instruction, the course bridges theoretical international finance concepts with effective teaching practices. This hands-on pedagogical approach strengthens students' instructional, analytical, and communication abilities, preparing them for teaching, training, and curriculum development roles in global financial education.

7. Course Details:

   Summary: This course equips students with both a conceptual and practical understanding of international financial management, emphasizing the teaching and application of key global finance concepts. Students explore international financial environments, capital budgeting, investment and financing decisions, foreign exchange markets, and risk management. The course integrates instructional strategies with hands-on exercises, case studies, and empirical projects to develop students' ability to analyze complex financial scenarios and communicate them effectively in teaching or professional settings.

   Objectives :The objectives of this course are to provide students with conceptual clarity in International Financial Management, equip them with practical strategies for analyzing and solving international financial problems, and develop their decision-making skills in key areas such as exchange rate risk, international investments, and global financial strategies.

   Expected learning outcomes: After completing this course, students will be able to-

   - Develop a clear conceptual understanding of international financial management, global financial markets, and monetary systems.
   - Analyze and evaluate international investment and financing decisions, including FDI, portfolio investment, and cross-border mergers and acquisitions.
   - Apply capital budgeting techniques and assess risks in cross-border financial decision-making.
   - Understand foreign exchange markets, currency risk exposures, and derivative instruments for risk management.
   - Integrate instructional strategies and experiential learning to teach international finance concepts effectively through case studies, projects, and analytical exercises.

8. Overall structure:(course organisation; rationale of organisation; brief module outlines):
   The course is divided in five modules
   1. **Fundamentals of International Financial Management**
   2. **International Capital Budgeting Decision and Risk Assessment**
   3. **International Investment and Financing Decisions**
   4. **Foreign Exchange Market and Risk Management**
   5. **Integrative Strategies & Applied Learning in IFM**

Module Outline:

Module 1: Fundamentals of International Financial Management

This module provides a foundational understanding of international financial management by introducing its concept, nature, and scope. It familiarizes students with key global financial institutions such as the IMF, World Bank, and BIS, and explains how international monetary systems and exchange rate regimes operate. The module also covers the structure and significance of the balance of payments and highlights the role of global financial markets in shaping corporate financial decisions.

Learning Outcomes: After the completion of this module, students will be able to:

- Explain the concept, nature, and scope of international financial management and distinguish it from domestic financial management.
- Analyze the global financial environment and understand the roles of major international institutions such as the IMF, World Bank, and BIS.
- Describe international monetary systems and exchange rate regimes and evaluate how they influence global financial stability.
- Interpret the structure and components of the Balance of Payments (BOP) and assess its significance in analyzing a country's external economic position.
- Evaluate the role of global financial markets in shaping corporate decision-making in an international context.

Content Details:

- Concept, nature, and scope of international financial management
- Global financial environment and institutions (IMF, World Bank, BIS)
- International monetary systems and exchange rate regimes
- Balance of payments: structure, components, and significance
- Role of global financial markets in corporate decision-making

Readings:

- Sharan, V. (2022). *International Financial Management.* Delhi: PHI; 7th edition. Page no. 3-73
- lan C. Shapiro, P. H. (2023). *International Financial Management, 11ed (An Indian Adaptation)* (11th ed.). Wiley.
- Shapiro, A. C., Hanouna, P., & Seal, J. (2023). *International financial management* (11th ed., Indian adaptation). McGraw Hill. Ch-5

Further Readings:

- Hill, W. L. Charles and Jain, A.K. (2008). International Business (6th ed). India: McGraw Hill [chapter: 5]

- Eun, C. S., & Resnick, B. G. *International financial management*. (7th ed.) McGraw Hill. chs. 1–3.

Module 2: International Capital Budgeting Decision and Risk Assessment

This module introduces learners to the process of evaluating international investment projects, highlighting how cross-border decisions differ from domestic capital budgeting. It covers key financial evaluation techniques and explores various risks such as currency, political, and country risks that influence international investment feasibility.

Learning Outcomes: After the completion of this module, students will be able to

- Understand the meaning and relevance of international capital budgeting.
- Distinguish between domestic and international project evaluation.
- Apply NPV, IRR, Payback, and PI techniques to international investment decisions.
- Identify and assess cross-border risks such as currency and political risks.
- Compare risk–return dynamics between domestic and international investments.

Content Details:

- Meaning and significance International Capital Budgeting
- Differences between domestic and international capital budgeting
- Techniques of Capital Budgeting**:** Net Present Value (NPV), Internal Rate of Return (IRR), Payback Period & Discounted Payback, Profitability Index
- Risks in cross border investment decision- Currency risk, Political risk, Country risk, Inflation risk etc.
- Comparative analysis: Domestic and Cross Border Investment

Readings:

- Shapiro, A. C., Hanouna, P., & Seal, J. (2023). *International financial management* (11th ed., Indian adaptation). McGraw Hill. Ch-14
- Madura, J. (2021). *International financial management* (14th ed.). Cengage Learning. ISBN 9789355735539.Ch-14
- Bekaert, G., & Hodrick, R. (2018). *International financial management*. Cambridge University Press. Ch-7,15,16,17

Further Readings:

- Kevin, S. (2021). *Fundamentals of international financial management* (2nd ed., 304 pp.). PHI Learning. Print Ch-9
- Eun, C. S., & Resnick, B. G. (2021) *International financial management* (7th ed.) McGraw Hill. ch. 15,17,18.

Module 3: International Investment and Financing Decisions

This module examines the major decisions firms make when investing internationally, including choosing between FDI and portfolio investment. It explores global financing sources, cross-border M&A strategies, international investment trends, and tax-related considerations affecting multinational corporations.

Learning Outcomes: After the completion of this module, students will be able to:

- Differentiate between FDI and international portfolio investment.
- Identify major global financing sources such as Eurocurrency markets and international bonds.
- Explain strategies used in cross-border mergers and acquisitions.
- Analyse investment trends using IMF, World Bank, and RBI data.
- Evaluate the impact of taxation and transfer pricing on multinational operations.

Content Details:

- Decision-making for FDI vs. portfolio investment
- Sources of international finance: Eurocurrency markets, International bonds, ADRs/GDRs
- Cross-border mergers and acquisitions – decision-making strategies
- Investment trend analysis using IMF, World Bank, and RBI databases.
- Transfer pricing, Taxation issues impacting MNC's

Readings:

- Shapiro, A. C., Hanouna, P., & Seal, J. (2023). *International financial management* (11th ed., Indian adaptation). McGraw Hill. Ch-11,12
- Kevin, S. (2021). *Fundamentals of international financial management* (2nd ed., 304 pp.). PHI Learning.Ch-15,17
- Neelash, K., Diwedi, D. N., & Kaur, H. (2019). *International financial management*. Vikas Publishing House Pvt. Ltd. Page No. 3-31

Further Readings:

- Bekaert, G., & Hodrick, R. (2018). *International financial management*. Cambridge University Press. Ch-11,12
- Li, Y., Redding, K. S., & Xie, E. (2018). Organizational characteristics of cross-border mergers and acquisitions: A synthesis and classic case examples from around the world. Journal of Organizational Change Management, 34(1), 223–251. https://doi.org/10.1108/JOCM-01-2017-0008
- Shimizu, K., Hitt, M. A., Vaidyanath, D., & Pisano, V. (2004). Theoretical foundations of cross-border mergers and acquisitions: A review of current research and recommendations for the future. Journal of International Management, 10(3), 307–353. https://doi.org/10.1016/j.intman.2004.05.005

Module 4: Foreign Exchange Market and Risk Management

This module provides an overview of the structure and functioning of foreign exchange markets and various currency instruments. It explains the types of foreign exchange risk and introduces derivative tools used by firms to manage transaction, translation, and economic exposures.

Learning outcomes:

- Describe the structure and participants of the foreign exchange market.
- Understand spot, forward, futures, options, and swap instruments.
- Distinguish between transaction, translation, and economic exposures.
- Apply derivatives in managing different types of foreign exchange risks.
- Assess the relevance of forex risk management in international financial decisions.

Content Details:

- Structure and participants of foreign exchange markets
- Spot, forward, futures, options, and swaps in currency trading
- Types of foreign exchange risks: transaction, translation, and economic exposure
- Derivatives for currency risk management and various risk exposure types (Transaction, translation, economic)

Readings:

- Madura, J. (2021). *International financial management* (14th ed.). Cengage Learning..Ch-5, 9,10
- Kevin, S. (2021). *Fundamentals of international financial management* (2nd ed., 304 pp.). PHI Learning. Ch-2,6
- Singh, R. R. (2022.). *International financial management* (3rd ed.). Excel Books Private Limited. pp. 34–52,102-116

Further Readings:

- Eun, C. S., & Resnick, B. G.(2021) *International financial management* (7th ed., ch-8,9,10). McGraw Hill.
- Kaur, H., & Kuntluru, S. (2019). *International financial management* (pp. 3–31). Vikas Publishing House Pvt. Ltd.

Module 5: Integrative Strategies & Applied Learning in IFM

This module emphasizes applied learning in International Financial Management (IFM) through hands-on data analysis, empirical projects, and interactive instructional methods. Students engage with real-world financial datasets, analyze exchange rates, capital flows, and market integration, and apply case-based and experiential approaches to international capital budgeting and investment decision-making. Collaborative activities, such as examining the impact of exchange rate volatility on firm performance, strengthen analytical, problem-solving, and pedagogical skills.

Learning Outcomes:

- Conduct hands-on analysis of exchange rates, capital flows, and stock market integration using real-world financial data.
- Design and execute an empirical study on a selected international financial management issue.
- Apply analytical, case-based, and experiential teaching methods to effectively communicate IFM concepts.
- Implement case-based and numerical exercises in international capital budgeting decisions.
- Collaborate in group projects to evaluate the impact of exchange rate volatility on firm performance and draw evidence-based conclusions.

Content Details:

- Hands-on data analysis: exchange rates, capital flows, stock market integration
- Project: empirical study on a selected IFM issue
- Key instructional approaches for learning IFM: analytical, case-based, and experiential methods
- Instructional approach to international capital budgeting (case-based and numerical exercises)
- Investment trend analysis using IMF, World Bank, and RBI databases.

- Group activity: Analyzing impact of exchange rate volatility on firm performance

Readings:

- Mutambara, A., & Kader, A. D. (2025). The importance of strategic financial management practices for small and medium enterprises in emerging markets. *Corporate & Business Strategy Review*, 6(1), 53–63.
- Borah, N., Paudel, S., & Stivers, A. (2023). Comparing the effectiveness of case-based learning and problem-based learning in a core finance class. *Journal of Education for Business, 98*(2), Page 113–124. https://doi.org/10.1080/08832323.2023.2277272
- Young, J. H., & Legister, A. (2018). Project-based learning in international financial management. *Journal of Teaching in International Business, 29*(1), 76–87. https://www.researchgate.net/publication/324958890_Projectbased_Learning_in_International_Financial_Management

Further Readings:

- Nguyen, Q. T. K. (2025). *Teaching international financial management of the multinational enterprise in international business education: Exploring the role of the parent firm's corporate treasury and the use of internal debt financing by foreign subsidiaries*. Journal of International Business Education, 20**.** Neilson Journals Publishing.
- Kasyanenko, S., Kenworthy, P., Ruch, F. U., Vashakmadze, E., Vorisek, D., & Wheeler, C. (2023). *Investment in emerging market and developing economy regions: Trends, prospects, and policy options.* World Bank Group, Development Economics Prospects Group. https://documents1.worldbank.org/curated/en/099542403162311587/pdf/IDU0f6e85a340d9b4040ee0828b060b095204a20.pdf

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

S.No	Assessment	Weightage
1	Assignment/test based on 1st and 2nd Module	20%
2	Case Study from 3rd and 4th Module	20%
3	Project from 5th Module	20%
4	End Term Exam	40 %
	Total	100 %

10. Pedagogy:

a. **Pedagogy:** The course employs a blend of case-based, experiential, and project-oriented learning to develop both financial and pedagogical skills. Students engage in hands-on data analysis, empirical studies, and collaborative exercises, applying instructional strategies to teach complex international finance concepts effectively. Group activities, numerical exercises, and real-world scenarios are integrated to foster analytical thinking, evidence-based decision-making, and practical teaching competence.

b. Instructional Strategies- Blended approach will be used which will include texts, case studies, worksheets, movies/YouTube clips, self-learning assignments, simulation, role plays, and workbooks.
c. Expertise in AUD faculty or outside – Guest faculty from Industry.

Signature of Course Coordinator(s)

Note:

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

Recommendation of the Board of Studies (if any):

Suggestions:

Signature of the Dean of the School

School / Center Proposing the course	School of Vocational Studies
Programme Name	B.Voc. RM
Course Title	Business Development and Project Management in Retail
Course Code	NSVSR8DC01
Credits	4
Course Type (Core Compulsory Elective/ any other please specify)	DSC
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	Undergraduate
Programme coordinator and team	Dr. Renu Ghosh, Dr. Nikhil Singh Charak and External Experts

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

   This course does not directly build on or overlap with any other course offered in AUD. It independently focuses on business development principles with project management tools relevant to retail organizations.

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

   This course is open to students promoted from the 7th semester of the B.Voc Retail Management program or those who have qualified NSQF Level 6.

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** Only those students who are promoted from the 7th semester

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

5. **How does the course link with the vision of AUD?**

The course *Business Development and Project Management in Retail* aligns with Dr. B. R. Ambedkar University Delhi's vision to promote equity, social justice, and excellence in higher education through skill-oriented, inclusive, and industry-relevant learning.

By integrating theoretical concepts with practical applications in retail business development and project management, the course:

- **Enhances employability and entrepreneurship** by equipping students with professional competencies in planning, executing, and evaluating retail business projects.
- **Promotes inclusive growth** by encouraging students to design sustainable business strategies that empower local retailers, small enterprises, and women entrepreneurs.
- **Fosters innovation and leadership** in retail operations through exposure to project management tools, business modeling, and technology-driven decision-making.
- **Encourages socially responsible and ethical practices** that align with AUD's emphasis on critical engagement and community-centered development.

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

The course *Business Development and Project Management in Retail* is designed to complement and strengthen the **B.Voc. Retail Management** programme by integrating applied business planning and project execution competencies essential for managerial and entrepreneurial roles in the retail sector.It builds upon the foundational knowledge gained in earlier semesters such as retail operations, consumer behavior, and merchandising and advances students' understanding by focusing on strategic business growth, innovation, and project-based management. The course provides both theoretical grounding and hands-on experience through case studies, project simulations, and field-based assignments, enabling students to translate academic learning into practical business solutions.

Through this integration, the course supports the vocational objectives of the B.Voc. programme by:

- Developing students' entrepreneurial and managerial capacities to lead retail expansion and improvement projects.
- Strengthening analytical and decision-making skills through exposure to project management tools and frameworks.
- Encouraging innovation and sustainable practices in retail operations aligned with industry trends and policy frameworks.
- Preparing students for diverse roles such as Retail Project Coordinator, Business Development Executive, Store Planner, or Retail Entrepreneur.

Thus, the course ensures a seamless link between academic learning and industry expectations, reinforcing the programme's goal of producing skilled, reflective, and socially responsible professionals in the field of retail management.

7. Course Details

Summary: The course *Business Development and Project Management in Retail* provides students with an in-depth understanding of how retail enterprises conceptualize, plan, and execute business growth initiatives and operational projects. It blends principles of business development with project management frameworks to prepare students for dynamic and leadership-oriented roles in the retail sector.

Students will learn how to identify retail business opportunities, design strategic growth plans, manage resources, and evaluate project performance through data-driven and sustainable approaches. The course emphasizes practical learning through case studies, project simulations, and research-based assessments to develop analytical, managerial, and problem-solving skills.

8. **Course Objectives**

- To understand the key principles of business development and project management in retail contexts.
- To examine how retail businesses plan, organize, and manage operations and growth initiatives.
- To apply management tools and methods for executing retail projects efficiently.
- To develop planning, budgeting, scheduling, and problem-solving skills for real-world retail expansion.
- To evaluate retail project outcomes in terms of performance, customer value, and operational effectiveness.

9. **Expected learning outcomes**

After successful completion, students will be able to:

- Demonstrate conceptual and applied understanding of retail business development.
- Conduct situational analyses and develop data-informed retail growth strategies.
- Apply project management methodologies to real-life retail projects.
- Prepare and evaluate project reports using budgeting, costing, and performance indicators.
- Integrate innovation, sustainability, and technology in retail business development.

a. **Overall Structure:** It is a 4-credit course with in-built theory and practical components of 60 hours respectively.

b. Module Outline

Module 1: Fundamentals of Business Development in Retail

Learning Outcome: At the end of this module, students will be able to:

1. Explain the concept, importance, and scope of business development in retail and differentiate it from marketing and sales.
2. Analyze the retail business environment, including market trends, consumer behavior, and retail formats.
3. Identify business opportunities, conduct competitive analysis, and develop practical business plans for retail growth.
4. Evaluate the retail value chain and apply concepts of innovation and value proposition to enhance retail performance.

Submodules

1.1 Introduction to Business Development: Concept, nature, and importance in retail, Difference between business development, marketing, and sales,
1.2 Retail Business Environment: Market trends, formats, and consumer behavior.
1.3 Opportunity Identification and Business Planning in Retail: Competitive analysis, market trends, and demand forecasting, Identifying new markets, locations, and customer segments
1.4 Retail Industry Value Chain: Role of Innovation and Value Proposition in Retail Growth: Role of intermediaries, vendors, and logistics partners

References

- Lashley, C., & Lincoln, S. (2003). *Business Development in Licensed Retailing: A Unit Manager's Guide*. Routledge.
- Solomon, M. R., Marshall, G. W., & Stuart, E. W. (2012). *Marketing: Real People, Real Choices* (7th ed.). Pearson.
- Sharma, R. (2024). A study on recent trends in India's modern retailing. *International Journal of Advanced Research in Science and Commerce, 2*(1), 45–52.
- Kotler, P., & Keller, K. L. (2021). *Marketing Management* (16th ed.). Pearson.
- Pande, S. (2017). *Retail Business Builder: India*.(Kindle Edition)

Module 2: Strategic Planning and Retail Growth

Learning Outcomes

At the end of this module, students will be able to:

1. Understand and apply retail business models, market positioning, and brand differentiation strategies.
2. Conduct competitive analysis using SWOT and PESTEL frameworks to inform retail strategy.
3. Develop strategic business growth plans for retail chains, including market expansion and partnership strategies.
4. Evaluate franchising, partnerships, and channel management practices for effective retail development.

Submodules

2.1 Retail Business Models and Market Positioning: Value proposition, revenue streams, and cost structure, Market segmentation and customer profiling, Brand differentiation and positioning strategies
2.2 Competitive Analysis, SWOT, ETOP and PESTEL Frameworks: Understanding competition in the retail sector, assessing strengths, weaknesses, opportunities, and threats (SWOT), ETOP (Environmental Threat and Opportunity Profile) Analyzing political, economic, social, technological, environmental, and legal factors (PESTEL)
2.3 Developing Business Development Strategies for Retail Chains: Strategic planning and business growth objectives, Market expansion strategies: regional, national, and international growth.

2.4 Franchising, Partnerships, and Channel Development in Retail: Concept and types of franchising in retail, Strategic partnerships and alliances support business development and market expansion, Structure and importance of retail channel management and distribution systems, Legal, financial, and operational aspects involved in franchise and partnership agreements.

References

- Osterwalder, A., & Pigneur, Y. (2010). *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*. Wiley.
- Sarsby, A. (2016). *SWOT Analysis: A Guide to SWOT Analysis*. CreateSpace Independent Publishing Platform.
- Kirca, A. H., & Hult, G. T. M. (2021). How retailers can boost performance while expanding globally. *Broad College of Business, Michigan State University*.
- Lashley, C., & Lincoln, S. (2003). *Business Development in Licensed Retailing: A Unit Manager's Guide*. Routledge.
- Ganesha, H. R., & Aithal, P. S. (2020). *Retailing Performance Evaluation Scale for Indian Brick-and-Mortar Lifestyle Retailers (LSRS-b)*. MPRA Paper 102554.

Module 3: Project Management Concepts in Retail

Learning Outcomes

At the end of this module, students will be able to:

1. Explain the concepts, scope, and importance of project management in a retail context.
2. Understand and apply the stages of the project life cycle, including initiation, planning, execution, monitoring, and closure.
3. Identify the roles, responsibilities, and required competencies of project managers in retail projects.
4. Apply project management principles to ensure effective planning, execution, and continuous improvement in retail initiatives.

Submodules

3.1 Project Management: Meaning, scope, and importance: Concept and characteristics of a project and project management, Scope and stages in project management, Importance of project management in achieving business success, Roles, responsibilities, and processes in managing projects.

3.2 Project Life Cycle in Retail: Concept and stages (Initiation, Planning, Execution, Monitoring, and Closure) of the project life cycle, Monitoring and control throughout the project, Project closure contributes to continuous improvement.

3.3 Roles and Responsibilities of Project Managers in Retail Projects: Role and functions of a project manager in a retail environment, Competencies and skills for project management, Responsibilities of project managers across different phases of the project life cycle.

3.4 Project Planning Tools: Purpose and importance of project planning tools in managing retail projects, Tools and techniques in project planning like- Work Breakdown Structure

(WBS), Gantt Charts, Program Evaluation and Review Technique (PERT), Critical Path Method (CPM).

References

- Meredith, J. R., & Mantel, S. J. (2017). *Project Management: A Managerial Approach* (11th ed.). Wiley.
- Pinto, J. K. (2019). *Project Management: Achieving Competitive Advantage* (5th ed.). Pearson.
- Turner, J. R. (2014). *The Handbook of Project-Based Management* (4th ed.). McGraw-Hill Education.
- Schwalbe, K. (2015). *Information Technology Project Management* (8th ed.). Cengage Learning.

Module 4 Project Implementation and Risk Management in Retail

Learning Outcomes

At the end of this module, students will be able to:

1. Apply project costing and budgeting techniques to plan and manage retail projects effectively.
2. Allocate resources efficiently and coordinate cross-functional teams to achieve project objectives.
3. Identify, assess, and mitigate risks in retail projects to ensure successful implementation.
4. Implement quality assurance practices and evaluate project performance using appropriate tools and frameworks.

Submodules

4.1 Project Costing and Budgeting Techniques: Importance of project costing and budgeting in retail projects, Key cost elements in retail project execution, Costing (Retail Inventory Method, ABC Analysis, Activity-Based Costing, Just-in-Time) and budgeting (Sales Budget, Cost Budget, Cash Flow Budget, Merchandise Financial Planning , Incremental Budgeting, Zero-Based Budgeting) techniques.

4.2 Resource Allocation and Team Coordination: Types of resources in retail projects, Effective resource allocation, Team structure, Communication, and Coordination in retail project, Balance workloads, Conflicts resolution, Collaboration among cross-functional teams.

4.3 Risk Identification, Assessment, and Mitigation in Retail Projects: Concept and importance of risk management in retail projects, Types of risks in retail project, Methods for risk assessment and prioritization, Risk mitigation and control strategies.

4.4 Quality Assurance and Performance Evaluation: Meaning and Importance of Quality

Assurance, Key Components of Quality Assurance, Quality Standards and Frameworks in Retail, Tools and Techniques for Performance Evaluation, Quality certifications.

References

- Kerzner, H. (2017). *Project Management: A Systems Approach to Planning, Scheduling, and Controlling* (12th ed.). Wiley.
- Hillson, D., & Simon, P. (2012). *Practical Project Risk Management: The ATOM Methodology* (2nd ed.). Management Concepts.
- Juran, J. M., & Godfrey, A. B. (1998). *Juran's Quality Handbook* (5th ed.). McGraw-Hill.
- Meredith, J. R., & Mantel, S. J. (2017). *Project Management: A Managerial Approach* (11th ed.). Wiley.

Module 5 Business Development Execution and Monitoring

Learning Outcomes:

At the end of this module, students will be able to:

1. Implement and monitor business development plans in retail, addressing challenges and ensuring strategic alignment.
2. Measure performance using key metrics and KPIs to evaluate financial, operational, and customer outcomes.
3. Utilize technology and CRM systems to support business development monitoring and decision-making.
4. Apply feedback loops for continuous improvement and integrate insights into retail project execution.

Submodules

5.1 Implementation of Business Development Plans in Retail: Meaning and Importance of Implementation, Implementation of Business Development Plans, Challenges in Implementation, Monitoring, Evaluation, and Feedback, Continuous Improvement and Strategic Alignment.

5.2 Measuring Performance: Meaning and Importance, Key Metrics and KPIs (Financial Metrics, Operational Metrics, Customer-Centric Metrics, Strategic Metrics), Tools and Techniques for Monitoring.

5.3 Role of Technology and CRM in Business Development Monitoring: Importance of Technology in Monitoring Retail Business Development, Role and Benefits of CRM Systems, Technological Tools in Monitoring, Challenges and Implications.

5.4 Feedback Loops and Continuous Improvement in Retail Projects: Concept and importance of feedback loops in retail projects, Sources of Feedback, Tools and Techniques, Benefits of Feedback Loops and Continuous Improvement (Integrating Feedback into Continuous Improvement).

References

- Kotler, P., & Keller, K. L. (2021). *Marketing Management* (16th ed.). Pearson.
- Parmenter, D. (2015). *Key Performance Indicators: Developing, Implementing, and Using Winning KPIs* (3rd ed.). Wiley.
- Buttle, F., & Maklan, S. (2019). *Customer Relationship Management: Concepts and Technologies* (4th ed.). Routledge.
- Deming, W. E. (1986). *Out of the Crisis*. MIT Center for Advanced Educational Services.

Assessment Structure:

S. No	Assessment Type	Weightage
1	Assessment 1	25%
2	Assessment 2	25%
3	Class Participation	10%
4	End Term Exam	40%
	Total	100

Pedagogy:

a. Instructional strategies: Blended approach will be used which will include texts, case-studies, films, clips, YouTube clips, simulations, practical.
b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Access to Research software, Research databases, digital labs and vocational training resources.
c. Expertise in AUD faculty or outside- Training Partners from outside & guest faculty.
d. Linkages with external agencies: Collaboration with industry experts and certified vocational trainers for practical exposure.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Appendix-98

School / Center Proposing the course	School of Vocational Studies
Programme Name	B.Voc. RM
Course Title	Advanced Store Audit & Process Management
Course Code	NSVSR8DC02
Credits	4
Course Type (Core Compulsory Elective/ any other please specify)	DSC
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	Undergraduate
Programme coordinator and team	Dr. Renu Ghosh, Dr. Nikhil Singh Charak and External Experts

1. **Does the course connect to, build on or overlap with any other course offered in AUD?**
   The course is independent yet synergistic with all the Retail skill based courses offered earlier in the B.Voc RM programme, enabling students to apply auditing and process management tools for operational improvement and compliance monitoring.

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

   This course is open to students promoted from the 7th semester of the B.Voc Retail Management program or those who have qualified NSQF Level 6.

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** Only those students who are promoted from the 7th semester

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

5. **How does the course link with the vision of AUD?**

   The course *Introduction to Store Audit, Process Management and Audit Planning* aligns with the vision of **Dr. B. R. Ambedkar University Delhi** to promote **equity, social justice, and excellence in vocational education.**

   By emphasizing transparency, accountability, and process improvement in retail management, the course:

- **Develops professional competence** in audit planning, compliance assessment, and operational quality control.
- **Encourages ethical practices** and governance awareness in store operations, contributing to socially responsible business conduct.

- **Fosters employability and entrepreneurship** by equipping learners with technical and analytical skills for quality assurance and retail process management.
- **Promotes inclusive growth** by preparing skilled professionals who can support both organized and small-scale retail sectors in improving efficiency and compliance.

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

This course is designed to strengthen the applied learning component of the B.Voc. Retail Management programme by developing specialized skills in store auditing, process analysis, and compliance monitoring. It reinforces vocational learning outcomes by integrating quality management, SOP development, and data-driven audit practices essential for operational efficiency and governance in the retail industry. The course prepares students for various roles in Retail Sector.

7. Course Details

This course introduces students to the principles and practices of store auditing, process management, and audit planning within the retail industry. It equips learners with the tools and techniques required to assess store performance, ensure compliance, and improve operational efficiency. Students will explore audit frameworks, SOP design, sampling methods, and digital reporting systems to manage quality, safety, and customer experience effectively. Through practical simulations, mock audits, and data-driven exercises, learners will gain hands-on experience in preparing audit plans, conducting evaluations, and formulating improvement strategies that align with organizational objectives and legal standards.

8. Course Objectives

- To understand the meaning, importance, and evolution of store audits in the Indian retail context.
- To examine process management principles, SOP implementation, and audit planning methods in retail operations.
- To apply audit tools, checklists, rating scales, and sampling techniques for store process evaluation.
- To conduct operational, compliance, and visual merchandising audits using digital and analytical tools.
- To prepare audit reports and dashboards, analyze findings, and recommend corrective measures for improvement.

9. **Expected learning outcomes** After successful completion, students will be able to:

- Design and implement comprehensive store audit frameworks and process documentation.

- Evaluate operational efficiency and compliance using measurable KPIs and rating systems.
- Apply digital audit tools and balanced scorecard approaches for data-driven monitoring.
- Demonstrate problem-solving and ethical judgment in compliance and risk management.
- Integrate continuous improvement and quality management principles into retail operations.

c. **Overall Structure:** It is a 4-credit course with in-built theory and practical components of 60 hours respectively.

d. Module Outline

Module 1 Introduction to Store Audit, Process Management and Audit Planning

Learning Outcomes

After completing this module, Students will be able to

- Explain the meaning, importance, and historical development of store audits in the Indian retail context,
- Recognize the objectives of audits across compliance, efficiency, and customer experience,
- Relate traditional auditing practices to modern retail operations.
- Design and implement Standard Operating Procedures (SOPs),
- Analyze audit checklists, rating scales, and sampling techniques for product
- Verify transaction related to store operations such as inventory, sales, and customer service through systematic auditing methods.
- Develop audit reports by using digital audit dashboards for data visualization,
- Explain appropriate audit frequencies, and provide actionable insights for performance improvement and compliance management in retail environments.

Submodules

1.1 Store Audit Meaning and Importance: Meaning and Importance of Store Audit, Historical Roots of Auditing in India, Evolution of audits in retail operations, Traditional Era – Financial and Compliance Audits, Indigenous Practices Relevant to Modern Audits, Evolution of audits in retail operations , Objectives of store audit (compliance, efficiency, customer experience, safety, security and loss prevention)

1.2 Process management – concept, scope, benefits, Inventory process, Sales Operations, Customer Service, Store Maintenance, SOPs, its implementation, training, process execution, and audits

1.3 Audit checklists and rating scales: Meaning and Purpose, Types of Audit Checklists, Rating Scales in Retail Audits, Effective Audit Checklist and Rating System.

1.4 Sampling techniques for product / transaction verification: Meaning of Sampling, Importance of Sampling, Types of Sampling Techniques, Sampling for Product

Verification, Sampling for Transaction Verification, Determining Sample Size, Limitations in sampling.

1.5 Frequency of different kinds of audits: Meaning, Factors Determining Audit Frequency, Types of Retail Audits and their Recommended Frequencies, Frequency Optimization, Challenges

1.6 Audit reporting formats and dashboards: Meaning and objectives of Audit Reporting, Audit Reporting Formats and its Components, Digital Audit Dashboards

Notes

- Hands-on mock audits of retail stores (physical or virtual) to understand audit processes, checklist creation, sampling techniques, and reporting formats. This practical exposure will connect theoretical knowledge of process management, SOPs, and compliance with real-world retail operations.
- Case studies and data-driven exercises focusing on audit frequency, rating scales, and dashboard interpretation. Students will analyze real or hypothetical retail audit reports to develop critical thinking, problem-solving, and decision-making skills in audit planning and process improvement.

References

- Berman, B., & Evans, J. R. (2020). *Retail management: A strategic approach* (13th ed.). Pearson.
- Tuli, R., Bajaj, C., & Srivastava, N. (2016). *Retail management: Text and cases* (4th ed.). Oxford University Press.
- Fernie, J., & Sparks, L. (2019). *Logistics and retail management: Emerging issues and new challenges in the retail supply chain* (5th ed.). Kogan Page.
- Hair, J. F., Babin, B., & Anderson, R. (2019). *Essentials of business research methods* (3rd ed.). Cengage Learning.
- Gupta, A., & Kohli, A. (2017). *Digital dashboards and analytics in retail auditing*. New Delhi: PHI Learning.

Module 2: Types of Retail Store Audits

Learning Outcomes

After completing this module, Students will be able to:

- Explain the meaning, objectives, and scope of compliance, operational, equipment, visual merchandising, and data audits.
- Differentiate the roles of various audit types in ensuring retail efficiency, safety, and brand consistency.
- Plan and conduct store audits using suitable checklists, digital tools, and data-driven methods.
- Analyze and evaluate audit findings to identify operational challenges and propose improvement strategies.

Submodules

2.1 Compliance audits: Objectives, Scope, Process of Conducting a Compliance Audit, Key Tools and Techniques, Role of Technology, Benefits and Challenges, Best Practices.
2.2 Operational audits: Meaning, objectives and scope, Product quality audit/merchandise audit, Customer service audits (mystery shopping, service standards), Inventory audit, Cash and POS, Supply Chain & Vendor, Staff Productivity, Health, safety, store maintenance, and security audits,
2.3 Equipment's Audit: Objectives and Scope, Tools and Techniques and process, Benefits of Equipment Audits, Challenges.
2.4 Visual merchandising (VM) & branding audits: Objectives and Scope, Process of Conducting VM & Branding Audit, Tools and Techniques, Impact and Challenges, Best Practices.
2.5 Data Audit: Meaning, Objectives and Scope, Process of Conducting a Data Audit, Tools and Techniques, Key Areas, Benefits and Challenges.

Notes

- Live or simulated audit exercises across different categories—compliance, operational, visual merchandising, and data audits—to gain firsthand experience in applying audit tools, checklists, and techniques. Visits to retail stores or analysis of audit case data will help bridge classroom theory with industry practice.
- Through case comparisons and problem-solving workshops, learners will evaluate how different types of audits contribute to operational excellence and brand integrity. They will analyze real-life audit scenarios, identify gaps, and propose corrective actions using technology-enabled solutions and best practices in the retail audit ecosystem.

References

- Berman, B., & Evans, J. R. (2020). *Retail management: A strategic approach* (13th ed.). Pearson.
- Tuli, R., Bajaj, C., & Srivastava, N. (2016). *Retail management: Text and cases* (4th ed.). Oxford University Press.
- Fernie, J., & Sparks, L. (2019). *Logistics and retail management: Emerging issues and new challenges in the retail supply chain* (5th ed.). Kogan Page.
- Kotler, P., Keller, K. L., & Jha, M. (2018). *Marketing management in retail and service sectors: Indian perspective* (16th ed.). Pearson India.

Module 3: Tools and Techniques of Store Audits

Learning Outcomes

After completing this module, Students will be able to:

- Explain and interpret the importance and measures of Key Performance Indicators (KPIs) in retail audits to monitor effectiveness and compliance.
- Assess the influence of audit outcomes on store profitability, inventory accuracy, and customer experience.
- Apply Balanced Scorecard principles to align audit findings with organizational financial, operational, and customer goals.
- Use digital dashboards, mobile audit applications, RFID, POS, CCTV, and AI tools for real-time audit tracking and enhanced data accuracy.
- Generate actionable insights from audit data for process improvement and strategic decision-making in retail operations.

Submodules

3.1 KPIs for audit performance: Importance of KPIs in Retail Audits, KPIs for Store Audit Performance (Audit Score, Issue Closure Rate, Critical Issue Ratio, Audit Coverage, Repeat Issue Rate, Audit Timeliness, SOP Adherence Rate, Corrective Action Implementation Rate, Customer Experience Compliance), Tools for KPI Monitoring, Practices for KPI Monitoring.
3.2 Linking audits to store profitability and service quality: Inventory Accuracy and Loss Prevention, Corrective Action Implementation, Promotions and Visual Merchandising Compliance, Visual Merchandising & Branding Consistency, Data Accuracy for Business Decisions, Customer Feedback Integration.
3.3 Balanced Scorecard approach for retail stores: Meaning, Components, Audits and Balanced Scorecard, Implementation of Balanced Scorecard, Benefits.
3.4 Digital audit tools & mobile audit apps: Real-time reporting dashboards, RFID, POS, and CCTV as audit support tools, Data analytics for compliance & performance insights, AI-driven audit automation

Notes:

- Digital audit tools, dashboards, and mobile apps to perform simulated audits, track KPIs, and interpret real-time data insights. This hands-on approach will build practical competency in using technology for data analytics, compliance tracking, and performance evaluation in retail store audits.
- Through case studies and group exercises, learners will design and analyze a Balanced Scorecard framework for a retail store, linking audit findings to profitability, service quality, and operational improvement. This promotes analytical thinking, performance measurement skills, and strategic audit interpretation.

References

- Parmenter, D. (2015). *Key performance indicators: Developing, implementing, and using winning KPIs* (3rd ed.). Wiley.
- Kaplan, R. S., & Norton, D. P. (2016). *The balanced scorecard: Translating strategy into action* (Updated edition). Harvard Business Review Press.

- Berman, B., & Evans, J. R. (2020). *Retail management: A strategic approach* (13th ed.). Pearson.
- Fernie, J., & Sparks, L. (2019). *Logistics and retail management: Emerging issues and new challenges in the retail supply chain* (5th ed.). Kogan Page.

Module 4: Store Processes and Improvement

Learning Outcomes

After completing this module, Students will be able to:

- Describe key store operations, including opening and closing procedures, replenishment, returns, stock checks, billing, cash handling, security, and staff management,
- Explain the responsibilities and accountability of employees in ensuring smooth store functioning.
- Create comprehensive SOP manuals by mapping processes, documenting steps, validating content, and training staff.
- Identify process deviations, implement lean management strategies to reduce waste, use Six Sigma and Kaizen tools.

Submodules

4.1 Core store processes: Opening, Closing, Replenishment, Planogram adherence, Returns, Stock checks, Staff Management, Billing, cash Handling and Security, Store Maintenance and Safety, Employee roles & accountability in processes

4.2 SOP documentation: Objectives of Standard Operating Procedures (SOP), Core Areas for SOP Documentation, Steps to Create SOP Manuals (Process Identification, Process Mapping, Writing SOP Content, Review and Validation, Implementation and Training, Monitoring and Continuous Improvement),

4.3 Process Optimization and Lean Management: Management of Process deviation, Lean retailing and waste reduction, Identifying process bottlenecks through audits

4.4 Continuous Improvement and Quality Management: Kaizen and continuous improvement in store processes, Six Sigma tools in retail operations, Benchmarking best practices across stores

Notes:

- Hands-on workshops to design and document store SOPs, simulate store operations (opening, closing, replenishment, cash handling, etc.), and identify process deviations. This participatory method encourages understanding of workflow design, accountability, and operational discipline in retail environments.
- Undertake mini-projects or case simulations applying Lean, Kaizen, and Six Sigma principles to real or hypothetical store processes. Reflection exercises and benchmarking studies will help students internalize the concepts of process optimization, waste reduction, and quality improvement in store operations.

References

- Tuli, R., Bajaj, C., & Srivastava, N. (2016). *Retail management: Text and cases* (4th ed.). Oxford University Press.
- Fernie, J., & Sparks, L. (2019). *Logistics and retail management: Emerging issues and new challenges in the retail supply chain* (5th ed.). Kogan Page.
- Evans, J. R., & Lindsay, W. M. (2017). *Managing for quality and performance excellence* (10th ed.). Cengage Learning.
- Goetsch, D. L., & Davis, S. B. (2016). *Quality management for organizational excellence: Introduction to total quality* (8th ed.). Pearson.

Module 5: Audit Reporting & Compliance

Learning Outcomes

After completing this module, Students will be able to

- Structure and write audit reports using suitable tools, ensuring clarity, accuracy, and linkage of findings to actionable business outcomes.
- Identify non-compliance issues and conduct root cause analysis to plan and implement corrective actions in line with legal and governance requirements.
- Monitor and evaluate the effectiveness of corrective actions for continuous operational improvement.
- Assess risks of fraud, pilferage, and operational lapses, and apply ethical auditing and process-monitoring practices.
- Uphold governance frameworks to ensure compliance, accountability, and operational integrity in retail operations.

Sub-Modules

5.1 Writing effective audit reports: Objectives and structure, Common Mistakes to Avoid, Tools for Writing Audit Reports, Audit Reports and Business Outcomes.

5.2 Root cause analysis for non-compliance: Objectives, Common Areas of Non-Compliance, Steps for Conducting Root Cause Analysis, Root Cause Analysis Techniques.

5.2 Corrective Action, Compliance, and Store Governance: Action planning & follow-up mechanisms, Role of store manager in implementing corrective measures, Escalation procedures, Legal & statutory compliance (billing, labor, GST, safety)

5.4 Risk, Ethics, and Governance in Retail Operations: Risk management in store operations, Preventing fraud, pilferage, and shrinkage, Ethical practices in audits & process monitoring, Governance frameworks for retail chains

Notes:

- Drafting professional audit reports based on real or simulated audit findings, identifying non-compliance areas, and performing root cause analyses using structured techniques. This activity will strengthen analytical thinking, business communication, and decision-making skills linked to audit outcomes and compliance improvement.
- Through role-play exercises and ethical dilemma case studies, learners will explore real-world challenges in store governance, fraud prevention, and compliance management. This interactive approach fosters a deep understanding of ethical audit practices, risk management, and governance frameworks in modern retail operations.

References

- Parmenter, D. (2015). *Key performance indicators: Developing, implementing, and using winning KPIs* (3rd ed.). Wiley.
- Kerzner, H. (2017). *Project management: A systems approach to planning, scheduling, and controlling* (12th ed.). Wiley.
- Berman, B., & Evans, J. R. (2020). *Retail management: A strategic approach* (13th ed.). Pearson.
- Kotler, P., Keller, K. L., & Jha, M. (2018). *Marketing management in retail and service sectors: Indian perspective* (16th ed.). Pearson India.
- Goetsch, D. L., & Davis, S. B. (2016). *Quality management for organizational excellence: Introduction to total quality* (8th ed.). Pearson.

Assessment Structure

S. No	Assessment Type	Weightage
1	Assessment 1	25%
2	Assessment 2	25%
3	Class Participation	10%
4	End Term Exam	40%
	Total	100

Pedagogy:

e. Instructional strategies: Blended approach will be used which will include texts, case-studies, films, clips, YouTube clips, simulations, practical.

f. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Access to Research software, Research databases, digital labs and vocational training resources.
g. Expertise in AUD faculty or outside- Training Partners from outside & guest faculty.
h. Linkages with external agencies: Collaboration with industry experts and certified vocational trainers for practical exposure.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Course: Warehouse Management

School / Center Proposing the course	School of Vocational Studies
Programme Name	B.Voc. RM
Course Title	Warehouse Management
Course Code	NSVSR8DE01
Credits	4
Course Type (Core Compulsory Elective/ any other please specify)	DSE
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	Undergraduate
Programme coordinator and team	Dr. Renu Ghosh, Dr. Nikhil Singh Charak and External Experts

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

   This course does not directly build on or overlap with any other course offered in AUD. It independently focuses on warehouse operations, management, and technology integration within the retail sector.

2. **Specific requirements on the part of students who can be admitted (Qualifications; prior knowledge level; any others - please specify)**

   Students promoted from the 7th semester of the B. Voc Retail Management program or those who have qualified NSQF Level 6 are eligible to take this course. Prior knowledge of retail operations, logistics, and supply chain concepts is recommended.

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** Only those students who are promoted from the 7th semester

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

5. **How does the course link with the vision of AUD?**

   The course aligns with Dr. B.R. Ambedkar University Delhi's vision to promote equity, social justice, and excellence in education by:

   - Developing skilled warehouse trainers contributing to India's growing retail and logistics sectors.
   - Promoting employability and social mobility by integrating practical, technology-driven warehouse operations.

- Encouraging sustainability and innovation in warehousing practices aligned with environmental and economic goals.

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

Practical Training: It equips students with the skills needed to design and implement industry-aligned curricula and teaching strategies, which are critical in hands-on fields like Retail.

Industry Alignment: The course helps students integrate real-world experiences such as internships, projects, and simulations into their teaching, preparing them for the industry's evolving needs.

7. Course Details

e. **Summary:** This course provides an in-depth understanding of warehouse operations, planning, inventory control, and technology integration. It prepares students to manage and teach warehousing processes efficiently within retail and e-commerce environments.

f. **Course Objectives**

1. To develop conceptual and practical understanding of warehouse operations in the retail supply chain.
2. To equip students with pedagogical and analytical skills to teach and apply warehouse management principles.
3. To integrate pedagogy-based and experiential learning approaches into warehouse management education.
4. To promote sustainable and technology-driven warehouse practices in teaching and learning environments.

g. **Expected learning outcomes:** After completing this course, students will be able to-

1. Understand emerging trends in warehousing.
2. Explain the role and functions of warehouses in the retail supply chain.
3. Design and plan warehouse layouts for efficient space and material flow.
4. Apply pedagogical techniques to effectively teach warehouse management concepts through case studies, simulations, and practical exercises.
5. Integrate technology-driven solutions such as automation, barcode systems, and warehouse management software in instructional design.
6. Design lesson plans, teaching aids and evaluation tools to facilitate learning in warehouse management contexts.

h. **Overall Structure:** It is a 4-credit course with in-built theory and practical components of 60 hours respectively.

i. Module Outline

Module 1: Introduction to Warehousing

Learning Outcomes: After completing this module, students will be able to-

a. Understand the evolution, role, and scope of warehousing in the retail sector.
b. Identify and classify different types of warehouses and their operational significance.
c. Apply effective pedagogical techniques to introduce warehousing concepts using real-world examples.

Submodules

1.1 Concept, evolution, and objectives of warehousing: Historical development, importance in retail, and objectives of warehousing such as inventory balancing, product availability, and customer service.
1.2 Role of warehouses in retail distribution: Warehousing as a strategic node in the supply chain, Time reduction and service optimization.
1.3 Types of warehouses - Private, public, bonded, distribution, fulfilment centres: Ownership patterns, operational differences.
1.4 Core functions: storage, consolidation, cross-docking, and value-added services, Process flow diagrams and modern value-added services (labeling, kitting, and packaging).
1.5 Warehousing and customer service excellence: Efficient warehousing, Accuracy and timely delivery, Customer satisfaction.
1.6 Government policy framework and warehouse regulations: Warehousing Development and Regulation Act (WDRA) and National Logistics Policy of India.

Notes
Classroom discussions, policy review exercises, and case analysis of Indian warehouse models. Students develop micro-teaching modules on warehouse concepts.

References

- Government of India, Ministry of Commerce & Industry. (2022). National Logistics Policy. https://commerce.gov.in/
- Warehousing Development and Regulatory Authority (WDRA). (2023). Annual Report 2022–23. https://wdra.gov.in/
- Richards, G. (2017). Warehouse management (3rd ed.). Kogan Page.
- Baker, P., & Canessa, M. (2009). Warehouse design: A structured approach. European Journal of Operational Research, 193(2), 425–436. https://doi.org/10.1016/j.ejor.2007.11.045

Module 2: Warehouse Planning & Layout

Learning Outcomes: After the completion of the module, students will be able to:

a. Analyze principles of warehouse layout and design for efficient material handling.
b. Apply zoning and space utilization techniques for workflow optimization.
c. Use visual simulation tools to demonstrate effective warehouse design.

Submodules

2.1 Principles of warehouse layout planning: Layout objectives- accessibility, safety, and flow, Floor plan analysis.
2.2 Zoning and space utilization: Zoning for receiving, storage, picking, packing, and dispatch; Layout software or paper models.
2.3 Material handling systems: Working of racks, conveyors, forklifts, and cranes, Safety standards.
2.4 Criteria for selecting warehouse location: Location decision models, Transport cost, accessibility and customer proximity.
2.5 Evaluating layout effectiveness and safety standards: Mock audits on layout safety, fire exits, and ergonomic design.

Notes
Students design layout prototypes, peer-evaluate them, and simulate material flow processes.

References

- Frazelle, E. (2016). World-class warehousing and material handling (2nd ed.). McGraw-Hill Education.
- Gu, J., Goetschalckx, M., & McGinnis, L. F. (2010). Research on warehouse operation: A comprehensive review. European Journal of Operational Research, 203(3), 539–549.
- Ministry of Commerce & Industry. (2020). Logistics Performance Index Report. Government of India.
- Emmett, S., & Granville, D. (2019). Excellence in warehouse management. Wiley.

Module 3: Warehouse Operations & Processes

Learning Outcomes: After completing this module, students will be able to-

a. Explain inbound and outbound logistics processes within warehouse operations.
b. Demonstrate methods for maintaining inventory accuracy and managing returns.
c. Develop classroom simulations for teaching warehouse performance management.

Submodule

3.1 Core warehouse activities: Receiving and Inspection, put-away Storage, picking, packing, and dispatch operations with process mapping.
3.2 Cross-docking: Introduction, Models to reduce inventory holding, Cross-Docking Process and Workflow, Consolidation Operations, Speed up delivery.
3.3 Cycle counting, audits, and inventory accuracy measures, Physical vs. system inventory checks.

3.4 Reverse logistics and returns handling: Types and Sources of Returns, Reverse Logistics Process Flow, Returns Handling and Disposition Options, Technology and Systems in Reverse Logistics, Challenges and Risk Management
3.5 Handling specialized goods: Storage conditions and compliance for perishable, fragile, and hazardous items.
3.6 Performance monitoring and process improvement: KPIs like order accuracy, cycle time, and space utilization.

Notes
Field visits to warehouse units; reflective logs; classroom simulations of inbound-outbound flows.

References

- Bowersox, D. J., Closs, D. J., & Cooper, M. B. (2013). Supply chain logistics management (4th ed.). McGraw-Hill Education.
- National Logistics Policy. (2022). Ministry of Commerce & Industry, Government of India.
- Gattorna, J. (2015). Dynamic supply chains (3rd ed.). Pearson Education.
- Fernie, J., & Sparks, L. (2018). Logistics and retail management (5th ed.). Kogan Page.

Module 4: Inventory & Technology in Warehouse Management

Learning Outcomes: After completing this module, students will be able to-

a. Apply inventory management techniques such as EOQ and ABC analysis.
b. Explain the role of WMS, RFID, and automation in improving warehouse efficiency.
c. Demonstrate pedagogical integration of technology tools in classroom learning.

Submodule

4.1 Inventory classification and analysis: Need and Importance, Inventory Classification Techniques (ABC, VED (Vital, Essential, Desirable), FSN (Fast, Slow, Non-moving), HML (High, Medium, Low), SDE (Scarce, Difficult, Easily available), XYZ, Integration of multiple classification.
4.2 Inventory control techniques: Traditional Inventory Control (Economic Order Quantity (EOQ), Reorder Point (ROP), Safety stock calculations, Lead Time Analysis, Two-Bin and Min-Max Systems), Advanced and Modern Inventory Control (Just-in-Time (JIT), Material Requirements Planning (MRP), Vendor-Managed Inventory (VMI), Consignment Inventory)
4.3 Warehouse Management Systems (WMS): WMS dashboards, Data flow and integration.
4.4 Barcode and RFID-based tracking systems: Scanning operations, RFID setup, and advantages.
4.5 Automation and robotics in warehouse operations: AGVs and AMRs in Indian warehouses.

4.6 IoT, AI, and predictive analytics: Data-driven decision-making and predictive demand analysis.

Notes
Hands-on demonstrations of WMS and RFID tools, guest lectures from industry experts, and case-based learning.

References

- Erl, T., Puttini, R., & Mahmood, Z. (2013). Cloud computing: Concepts, technology & architecture. Prentice Hall.
- Marr, B. (2019). Artificial intelligence in practice. Wiley.
- Ministry of Electronics and Information Technology (MeitY). (2023). India AI Report. Government of India.
- Chaffey, D. (2019). Digital business and ecommerce management (7th ed.). Pearson.

Module 5: Research Tools and Techniques

Learning Outcomes: After completing this module, students will be able to-

a. Evaluate sustainability practices in warehousing operations.
b. Analyze trends such as green logistics, dark stores, and last-mile automation.
c. Develop classroom projects promoting eco-friendly warehouse design.

Submodule

5.1 Manpower planning and labour productivity improvement: Ergonomic principles, workforce training, and safety standards.
5.2 Equipment selection, preventive maintenance, and safety compliance: Equipment lifecycle, maintenance planning, and PPE (Personal Protective Equipment) standards.
5.3 Outsourcing vs in-house warehousing: Comparative analysis on cost, flexibility, and control.
5.4 Sustainable warehousing: Green practices and energy efficiency, Solar-powered warehouses, waste reduction, Circular logistics.
5.5 Future technologies: Drone delivery, Dark stores and Automation, Global trends and Indian initiatives in future-ready logistics.

Notes
Collaborative group projects; sustainability audits; presentations on green logistics innovations.

References

- Ministry of Commerce & Industry. (2023). Draft National Policy on Logistics Efficiency and Sustainability. Government of India.

- Bocken, N. M. P., Short, S. W., Rana, P., & Evans, S. (2014). Sustainable business model archetypes. Journal of Cleaner Production, 65, 42–56.
- Hilty, L. M., Lohmann, W., & Huang, E. M. (2011). ICT innovations for sustainability. Springer.
- Purohit, H., & Bhatia, S. (2020). Green logistics practices in e-commerce: Opportunities and challenges. Journal of Cleaner Production, 259, 120857.

Assessment Structure

S. No	Assessment Type	Weightage
1	Assessment 1	25%
2	Assessment 2	25%
3	Class Participation	10%
4	End Term Exam	40%
	Total	100

Pedagogy:

- Instructional Strategies: Blended learning through lectures, case studies, simulations, field visits, and YouTube/video demonstrations.
- Facilities Required: Access to digital labs, WMS simulation tools, and vocational training resources.
- External Expertise: Training by industry partners, logistics firms, and certified warehouse professionals.
- Linkages: Collaboration with retail distribution centers and e-commerce warehouses for practical exposure.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Appendix-100

Course: E-Commerce

School / Center Proposing the course	School of Vocational Studies
Programme Name	B.Voc. RM
Course Title	E-Commerce
Course Code	NSVSR8DE02
Credits	4
Course Type (Core Compulsory Elective/ any other please specify)	DSE
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	Undergraduate
Programme coordinator and team	Dr. Renu Ghosh, Dr. Nikhil Singh Charak and External Experts

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

   This course does not directly build on or overlap with any other course offered in AUD. It independently focuses on e-commerce business models, platform management, and technology integration, equipping students with practical and research-oriented skills relevant to the modern digital retail and online business environment.

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

   This course is open to students promoted from the 7th semester of the B.Voc Retail Management program or those who have qualified NSQF Level 6. Prior knowledge of basic business concepts, digital literacy and online retail operations is recommended to support a comprehensive understanding of e-commerce business models, digital marketing and technology-enabled platform management.

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** Only those students who are promoted from the 7th semester

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

5. **How does the course link with the vision of AUD?**

   The course aligns with Dr. B.R. Ambedkar University Delhi's vision to promote equity, social justice, and excellence in education by:

- Developing skilled e-commerce professionals capable of contributing to India's expanding digital retail and online business sector.
- Enhancing employability and social mobility through hands-on experience with digital platforms, e-commerce operations, and technology-driven business solutions.
- Fostering innovation and responsible digital practices in e-commerce, including ethical marketing, data-driven decision-making, and sustainable online business strategies.

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

E-Commerce is designed to complement the B.Voc E-Commerce program by equipping students with advanced knowledge and practical skills essential for data-driven roles in the e-commerce ecosystem. This course builds on foundational concepts of online retail and digital business, while introducing specialized techniques in data analytics, critical for optimizing e-commerce operations and strategy. By integrating data analysis, visualization, and interpretation methods, students are prepared for roles such as E-Commerce Manager, Data analyst, Digital Marketing Analyst, where insights from data inform strategic decisions. This course thereby reinforces the program's objective of developing competent professionals capable of leveraging data to drive efficiency, customer engagement, and business growth in the digital commerce landscape.

7. Course Details

j. **Summary:** This course provides an in-depth understanding of e-commerce operations, digital marketing, online retail strategies, and technology integration. It prepares students to analyze, research, and develop effective e-commerce solutions within diverse digital business environments.

k. **Course Objectives:** The course aims to equip students with advanced research and analytical skills to critically examine India's e-commerce ecosystem, evaluate digital business models, and conduct data-driven studies on online consumer behavior and retail operations.
   1. To bridge the theoretical skill gap by equipping students with practical knowledge and competencies required for effective e-commerce operations and digital retail management.
   2. To enable students to understand the fundamental concepts, functions, and significance of e-commerce in the Indian and global retail ecosystem.
   3. To develop research and analytical skills for evaluating digital business models, consumer behavior, and online retail technologies.
   4. To equip students with the ability to design research projects and case studies related to e-commerce strategies.
   5. To encourage the integration of technology, data-driven decision making, and sustainable practices in e-commerce operations and research.

l. **Expected learning outcomes:** By completion of this course, students will be able:
   1. To examine the evolution and structure of India's e-commerce ecosystem through academic and research perspectives.
   2. To evaluate digital retail business models and technologies using analytical and research-based approaches.
   3. To conduct primary and secondary research on digital consumers, marketing performance, and online retail systems.
   4. To apply data analysis and visualization tools to interpret business and consumer insights.
   5. To design research-backed, sustainable, and innovative e-commerce solutions for the Indian and global market.

m. **Overall Structure:** It is a 4-credit course with in-built theory and practical components of 60 hours respectively.

n. Module Outline

Module 1: Evolution and Framework of E-Commerce in India

Learning Outcome: After completing this module, students will be able to-

- Develop foundational understanding of India's e-commerce ecosystem and practice literature-based research and contextual analysis.
- Explore and analyze how internet access, smartphones, and digital infrastructure have supported e-commerce expansion using basic research tools and indicators
- Examine and interpret the role of major stakeholders and government policies (like Digital India and ONDC) in building India's e-commerce ecosystem.

Submodules

1.1 Emergence and growth of e-commerce in India: Timeline of emergence and growth, Market structure and emerging segments, Challenges and structural constraints, Size and near‑term outlook

1.2 Role of internet penetration, smartphones, and digital infrastructure: Conceptual frameworks and pathways, Measurement and indicators, Methods and designs,

1.3 Major stakeholders: Consumers, Platforms (marketplaces, social platforms, fintechs), Sellers (SMEs, formal retailers, informal merchants), Logistics providers (couriers, 3PLs, last‑mile operators),

1.4 Regulatory and policy environment: Digital India, Open Network for Digital Commerce (ONDC) and E-Commerce Rules

Research Focus

- Literature review on the evolution of digital commerce in India

- Short report: Mapping how small retailers adopt online platforms

References

- Government of India, Ministry of Electronics and Information Technology. (2015). *Digital India: Programme overview*. Government of India. Digital India
- Open Network for Digital Commerce. (2021). *ONDC: Concept note and technical framework*. Open Network for Digital Commerce. ONDC | Open Network for Digital Commerce
- Kalakota, R., & Whinston, A. B. (1996). *Frontiers of electronic commerce*. Addison-Wesley Publishing Company. Google Books
- Laudon, K. C., & Traver, C. G. (2021). *E-commerce 2021: Business, technology and society* (16th ed.). Pearson. Pearson
- Katz, J., & Koutroumpis, P. (2013). The impact of broadband on the economy: Evidence from OECD countries. *Telecommunications Policy, 37*(9), 794–807. https://doi.org/10.1016/j.telpol.2013.07.003 ScienceDirect
- Ghose, A., & Han, S. P. (2014). Estimating demand and revenue implications of digital platforms: A structural approach. *Information Systems Research, 25*(1), 136–154. https://doi.org/10.1287/isre.2013.0507 Arizona State University
- Bhattacharya, S., & Ghosh, D. (2016). E-commerce in India: Growth, challenges and policy options. *Journal of Indian Business Research, 8*(2), 95–116. https://doi.org/10.1108/JIBR-04-2016-0043
- Joseph, P. T. (2023). *E-commerce: An Indian perspective* (7th ed.). PHI Learning Pvt. Ltd.
- E-Commerce 2023: Business, Technology, Society (Global Edition) – (2025). *E-Commerce 2023: Business, Technology, Society* (17th ed.). India: Pearson Education.

Module 2: Digital Business Models and Technological Infrastructure

Learning Outcome: After completing this module, students will be able to-

- Identify and compare different e-commerce business models and online retail setups to understand how digital businesses operate and create value.
- Examine and explain how technology tools- such as AI, AR/VR, cloud computing, CRM, and ERP- support digital transformation and customer engagement in e-commerce.
- Conduct basic comparative research to understand differences and similarities among e-commerce models and digital infrastructures.

Submodules

2.1 E-commerce models: Marketplace, Inventory-Led, Hybrid, Subscription, Comparison of E-commerce Business Models (Business to Business (B2B), Business to Customers (B2C), Customer to Customer (C2C), Customer to Business (C2B)) ,

Administration/Government to Business (A/G2B), Administration/Government to Customers (A/G2C).

2.2 Online retail setup: website design, Central Management System, CRM, ERP, and payment gateways, Product Catalog, Digital Marketing

2.3 Overview of AI tools in research, Role of AI and ML, Augmented Reality (AR)/Virtual Reality (VR), and cloud computing in digital transformation, Immersive Marketing, Collaboration

2.4 Comparative analysis: Need of the Comparisons among Digital Business Models, Technological Infrastructure Components,

Research Focus

- Analytical study: Assessing usability and interface design of leading e-commerce websites
- Mini research report: Impact of emerging technologies on online retail operations

References

- Turban, E., King, D., Lee, J. K., Liang, T.-P., & Turban, D. C. (2020). *Electronic commerce: A managerial and social networks perspective* (9th ed.). Springer. weblibrary.mila.edu.my
- Verma, B. (Ed.). (2024). *Augmenting retail reality: Blockchain, AR, VR, and AI* (Part A & Part B). Emerald Publishing.
- Chen, H., Chiang, R. H. L., & Storey, V. C. (2012). Business intelligence and analytics: From big data to big impact. *MIS Quarterly, 36*(4), 1165–1188. https://doi.org/10.2307/41703503
- Marr, B. (2019). *Artificial intelligence in practice: How 50 successful companies used AI and machine learning to solve problems*. Wiley.
- Schmalstieg, D., & Hollerer, T. (2016). *Augmented reality: Principles and practice*. Addison-Wesley.
- Erl, T., Puttini, R., & Mahmood, Z. (2013). *Cloud computing: Concepts, technology & architecture*. Prentice Hall.
- Chaffey, D. (2019). *Digital business and e-commerce management* (7th ed.). Pearson.

Module 3: Digital Consumers and Marketing

Learning Outcome: After completing this module, students will be able to

- Understanding and describe how e-commerce has developed in India - its timeline, structure, key players, and the main challenges shaping its growth.
- Explore and analyze how internet access, smartphones, and digital infrastructure have supported e-commerce expansion using basic research tools and indicators.
- Examine and interpret the role of major stakeholders and government policies (like Digital India and ONDC) in building India's e-commerce ecosystem.

Submodules

3.1 Profiling the Indian online consumer: Key Dimensions for Profiling, Behaviour, Motivation, and Trust, Device & Platform Usage,

3.2 Digital marketing mix: Search Engine Optimization (SEO), Search Engine Marketing (SEM), Content Development, Influencer, and social media marketing,

3.3 Measuring performance: Key Performance Metrics for Digital Commerce and Marketing (Customer Acquisition Cost, Customer Lifetime Value, Cart Abandonment Rate. e traffic, conversion, retention, ROI etc), Tools & Technologies,

3.4 Role of data in consumer insight generation: understand consumer behaviour, trends and patterns, Personalisation and targeting, Real-time consumer insights,

Research Focus

- Field survey: Online shopping habits among urban and semi-urban youth
- Data interpretation using analytics tools (Excel/Google Analytics)

References

- Chaffey, D., & Ellis-Chadwick, F. (2019). *Digital marketing: Strategy, implementation and practice* (7th ed.). Pearson.
- Solomon, M. R. (2020). *Consumer behavior: Buying, having, and being* (13th ed.). Pearson.
- Lemon, K. N., & Verhoef, P. C. (2016). Understanding customer experience throughout the customer journey. *Journal of Marketing, 80*(6), 69–96. https://doi.org/10.1509/jm.15.0420
- Kumar, V., & Reinartz, W. (2018). *Customer relationship management: Concept, strategy, and tools* (3rd ed.). Springer.
- Provost, F., & Fawcett, T. (2013). *Data science for business: What you need to know about data mining and data-analytic thinking*. O'Reilly Media.
- Varian, H. R. (2014). *Intermediate microeconomics: A modern approach* (9th ed.). W.W. Norton.
- Nair, H., & Ghosh, A. (2018). Digital advertising and consumer response: Measurement and practice. *Journal of Advertising Research, 58*(3), 187–203. https://doi.org/10.2501/JAR-2018-022
- Joseph, P. T., S.J. (2023). *E-commerce: An Indian perspective* (7th ed.). PHI Learning Pvt. Ltd.

Module 4: E-Commerce Operations, Logistics, and Data Security

Learning Outcome: After completing this module, students will be able to-

- Understand and compare different e-commerce operation models
- Explore and analyze how payment systems and data security shape online shopping behaviour and customer trust.

- Identify and evaluate the importance of cybersecurity, data protection, and legal frameworks (like IT Act, DPDP Act 2023) in ensuring safe and ethical e-commerce operations.

Submodules

4.1 Order fulfilment, last-mile delivery, reverse logistics and warehousing models (Centralized Warehouse, Decentralized (Regional) Warehouses, Fulfilment Centers, Dark Stores), Integration of Operations

4.2 Payment systems: Unified Payment Interface (UPI), wallets, Cash on Delivery (COD), Buy Now Pay Later (BNPL), Net Banking, Payment convenience influences online shopping behaviour and customer trust, Role of Payment Systems in E-Commerce Logistics, Data Security in Online Payments

4.3 Data protection, cybersecurity, and fraud prevention, cybersecurity measures on operational stability and consumer confidence, Fraud detection and e-commerce efficiency, Integration with Logistics and Data Security.

4.4 Legal and ethical frameworks: IT Act, India's Digital Personal Data Protection Act (DPDP), 2023, Consumer Protection, and grievance mechanisms

Research Focus

- Field observation: Comparing delivery efficiency in metro vs. tier-2 cities
- Policy review: Data privacy and consumer rights in Indian e-commerce

References

- Bentaher, C., & Rajaa, M. (2025). *Supply Chain Management 4.0: A Literature Review and Research Framework*. ResearchGate. https://www.researchgate.net/publication/358436630_Supply_Chain_Management_40_A_Literature_Review_and_Research_Framework
- Yuan, X. M., & Zhang, X. (2023). *New Generation of Supply Chain Management*. MDPI. https://www.mdpi.com/2305-6290/7/1/9
- EY. (2025). *The Digital Payments Ecosystem of India*. EY. Retrieved from https://www.ey.com/content/dam/ey-unified-site/ey-com/en-in/insights/payments/documents/ey-the-digital-payments-ecosystem-of-india.pdf
- Ashby, R. (2025). The influence of the buy-now-pay-later payment mode on consumer spending behavior. *Journal of Consumer Research*, 52(4), 567–582. https://doi.org/10.1086/711234
- OECD. (2025). Supporting informed and safe use of digital payments through digital financial literacy. *OECD Report*. https://www.oecd.org/content/dam/oecd/en/publications/reports/2025/09/supporting-informed-and-safe-use-of-digital-payments-through-digital-financial-literacy_5e6b71b3/21de47d1-en.pdf
- Ministry of Electronics and Information Technology (MeitY). (2024). *Digital Personal Data Protection Act, 2023*. Government of India. https://www.meity.gov.in/static/uploads/2024/06/2bf1f0e9f04e6fb4f8fef35e82c42aa5.pdf

- Economic Times. (2025). *The Story of DPDP: How the Data Law Came to Be*. https://m.economictimes.com/tech/technology/the-story-of-dpdp-how-the-data-law-came-to-be/articleshow/123999970.cms
- Bain & Company. (2023). *How India shops online 2023* (e-commerce / retail report). Bain & Company. https://www.bain.com/insights/how-india-shops-online-2023/

Module 5: Sustainability and Future Directions

Learning Outcome: After completing this module, students will be able to-

- Understand and analyze green retail practices and their impact on efficiency and environmental sustainability.
- Explore and evaluate emerging retail technologies to understand their potential in shaping the future of retail.
- Integrate knowledge of sustainability and advanced technologies to assess strategies for long-term profitability, customer trust, and positive social impact in retail.

Submodules

5.1 Green retailing: sustainable packaging, reverse logistics, ethical sourcing, green logistics, Energy-efficient warehouses, Waste reduction.
5.2 Future of retail: Metaverse commerce, AI personalization, Web 3.0, Voice and visual commerce, Blockchain and secure transactions,
5.3 Integration of Sustainability and Future Directions: Eco-friendly practices with advanced technologies, Sustainable growth and long-term profitability, customer trust, and positive social impact

Research Focus

- Data-based research: Using secondary data to identify performance trends in Indian e-commerce
- Discussion paper: Sustainability practices and future readiness in digital retail

References

- Swan, M. (2015). *Blockchain: Blueprint for a new economy*. O'Reilly Media. Retrieved from https://www.amazon.com/Blockchain-Blueprint-Economy-Melanie-Swan/dp/1491920491
- Hilty, L. M., Lohmann, W., & Huang, E. M. (2011). Sustainability and ICT—An overview. In L. M. Hilty & B. Aebischer (Eds.), *ICT innovations for sustainability* (pp. 3–36). Springer.
- Bocken, N. M. P., Short, S. W., Rana, P., & Evans, S. (2014). A literature and practice review to develop sustainable business model archetypes. *Journal of Cleaner Production, 65*, 42–56. https://doi.org/10.1016/j.jclepro.2013.11.039

- Purohit, H., & Bhatia, S. (2020). Green logistics practices in e-commerce: Opportunities and challenges. *Journal of Cleaner Production, 259*, 120857. https://doi.org/10.1016/j.jclepro.2020.120857
- Kaplan, A., & Haenlein, M. (2019). Siri, Siri, in my hand: Who's the fairest in the land? On the interpretations, illustrations and implications of artificial intelligence. *Business Horizons, 62*(1), 15–25. https://doi.org/10.1016/j.bushor.2018.08.004
- Conzen, B., & Muthu, S. S. (Eds.). (2025). *Green Fashion Retail* (Springer Series in Fashion Business). Springer Cham.
- Benkler, Y., & others. (2024). *The Future Internet: How the Metaverse, Web 3.0 and NFTs Will Transform Business & Society*. MyBooksFactory.

Assessment Structure

S. No	Assessment Type	Weightage
1	Assessment 1	25%
2	Assessment 2	25%
3	Class Participation	10%
4	End Term Exam	40%
	Total	100

Pedagogy:

i. Instructional strategies: Blended approach will be used which will include texts, case-studies, films, clips, YouTube clips, simulations, practical.
j. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Access to Research software, Research databases, digital labs and vocational training resources.
k. Expertise in AUD faculty or outside- Training Partners from outside & guest faculty.
l. Linkages with external agencies: Collaboration with industry experts and certified vocational trainers for practical exposure.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Appendix-101

Entrepreneurship and Innovation in Tourism and Hospitality

School/ proposing the course	School of Vocational Studies
Programme(s)	B.Voc. in Tourism and Hospitality
Course title	Entrepreneurship and Innovation in Tourism and Hospitality
Course code	**NSVST8DC01**
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma/Certificate/UG)	Undergraduate
Course coordinator and team	Dr. Vikas Mohan & Expert Committee

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?** No, it does not build on or overlap with any other courses offered in AUD as it is an independent.

2. **Specific requirements on the part of students who can be admitted to this course: (**Pre-requisites; prior knowledge level; any others – please specify): All B.Voc , pass out students joining B.Voc Pedagogy (Tourism & Hospitality) programme with bachelor's degree specialized in Tourism and Hospitality.

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** Only those who passed 7th Sem

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

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

This course aligns with the vision of Dr. B.R. Ambedkar University Delhi (AUD) by fostering responsible, inclusive and practice-oriented learning. Its focus on entrepreneurship, innovation and sustainability encourages students to think creatively and develop solutions that support community welfare and ethical business practices. By emphasising social equity, local engagement and accessible opportunities within tourism and hospitality, the course reflects AUD's commitment to empowerment and societal relevance. The use of digital tools, applied projects and real industry interactions strengthens students' professional readiness and enables them to contribute meaningfully to a rapidly evolving sector.

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

This course aligns closely with the B.Voc in Tourism and Hospitality by extending students' existing industry knowledge into the areas of entrepreneurship and innovation. It supports the programme's vocational focus by developing practical skills in opportunity recognition, business modelling, financial planning and prototype creation. The course enables students to understand how tourism and hospitality concepts can be translated into feasible ventures, thereby enhancing their readiness for self-employment and start-up environments. It also reinforces the programme's emphasis on sustainability, applied learning and industry relevance, contributing to students' overall professional competence and future career pathways.

7. Course Details:

Summary:

This course offers a structured introduction to entrepreneurship and innovation in tourism and hospitality. Students learn to recognise opportunities, generate ideas using creativity tools and apply design thinking to develop user-centred solutions. The course builds skills in business modelling, feasibility assessment, basic financial and operational planning and simple digital prototyping. Emphasis is placed on sustainable and community-based entrepreneurship, along with an understanding of relevant legal requirements, industry metrics and funding options. Through practical exercises and project-based learning, students gain the ability to design and present viable tourism and hospitality ventures.

Course Objectives

The course aims to:

- Develop a foundational understanding of entrepreneurship and innovation within tourism and hospitality.

- Build an entrepreneurial mindset focused on opportunity recognition, creativity and problem-solving.
- Introduce students to business modelling, feasibility assessment and basic venture planning.
- Equip learners with skills in design thinking, prototype development and digital tools for start-ups.
- Strengthen understanding of marketing, financial basics and operational design for small tourism ventures.
- Prepare students to create, refine and present viable business concepts aligned with sustainability and industry trends.

Expected Learning Outcomes

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

- Explain key concepts of entrepreneurship, innovation and the tourism/hospitality start-up ecosystem.
- Identify and evaluate opportunities using creativity tools, design thinking and feasibility analysis.
- Develop a Business Model Canvas and apply core principles of venture planning.
- Prepare basic financials, marketing strategies and operational designs for tourism/hospitality ideas.
- Create simple prototypes (website, branding, layout or service design) using digital tools.
- Present a structured business plan or pitch demonstrating clarity, feasibility and sustainability.

8. Module Outline:

MODULE 1: Foundations of Entrepreneurship in Tourism & Hospitality

Students will develop a foundational understanding of entrepreneurship, gain clarity on key entrepreneurial types and business models within tourism and hospitality, interpret the broader entrepreneurial ecosystem, identify viable opportunities through customer and market analysis, and acquire the ability to structure venture ideas using the Business Model Canvas.

1.1 Core concepts and theories of entrepreneurship; entrepreneurial mindset, traits and motivation.
1.2 Types of entrepreneurs and common small business models in tourism and hospitality.
1.3 Overview of the tourism and hospitality entrepreneurial ecosystem (India and global).
1.4 Opportunity identification through customer needs, market gaps and basic environmental scanning.

1.5 Introduction to business models and the Business Model Canvas (purpose and components).

Suggested Readings:

- Bygrave, W. D., Corbett, A. C., & Zacharakis, A. (2020). *Entrepreneurship* (5th ed.). Wiley.
- Frederick, H., Kuratko, D. F., & O'Connor, A. (2018). *Entrepreneurship: Theory, process, practice* (6th ed.). Cengage Learning Australia.
- Sharma, S. (2021). *Entrepreneurship development* (2nd ed.). PHI Learning Pvt. Ltd.
- Munjal, S., & Bhushan, S. (Eds.). (2021). The Indian hospitality industry: Dynamics and future trends. Apple Academic Press.
- Seba, J. (Ed.). (2021). *Tourism and hospitality: Issues and developments* (1st ed.). Routledge.
- Morrison, A. *Entrepreneurship in the hospitality, tourism and leisure industries* (2nd ed.). Routledge.
- Startup India. (2023). *Tourism and hospitality startup ecosystem in India*. Government of India. https://www.startupindia.gov.in
- https://nchm.gov.in/sites/default/files/2025-01/BOOK1.pdf

MODULE 2: Creativity, Innovation and Design Thinking for Tourism

Students will learn to generate creative ideas using structured techniques and understand key forms of innovation in tourism and hospitality. They will gain practical exposure to the Design Thinking process and develop the ability to create simple prototypes based on user insights. Students will also learn to assess basic feasibility and understand how tourism start-ups develop from early innovative ideas.

2.1 Creativity tools for idea generation (SCAMPER, brainstorming, mind-mapping).
2.2 Key types of innovation in tourism: service, product, digital and business-model.
2.3 Design Thinking process using empathy tools, ideation and simple prototyping.
2.4 Basic feasibility assessment: market, technical, operational and financial fit.
2.5 Understanding start-ups in tourism products and how innovative ideas evolve into early-stage ventures.

Suggested Readings:

- Hall, C. M., & Williams, A. M. (2019). *Tourism and innovation* (2nd ed.). Routledge.
- Brown, T. (2019). *Change by design* (Revised ed.). Harper Business.
- Walmsley, A. (2025). *Entrepreneurship in tourism (*2nd Edition*)*. Routledge.
- Demartini, P., Marchegiani, L., Marchiori, M., & Schiuma, G. (Eds.). (2021). *Cultural initiatives for sustainable development*. Springer.
- Weidenfeld, A., & Hall, C. M. (2024). *Tourism and innovation: A cross-sectoral and interregional perspective*. In C. M. Hall (Ed.), *Tourism and innovation* (Chapter 44). Wiley.
- Michalko, M. (2012). *Thinkertoys: A handbook of creative-thinking techniques* (3rd ed.). Ten Speed Press.

- MindTools Content Team (2022). *SCAMPER, Brainstorming and Mind Mapping Techniques.*https://www.mindtools.com
- IDEO Design Kit (Updated). (2023). *Brainstorming & Ideation Methods.* https://www.designkit.org
- Ministry of Tourism, Government of India. (2022). *National strategy for sustainable tourism*. https://tourism.gov.in
- Ray, A. P. (2025, December 22). *Innovation in digital age of hospitality*

MODULE 3: Business Model Innovation and Venture Planning

Students will learn to structure tourism and hospitality ventures using the Business Model Canvas and analyse the business environment through key strategic tools. They will develop basic financial planning skills and understand essential industry performance metrics. Students will also gain an overview of the legal and policy requirements necessary for setting up a venture.

3.1 Application of the Business Model Canvas for tourism/hospitality ventures.
3.2 Business environment analysis; PESTLE, BCG, SWOT, RED & BLUE Ocean Strategy, Porter's Five Forces
3.3 Basic financial planning: cost estimation, pricing and simple cash-flow understanding.
3.4 Tourism & Hospitality metrics (Occupancy, ADR, RevPAR, ROI, Break Even Analysis, P&L) for venture assessment.
3.5 Contemporary legal and policy requirements, licenses and registrations.

Suggested Readings:

- Osterwalder, A., Pigneur, Y., Bernarda, G., Smith, A., & Papadakos, T. (2020). *The invincible company*. Wiley.
- Lowe, R., & Marriott, S. (2021). *Enterprise: Entrepreneurship and innovation* (3rd ed.). Routledge.
- Kotler, P., Kartajaya, H., & Setiawan, I. (2021). *Marketing 5.0*. Wiley.
- Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2016). *Entrepreneurship* (10th ed.). McGraw-Hill.
- Ministry of MSME, Government of India. *MSME schemes and startup support*. https://msme.gov.in

MODULE 4: Operations, Prototype Development and Sustainable Entrepreneurship

Students will be able to plan basic operations, create simple digital prototypes, and understand sustainable and community-oriented entrepreneurship. They will gain awareness of the tourism start-up ecosystem, key funding options, and introductory pitch preparation, along with the ability to address common entrepreneurial challenges with resilience.

4.1 Operational planning: workflow, service mapping and supply chain basics.
4.2 Creating simple prototypes: websites, branding elements and service mock-ups.
4.3 Use of digital sales and marketing tools (Google Sites, Canva, Wix, etc.).

4.4 Building sustainable and community-based tourism and hospitality entrepreneurship.
4.5 Introduction to tourism and hospitality start-up, key funding agencies and schemes, and basic pitch preparation.
4.6 Challenges in entrepreneurship: addressing failure, resilience, and evolving with market dynamics.

Suggested Readings:

- Slack, N., Brandon-Jones, A., & Burgess, N. (2022). *Operations management* (10th ed.). Pearson.
- Aguiar-Quintana, T., Day, J., & Álamo Vera, F. R. (Eds.). (2023). *Corporate entrepreneurship and innovation in tourism and hospitality: Global post-COVID-19 recovery strategies* (1st ed.). Routledge.
- UN Tourism (UNWTO). (2023). *Tourism innovation, digitalization and entrepreneurship*. https://www.unwto.org
- Beeton, S., & Morrison, A. (Eds.). (2019/2021 reprint). *Food, tourism, hospitality and events*. Springer.
- NIESBUD. (2022). *Entrepreneurship training and startup support resources*. https://niesbud.nic.in
- https://bigstartups.co
- https://www.investindia.gov.in/blogs/indias-push-sustainable-tourism

9. Assessment Criteria:

S. No.	Assessment Type	Weightage
1	Assessment -1	20%
2	Assessment -2	20%
3	Assessment -3	20%
4	Written Test/ Workshop/ Report Writing/ Simulation	40%

10. Pedagogy:

- **Lecture-Based Learning:** Interactive lectures introduce key concepts and frameworks to build essential theoretical understanding.
- **Case Study Analysis:** Students analyse real tourism and hospitality start-ups and global examples to connect entrepreneurial theory with practical industry applications and challenges.
- **Workshops and Hands-On Labs:** Activities in idea generation, design thinking, prototyping and Business Model Canvas development build practical skills.
- **Field Visits and Experiential Learning:** Visits to enterprises/ start-up hubs or agencies provide exposure to real operations and opportunity identification and support develop business.
- **Guest Lectures and Expert Sessions:** Entrepreneurs/ industry professionals and subject experts share insights on innovation, sustainability, funding and start-up processes.
- **Group Discussions and Projects:** Collaborative exercises in feasibility, planning and pitching enhance critical thinking and teamwork.
- **Mentoring and Feedback Sessions:** Guided support helps students refine ideas, prototypes and business plans.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Appendix-102

Heritage in Tourism and Hospitality

School/ proposing the course	School of Vocational Studies
Programme(s)	BVOC
Course title	**Heritage in Tourism and Hospitality**
Course code	**NSVST8DC02**
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma/Certificate/UG)	BVOC VIII
Course coordinator and team	Dr. Rajinder Kumar & Expert Committee

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

No, this course offers a distinct focus on Heritage in Tourism and Hospitality and does not overlap with existing offerings.

2. Specific requirements on the part of students who can be admitted to this course:
BVOC 7th semester passed students of Tourism and Hospitality

3. No. of students to be admitted: As per the university norms.

4. Course scheduling: winter Semester

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

This course aligns with the university's vision by promoting advanced research in hospitality, addressing heritage challenges, and fostering a critical, socially responsible approach to hospitality and tourism studies. It empowers students to explore innovative solutions for the heritage tourism promotion while contributing to sustainable development and policy frameworks.

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

This course is a core component of the BVOC VIII semester in Tourism and Hospitality Management. It provides students with the theoretical and practical frameworks necessary to identify issues in heritage tourism, conservation, policy, typology and current scenario.

7. Course Details:

Summary:

This course offers a critical exploration of contemporary heritage issues, typology, policy framework, storytelling, product development, heritage management. It equips students with the intellectual tools to navigate and contribute to the evolving heritage landscapes in these tourism and hospitality. Through engagement with emerging global issues, critical thinking frameworks, and inclusive product development and heritage management approaches. The students will develop the capacity to develop a clear understanding about heritage in tourism and hospitality at local, regional, national and international.

Course Objectives:

The objectives of this course are as follows:

- Understand and evaluate the foundational theories, philosophical paradigms of heritage tourism, heritage tourism product development and management
- Critically analyse about relevant agencies responsible for heritage conservation.
- Reflect on issues of sustainability, equity, and resilience in higher education
- Strengthen their ability to communicate heritage tourism understanding effectively to academic, policy, and industry audiences.

Expected Learning Outcomes: Upon successful completion of the course, students will be able to:

- Demonstrate a critical understanding of tourism and hospitality as evolving academic fields with global relevance.
- Identify and engage with contemporary issues, interdisciplinary linkages, and innovation-driven research themes.
- Construct theoretically informed and ethically sound research questions and conceptual models.
- Apply critical thinking frameworks to improve reflexivity and research rigor.
- Integrate principles of inclusivity, sustainability, and social responsibility into scholarly work.
- Translate academic research into impactful contributions for policy, practice, and community engagement.

8. Module Outline:

Module 1: Foundations of Heritage in Tourism

This module focuses on building a foundational understanding of heritage and its diverse forms, helping students explore what heritage means and how it connects to tourism and society. It introduces key concepts of natural, cultural, tangible, and intangible heritage, explains different types of heritage tourism, and highlights the significance of UNESCO World Heritage Sites.

1.1 Understanding Heritage: Concepts: Natural, Cultural, Tangible, Intangible Heritage; Evolution of heritage as an academic field; Local, national, global heritage perspectives
1.2 Typologies of Heritage Tourism: Built heritage (monuments, forts, palaces, destinations); Living heritage (traditions, rituals, crafts); Industrial heritage, rural heritage, culinary heritage; UNESCO World Heritage Sites: Criteria & significance
1.3 Heritage and Identity: Heritage as a symbol of identity; Role of communities in preserving heritage; Ethics in heritage tourism

Suggested Readings:

1. Rudolff, B. (2009). Intangible and tangible heritage.
2. Smith, L., & Akagawa, N. (Eds.). (2009). Intangible heritage (p. 1). London: Routledge.
3. Ruggles, D. F., & Silverman, H. (2009). From tangible to intangible heritage. In Intangible heritage embodied (pp. 1-14). New York, NY: Springer New York.
4. Munoz-Vinas, S. (2023). A theory of cultural heritage: Beyond the intangible. Routledge.

Module 2: Heritage Destinations and Tourism Operations

This module focuses on helping students understand how heritage destination's function, how they are planned, and how visitors are served within the tourism and hospitality system.

Topic Covered

2.1. Types of Heritage Destinations: Historical cities, archaeological parks; Religious sites, cultural landscapes; Living heritage towns (Varanasi, Jaipur, Madurai, Kochi)
2.2. Destination Planning for Heritage Tourism: Accessibility, amenities, attractions; Destination branding and marketing; Tourist information centres and ticketing systems
2.3. Hospitality and Visitor Services: Visitor management systems; Interpretation centres and museum services; universally accessible tourist destinations and services.
2.4. Principles of Heritage Management: Conservation vs. Preservation; Adaptive reuse of heritage structures; Visitor management & carrying capacity
2.5. Policy, Legislation & Institutions-I: National policies on heritage (ASI, Ministry of Tourism, INTACH)
2.6. Policy, Legislation & Institutions-I: International frameworks (UNESCO, ICOMOS)

Suggested Readings:

1. Cultural Landscapes of India: Imagined, Enacted, and Reclaimed, Amita Sinha
2. Bandarin, F., & Van Oers, R. (2012). The historic urban landscape: managing heritage in an urban century. John Wiley & Sons.

3. Rukavina, M., Šćitaroci, M. O., & Lolić, T. (2018). Integrating archaeological heritage into towns and settlements. Conservation and Management of Archaeological Sites, 20(5-6), 340-363.
4. Ringbeck, B. (2008). Management plans for world heritage sites. A practical guide. German Commission for UNESCO, Bonn.
5. Djebbour, I., & Biara, R. W. (2020). The challenge of adaptive reuse towards the sustainability of heritage buildings. International Journal of Conservation Science, 11(2), 519-530.
6. Mohamed, N., & Alauddin, K. (2023). Decision making criteria for adaptive reuse strategy in UNESCO world heritage city. Journal of Facilities Management, 21(2), 169-181.
7. Chen, C. S., Chiu, Y. H., & Tsai, L. (2018). Evaluating the adaptive reuse of historic buildings through multicriteria decision-making. Habitat International, 81, 12-23.
8. https://tourism.gov.in/
9. http://asi.nic.in/
10. https://www.intach.org/
11. https://whc.unesco.org/en/statesparties/in
12. https://www.icomos.org/

Module 3: Heritage Interpretation, Hospitality and Experience Design

This module focuses on that how heritage is communicated, experienced, and transformed into tourism and hospitality products.

Topics covered

3.1 Interpretation of Heritage: Storytelling, guided heritage tour (food walk, nature, etc.); Designing interpretive panels, maps, and signage; Digital interpretation (AR/VR, virtual museums).
3.2 Heritage in Hospitality: concept of heritage hotels (case study on road-tel, flo-tel, etc); Cultural shows & performances; Traditional cuisine in heritage restaurants
3.3 Product Development and Experience Design: Designing heritage walks: Craft-based tourism, cultural festivals, local gastronomy; Branding heritage destinations

Suggested Readings:

1. Thomopoulos, S. C. (2022). Visualization of Digital Cultural Experiences through VR and AR. Heritage: New Paradigm, 271.
2. Anurak, P. (2025). Development of Creative Tourism Attractions in Rovaniemi City to Enhance Tourist Experiences.
3. Arcos-Pumarola, J., Paquin, A. G., & Sitges, M. H. (2023). The use of intangible heritage and creative industries as a tourism asset in the UNESCO creative cities network. Heliyon, 9(1).

Module 4: Heritage Management and Conservation (HMC)

This module focuses on promotion of government and non-profit organisations campaigns on heritage tourism promotion. It also explores the national and international principles of heritage conservation.

Topics covered

4.1 Role of Contemporary government campaigns in HCM: Dekho Apna Desh,

4.2 Role of heritage walks in HMC: Delhi Heritage walks promoted by Delhi Tourism, Government of NCT Delhi

4.3 Heritage Management and Conservation initiatives: Case study of Red Fort, Humayun's Tomb, Qutb Minar and its Monuments for heritage tourism

4.4 Case study of Delhi as Heritage City

Suggested Readings:

1. https://innovateindia.mygov.in/dekho-apna-desh/
2. https://delhitourism.gov.in/heritage_Walk
3. https://whc.unesco.org/en/tentativelists/5743/
4. Working Group Report on Improving Heritage Management in India, by NITI Aayog, www.efaidnbmnnnibpcajpcglclefindmkaj/https://www.niti.gov.in/sites/default/files/2023-03/ImprovingHeritageManagement-in-India.pdf

Suggested Readings:

9. Assessment Criteria:

Sr. No	Assessment Type	Weightage
1.	Field visit to a heritage site and report preparation/presentation	20%
2.	Visit to a heritage hotel/café, interview with heritage tourism stakeholders, documentation and preparation of a field report/presentation	20%
3.	Organisation of a workshop on Heritage Tourism/Discussion/Presentation	20%
4.	End Term Exam	40%

10. Pedagogy:

- **Lectures and Expert Talks:** Foundational concepts delivered through multimedia lectures and sessions by global scholars.

- **Case-Based and Experiential Learning:** Analysis of real-world tourism and hospitality cases, supported by field visits for contextual understanding.
- **Hands-on Workshops and Tools:** Training in digital research tools, bibliometric software, and academic databases.
- **Conference Participation:** Engagement in research seminars or poster presentations to develop scholarly communication.
- **Project-Based and Peer Learning:** Collaborative assignments, literature reviews, and peer feedback to strengthen research skills.
- **Flipped Classroom & Digital Platforms:** Pre-class materials, in-class discussions, and interactive learning via platforms like MS Teams or Google Classroom.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Appendix-103

School/ proposing the course	School of Vocational Studies
Programme(s)	B.Voc in Tourism and Hospitality
Course title	Tourism Facilitation
Course code	NSVST8DE01
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma/Certificate/UG)	Undergraduate
Course coordinator and team	Dr. Priya Singh & Expert Committee

2. **Does the course connect to, build on or overlap with any other courses offered in AUD?** No, it does not build on or overlap with any other courses offered in AUD as it is an independent.

9. **Specific requirements on the part of students who can be admitted to this course:** (Pre-requisites; prior knowledge level; any others – please specify): All B.Voc , pass out students joining B.Voc Pedagogy (Tourism & Hospitality) programme with bachelor's degree specialized in Tourism and Hospitality.

10. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** Only those who passed 7th Sem

11. **Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):** Winter Semester

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

The course on Tourism Facilitation aligns closely with the vision of Dr. BRAmbedkar University Delhi (AUD), which emphasizes holistic, interdisciplinary education that combines academic knowledge with practical skills to create socially responsible professionals. By equipping students with theoretical understanding and hands-on competencies in service delivery, travel procedures, and sustainable tourism, the course fosters critical thinking, problem-solving, and ethical awareness. It promotes inclusive practices by addressing diverse traveller needs and encourages community engagement, reflecting AUD's commitment to social equity and empowerment. Through integration of digital tools, safety management, and sustainability frameworks, students are prepared to contribute meaningfully to the tourism sector while upholding AUD's values of innovation, responsibility, and societal impact.

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

The course on Tourism Facilitation directly complements the B.Voc in Tourism & Hospitality by providing students with essential skills and knowledge required for professional practice in the sector. It enhances employability by training students in service delivery, travel documentation, visitor support, and safety management, which are core competencies for tourism and hospitality roles. The course integrates practical learning through simulations, field visits, and technology-based tools, aligning with the B.Voc's focus on industry-oriented, skill-based education. Additionally, the emphasis on sustainable and responsible tourism equips students to meet contemporary industry demands and contribute to ethical and community-centered tourism practices. Overall, it bridges theoretical understanding with practical application, preparing students for diverse roles in tourism and hospitality operations.

14. Course Details:

Summary:

The Tourism Facilitation course equips students with both theoretical knowledge and practical skills essential for smooth and efficient tourist services. It covers key areas such as travel documentation, visitor support systems, service delivery, customer handling, safety management, and sustainable tourism practices. The course emphasizes hands-on learning through simulations, field visits, and technology-driven tools, preparing students for real-world tourism and hospitality challenges. Students also develop intercultural communication, problem-solving, and ethical decision-making skills. By integrating service excellence with responsible tourism practices, the course prepares learners to enhance visitor experiences and contribute positively to the tourism sector.

Course Objective

- Students will gain a thorough theoretical foundation of tourism facilitation, including the principles, processes, and strategies involved in managing tourist services efficiently.

- The course emphasizes practical skills for providing high-quality service to tourists, ensuring satisfaction, professionalism, and positive visitor experiences.
- Learners will be trained in handling essential travel documents, visas, permits, and related formalities, enabling smooth travel processes for domestic and international tourists.
- Students will learn methods for guiding, assisting, and resolving tourist issues through information centres, help desks, and digital support platforms.
- The course develops competencies in ensuring tourist safety, including emergency response, risk assessment, and implementing safety protocols in tourism settings.
- Students will be encouraged to adopt environmentally and culturally responsible practices, facilitating tourism in ways that preserve destinations and support long-term sustainability.

Learning Outcomes

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

- Understand the role and importance of facilitation in tourism service operations.
- Apply travel regulations and documentation procedures required in domestic and international tourism.
- Demonstrate effective communication and customer handling skills in real-world scenarios.
- Engage with modern technologies and safety protocols for tourism facilitation.
- Recommend sustainable and ethical strategies to improve tourism experiences.

15. Module Outline:

Module 1: Introduction to Tourism Facilitation

Students will be able to explain the concept, significance, and scope of tourism facilitation and identify key stakeholders involved. They will understand the components of an effective facilitation system and evaluate service quality using frameworks like SERVQUAL. Learners will also analyse global facilitation models and relate them to customer service excellence in tourism contexts.

1.1 Concept, meaning and significance of tourism facilitation.
1.2 Scope of facilitation and its role in tourism experience design.
1.3 Stakeholders in tourism facilitation: government bodies, tourism suppliers, private organizations, destination management organizations and local communities.
1.4 Components of a successful facilitation system: communication, safety, service coordination and logistics.
1.5 Importance of customer service excellence and service quality measurement (SERVQUAL).

Suggested Readings:

- Goeldner, C. R., & Ritchie, J. R. B. (2019). *Tourism: Principles, practices, philosophies* (13th ed.). Wiley, 90-120.

- Benckendorff, P., Xiang, Z., & Sheldon, P. (2019). *Tourism information technology* (3rd ed.). CABI, 113-121
- Walker, J. R. (2022). *Introduction to hospitality* (8th ed.). Pearson, 23-41.
- Hudson, S. (2020). *Customer service in tourism and hospitality*. Goodfellow Publishers, 56-73.
- Reisinger, Y. (2023). *Transformational tourism*. CABI, 54-68.

Module 2: Travel Procedures & Documentation

Students will gain practical knowledge of travel documentation, including passports, visas, customs, and immigration regulations. They will be able to navigate airport procedures, foreign exchange rules, and traveller support systems, while providing assistance to diverse and special-needs travellers. Learners will also demonstrate competence in using travel forms, tickets, and itineraries accurately.

2.1 Passport types, visa categories, immigration regulations and customs procedures.
2.2 Foreign exchange rules (FERA), baggage allowance regulations and travel insurance details.
2.3 Contemporary Travel Guidelines (MHA & MEA Guidelines)
2.4 Traveller facilitation and support agencies: FRRO, embassies, consulates, tourist police, grievance redressal systems.
2.5 Special assistance services for inclusive travellers, elderly groups, solo women travellers, medical tourists and students.
2.6 Airport procedures: check-in, boarding, transit assistance and lost luggage protocol.

Suggested Readings:

- Chand, M. (2021). *Fundamentals of travel and tourism*. Kanishka Publishers, 11-20.
- Holloway, J. C., & Humphreys, C. (2022). *The business of tourism* (12th ed.). Pearson, 63-75.
- Raj, R., & Griffin, K. (2019). *Travel and tourism management*. CABI,33-47.
- Sharma, K. K. (2020). *Tourism planning and development*. Insight Publications,121-133.
- Page, S. (2020). *Tourism management* (6th ed.). Routledge,44-51.

Module 3: Service Delivery & Customer Handling in Tourism

Students will understand the unique characteristics of tourism services and develop skills for effective customer interaction, complaint handling, and service recovery. They will be able to guide and assist tourists using interpretation techniques and smart technology tools, ensuring high-quality visitor experiences. Learners will also be able to manage culturally diverse tourists professionally.

3.1 Characteristics of tourism services: intangibility, inseparability, perishability and variability.
3.2 Intercultural communication skills and managing culturally diverse tourists.
3.3 Visitor assistance practices, complaint-handling techniques and service recovery strategies.
3.4 Guiding and escorting skills, commentary and interpretation techniques.

3.5 Functioning of tourist information centres and visitor help facilities.
3.6 Use of smart technology and automation in customer facilitation (AI chatbots, kiosks, mobile apps).

Suggested Readings:

- Reisinger, Y., & Dimanche, F. (2020). *International tourism: Cultures and behavior* (2nd ed.). Routledge,73-81.
- Bowie, D., Buttle, F., Maruyama, H., & Brookes, M. (2023). *Hospitality marketing* (4th ed.). Routledge, 121-138.
- Cook, R. A., Hsu, C. H. C., & Marqua, J. J. (2019). *Tourism and hospitality management*. Pearson, 59-67.
- Morrison, A. (2020). *Hospitality and travel marketing* (4th ed.). CABI, 102-122.
- Ivanov, S. (2021). *Robots in tourism and hospitality: Service automation*. Emerald Publishing,56-61.

Module 4: Sustainable & Responsible Tourism Facilitation

Students will be able to apply principles of sustainable and responsible tourism in facilitation practices. They will learn visitor management, crisis response, and safety protocols, while using digital solutions for convenience and crowd management. Learners will also engage with community-based tourism initiatives and global sustainability frameworks to promote ethical and responsible tourism practices.

4.1 Concepts of sustainable tourism, responsible tourism and ethical facilitation.
4.2 Visitor management techniques for sensitive and protected destinations; Environment Impact Assessment (EIA).
4.3 Crisis, emergency and disaster management in tourism.
4.4 Tourist safety protocols: risk assessment, emergency planning and communication.
4.5 Digital and smart tourism solutions to safety, crowd management and convenience.
4.6 Community-based tourism and stakeholder engagement.
4.7 UN SDGs and global policy frameworks for sustainable tourism.

Suggested Readings:

- Weaver, D. (2021). *Sustainable tourism: Theory and practice* (2nd ed.). Routledge, 55-61.
- Hall, C. M., & Scott, D. (2020). *Tourism and climate change*. Routledge, 60-83.
- Font, X., & McCabe, S. (2020). *Sustainability and marketing in tourism*. Springer, 163-173.
- Sigala, M. (2020). *Tourism and digital transformation*. Goodfellow Publishers, 49-55.
- Hajibaba, H., & Dolnicar, S. (2023). *Tourism crisis and disaster management*. Springer,71-82.

16. Assessment Criteria:

Sr.No	Assessment Type	Weightage

1.	Case Study Analysis	20%
2.	Travel Documentation Simulation	20%
3.	Customer Service & Guided Tour Role-Play	20%
4.	End-term Exam	40%

17. Pedagogy:

- **Lecture-Based Learning:** Core concepts and theoretical foundations of tourism facilitation are taught through interactive lectures to build strong conceptual understanding.
- **Case Study Analysis:** Students analyze real-world and global examples of successful tourism facilitation to connect theory with practical application.
- **Simulations and Role-Plays:** Practical exercises, including mock airport procedures, customer handling, and guiding sessions, help students develop hands-on skills.
- **Field Visits and Experiential Learning:** Visits to airports, tourist helpdesks, and tourism organizations provide exposure to operational environments and industry practices.
- **Guest Lectures and Expert Sessions:** Industry professionals and subject experts share insights, best practices, and emerging trends in tourism facilitation.
- **Group Discussions and Projects:** Collaborative learning through debates, sustainability action plans, and problem-solving activities encourages critical thinking, ethical decision-making, and teamwork.

Recommendation of the School of Studies:
Suggestions:

Signature of the Dean of the School

Appendix-104

School/ proposing the course	School of Vocational Studies
Programme(s)	B.Voc in Tourism and Hospitality
Course title	Revenue Management
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	DSE
Level (Pre-doctoral/MA/PG Diploma/Certificate/UG)	Undergraduate
Course coordinator and team	Dr. Nikhil Singh Charak & Expert Committee

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?** No, it does not build on or overlap with any other courses offered in AUD as it is an independent.

2. **Specific requirements on the part of students who can be admitted to this course:** (Pre-requisites; prior knowledge level; any others – please specify): All B.Voc , pass out students joining B.Voc Research (Tourism & Hospitality) programme with bachelor's degree specialized in Tourism and Hospitality.

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** Only those who passed 7th Sem

4. **Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):** Winter Semester 2026

5. **How does the course link with the vision of AUD?**

The course supports AUD's vision by integrating academic excellence with social responsibility, ensuring students learn revenue optimisation that is ethical, transparent, and equitable. It reflects the university's commitment to interdisciplinary and socially relevant education by combining analytics, management, technology, and community-sensitive decision-making. The focus on responsible pricing and fair distribution aligns with AUD's emphasis on equity, inclusiveness, and social justice. By preparing skilled, reflective, and socially aware professionals, the course contributes directly to AUD's mission of nurturing graduates who can work across diverse social and economic contexts.

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

The Revenue Management course directly supports the goals of the B.Voc in Tourism and Hospitality by building essential industry skills in pricing, forecasting, KPI analysis, and distribution systems. It enhances the programme's vocational focus through hands-on practice with real datasets and hospitality technologies such as PMS, CRS, OTAs, and revenue tools. The course prepares students for operational and managerial roles in hotels, airlines, restaurants, and travel services, strengthening their employability. It also complements other programme modules by integrating analytical, technological, and service-management competencies essential for today's hospitality industry.

7. **Course Details:**

Summary:

The course introduces students to the principles and applications of Revenue Management in tourism and hospitality, focusing on pricing, forecasting, KPI analysis, and digital distribution. It combines theoretical understanding with hands-on practice using real or simulated datasets and industry tools. Students learn to make data-driven, ethical, and strategically sound revenue decisions across hospitality sectors. The course strengthens analytical and technological competencies essential for improving profitability and operational efficiency. Overall, it prepares graduates for revenue-focused roles in hotels, airlines, restaurants, and travel organisations.

Course Objective:

The objectives of this course are as follows:

- To introduce students to the fundamental concepts, evolution, and strategic relevance of revenue management in tourism and hospitality.
- To develop student ability to interpret, calculate, and apply key performance indicators (KPIs) used in hotels, airlines, restaurants, and travel businesses.
- To enable students to apply demand forecasting techniques and pricing strategies using real or simulated datasets.
- To equip students with knowledge on digital distribution systems, channel management, AI-enabled revenue tools, and Total Revenue Management (TRM).
- To encourage students to analyse empirical research, identify gaps, and develop data-driven research projects on revenue optimisation.

Expected Learning outcomes:

On successful completion of this module, students will be able to:-

- Recall and define key terms such as RevPAR, ADR, RevPASH, BAR pricing, rate parity, and overbooking fundamentals.
- explain the evolution, principles, and strategic importance of RM in the tourism and hospitality sectors.
- compute and interpret KPIs (Occupancy%, ADR, RevPAR, MPI, ARI, RGI, RevPAC etc.) using sample hotel datasets.
- use basic forecasting tools (moving average, exponential smoothing, regression) to estimate demand and recommend pricing decisions.
- analyse booking data, pickup reports, channel performance, and diagnose factors affecting business performance.
- evaluate pricing strategies, distribution channels, and revenue decisions for improving profitability during different demand scenarios.
- design a mini research project or case study, proposing revenue optimisation strategies based on KPIs, forecasting results, and literature analysis.

8. Module Outline:

**MODULE 1: FOUNDATIONS OF REVENUE MANAGEMENT **

By the end of this module, students will gain

- Define Revenue Management concepts, booking curves, perishability principles
- Explain the strategic importance of Revenue Management for hotels, airlines, OTAs(Online Travel Agency), and attractions
- Identify research gaps and Revenue Management researchable problems

1.1 Evolution & Conceptual Overview

- Origin of Revenue Management: Airline ,Hotel, Tourism sectors
- Yield management vs revenue management
- Perishability, fixed capacity, and time-sensitive inventory

1.2 Strategic Importance in Tourism & Hospitality

- Role of Revenue Management in profitability & competitiveness
- Revenue Management objectives for hotels, airlines, OTAs, resorts, cruises, and attractions
- RM strategies for pandemic/post-pandemic tourism recovery

1.3 Core Components of Revenue Management

1.4 Revenue Systems & Digital Infrastructure

- PMS(Property Management System), CRS(Central Reservation System), RMS(Revenue Management System): functionalities and integration
- Channel managers & booking engines

Suggested Readings:

- Ivanov, S. (2014). Hotel revenue management: From theory to practice. Zangador.
- Kimes, S. E. (2011). The future of hotel revenue management. Journal of Revenue and Pricing Management, 10(1), 62-72.
- Ingold, A. (2002). Revenue management: Hard-core tactics for market domination. Journal of Revenue and Pricing Management, 1(2), 196-197.
- Noone, B. M., & Mattila, A. S. (2009). Hotel revenue management and the Internet: The effect of price presentation strategies on customers' willingness to book. International Journal of Hospitality Management, 28(2), 272-279.

MODULE 2: KEY PERFORMANCE INDICATORS (KPIs) & ANALYTICAL TOOLS

Through this module, students will be able to

- Compute hospitality KPIs such as ADR(, Average Daily Rate)RevPAR(Revenue per available room), GOPPAR(Gross Operating Profit Per Available Room), RevPASH (Revenue Per Available Seat Hour)
- Interpret STR(Smith Travel Research) reports and diagnostic metrics
- Prepare a KPI-based performance report

2.1 Computing KPIs: ADR, RevPAR, GOPPAR, TRevPAR

2.2. Revenue Analytics: RevPASH, RevPAC, Spa Revenue, Banquet Revenue

2.3 STR Report Interpretation

2.4 Data Interpretation & Performance Diagnostics

Suggested Readings:

- Hayes, D. K., Hayes, J. D., & Hayes, P. A. (2021). Revenue management for the hospitality industry. John Wiley & Sons.
- Enz, C. A., Canina, L., & Lomanno, M. (2009). Competitive pricing decisions in uncertain times. Cornell Hospitality Quarterly, 50(3), 325-341.
- Jones, P., & Hamilton, M. (1992). Yield management: Putting theory into practice. International Journal of Contemporary Hospitality Management, 4(2), 10–15.
- STR Global. (2019). Hotel performance metrics guide. STR Analytics.
- Parvu, I., & Ciami, C. (2017). GUIDANCE ON MEASURING PERFORMANCE IN THE HOTEL INDUSTRY.

MODULE 3: DEMAND FORECASTING & PRICING STRATEGIES

Module Outcome:

- Apply forecasting methods and validate accuracy
- Analyse demand patterns, no-show probabilities, and pricing elasticity
- Recommend pricing strategies based on forecasting models
- Produce forecasting visualisations and interpretive reports

3.1 Understanding Hospitality Demand

- Determinants of demand (macro, micro, competitive, event-based)
- Seasonality & trend patterns
- Demand curves for hotels & airlines

3.2 Forecasting Techniques in Revenue Management

3.3 Pricing Strategies for Tourism & Hospitality

- Pricing Strategies: Dynamic Pricing, BAR, Differential Pricing
- Digital RM Tools: AI-enabled Pricing, RMS, Automated Yield Tools

3.4 Overbooking & Capacity Optimization

Suggested References

- Weatherford, L. R., & Kimes, S. E. (2003). A comparison of forecasting methods for hotel revenue management. International journal of forecasting, 19(3), 401-415.
- Talluri, K. T., & Van Ryzin, G. J. (2006). The theory and practice of revenue management (Vol. 68). Springer Science & Business Media.
- Chiang, W. C., Chen, J. C., & Xu, X. (2007). An overview of research on revenue management: current issues and future research. International journal of revenue management, 1(1), 97-128.
- Webb, T., Schwartz, Z., Xiang, Z., & Altin, M. (2022). Hotel revenue management forecasting accuracy: The hidden impact of booking windows. Journal of Hospitality and Tourism Insights, 5(5), 950-965.

MODULE 4: DISTRIBUTION MANAGEMENT, AI TECHNOLOGY & TOTAL REVENUE MANAGEMENT (TRM)

Module Outcome:

- Explain distribution channels, channel managers, and parity challenges
- Evaluate channel performance and cost of acquisition
- Create TRM(Total revenue Management) plans for rooms, F&B, spa, and banquets
- Review digital RM research and propose conceptual improvements

4.1 Distribution Channels & Market Connectivity

- Direct channels vs OTAs
- GDS (Amadeus, Sabre, Galileo)
- Wholesalers & meta-search platforms (Trivago, Google Hotels)
- Comparing distribution cost structures

4.2 Channel Management & Rate Parity

- Channel Manager systems (conceptual)
- Challenges in rate parity
- Cost of acquisition by channel
- Strategic distribution planning
- TRM
- Role of AI in Revenue Management

Suggested References

- Noone, B. M., McGuire, K. A., & Rohlfs, K. V. (2011). Social media meets hotel revenue management: Opportunities, issues and unanswered questions. Journal of Revenue and Pricing Management, 10(4), 293-305.

- Bilgihan, A., Seo, S., & Choi, J. (2018). Identifying restaurant satisfiers and dissatisfiers: Suggestions from online reviews. Journal of Hospitality Marketing & Management, 27(5), 601-625.
- Mankad, S., Han, H. S., Goh, J., & Gavirneni, S. (2016). Understanding online hotel reviews through automated text analysis. Service Science, 8(2), 124-138.
- Queenan, C., Ferguson, M., & Stratman, J. (2011). Revenue management performance Queenan, C. C., Ferguson, M. E., & Stratman, J. K. (2011). Revenue management performance drivers: An exploratory analysis within the hotel industry. Journal of Revenue and Pricing Management, 10(2), 172-188.

9. Assessment Criteria:

Sr.No	Assessment Type	Weightage
1.	Literature Review & Conceptual Mapping on Revenue Management	20%
2.	Forecasting Visualisation & Interpretive Report	20%
3.	KPI computation using sample hotel performance sheets	20%
4.	End term (Summative assessment)	40%

10. Pedagogy:

Lectures and Presentations: Use presentations to explain core concepts of revenue management, including pricing, forecasting techniques, KPIs, distribution systems, and digital RM tools.

Hands-on Training and Tool Demonstrations: Provide practical exposure to PMS/CRS/RMS simulations, Excel-based forecasting, STR reports, OTA dashboards, and revenue analytics tools.

Case Studies and Group Discussions: Analyse real-world hotel, airline, and restaurant revenue scenarios, encouraging collaborative problem-solving and strategic decision-making.

Project-Based Learning: Engage students in forecasting projects, KPI-based analytical assignments, pricing simulations, and distribution strategy reports.

Flipped Classroom: Share pre-class videos or readings on forecasting, price elasticity, and distribution channels, followed by in-class application and discussion.

Interactive Online Platforms: Use Google Classroom or Microsoft Teams for sharing datasets, RM templates, weekly quizzes, discussion forums, and digital submissions.

Workshops and Webinars: Organize expert-led sessions with revenue managers, OTA representatives, or technology partners to explore emerging tools and industry best practices.

Assessment and Feedback: Use continuous evaluation through analytical assignments, quizzes, presentations, and instructor/peer feedback to monitor student progress.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr B R Ambedkar University Delhi

Proposal for Launch of a Course

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship)
Course title	**Family and Community Engagement in Early Childhood Care and Education**
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter 2026
Course coordinator and team	Fariha Siddiqui and experts

1. Does the course connect to, build on or overlap with any other courses offered in AUD? This course builds upon all courses offered from semester-1 to 7 with sociological inclination.
2. Specific requirements on the part of students who can be admitted to this course:

(Pre-requisites; prior knowledge level; any others – please specify): The course focuses on the enriching students'understanding. The course is meant to be offered to those who have specific knowledge and skills related to child care facilitator (Level-5) & supervisor (Level-6) and centre manager (Level-7) offered in 1st, 2nd and 3rd year respectively

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Those who will be promoted from semester 7 to semester 8 (usual cohort size as per AUD norms)
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long

5. How does the course link with the vision of AUD? The university vision aims for social justice and excellence. This course will enable professionals to become critical and reflective trainers/researcher in the early childhood sector.
6. How does the course link with the specific programme(s) where it is being offered? This is a core course focusing on sociological perspective and family engagement and is offered in the semester eight of the BVoc (ECCME) programme.
7. **Course Details:**

a. Summary:

This interdisciplinary course draws from family studies, child development, sociology, social work and psychology. Family is the micro system within which the child grows and thus it acts as a critical link between the early childhood services and the children. With this premise, the course focuses on developing students' skills to understand, respect and include the context from which children and their families are coming to the child care services. The course also focuses on providing an understanding of the strategies for working in partnership with the family. The course begins with understanding the role of family in early childhood care and education and related theoretical perspectives. Changes in the family structure and dynamics in Indian context and provisions, policies and programmes that highlight inclusion of family centred practices are also discussed. The course discusses the importance of working in partnership with families. Strategies, methods and challenges of developing partnership with families are also described.

b. **Objectives: students will:**

a. Understand the role of family and community engagement in early childhood years.
b. Recognise the importance of understanding, respecting and including the family context in provisioning and implementation of child care services.
c. Describe the strategies and methods for communicating and building partnership with families.
d. Elaborate challenges faced in the process of developing partnership with families.
e. Identify research Tools for Understanding Families and Communities in early childhood care and education

.

c. **Expected learning outcomes:** *After completing the course, students will be able to***:**

- Define roles of family and community in the life of a child.
- List research tools for understanding families and communities in early childhood care and education
- Critically analyse parenting practices in Indian context.
- Design and evaluate family and community engagement programmes
-

d. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is organised into four modules

e. Course contents detailed in (a) Module-wise format (preferable), or (b) module-wise format: Module-Wise Format (Tentative)

i. Module 1: Understanding families, parenting and sociocultural contexts in early childhood care and education
ii. Module 2: Research tools for understanding families and communities in early childhood care and education
iii. Module 3: Building family–centre partnerships in early childhood care and education settings
iv. Module 4: Designing and evaluating family & community engagement programmes

Module 1: Understanding families, parenting and sociocultural contexts in early childhood care and education

1.1 Changing family structures across Indian contexts

- Nuclear, joint, migrant, single-parent families
- Working parents in urban areas, extended support systems in rural areas
- Role of caregivers/domestic help (urban preschools) and siblings/grandparents (Anganwadis)

1.2 Parenting beliefs, aspirations and expectations

- Aspirations in fee-paying preschools: English exposure, school readiness
- Expectations in Anganwadis: nutrition, safety, foundational learning
- Cultural practices, indigenous childcare routines

1.3 Home-learning environments

- Urban digital homes vs. resource-constrained homes
- Screen time, overstimulation, lack of play spaces
- Traditional learning through household chores and routines

1.4 Implications for teachers and frontline workers

- Understanding socio-economic diversity
- Addressing parental anxieties in both systems
- Maintaining sensitivity and respect

Core Readings

- CECED. (2014). *India Early Childhood Education Impact Study (IECEI): National report*. Centre for Early Childhood Education and Development, Ambedkar University Delhi.
- Kaul, V., Bhattacharjea, S., &Wolfenden, F. (Eds.). (2017). *Early childhood education and development in India: Trends, opportunities and challenges*. Oxford University Press.
  → (Chapters on family environment, parental aspirations, and early learning)
- Rao, N., & Sunil, D. (2018). Home learning environment and early literacy practices in low-income Indian households. *Childhood Education, 94*(3), 46–54.

Additional Reading

- Pandya, R. (2018). *Parent involvement in early childhood education in India*. Routledge India.

MODULE 2: Research Tools for Understanding Families and communities in early childhood care and education settings

2.1 Research skills for early childhood care and education practitioners

- Interviewing parents (admissions/PTM + home visits in Anganwadis)
- Conducting community walks, mapping social resources
- Observing child routines at home and centre transitions

2.2 Using surveys and digital tools

- Google Forms/parent apps (preschools)
- Paper-based surveys/community meetings (Anganwadis)

2.3 Analysing parent and community data

- Identifying common concerns across both sectors
- Understanding expectations around academics, behaviour, safety, nutrition

2.4 Ethical considerations

- Privacy & confidentiality in preschools
- Consent & community-level norms in ICDS settings

2.5 Using findings to strengthen centre practices

- Curriculum sharing (preschools)
- Convergence with health services (Anganwadis)
- Tailoring engagement to socio-cultural needs

Core Readings

- NIPCCD. (2014). *Family and community participation in early childhood programmes: Training module*. National Institute of Public Cooperation and Child Development.
- CECED. (2021). *Parental engagement in early learning: Evidence from Indian contexts*. Centre for Early Childhood Education and Development.
- Sharma, R., &Kaul, V. (2020). Community participation in ICDS: A critical analysis. *Economic and Political Weekly, 55*(12), 23–30.

Additional Reading

- UNICEF India. (2019). *Parenting for lifelong health: Parenting support frameworks for India*. UNICEF.

MODULE 3: Building family–centre partnerships in early childhood care and education settings

3.1 Communication strategies

- PTMs, orientation, newsletters (preschools)
- MamtaDiwas, AAA meetings, home visits (Anganwadis)
- Digital etiquette vs. face-to-face communication norms

3.2 Managing concerns and expectations

- Behaviour, academics, hygiene, safety (preschools)
- Nutrition, immunisation, developmental delays (Anganwadis)

3.3 Documentation and reporting

- Portfolios, weekly reports, learning stories (preschools)
- Registers, growth monitoring charts, take-home activity sheets (ICDS)

3.4 Professional conduct & relationship management

- Handling difficult conversations
- Cultural sensitivity, boundaries, and respectful interactions
- Emotional labour & self-care for teachers/frontline workers

Core Readings

- Mathur, A., & Sharma, S. (2021). Parent–teacher communication practices in urban preschools: Voices from India. *Journal of Early Childhood Research, 19*(2), 167–181.
- Bedi, A., & Bose, A. (2019). Factors influencing parental involvement in Indian preschools. *Contemporary Education Dialogue, 16*(1), 45–62.
- Ministry of Women and Child Development. (2013). *National Early Childhood Care and Education Policy*. Government of India.
  → (Sections on parent communication, roles & responsibilities)

- Musthafa, N. (2022). Innovations in Early Childhood Education in India During COVID-19. Resilience and Transformation for Global Restructuring, 328.

- Teotia, V., Wadhwa, V., & Gulati, R. (2021). The Implications of Covid-19 on learning in Early Years in India-Perspectives from Parents. Journal of Arts, Humanities and Social Sciences, 4(10), 52-57.

Additional Reading

- CECED & UNICEF. (2016). *Quality and diversity in early childhood education in India*. Ambedkar University Delhi.

- Vernekar, N. P., Pandey, P., Singhal, K., Rai, A. N., & Reddy, A. (2022, August). Parental Engagement in Early Childhood Education During COVID-19: Learning

from Structured Tech and Teacher Support Programs in Urban Maharashtra. In 37th IARIW General Conference.

MODULE 4: Designing and Evaluating Family & Community Engagement Programmes

4.1 Linking home and centre learning

- Home-learning kits, play-based reinforcement (preschools)
- Take-home activities, low-cost play ideas (Anganwadis)

4.2 Designing parent engagement initiatives

- Workshops on behaviour, sleep, emotional skills (preschools)
- Sessions on nutrition, hygiene, early stimulation (Anganwadis)
- Events: open days, exhibitions, community celebrations

4.3 Community partnerships

- Urban community resources: libraries, parks, museums
- Rural/ICDS networks: ASHA, ANM, SHGs, Panchayat
- Health, safety and enrichment collaborations for both systems

4.4 Monitoring, evaluation and feedback

- Parent feedback systems (digital + in-person)
- Participation analysis across socio-economic groups
- Using data to improve centre quality & planning
- Reporting outcomes to supervisors/franchise owners/CDPOs

Core Readings

- Aga Khan Foundation India. (2018). *Community-based early childhood development programmes: Field lessons from India*. Aga Khan Foundation.
- Bernard van Leer Foundation. (2017). *Urban95: Early childhood-friendly cities in India*. Bernard van Leer Foundation.
- Central Square Foundation. (2020). *The state of early childhood education in India: A review of service delivery models*. Central Square Foundation.

Additional Reading

- UNICEF India. (2020). *Early childhood development and parental engagement: Case studies from India*. UNICEF.

Assessment:

	Assessment	Weightage

1.	Assignment 1: Individual work	30%
2.	Assignment-2: Group-work	30%
3.	Assignment 3: Term End Exam	40%

8. **Pedagogy:**

a. Instructional strategies: lecture, discussion and resource person may be called to share insights

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

c. Expertise in AUD faculty or outside: AUD/Guest faculty

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

After thorough discussions, the Board of Studies (BoS) approved the detailed course outline and recommended the submission to the Academic Council for final approval.

Recommendation of School of studies: All changes/suggestions as suggested by BoS have been incorporated.

Signature of Course Coordinator(s)

Signature of the Dean of the School

Dr B R Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship)
Course title	Contemporary Issues in Early Childhood Care and Education
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon 2025
Course coordinator and team	Fariha Siddiqui and experts

1. Does the course connect to, build on or overlap with any other courses offered in AUD? This course builds upon courses related to pedagogy, models and approaches offered in semester-5 and 6 of 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 course focuses on the emerging trends of early childhood education. The course is meant to be offered to those who have specific knowledge and skills related to child care facilitator (Level-5) & supervisor (Level-6) and centre manager (Level-7) offered in 1st, 2nd and 3rd year respectively

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Those who will be promoted from semester 7 to semester 8 (usual cohort size as per AUD norms)
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long

5. How does the course link with the vision of AUD? The university vision aims for social justice and excellence. This course will enable professionals to become aware, critical and reflective practitioners in the early childhood sector.
6. How does the course link with the specific programme(s) where it is being offered? This is a required course in the semester eight of the BVoc (ECCME) programme.
7. **Course Details:**

a. Summary:

This interdisciplinary course draws from the field of child development, education, sociology and psychology. Early childhood care and education is undergoing rapid changes due to globalisation, policy change and environmental changes. There is a necessity that early childhood care and education professionals are up to date to these emerging issues in the field. With this premise, this course focusses on introducing students to overarching issues in early childhood care and education landscape in India and globally.

b. **Objectives:**

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

i. Identify and critically analyze major contemporary issues affecting early childhood care and education at local, national, and global levels.
ii. Evaluate recent research and policy developments in early childhood education.
iii. Examine the implications of globalization, technology, and cultural diversity for early childhood care and education.
iv. Discuss ethical, professional, and advocacy roles of early childhood educators in addressing current challenges.
v. Propose innovative strategies and policy recommendations for improving early childhood care and education quality and access.

c. **Expected learning outcomes:**

Upon completion, students will be able to:

i. Demonstrate critical understanding of global and local early childhood care and education trends.
ii. Apply research evidence to analyze policy and practice.
iii. Engage in scholarly debate on contemporary early childhood care and education issues
iv. Design contextually appropriate and equitable solutions for early childhood care and education challenges.

d. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is organised into four modules:

i. Module 1: Introduction to contemporary issues in early childhood care and education
ii. Module 2: Technology and digital learning for early childhood care and education professionals
iii. Module 3: Early childhood care and education in crisis and conflict contexts
iv. Module 4: Sustainable and transformative practices in early childhood care and education

e. Course contents detailed in (a) Module-wise format (preferable), or (b) module-wise format: Module-Wise Format (Tentative)

1. **Module 1** introduction to contemporary issues in early childhood care and education
   1.1. Definitions and conceptual frameworks
   1.2. The role of early childhood care and education in human capital development
   1.3. Overview of global and national early childhood care and education systems
   1.4. Historical evolution of early childhood care and education and changing paradigms
   1.5. Mental wellbeing in early childhood
   1.6. Safeguarding and child welfare issues
   1.7. Leadership, advocacy, and policy

Core Readings

- CECED. (2014). *India Early Childhood Education Impact Study (IECEI): National report.* Centre for Early Childhood Education and Development, Ambedkar University Delhi.
- Kaul, V., Bhattacharjea, S., &Wolfenden, F. (Eds.). (2017). *Early childhood education and development in India: Trends, opportunities and challenges.* Oxford University Press.
  (Chapters on EARLY CHILDHOOD CARE AND EDUCATION systems, quality, wellbeing, policy shifts.)
- Ministry of Women and Child Development. (2013). *National Early Childhood Care and Education (EARLY CHILDHOOD CARE AND EDUCATION) Policy.* Government of India.
- National Commission for Protection of Child Rights. (2019). *Guidelines for Early Childhood Development.* NCPCR.

Additional Readings

- Awasthi, D. (2020). Child wellbeing and mental health in early childhood in India. *Indian Journal of Health and Wellbeing, 11*(3), 245–252.
- UNICEF India. (2020). *The State of the Young Child in India.* Mobile Creches& CPR.

2. **Module 2** Technology and digital learning for early childhood care and education professionals
   2.1. Constructive use of technology in understanding early childhood care and education
   2.2. WHO and government guidelines for screen time
   2.3. Digital literacy and media exposure: sensitisation and awareness
   2.4. Ethical and developmental concerns
   2.5. Applications of artificial intelligence and critical review of ai adaptive tools
   2.6. Use of digital platforms for professional development (Diksha, Evidya, etc.)
   2.7. Teacher and parental mediation in digital learning

Core Readings

- Ministry of Health and Family Welfare. (2022). *Operational Guidelines for the Promotion of Healthy Screen Time.* Government of India.
- Ministry of Education. (2020). *National Education Policy 2020.* Government of India. *(Sections on digital education, DIKSHA, eVidya.)*
- NCERT. (2022). *Guidelines for Digital Education: Safe, Ethical and Responsible Use of Technology.* NCERT.
- UNICEF India. (2021). *Children and Digital Media: India Evidence Review.* UNICEF.

Additional Readings

- Sengupta, S. (2021). Digital learning in early childhood: Insights from Indian urban families. *Economic and Political Weekly, 56*(12), 45–52.
- Raj, U., & Khanna, A. (2020). Technology integration and early learners: Indian teacher perspectives. *International Journal of Early Childhood Education, 26*(2), 103–118.

3. **Module 3 Early Childhood Care and Education in Crisis and Conflict Contexts**
   3.1. Early childhood care and education in emergencies and displacement
   3.2. Use play, storytelling, conversations and creative expression to promote healing and resilience
   3.3. Addressing the needs of children affected by trauma.
   3.4. Understanding the effects of the COVID-19 pandemic

Core Readings

- UNICEF India. (2020). *Supporting Children During COVID-19: Guidance for Early Educators and Anganwadi Workers.* UNICEF.
- Mobile Creches. (2020). *Lives Interrupted: Early Childhood During the COVID-19 Pandemic in India.* Mobile Creches.
- Aga Khan Development Network. (2021). *Building Resilience in Early Childhood: Lessons from Field Contexts.* AKDN India.

Additional Readings

- Srivastava, R. (2021). Trauma-informed early childhood practices: Indian perspectives. *Indian Journal of Social Work, 82*(2), 245–262.
- CECED. (2020). *EARLY CHILDHOOD CARE AND EDUCATION During the Pandemic: Experiences of Teachers, Parents and Children.* Centre for Early Childhood Education and Development.

4. **Module 4 Sustainable and Transformative Practices in early childhood care and education**
   4.1. Environmental education and sustainability in early Learning
   4.2. Using indigenous local art, stories and materials in EARLY CHILDHOOD CARE AND EDUCATION
   4.3. Impact of climate change on children's health, wellbeing, and learning.
   4.4. Promoting eco-friendly habits through play, stories, art, and outdoor activities.

4.5. Role of EARLY CHILDHOOD CARE AND EDUCATION in Peace Building and Social Harmony

Core Readings

- Bernard van Leer Foundation India. (2017). *Urban95: Early childhood-friendly cities.*BvLF.
- UNESCO & UNICEF India. (2019). *Education for Sustainable Development: Indian Early Childhood Experiences.* UNESCO.
- Kaul, V., &Sankar, D. (Eds.). (2009). *Early childhood care and education in India: Policy, practice and progress.* Oxford University Press. *(Chapters on community, peace education, indigenous approaches.)*

Additional Readings

- Mobile Creches. (2018). *Building Sustainable Early Learning Environments Using Local Materials.* Mobile Creches.
- Aga Khan Foundation India. (2019). *Peace Building Through Early Childhood Programmes: Indian Case Studies.*
- Seshadri, M. (2020). Climate change and early childhood in India: Implications for health and learning. *Economic and Political Weekly, 55*(37), 22–28.

Assessment:

	Assessment	Weightage
1.	Assignment 1: Individual work	30%
2.	Assignment-2: Group-work	30%
3.	Assignment 3: Term End Exam	40%

8. **Pedagogy:**

a. Instructional strategies: lecture, discussion and resource person may be called to share insights

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

c. Expertise in AUD faculty or outside: AUD/Guest faculty

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

After thorough discussions, the Board of Studies (BoS) approved the detailed course outline and recommended the submission to the Academic Council for final approval.

Recommendation of School of studies: All changes/suggestions as suggested by BoS have been incorporated.

Signature of Course Coordinator(s)

Signature of the Dean of the School

Dr B R Ambedkar University Delhi

Proposal for Launch of a Course

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship)
Course title	Programme Evaluation In Early Childhood Care And Education
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective (Research)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter 2026
Course coordinator and team	Fariha Siddiqui and experts

1. Does the course connect to, build on or overlap with any other courses offered in AUD? This course builds upon the courses titled 'Research in Early Childhood Care and Education' and Research methodology course offered as General education component in semester-7.
2. Specific requirements on the part of students who can be admitted to this course:

(Pre-requisites; prior knowledge level; any others – please specify): The course focuses on the research and vocational pedagogy. The course is meant to be offered to those who have specific knowledge and skills related to child care facilitator (Level-5) & supervisor (Level-6) and centre manager (Level-7) offered in 1st, 2nd and 3rd year respectively

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Those who will be promoted from semester 7 to semester 8 A(usual cohort size as per AUD norms)
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long

5. How does the course link with the vision of AUD? The university vision aims for social justice and excellence. This course will enable professionals to become critical and reflective researchers in the early childhood sector.
6. How does the course link with the specific programme(s) where it is being offered? This is a required course in the semester eight of the BVoc (ECCME) programme.
7. **Course Details:**

a. Summary:

Programme evaluation is a valuable tool for researchers in early childhood field, as it helps strengthen quality and effectiveness of programmes. It is a systematic process and involves collecting evidence, data analysis, and reporting results. This courses aims to introduce students to the fundamentals of programme design within the early childhood context and equips them with knowledge about assessment tools, data analytics techniques, and effective ways to communicate findings.

b. Objectives: The course aims to:

- Describe the purpose and importance of programme evaluation in early childhood settings.
- Explain the process and stages involved in programme evaluation.
- Design programme evaluation based on quality parameters.
- Analyse ecce programs using established quality parameters and reporting findings effectively.

c. **Expected learning outcomes:** After completing the c**ourse, students will be able to:**

- Identify and describe the purpose and significance of programme evaluation in early childhood settings.
- Explain and outline the key stages involved in conducting a programme evaluation.
- Develop a programme evaluation plan using recognised quality parameters for ECCE programmes.
- Analyse and interpret data from ECCE programmes using quality standards and present findings clearly and accurately.

d. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is organised into four modules:

i. Module-1: Foundations of programme evaluation
ii. Module-2: Evaluation design
iii. Module-3: Tools and techniques for data collection
iv. Module-4: Data analytics, interpretation and reporting

e. Course contents detailed in (a) Module-wise format (preferable), or (b) module-wise format: Module-Wise Format (Tentative)

1. **Module 1: Foundations of programme evaluation**

1.1 Defining ‘programme’ in context of ECCE

1.1.1 Types of programmes

1.2 Meaning, Nature and Scope of Programme Evaluation in ECCE

1.2.1 Definition, importance, and need for evaluation

1.2.2 The difference between monitoring, assessment, and evaluation

1.2.3 Scope of evaluation in early childhood settings (curriculum, environment, pedagogy, staff, child outcomes)

1.3 Purpose and Dimensions of Evaluation

1.3.1 Quality, equity, accessibility, sustainability, affordability

1.3.2 Programme accountability vs. improvement

1.3.3 Components of ECCE Programme Evaluation

1.4 Reliability, Validity, and Cultural Adaptation

1.4.1 Ensuring credibility and sensitivity in tool design

1.4.2 Ethical, Cultural Considerations, Ensuring cultural sensitivity and inclusive practices

1.4.3 Informed consent, confidentiality, and child sensitivity

Core readings:

- McDavid, J. C., Huse, I., & Hawthorn, L. R. L. (2018). Program evaluation and performance measurement: An introduction to practice (3rd ed.). SAGE Publications.
- Kaul, V., Bhattacharjea, S., & Ramanujan, P. (2017). The India Early Childhood Education Impact Study.ASER Centre & UNICEF. Retrieve through http://img.asercentre.org/docs/Research%20and%20Assessments/Current/IECEI/IECEI%20Report%20July%202017.professonal developmentf
- Ministry of Women and Child Development. (2013). National Early Childhood Care and Education (ECCE) policy. Government of India. Retrieve through https://wcd.nic.in/sites/default/files/national_ecce_policy_0.professonal developmentf
- National Council of Educational Research and Training. (2020). Study on early childhood education preschools in India. NCERT. Retrieve through https://ncert.nic.in/publication.php?division=eced
- Centre for Early Childhood Education and Development. (2014). Quality and diversity in early childhood education in India. CECED, Ambedkar University Delhi. Retrieve through https://wcd.nic.in/sites/default/files/ECCEQualityStandards.professonal developmentf
- **National Council of Educational Research and Training (NCERT).** (2022). *National Curriculum Framework for the Foundational Stage (NCF-FS).* New Delhi: NCERT. Retrieved from https://ncf.ncert.gov.in/

2. **Module-2: Designing programme evaluations**

2.1 Steps in planning an evaluation (defining purpose, scope, and questions)

2.2 Developing a programme model:

2.2.1 CIPP model,

2.2.2 Logic Model,

2.2.3 Theory of Change,

2.2.4 Goal-Free Evaluation

2.3 Selecting approaches and models of Evaluation: formative, summative, process, outcome

2.4 Aligning evaluation design with NEP 2020, NCF-ECCE 2022, and market trends

Core readings:

- Ministry of Women and Child Development. (2015). Quality standards for early childhood care and education. Government of India.Module-3: Tools and techniques for data collection.

Retrieve through https://wcd.nic.in/sites/default/files/ECCEQualityStandards.professonal developmentf

- **UNICEF India. (2019).** *Indicators for early childhood development: A monitoring toolkit.* UNICEF. https://www.unicef.org/india/reports/ecd-indicator-handbook
- **UNESCO. (2015).** *Measuring early learning quality and outcomes (MELQO): Tools and framework.* UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000249559

3.1 **Module-3 Tools for ECCE Evaluation**

3.1.1 Qualitative tools- Observation, interviews, focus groups, and document analysis

3.1.2 Quantitative tools- surveys, questionnaires, checklists

3.2 Designing Child-Centred and Family-Friendly Tools

3.2.1 Play-based observations,

3.2.2 pictorial tools,

3.2.3 Portfolios

3.2.4 Parent diaries

3.3 Data Collection Logistics

3.3.1 Sampling, timing, consent procedures, and field protocols

3.3.2 Triangulating data from multiple sources (parents, teachers, records)

3.3.3 Community participation in evaluation

Core readings:

- Kaul, V., Bhattacharjea, S., & Ramanujan, P. (2017). The India Early Childhood Education Impact Study.ASER Centre & UNICEF. Retrieve through http://img.asercentre.org/docs/Research%20and%20Assessments/Current/IECEI/IECEI%20Report%20July%202017.professonal developmentf
- Ministry of Women and Child Development. (2013). National Early Childhood Care and Education (ECCE) policy. Government of India. Retrieve through https://wcd.nic.in/sites/default/files/national_ecce_policy_0.professonal developmentf
- National Council of Educational Research and Training. (2020). Study on early childhood education preschools in India. NCERT. Retrieve through https://ncert.nic.in/publication.php?division=eced
- Centre for Early Childhood Education and Development. (2014). Quality and diversity in early childhood education in India. CECED, Ambedkar University Delhi. Retrieve through https://wcd.nic.in/sites/default/files/ECCEQualityStandards.professonal developmentf

4. **Module-4: Data analytics, interpretation and reporting**

4.1 Analytical Techniques

4.1.1 Organising qualitative and quantitative data

4.1.2 Simple statistical analysis (frequency, percentage, mean)

4.1.3 Thematic coding and qualitative synthesis

4.2 Interpreting Data for ECCE Evaluation

4.2.1 Linking results to evaluation objectives

4.2.2 Identifying patterns related to quality, equity, and accessibility

4.3 Communicating findings:

4.3.1 Principles of Effective Communication in Evaluation
4.3.1.1 Clarity, objectivity, and visual presentation
4.3.1.2 Technical reports, executive summaries, policy briefs, community feedback reports
4.3.2 Data Visualisation:
4.3.2.1 Charts, infographics, dashboards for ECCE data
4.3.2.2 Use of digital tools and documentation for tracking progress
4.3.3 Advocacy and Stakeholder Engagement:
4.3.3.1 Linking evaluation outcomes to professional development and policy improvement
4.3.3.2 Creating action plans based on evaluation findings
4.3.3.3 Presenting findings to policymakers, educators, and parents

Core readings

- CDC. (2011). *Introduction to program evaluation for public health programs: A self-study guide*. U.S. Centers for Disease Control and Prevention.
- Early Childhood Curriculum, Assesment, and Program Evaluation. Position Statement with Expanded Resources, NAEYC. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PROFESSONALDEVELOPMENTFs/resources/position-statements/CAPEexpand.professonaldevelopmentf
- de Laat J, Radner J, Holding P, van der Haar L, Slemming W, Krapels J, van der Harst M, Raikes A, Sanou AS and Dusabe C (2023) Measurement for Change: Reflections from innovators' experiences with monitoring, evaluation, and learning systems for Early Childhood Development. Front. Public Health 11:1021790. doi: 10.3389/fpubh.2023.1021790

Suggested readings:

- Giese, S., Dawes, A., Biersteker, L., Girdwood, E., & Henry, J. (2023). Using Data Tools and Systems to Drive Change in Early Childhood Education for Disadvantaged Children in South Africa. *Children*, *10*(9), 1470. https://doi.org/10.3390/children10091470
- Berry, S. H., Burger, N., Dogo, H., Kumar, K. B., Malchiodi, A., Martini, J., Mengistu, T., Shatz, H. J., Smith, A. C., Usanov, A., & Yoong, J. K. (2014). Methodologies for Data Collection and Handling. In *Designing a System for Collecting Policy-Relevant Data for the Kurdistan Region—Iraq* (pp. 33–52). RAND Corporation. http://www.jstor.org/stable/10.7249/j.ctt6wq9bd.13

- Smith, K. L., Shade, L. R., Grant, L., Kumar, P. C., Zaffaroni, L. G., Amadori, G., Mascheroni, G., Heath, M. K., Krutka, D. G., Pangrazio, L., Selwyn, N., & Jarke, J. (2024). Children as Data Subjects: Families, Schools, and Everyday Lives. In J. Jarke & J. Bates (Eds.), *Dialogues in Data Power: Shifting Response-abilities in a Datafied World* (1st ed., pp. 31–51). Bristol University Press. https://doi.org/10.2307/jj.15617032.7

- UNESCO. (2024). Early childhood education. In *Leadership in education: LEAD FOR LEARNING* (pp. 170–181). UNESCO. http://www.jstor.org/stable/resrep67708.15
- Ministry of Women and Child Development (MWCD). (2013). *National Early Childhood Care and Education (ECCE) Policy*. New Delhi: Government of India. Retrieved from https://wcd.nic.in/sites/default/files/national_ecce_policy_0.professonal developmentf
- Ministry of Women and Child Development (MWCD). (1975, revised 2021). *Integrated Child Development Services (ICDS) Scheme*. New Delhi: Government of India. Retrieved from https://icds-wcd.nic.in/

Assessment:

	Assessment	Weightage
4.	Assignment 1: Individual work	30%
5.	Assignment-2: Group-work	30%
6.	Assignment 3: Term End Exam	40%

8. **Pedagogy:**

a. Instructional strategies: lecture, discussion and resource person may be called to share insights

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

c. Expertise in AUD faculty or outside: AUD/Guest faculty

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

After thorough discussions, the Board of Studies (BoS) approved the detailed course outline and recommended the submission to the Academic Council for final approval.

Recommendation of School of studies: All changes/suggestions as suggested by BoS have been incorporated.

Signature of Course Coordinator(s)

Signature of the Dean of the School

Dr B R Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship)
Course title	Professional Development and Leadership in early childhood care and education
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective (Vocational pedagogy)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter 2026
Course coordinator and team	Fariha Siddiqui and experts

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

This course builds upon courses related to Professional development in a early childhood care and education centre and promoting social-emotional wellbeing in a childcare setting.

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): The course focuses on the vocational pedagogy. The course is meant to be offered to those who have specific knowledge and skills related to child care facilitator (Level-5) & supervisor (Level-6) and centre manager (Level-7) offered in 1st, 2nd and 3rd year respectively

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Those who will be promoted from semester 7 to semester 8 (usual cohort size as per AUD norms)
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long
5. How does the course link with the vision of AUD? The university vision aims for social justice and excellence. This course will enable professionals to become critical and reflective trainers in the early childhood sector.

6. How does the course link with the specific programme(s) where it is being offered? This is an elective course focusing on training skills and is offered in the semester eight of the BVoc (ECCME) programme.
7. **Course Details:**

a. Summary:

This course equips students to lead professional development in early childhood care and education(ECCE) settings by designing, facilitating, and evaluating inclusive, evidence-based professional development programs. It emphasizes applying ECCE pedagogy and adult learning principles, analyzing feedback to improve practice, and promoting systemic wellbeing through leadership and advocacy.

b. **Objectives:** The course aims to:

- Critically examine the purpose, principles, and systemic role of professional development in ecce across diverse settings.
- Design inclusive, modular professional development programs that reflect ecce pedagogy, adult learning principles, and contextual realities.
- Facilitate engaging, responsive professional development sessions using creative methods and reflective practice.
- Develop tools and strategies to monitor, evaluate, and refine professional development initiatives for pedagogical impact and educator growth.
- Advocate for educator wellbeing and institutional cultures of care, integrating trauma-informed and equity-centered approaches.
- Demonstrate leadership and mentoring skills to sustain professional learning communities and influence ECCE systems.

c. **Expected learning outcomes:** *After completing the course, students will be able to:*

- Conduct a needs assessment to identify professional development priorities in varied ecce environments.
- Map institutional and community contexts to inform professional development design and delivery.
- Create a modular professional development plan integrating ecce pedagogy, adult learning principles, and inclusive practices.
- Facilitate professional development sessions using creative, participatory methods (e.g., role-play, case studies, and visual tools).
- Design and apply evaluation tools (rubrics, feedback forms, reflection sheets) to assess professional development effectiveness.
- Analyze feedback and classroom transfer to refine professional development strategies and improve educator outcomes.
- Advocate for systemic wellbeing through policy briefs, peer support models, and institutional care strategies.

d. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is organised into four modules

e. Course contents detailed in (a) Module-wise format (preferable), or (b) module-wise format: Module-Wise Format (Tentative): It will be a workshop-mode course

- Module-1: Foundations of Professional Development in ECCE
- Module-2: Designing Professional Development Programs
- Module-3: Training for content creation
- Module-4: Digital resources for content creation

1. **Module 1: Foundations of Professional Development in ECCE**
   1.1. Purpose and impact of PD in ECCE
   1.2. ECCE workforce diversity and educator roles
   1.3. National frameworks: NEP 2020, NCF-FS, NCERT PD guidelines
   1.4. Adult learning principles and reflective practice
   1.5. List of associations and organisations offering PD in ECCE
      1.5.1. Attending a PD programme and writing reflection

Core Readings:

- **Brookfield, S. D. (2013).** *The skillful teacher: On technique, trust, and responsiveness in the classroom.* Jossey-Bass. (Available in academic libraries)
- **Indira Gandhi National Open University (IGNOU). (n.d.).** *Unit 4: Adult learning principles.* https://egyankosh.ac.in/bitstream/123456789/8964/1/Unit-4.pdf
- **Knowles, M. S. (1980).** *The modern practice of adult education: From pedagogy to andragogy.* Prentice Hall. (Available in libraries or online excerpts)
- **Ministry of Education, Government of India. (2020).** *National Education Policy 2020 – ECCE section.* https://www.education.gov.in/shikshakparv/Infographics/ECCE_en.pdf
- **National Council of Educational Research and Training (NCERT). (n.d.).** *NCERT professional development package for ECCE.* https://ncert.nic.in/dee/pdf/Professional_Development_Package_ECCE_13289.pdf
- **National Council of Educational Research and Training (NCERT). (2022).** *National curriculum framework for foundational stage (NCF-FS).* https://www.ncert.nic.in/pdf/focus-group/NCF-FS_2022EN.pdf
- **National Institute of Public Cooperation and Child Development (NIPCCD). (2013).** *National ECCE curriculum framework.* [PDF]
- **Ministry of Women & Child Development, Government of India. (2013).** *ECCE policy document.* https://www.nitiforstates.gov.in/public-assets/Policy/policy_files/PNC503P000013.pdf
- **UNESCO. (2023).** *Expert meeting report: Clarifying ECCE rights and legal framework.* https://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/UNESCO_Expert%20meeting%20report_Clarifying%20ECCE%20rights%20legal%20framework_October2023_EN.pdf
- **UNESCO. (2024).** *Draft guiding principles on the right to ECCE.* https://www.unesco.org/sites/default/files/medias/fichiers/2024/12/draft-guiding-principles-right-to-ecce.pdf

2. **Module 2: Designing PD Programs**
   2.1. Needs assessment, tools and context mapping
   2.2. Identification of Content of training

2.3. Strategies of PD (what and how): small-group discussions, workshops, mentoring, peer learning, microlearning

2.4. Budgeting, resource planning, and contextual adaptation

Core Readings:

- CBPS & Save the Children. (2017). ***Status report on ECCE implementation and gaps in India.*** **https://cbps.in/wp-content/uploads/2024/12/Report_Report-1-Research-studies-on-ECCE-status-report-on-implementation-and-gaps-of-ECCE-in-India_2017.pdf**
- Commonwealth Secretariat. (2022). ***ECCE toolkit: Short version.*** **https://www.thecommonwealth-ilibrary.org/index.php/comsec/catalog/download/1084/1082/9622?inline=1**
- Commonwealth Secretariat. (n.d.). ***ECCE toolkit – Long version.*** **https://www.thecommonwealth-ilibrary.org/index.php/comsec/catalog/book/1085**
- Education International. (n.d.). ***Teacher-led learning circles: Developing teacher leadership and teaching practice for the use of formative assessment to improve students' learning.*** **https://www.ei-ie.org/en/item/27004:teacher-led-learning-circles-developing-teacher-leadership-and-teaching-practice-for-the-use-of-formative-assessment-to-improve-students-learning**
- LEGO Foundation. (n.d.). ***Learning through play.*** **https://www.unicef.org/sites/default/files/2018-12/UNICEF-Lego-Foundation-Learning-through-Play.pdf**
- National Institute of Public Cooperation and Child Development (NIPCCD). (2013). ***National ECCE curriculum framework.*** **https://nipccd.nic.in**
- National Council of Educational Research and Training (NCERT). (n.d.). ***Every child matters: A handbook on quality ECCE.*** **https://ncert.nic.in**
- NCERT. (n.d.). ***Play and learn: Manual for preschool education kit.*** **https://ncert.nic.in**
- NCERT. (n.d.). ***Professional development package for ECCE.*** **https://ncert.nic.in**
- NCERT. (n.d.). ***Theme-based ECCE programme – Resource book.*** **https://www.ncert.nic.in/dee/pdf/deethemebased.pdf**
- NCERT. (n.d.). ***Young children in motion.*** **https://ncert.nic.in**
- Economictimes Education Blog. (2023). ***Building the ECCE workforce: A global perspective on educational professional development.*** **https://education.economictimes.indiatimes.com/blog/building-the-ecce-workforce-a-global-perspective-on-educational-professional-development/121821637**
- GPE KIX. (2023). ***Working paper on ECCE.*** **https://www.gpekix.org/sites/default/files/Media%20Document/2023%20GPE%20KIX%20Working%20Paper%20ECCE_FINAL_EN.pdf**
- Samvardhini Journal. (n.d.). ***ECCE and gender equity.*** **https://www.samvardhini.in/samvardhini-admin/article_files/1729682148.pdf**
- UNESCO. (2023). ***Expert meeting report.*** **https://unesdoc.unesco.org**
- UNESCO. (n.d.). ***Inclusion in ECCE.*** **https://unesdoc.unesco.org/ark:/48223/pf0000378761**
- ECDAN. (n.d.). ***Promising practices on early childhood care and education.*** **https://www.childcare4all.org/initiative/promising-practices-on-early-childhood-care-and-education/**

- UNICEF India. (n.d.). ***Guidelines for design and implementation of early learning programmes.*** **https://www.unicef.org/india/media/2586/file/Guidelines-for-Design-and-Implementation-of-Early-Learning-Programmes.pdf**
- ND Publisher. (n.d.). ***Exploring ECCE in the context of NEP 2020.*** **https://ndpublisher.in/admin/issues/EQv15n1b.pdf**

3. **Module 3: Conducting, Monitoring, and Evaluation of PD programs**
   3.1. Facilitation techniques for adult learners
   3.2. Creative methods: role-play, case studies, visual tools
   3.3. Designing feedback tools
   3.4. Observing classroom transfer
   3.5. Evaluating impact and refining PD plans

Core Readings:

- Brookfield, S. D. (2013). ***The skillful teacher: On technique, trust, and responsiveness in the classroom.*** **Jossey-Bass. (Library access)**
- Commonwealth Secretariat. (n.d.). ***Commonwealth ECCE toolkit – Long version.*** **https://www.thecommonwealth-ilibrary.org/index.php/comsec/catalog/book/1085**
- Commonwealth Secretariat. (n.d.). ***Commonwealth ECCE toolkit – Short version.*** **https://www.thecommonwealth-ilibrary.org**
- LEGO Foundation. (n.d.). ***Learning through play.*** **https://www.legofoundation.com/en/learn-how/learning-through-play/**
- Ministry of Women & Child Development, Government of India. (2013). ***National Early Childhood Care and Education (ECCE) policy.*** **https://www.nitiforstates.gov.in/public-assets/Policy/policy_files/PNC503P000013.pdf**
- National Council of Educational Research and Training (NCERT). (n.d.). ***NCERT professional development package for ECCE.*** **https://ncert.nic.in**
- NCERT. (n.d.). ***Smooth and successful transitions.*** **https://ncert.nic.in**
- NCERT. (n.d.). ***Unmukh: Teacher's handbook.*** **https://ncert.nic.in**
- NCERT. (n.d.). ***Young children in motion.*** **https://ncert.nic.in**
- **Indira Gandhi National Open University (IGNOU). (n.d.).** *Unit 4: Adult learning principles.* https://www.ignou.ac.in
- Organisation for Economic Co-operation and Development (OECD). (n.d.). ***Measuring process quality in early childhood education and care through situational judgement questions.*** **https://www.oecd.org/en/publications/measuring-process-quality-in-early-childhood-education-and-care-through-situational-judgement-questions_852602c5-en.html**
- UNESCO. (n.d.). ***Early childhood education: A training manual.*** **https://unesdoc.unesco.org/ark:/48223/pf0000119438**
- UNESCO. (n.d.). ***Preparing to help the young child learn and grow: Training of ECCE personnel.*** **https://unesdoc.unesco.org/ark:/48223/pf0000067133?posInSet=39&queryId=2ca227fa-dbc4-4751-8a1d-40f5a9842567**

Suggested readings:

- UNICEF India. (n.d.). ***Guidelines for design and implementation of early learning programmes.*** **https://www.unicef.org/india/media/2586/file/Guidelines-for-Design-and-Implementation-of-Early-Learning-Programmes.pdf**
- World Bank. (n.d.). ***AIM-ECD tools: A set of resources to help countries measure and improve early childhood development.*** **https://www.worldbank.org/en/topic/earlychildhooddevelopment/brief/a-set-of-resources-to-help-countries-measure-and-improve-early-childhood-development**
- Right to Education Initiative. (2025). ***Monitoring ECCE from a human rights perspective – RTE guide.*** **https://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/RTE_ECCE_Monitoring%20Guide_2025_en.pdf**
- Education International. (n.d.). ***Evaluation toolkit for educator professional development.*** **https://www.ei-ie.org**

4. **Module 4: Professional Wellbeing and Leadership**
   4.1. Understanding and addressing emotional labour and burnout among peers

   4.2. Peer support, reflective circles, and institutional cultures of care

   4.3. Advocacy for systemic wellbeing and educator rights

   4.4. Leadership for Systemic Change and practical, ethical decision making

   4.5. Mentoring and supporting peers and Visioning for sustainable professional learning communities

Core Readings:

- Bernard van Leer Foundation. (n.d.).Caring for the caregiver: A toolkit for ECCE leaders.https://bernardvanleer.org/publications/caring-for-the-caregiver-toolkit-ecc
- Commonwealth Secretariat. (n.d.).Commonwealth ECCE toolkit – Long version.https://www.commonwealth.int
- Education International. (2021).International barometer of the health and well-being of education staff 2021. https://www.ei-ie.org/en/item/29991:international-barometer-of-the-health-and-well-being-of-education-staff-2021
- Education International. (n.d.).Teacher well-being: A global understanding. https://www.ei-ie.org/en/item/28804:teacher-well-being-a-global-understanding
- Education Support. (n.d.).Teacher wellbeing index. https://www.educationsupport.org.uk/resources/for-organisations/research/teacher-wellbeing-index/
- Heikka, J., & Waniganayake, M. (2011).Distributed leadership in early childhood education. International Journal of Leadership in Education, 14*(4), 499–512. https://doi.org/10.1080/13603124.2011.579044

- National Association for the Education of Young Children (NAEYC). (2020).Advancing equity in early childhood education. https://www.naeyc.org/resources/position-statements/equity
- NCERT. (n.d.).Every child matters: NCERT handbook.National Council of Educational Research and Training. [https://ncert.nic.in)
- NCERT. (n.d.).Khel-Khel Mein. National Council of Educational Research and Training.(https://ncert.nic.in)
- Senge, P. M. (2006).The fifth discipline: The art & practice of the learning organization (Chapter on leadership and learning organizations). Doubleday.
- UNESCO. (2023).Inclusion in ECCE: Report on inclusive and responsive professional developmenthttps://unesdoc.unesco.org/ark:/48223/pf0000378761)
- UNICEF. (2024).Caring for the caregiver – Overview guide.* https://www.unicef.org/media/165006/file/UNICEF-caring-for-caregiver-overview-guide-2024.pdf
- UNICEF India & MWCD. (n.d.).ECCE programme guidelines and advocacy for workforce wellbeing.https://www.unicef.org/india/reports/ecc-programme-guidelines)
- UNESCO Expert Meeting Report. (2023).Building the ECCE workforce: Strategies for systemic wellbeing. https://unesdoc.unesco.org)
- ET Education Blog. (2023).Building the ECCE workforce.https://economictimes.indiatimes.com/industry/education/blog)

Assessment:

	Assessment	Weightage
1.	Assignment 1: Individual work	30%
2.	Assignment-2: Group-work	30%
3.	Assignment 3: Term End Exam	40%

8. **Pedagogy:**

a. Instructional strategies: lecture, discussion and resource person may be called to share insights

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

c. Expertise in AUD faculty or outside: AUD/Guest faculty

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

After thorough discussions, the Board of Studies (BoS) approved the detailed course outline and recommended the submission to the Academic Council for final approval.

Recommendation of School of studies: All changes/suggestions as suggested by BoS have been incorporated.

Signature of Course Coordinator(s)

Signature of the Dean of the School

Appendix-109

SCHOOL OF VOCATIONAL STUDIES (SVS)

Dr B. R. Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/ proposing the course	**School of Vocational Studies**
Programme(s)	**B.Voc. in all Disciplines offered by SVS**
Course title	**Foundations of Assessment and Evaluation**
Course code	**NSVSG8EA01**
Credits	**4**
Semester	**8th Semester**
Course type (core/compulsory/optional/any other – please specify)	**Compulsory**
Level (Pre-doctoral/MA/PG Diploma/Certificate/UG)	**Undergraduate**
Proposed date for launch	**Winter Semester**
Course coordinator and team	**Dr Rajinder Kumar, Mr. Akha Kaihrii , Fariha Siddiqui and Members of the Expert Committee.**

1. Does the course connect to, build on or overlap with any other courses offered in AUD? No, it does not build on or overlap with any other courses offered in AUD as it is an independent one.

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): Students promoted from the 7th semester or those who have qualified NSQF/NCrF Level 6 are eligible for admission to this course.

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

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

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

The vision of AUD is to bridge social inequities and prepare informed and skilled professionals. This course will equip students with the requisite knowledge and skills to be able to observe children in diverse child care settings such as childcare centres, shelter homes, children's homes, adoption agencies, nganwadis, etc. and to understand their specific needs. Dr. B.R. Ambedkar University Delhi (AUD) envisions promoting equity, social justice, and excellence in higher education by developing professionals who are sensitive to social realities and committed to working in non-hierarchical and inclusive environments. The course "**Foundations of Assessment and Evaluation**" aligns with this vision by equipping students with the requisite knowledge and skills for assessing learners in diverse settings.

6. How does the course link with the specific programme (s) where it is being offered? This is a core general education course in semester eight of the B.Voc. programme

7. Course Details:

a. **Summary:** This course prepares future educators and vocational trainers to assess and evaluate learners in diverse contexts. With a focus on both foundational assessment principles and unique, technology-driven methods such as digital portfolios and interactive simulations. The course fosters engagement and practical skill development. Learners also gain hands-on experience with industry-specific assessment strategies tailored for real-world applications.

Course Objective: The specific objectives of the course are to enable learners:

- Identify and explain key features and types of assessment and evaluation, emphasizing their alignment with industry needs and occupational standards.
- Recognize various tools and techniques used in assessment and evaluation.
- Gain knowledge of the principles and frameworks guiding assessment practices.
- Equip participants with assessment techniques to evaluate teaching–learning processes in vocational education.
- Appreciate the importance of regular assessment of students and effective documentation of their progress.
- Enable participants to design and implement effective assessment techniques for both off-the-job and on-the-job vocational education contexts.

Expected Learning Outcomes: On successful completion of this module, students will be able to:

- Define key elements of assessment and evaluation.
- Describe various principles and frameworks of assessment.
- List down the tools and techniques of assessment and evaluation.
- Design assessment and evaluation techniques for vocational education.
- Describe and apply industry-specific assessment and evaluation methods tailored to different vocational domains.
-

a. **Overall Structure:** It is a 4-credit course with in-built theory and practical components of 60 hours respectively

6. Module Outline:

Module 1: Principles of Assessment and Evaluation

This module will begin with an introduction to the significance of outcome-based education in vocational education. It will further build students' understanding of the concept of assessment and evaluation and the need for the same. The module will also cover the alternative frameworks of assessment and evaluation, and the need for the same.

Topics Covered:

1.1. Concept and need for assessment and evaluation in vocational education.
1.2. Principle of evaluation-utility, feasibility, validity, reliability, objectivity, transparency and participatory.
1.3. Distinction between assessment, and evaluation.
1.4. Functions of evaluation and types (formative, summative and diagnostic)
1.5. Outcome-Based Education (OBE) and evaluation (Blooms Taxonomy, Competency-based Education, John Biggs Constructivist theory)
1.6. Alternative framework of assessment.

Suggested Readings:

- Virk A, Joshi A, Mahajan R, Singh T. The power of subjectivity in competency-based assessment. J Postgrad Med. 2020 Oct-Dec;66(4):200-205. doi: 10.4103/jpgm.JPGM_591_20. PMID: 33037168; PMCID: PMC7819378.
- Chelimsky, E. (2001). What evaluation could do to support foundations: A framework with nine component parts. American Journal of Evaluation, 22(1), 13-28.
- Ponomariovienė, J., Jakavonytė-Staškuvienė, D., & Torterat, F. (2025). Implementing Competency-Based Education Through the Personalized Monitoring of Primary Students' Progress and Assessment. Education Sciences, 15(2), 252. https://doi.org/10.3390/educsci15020252
- Laguador, J. M., Deligero, J. C. L., & Cueto, A. (2015). Students' evaluation on the teaching performance of tourism and hospitality management faculty members. Asian Journal of Educational Research Vol, 3(3).

Module 2: Item Response Theory (IRT), Tools and Techniques

This module will introduce students to help to Item Response Theory (IRT) in vocational education. The module will help students to know the tools and techniques to make assessment of learning and assessment for learning, practical, engaging, and effective. It will focus on designing assessments for vocational content imparted by trainers.

Topics Covered:

2.1. Item Response Theory (IRT) in vocational education; Key features of IRT in vocational education context
2.2. Quantitative vs qualitative approaches.
2.3. Tools: written tests, rubrics, rating scales, checklists, portfolios, observation schedules
2.4. ICT-based tools: LMS (e.g. Google classrooms, Moodle), Approach based tools (e.g. Kahoot)
2.5. Development of competency-based rubrics; 360-degree assessment

Suggested Readings:

- **Hambleton, R. K., & Swaminathan, H.** (1985). *Item Response Theory: Principles and Applications.* Springer.
- Mössenlechner, C. (2017). ePortfolio task design: a high-impact tool for higher education teaching in tourism. In *Handbook of teaching and learning in tourism* (pp. 173-189). Edward Elgar Publishing.
- Dube-Xaba, Z., & Xulu, R. (2020). Opportunities and challenges in school-based assessment: Tourism learners' views. *African Journal of Hospitality, Tourism and Leisure*, *9*(2), 1-15.
- **NCERT (2023).** *Handbook on Assessment and Evaluation in School Education.*
- **Rao, D. B. (Ed.)** (2004). *Measurement, Evaluation and Testing in Education.* Discovery Publishing House, New Delhi.
- **OECD (2019).** *Measuring Skills in Vocational Education and Training (VET): The Role of IRT in Large-Scale Assessments.* Paris: OECD Publishing.
- Parveen, S. (2020). 360 Degree holistic assessment: A new approach to shape the personality of a learner as visualized by national education policy 2020. International Journal of Reflective Research in Social Sciences, 3(2), 4-8.

Module 3: Contemporary Assessment Practices

This module highlights the integration of real-world issues in learning and assessment with reference to vocational education. It focuses on creating interactive, adaptive, and student-centered evaluation and assessment environments using technology. Students will also study ways of documentation and reporting the assessment in this module.

Topics Covered:

3.1. Performance based assessment and evaluation methods, outcome-based assessment, project-based assessment, field/industry-based assessment, simulation-based assessment, and case studies.

3.2 Industry -integrated assessment techniques: observation logs, supervisor reports, and evidence portfolios.

3.3 Alternative assessment: self-assessment, peer assessment, and portfolio.

3.4Technology enhanced assessment, real time feedback, use of adaptive learnings platforms and learning analytics and integrating AI and digital tools for feedback and tracking.

3.5 Use of analytics and dashboards in reporting performance. Gamified assessment.

3.6 Documentation and reporting assessment and evaluation results. Principles of effective documentation and reporting.

3.7 Ethical and inclusive assessment.

Suggested Readings:

- Vandana, & Masih, A. (2022). Critical Reflections on Assessment Approaches in School Education Minimum Levels of Learning, Continuous and Comprehensive Evaluation and Learning Outcomes. Journal of Indian Education, 48(2), p. 117-142.
- Srinivasa, K. G., Kurni, M., & Saritha, K. (2022). Learning, teaching, and assessment methods for contemporary learners (pp. 1-15). Singapore: Springer.
- Havnes, A., & McDowell, L. (2007). Introduction: Assessment dilemmas in contemporary learning cultures. In *Balancing dilemmas in assessment and learning in contemporary education* (pp. 3-14). Routledge.
- Wearing, S., Tarrant, M. A., Schweinsberg, S., Lyons, K., & Stoner, K. (2015). Exploring the global in student assessment and feedback for sustainable tourism education. In *Education for sustainability in tourism: A handbook of processes, resources, and strategies* (pp. 101-115). Berlin, Heidelberg: Springer Berlin Heidelberg.
- *Hurskaya, V., Mykhaylenko, S., Kartashova, Z., Kushevska, N., & Zaverukha, Y. (2024). Assessment and Evaluation Methods for 21st Century Education: Measuring What Matters. Futurity Education, 4(4), 4–17. https://doi.org/10.57125/FED.2024.12.25.01*

Module 4: Designing Assessment

This module introduces students to the process of designing and conducting assessments for various purposes in vocational education. Strategies for evaluating student assessment learning effectiveness in vocational education.

Topics Covered:

4.1. Design of assessment item for **real-world tasks**, **industry standards**, and **occupational competencies**.

4.2. Key Principles of Designing Assessment

4.3. Steps in Designing an Assessment

4.4. Application of assessment tools

4.5 Analysis and reporting of assessment

Suggested Readings:

- **NCVET (2022).** *Guidelines for Assessment under NSQF.* New Delhi: Ministry of Skill Development and Entrepreneurship.
- **Brookhart, Susan M.** (2017). *How to Create and Use Rubrics for Formative Assessment and Grading.* ASCD.
- Cano, E., & Ion, G. (Eds.). (2016). *Innovative practices for higher education assessment and measurement*. IGI Global.

Note: Modules are practical based.

7. Assessment Structure:

S No.	Assessment Type	Weightage
1	Assignment 1	20
2	Assignment 2	20
3	Assignment 3	20
4	End Term Exam	40
Total		100

8. Pedagogy:

a. Instructional strategies: Blended approaches will be used which will include texts, case-studies, films, clips, YouTube clips, simulations, practical.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Access to digital labs and vocational training resources.

c. Expertise in AUD faculty or outside- Training Partners from outside& guest faculty.

d. Linkages with external agencies: Collaboration with industry experts and certified vocational trainers for practical exposure.

Recommendation of the School of studies:

Signature of Course Coordinator(s)

Signature of the Dean of the School

Appendix-110

Session Plans and Demonstration Classes

School/ proposing the course	**School of Vocational Studies**
Programme(s)	**B.Voc. in all Disciplines offered by SVS**
Course title	Session Plans and Demonstration Classes
Course code	**NSVSG8DC01**
Credits	**6**
Semester	**8th Semester**
Course type (core/compulsory/optional/any other – please specify)	**Compulsory**
Level (Pre-doctoral/MA/PG Diploma/Certificate/UG)	**Undergraduate**
Proposed date for launch	**Winter Semester**
Course coordinator and team	**Dr. Rajinder Kumar, Mr. Akha Kaihrii Mao & Members of the Expert Committee**

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

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

Students promoted from the 7th semester or those who have qualified NSQF/NCrF Level 6 are eligible for admission to this course.

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

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

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

Dr. B.R. Ambedkar University Delhi (AUD) envisions promoting equity, social justice, and excellence in higher education by developing professionals who are sensitive to social realities and committed to working in non-hierarchical and inclusive environments.

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

This is a core general education course in semester eight of the BVoc programme

Course Details:

b. **Summary:** This course aims to equip future educators and vocational trainers with the knowledge and skills required to introduce with concept, demonstrate of introduced topic, practice and demonstrated topic and evaluation of the practice efficiently and effectively. It emphasizes practical, technology-integrated teaching methods to foster student engagement and enhance employability. Additionally, the course covers industry-specific demonstration and lesson plan strategies and robust assessment techniques.

c. **Course Objectives:** The specific objectives of the course are to enable learners:

• Develop an understanding of the key concepts and practices of vocational curricula in alignment with contemporary industry requirements.
• Design and implement effective demonstration and lesson plan strategies for vocational education.
• Develop skills in designing appropriate assessment techniques to evaluate competencies in vocational education.
• Identify and apply industry-specific teaching approaches for effective vocational instruction.

d. **Expected Learning Outcomes:** On successful completion of this module, students will be able to: -

- Identify special features of demonstration and session plans
- Design teaching-learning strategies for vocational education using appropriate ICT tools and technology
- Develop strategies for assessing teaching-learning processes in vocational education.
- Identify and apply industry-specific teaching methods tailored to different vocational domains.
- Prepare lesson plans and interdisciplinary approaches for lesson delivery.

e. **Overall Structure:** It is a 6-credit course with in-built theory and practical components of 90 hours respectively.

A. Module Outline:

Module 1: Model of Curriculum Planning and Vocational Pedagogy

This module covers the foundations of teaching and learning. It emphasizes the need for understanding philosophy of learning recommendation of contemporary education policy and the role of trainer for using instructional strategies by the potential educator.

Topics Covered:

1.1. Concept of Teaching and Learning, and Principles of Effective Teaching,

1.2. Model of Curriculum and vocational pedagogy (Behaviourism, Constructivism, Experiential Learning).

1.3. NCVET Perspective: Learner-Centred and Competency-Based Education

1.4. Role of the Teacher/Trainer in Vocational and Interdisciplinary Contexts.

Suggested Readings:

Billet, S. (2011). *Vocational Education: Purposes, Traditions, and Prospects.* Springer.

City & Guilds Centre for Skills Development (2012). *How to Teach Vocational Education: A Theory of Vocational Pedagogy.*
Lucas, B., Spencer, E., & Claxton, G. London.

Barnett, M., & Coate, K. (2005). Engaging the Curriculum in Higher Education. McGraw Hill / Open University Press.

Lucas, B., Spencer, E., & Claxton, G. (2012). *How to Teach Vocational Education: A Theory of Vocational Pedagogy.* City & Guilds Centre for Skills Development, London.

European Centre for the Development of Vocational Training (CEDEFOP, 2017). *Defining, Writing and Applying Learning Outcomes: A European Handbook.* UNESCO-UNEVOC (2014). *Vocational Pedagogy: What it is, why it matters and what we can do about it.*

Jardine, D. W. (2017). *Back to the basics of teaching and learning: Thinking the world together*. Routledge.

Module 2: Designing Common Standard and Process

This module will help to understand design and the importance of lesson planning that makes learning practical, engaging, and effective. It explores techniques to deliver vocational content using experiential and hands-on approaches for subject-specific lesson plan with suitable domain specific examples.

Topics Covered:

2.1 Concept and importance of lesson planning, elements of a good lesson plan: objectives, learning outcomes, teaching-learning materials, activities, and evaluation. Integrating 4 Cs in lesson planning: creativity, critical thinking, collaboration, and communication

2.2. Key Components of Common Standards and Processes: National Occupation Standards, Qualification Packs, Learning Outcomes/Competency Standards, and Assessment Standards.

2.3. Process of **Designing Common Standards**

2.4. Virtual Skill Labs and subject-specific lessons/ models from various sectors

Suggested Readings:

- **NSDA (2013).** *National Skills Qualification Framework (NSQF): Notification and Operational Guidelines.*
  National Skill Development Agency, New Delhi.

- **NCVET (2022).** *Guidelines for Awarding Bodies and Assessment Agencies.* National Council for Vocational Education and Training, New Delhi.
- **ILO (2019).** *Guidelines for Quality Apprenticeships: Recommendation No. 208.* International Labour Organization, Geneva.
- Panasuk, R. M., & Todd, J. (2005). Effectiveness of lesson planning: Factor analysis. *Journal of Instructional Psychology*, *32*(3), 215.
- Farhang, Q., Hashemi, A. P. S. S. A., & Ghorianfar, A. P. S. M. (2023). Lesson plan and its importance in teaching process. *International Journal of Current Science Research and Review*, *6*(08), 5901-5913.
- Renfors, S. M. (2019). Teachers' Guide to Tourism Curriculum Design and Delivery: Lessons Learned in the Central Baltic Area.
- McConnell, C., Conrad, B., & Uhrmacher, P. B. (2020). *Lesson planning with purpose: Five approaches to curriculum design*. Teachers College Press.
- Saad, A. (2011). *A case-based system for lesson plan construction* (Doctoral dissertation, Loughborough University).

Module 3: Demonstration Classes – Techniques and Technology

This module focuses on the principles and practices of **demonstration teaching** and the effective use of **technology** in vocational classrooms. It emphasizes developing the ability to plan, conduct, and evaluate demonstration lessons using various instructional techniques. The module also highlights classroom and learner management, the use of ICT tools, and reflective feedback for continuous professional improvement.

Topics Covered

3.1. Meaning and Purpose of Demonstration Teaching and Micro-Teaching

- Components: Set induction, explanation, questioning, reinforcement, and closure.
- Role of demonstration in skill-based and vocational learning environments.

3.2. Use of ICT, Simulations, and Role-Plays

- Integrating digital tools and virtual environments for effective demonstration.
- Techniques for classroom management and learner engagement. Observation and feedback strategies: designing rubrics, developing performance criteria, and applying reflective models (Kolb, Gibbs).

3.3. Demonstration Process

- Concept and objectives of demonstration teaching.
- Stages: Demonstration → Feedback → Re-teaching.
- Peer and mentor feedback for performance enhancement.

3.4. Core Teaching and Training Skills

- Lecture method and concept of micro-teaching.
- Application of case studies, project-based and problem-solving methods.
- Peer observation, collaborative reflection, and constructive feedback for continuous improvement.

Suggested Readings:

- McLain, M. (2021). Developing perspectives on 'the demonstration' as a signature pedagogy in design and technology education. *International Journal of Technology and Design Education*, *31*(1), 3-26.
- Womack, S. T. (1989). Modes of Instruction: Expository, Demonstration, Inquiry, Individualized. *The clearing house*, *62*(5), 205-210.
- Ishihara, N. (2014). Class observation and teaching demonstrations. In *Teaching and learning pragmatics* (pp. 123-144). Routledge.
- Tesfaye, S., & Berhanu, K. (2015). Improving Students' Participation in Active Learning Methods: Group Discussions, Presentations and Demonstrations: A Case of Madda Walabu University Second Year Tourism Management Students of 2014. *Journal of Education and Practice*, *6*(22), 29-32.
- Fajriyah, N., Kusmiyati, K., & Purnamasari, H. (2024). The Influence of Demonstration Learning Method on StudentsLearning Motivation and Working Skills at Permahisa Vocational School on Hospitality and Tourism Services Major. *Jurnal Teknologi Pendidikan: Jurnal Penelitian dan Pengembangan Pembelajaran*, *9*(2), 157-162.

Module 4: Demonstration Classes

This module will include a minimum of 8 demonstration class, which will include observation of experts, peer observation and supervised demonstration classes in actual classroom environment.

Note: Modules are practical based.

B. Assessment Structure:

S No.	Assessment Type	Weightage
1	Assignment 1 (Lesson Plan)	30%
2	Assignment 2 (Demonstration classes)	30%
3	End Term Exam	40 %
Total		100%

C. Pedagogy:

e. Instructional strategies: Blended approaches will be used which will include texts, case-studies, films, clips, YouTube clips, simulations, practical.

f. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Access to digital labs and vocational training resources.

g. Expertise in AUD faculty or outside- Training Partners from outside& guest faculty.

h. Linkages with external agencies: Collaboration with industry experts and certified vocational trainers for practical exposure.

Recommendation of the School of studies: There was no specific suggestion given by the BoS on the course. It was recommended for placing it to the Academic Council.

Signature of Course Coordinator(s)

Signature of the Dean of the School

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

(To be approved by the Academic Council)

School/Centre proposing the course	School of Vocational Studies
Programme(s)	Bachelor of Vocation (Research)
Course title	Data Analysis: Quantitative & Qualitative Techniques
Course code	NSVSG8CC01
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	8th Semester
Proposed date of launch	
Course coordinator and team	Dr Ramesh C Sharma, Dr. sunil Kumar, Dr S SJena, Dr. Rajinder Kumar, Dr. Priya Singh

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

The current course is linked with the Basics of Research Methodology course offered in Semester -1. This is in progression of developing research competencies of students they acquitted in Semester-1. This course also links with the data-driven decisions for the BVoc research students in their respective domain. There is some overlap with research methods being taught in other programmes of 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)

Elementary knowledge of spreadsheets, data collection, questionnaire designing, web browsing, and use of digital tools for data collection will be beneficial to the students seeking admission to this course.

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

As per AUD norms.

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
8th Semester

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

The course will enable skills for inquiry, ethical and sensitive social research, critical thinking, and problem solving. All of these skills are essential for preparing students for reflective practice in their professional contexts – an important part of AUD's vision.

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

The course will introduce the students to data-driven analysis and decisions towards specialization based research as an area of study. It would introduce the meaning of quantitative and qualitative data analysis in research and its relation with development of knowledge, understanding and strategizing for a field. It seeks to engage with research as an intellectual and ethical enterprise as well. Through this course the students will develop basic understandings and skills that will enable them to read and plan research. The literature and resources needed for the transaction of the course mainly include research proposals, papers, reports, case studies, and other readings.

7. Course Details:

a. Summary:

This course explores the different ways that social research is carried out, with a focus on research design, data collection and analysis. The course covers both qualitative, quantitative and mixed methods of research. This learning will enable students to embark more confidently and creatively on their own dissertation, as well as engage more critically with the research of others.

b. **Objectives:**

The objectives of the course are:

- To introduce the concept and process of data interpretation
- To familiarize students with data analysis methods used in respective domain
- To enhance students' ability to collect data
- To initiate into articulating a specific analysis method
- To develop basic skills to use a statistical package like MS-Excel or SPSS/ Nvivo/Smart PLS Sem

c. **Expected learning outcomes:** *After the course the students will*

- be able to critically assess the use of particular research methods in response to specific research questions related to specialized domain.
- utilise appropriate tools to create a feasible, auditable and replicable search strategy for academic and grey literature
- synthesise a body of evidence: integrating an assessment of quality with an appraisal of findings for evidence-based practice within your own professional discipline
- be able to design and develop data collection instruments and critically reflect on their value and suitability
- identify and debate the ethical implications of research
- carry out a range of data analysis using appropriate computer software
- interpret the findings of statistical and qualitative analysis

- finalise the research proposal with suitable review of related research and citations / referencing styles.

d. **Overall structure (course organisation, rationale of organisation; outline of each module):**

The course is designed with the following modules:
Module 1: Introduction to Quantitative, Qualitative and Mixed-method Analyses of Research
Module 2: Quantitative data analysis – including correlation and t-tests
Module 3: Qualitative Data Analysis: Coding and Focus Group
Module 4: Analysing Data through Software
Module 5: Writing Research Report and Referencing

The details of these modules are presented below.

8. Module Outline

Module-1: Introduction to Quantitative, Qualitative and Mixed-method Analyses of Research
Module output: The objective of this module is to present the fundamentals of Quantitative, Qualitative and Mixed methods for analyzing data. The students need to understand the nuances of how the data is collected and processed so that the quality of data is determined. Proper understanding of Quantitative, Qualitative and Mixed-method Analyses for research empowers students to arrive at appropriate research conclusions, to support reuse of data, and to facilitate research reproducibility and replication.

1.1: Fundamental of quantitative techniques and analysis of data.
1.2: Fundamental of qualitative techniques and analysis of data.
1.3: Case studies on mixed method techniques and analysis of data.
1.4: Data and data collection process.

Suggested Readings

- Saunders, M., Lewis, P., & Thornhill, A. (2009). Research methods for business students. Pearson education (pp. 128-174)
- Bajpai, N. (2011) "Business Research Methods" Pearson Education India
- Tsung, E.W.K. (2016) "The Philosophy of Management Research" Routledge
- Stockemer, D., Stockemer, G., & Glaeser, J. (2019). *Quantitative methods for the social sciences* (Vol. 50, p. 185). Cham, Switzerland: Springer International Publishing.
- Black, T. R. (1999). Doing quantitative research in the social sciences: An integrated approach to research design, measurement and statistics. sage.
- Handbook of Research Methods in Tourism: Quantitative and Qualitative Approaches (2012) ISBN: 9781781001295, 1781001294, Publisher: Edward Elgar, Editors: Alison Gill, Larry Dwyer, Neelu Seetaram.

Reference Material

- Kerry E Howell (2012). An Introduction to the Philosophy of Methodology

- Gupta, V., & Singh, M. (2023). Research methods and data analysis techniques. McGraw-Hill Education.
- Srinivasan, R., & Iyer, S. (2021). Statistical and qualitative data analysis: A guide for researchers. Sage Publications India.
- Patel, K. P. (2022). Advanced research techniques in business and social sciences. Oxford University Press.
- Kothari, C. R. (2004). Research Methodology: Methods and Techniques. India: New Age International (P) Limited.

Module 2: Quantitative data analysis – including correlation and t-tests

Module outcome: The objective of this module is to enable the students to use Correlation as a statistic that describes the association between two variables. The correlation statistic can be used for continuous variables or binary variables or a combination of continuous and binary variables. The students will also learn about t-tests to examine whether there are significant differences between two group means.

2.1: Quantitative Data Analysis: Data Types and Statistical Assumptions
2.2: Correlation Analysis
2.3: t-Tests for Mean Comparison
2.4: Application, Interpretation, and Reporting

Suggesting readings:

1. Applying Partial Least Squares in Tourism and Hospitality Research, 9781787567016, 178756701X Publisher: Emerald Publishing Limited (2018), Editors: Cihan Cobanoglu, Faizan Ali, S. Mostafa Rasoolimanesh
2. Gupta, C. B. (2009). *An introduction to statistical methods*. Vikas Publishing House.
3. Quantitative Methods for Management: A Practical Approach Paperback – Import, 14 August 2020 by Miguel Ángel Canela, Inés Alegre, Alberto Ibarra.
4. The Art of Statistics: How to Learn from Data David Spiegelhalter.

Module 3: Qualitative Data Analysis: Coding and Focus Group

Module outcome: This module deals with explaining that the qualitative coding is a process of systematically categorizing excerpts in the qualitative data in order to find themes and patterns. It enables students to take unstructured or semi-structured data such as transcripts from in-depth interviews or focus groups and structure it into themes and patterns for analysis. This module further explains that focus group, which has significant importance for research, is a form of qualitative research in which a group of people are asked about their perceptions, opinions, beliefs and attitudes towards a product, service, concept, advertisement, idea, or packaging.

3.1: Qualitative Coding Techniques
3.2: Focus Group Research Method
3.3: Analysis, Interpretation, and Reporting

Suggested reading:

1. Flick, U. (2013). The SAGE handbook of qualitative data analysis.
2. Conducting Focus Groups for Business and Management Students (Mastering Business Research Methods), by Caroline J. Oates & Panayiota J. Alevizou (2017).
3. Step-by-Step Guide to Qualitative Data Coding by Philip Adu · 2019, Taylor & Francis
4. Focus Groups as Qualitative Research by David L. Morgan, David Morgan, 1997, Publisher: SAGE Publications

1.

Module 4: Analysing Data through Software

Module outcome: To familiarize the students with the use of SPSS and Smart PLS SEM for Quantitative Analysis and NVivo for Qualitative Analysis.

4.1: Introduction and use of SPSS
4.2: Introduction and use of Smart PLS SEM (student version)
4.3: Introduction and use of NVivo
4.4: Familiarization with other contemporary qualitative and quantitative data analysis software

Suggested readings:

1. SPSS Statistics for Data Analysis and Visualization by Jesus Salcedo, Keith McCormick · 2017 Publisher: Wiley
2. Qualitative Data Analysis with NVivo By Kristi Jackson, Patricia Bazeley · 2019, Publisher: SAGE Publications
3. Hair, J. F. (2014). A primer on partial least squares structural equation modeling (PLS-SEM). sage.

Module 5: Writing Research Report and Referencing

Module outcomes: The objective of this module is to enable students to write a research report. It is a document that describes the process, progress, or results of technical or scientific research or the state of a research problem. This module would also enable the students to use referencing to demonstrate academic integrity in their assignments, the established styles of referencing.

5.1: Purpose and Structure of Research Reports
5.2: Academic Writing and Presentation Conventions
5.3: Referencing and Citation Practices
5.4: Editing, Review, and Submission

Suggested readings:

1. Lester, J. D., & Lester, J. D. (2015). *Writing research papers: A complete guide* (p. 416). New Delhi: Pearson.
2. Mligo, E. S. (2016). *Introduction to research methods and report writing: A practical guide for students and researchers in social sciences and the humanities*. Wipf and Stock Publishers.
3. Thomas, D. R., & Hodges, I. (2010). Writing a Research Report: Organisation and Presentation, Chapter 13.
4. APA style 7th Edition

Assessment:

1	Working on sampled data from ***respective domain of the students***, using qualitative techniques	10%
2	Working on sampled data from ***respective domain of the students'*** sector using quantitative techniques	10%
3	Identifying a problem related to ***respective domain of the students***, with objectives framing, methodology explained and based on review of literature.	10%
4	Finalization of a Research Proposal with framework, with presentation in a seminar mode	30%
5	End Term Exam	40%

8. Pedagogy:

a. Instructional Strategies: The course will be delivered adopting **Blended approach**. Content would be made available on the University learning management system with facility for formative and summative online examination. Further, the course would be transacted through interactions involving reading in groups, analyzing research papers/reports, case studies, discussions, field-based activities and lectures.

b. Special needs: Usual course needs: some books may have to be requisitioned. Installation of a statistical package like SPSS (or preferably Open Source PSPP) would be required, Students' version of Smart PLS SEM, Vosviewer

c. Expertise in AUD faculty or outside: For some guest lectures, industry experts may be invited

d. Linkages with external agencies.

Signature of Course Coordinator(s)

Recommendation of the School of Vocational Studies:

Suggestions:

Signature of the Dean of the School

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

Semester-8 (Winter Semester)

School/ proposing the course	School of Vocational Studies
Programme(s)	BVoc
Course title	Dissertation
Course code	
Credits	6 credits for Dissertation
Course type (core/compulsory/optional/any other – please specify)	Compulsory
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Fariha Siddiqui, Dr Rajinder Kumar and Mr. Akha Kaihrii

1. Does the course connect to, build on or overlap with any other courses offered in AUD? The course connects to semester-7 courses on 'research proposal' and 'Research_____'

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify) Students who will be promoted to semester 8 and passed NSQF levels 6

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

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

5. How does the course link with the vision of AUD?
   The vision of the University is to promote equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also strives to engage in a manner to develop such professionalism in students who will contribute immensely for the cause of marginalized groups. Most of the students who join in this course are from the socio-economically disadvantaged segment of the society and strive to develop a professional career in the Tourism and Hospitality Sector either by serving to the industry as an empowered employee or become a job creator as an entrepreneur and thereby serving the immediate needs of the social groups. The said course Dissertation will improve a student's research ability.
   It will show whether a student is able to manage a research project, if they are able to use the needed research tools and if they can define a suitable question.

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

This is a compulsory course to be offered to the research track of newly launched four-year undergraduate programme. It strengthens students' research and problem solving abilities giving them an advantage in their vocational field.

7. **Course Details:**
   a. Summary: This is compulsory dissertation course for students pursuing research. The dissertation work will enable students to apply the research skills learned in previous semesters and explore any topic of their interest. Each student will select a topic from their field or an interdisciplinary area and conduct an empirical study under the guidance of a supervisor. They will collect and analyse data using appropriate tools, and present their findings in a seminar before submitting the final dissertation. The work should reflect originality, clarity, and effective research practice. At the end of the semester, students will submit a written research report and present their study.

b. Objectives: The course aims to help students:

1. Formulate a clear and feasible research proposal for the identified dissertation topic.
2. Identify the research gap through analyses of related literature on the selected topic .
3. Design an appropriate research methodology aligned with the objectives of the study.
4. Develop tools and select appropriate techniques for collecting relevant data for the research work.
5. implement the data collection/fieldwork procedures and undertake analyses of collected data.
6. Compile the research report and present research findings.

c. **Expected learning outcomes**: At the end of the course, the students will be able to-

1. Draft a clear and feasible research proposal.
2. Evaluate and synthesize relevant literature to identify research gaps.
3. Construct research methodology aligned with objectives of the study.
4. Prepare data collection tools and apply relevant techniques to gather and analyse data.
5. Communicate research findings through a well-structured report and presentation.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

The dissertation work will begin by the end of semester-7 where students will finalise their research proposal. And the students will be assigned a supervisor based on the expertise and research interest. Students will use research skills and knowledge learnt in the previous semester and will prepare research design with the guidance of supervisor.

Student will be required to undertake an empirical research and record the findings by using relevant tools and techniques. A seminar presentation is the mandatory

component before submission of the dissertation. Each student will work individually under the supervision of a designated supervisor.

e. Contents (week wise plan with readings):

i. Students will take up a research project work in their respective vocational related field.
ii. Each of the students has to undertake a project individually under the supervision of an allotted faculty of the school and to submit the same following the guidelines as laid out by the school.
iii. The size of the dissertation report depends on the nature of the theme of the project. However, it is desirable that the dissertation report should be no more than 20-30 (25-40) pages typed in double space. Report should be in A4 size papers and in a bound form.
iv. Language of Dissertation Report and Viva-Voce Examination will be English. The Dissertation Report must be typed and spirally bounded.

The proposed format of the dissertation is as under:

1. Introduction &Rationale of the Topic
2. Review of related literature
3. Identification of the Research Gaps and preparation of Conceptual Framework for Research.
4. Research Objectives
5. Methodology of the Study
6. Analyses and Interpretation
7. Research Findings
8. Limitations of the Study
9. Drawing Conclusion and Recommendations
10. Summary of the Study
11. References
12. Appendices

8. **Pedagogy:**

a. Instructional strategies: Students will work in close supervision of the allotted guide. They must report to the supervisor (online/offline) on a regular interval. The guide has to submit the report of the student progress on the dissertation work to the Dean of the School on a monthly basis.
b. All student are required to attend a weeklong workshop to be conducted by the School for preparation of the research proposal (3rd week on starting the semester).
c. Before submission of the research dissertation, all students are required to make a seminar presentation in an open house in the School.
d. The dissertation will be evaluated both by the supervisor and the external evaluator.

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

f. Expertise in AUD faculty or outside: AUD faculty as supervisor and external faculty as external evaluator.

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

9. Assessment

The course is dividedinto two components (i) Preparation of research proposal (2 Credits) and (ii) Dissertation work (8 credits). Both the component will be evaluated independently at each stage. The scheme of evaluation for each component is as below:

Sl. No.	**Activities**	**Weightage**
	Presentation of Research Proposal	20% (tentative dates)
1	Dissertation Report submission	40% (tentative dates)
2	Dissertation presentation and Viva Voce	20% (tentative dates)
4.	Feedback from the Supervisor regarding regularity & originality of the work	20%
	Total	**100%**

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

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

Appendix-113

Draft Minutes of Meeting

A meeting of the following Committee constituted by the Competent Authority for explicitly defining the eligibility criteria for screening the applications for direct recruitment of Teachers and Other Academic Staff as provided for in the "UGC Regulations on Minimum Qualifications for Appointment of Teachers and Other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education, 2018" and to suggest improvements in the screening process was held in the Conference Hall at Kashmere Gate Campus of Dr. B.R. Ambedkar University Delhi on 10.12.2025 at 03:00 pm:

1. Prof. Anu Singh Lather - Chairperson
   Vice Chancellor
2. Prof. Yogesh Singh - Member
   Vice Chancellor, University of Delhi
3. Prof. Jai Prakash Saini - Member
   Vice Chancellor,
   Madan Mohan Malaviya University of Technology
4. Prof. Kartik Dave - Member
   Member, Board of Management
5. Dr. Urfat Anjem Mir - Member Secretary
   Director, Internal Quality Assurance Cell

Prof. Satyaketu Sankrit, Dean, Academic Affairs could not attend the meeting due to his preoccupations.

Observations:

1. It was submitted to the Committee that the Dr. B.R. Ambedkar University Delhi recruits Teachers & Other Academic Staff in accordance with the "UGC Regulations on Minimum Qualifications for Appointment of Teachers and Other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education, 2018".
2. The Committee noted that as per the **UGC Regulations, 2018, clause 4.1 (III)** the eligibility criteria for direct recruitment to the post of Professor in Disciplines of Arts, Commerce, Humanities, Education, Law, Social Sciences, Languages, Library Science, Physical Education, and Journalism & Mass Communication are as follows:

   A.

   i) An eminent scholar having a Ph.D. degree in the concerned/ allied/ relevant discipline, and published work of high quality, actively engaged in research with evidence of

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published work with, a minimum of 10 research publications in the peer-reviewed or UGC-listed journals and a total research score of 120 as per the criteria given in Appendix II, Table 2.

ii) A minimum of ten years of teaching experience in university/ college as Assistant Professor/ Associate Professor/ Professor, and/or research experience at equivalent level at the University/ National Level Institutions, with evidence of having successfully guided doctoral candidate.

OR

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

3. It was submitted to the Committee that during screening of applications received for direct recruitment to the post of Professor as per **UGC Regulations, 2018, clause 4.1 (III)**, need has been felt to more explicitly define the **"outstanding professional"**, **"significant contributions to the knowledge in the concerned/ allied/ relevant discipline"** and **"ten years' experience"** as mentioned in eligibility criteria 'B' above to ensure fair, transparent & objective assessment of eligibility of the candidates who apply under criteria 'B'.
4. The Committee noted that as per the **UGC Regulations, 2018, clause 4.2 (III)** the eligibility criteria for direct recruitment to the post of Professor in Disciplines of Music, Performing Arts, Visual Arts, and Other Traditional Indian Art Forms like Sculpture etc. are as follows:

A

i) An eminent scholar having a doctoral degree.
ii) Have been actively engaged in research with at least ten years of experience in teaching in University/College and / or research at the University/National level institutions.
iii) Minimum of 6 research publications in the peer-reviewed or UGC-listed journals,
iv) Has a total research score of 120, as per Appendix-II, Table 2.

OR

B. A traditional or a professional artist, with highly-commendable professional achievement, in the subject concerned,

i) Having Masters degree, in the relevant subject
ii) Has been 'A'-grade artist of AIR/Doordarshan
iii) Has **Ten years of outstanding performing achievements in the field of specialisation**

10/12-25 10/12/25 10/12/25

iv) Has made **significant contributions in the field of specialisations** and ability to guide research;
v) Has participated in National/International Seminars/Conferences/ Workshops/Concerts and/ or recipient of National/International Awards/Fellowships;
vi) Has the ability to explain with logical reasoning the subject concerned, and
vii) Has adequate knowledge to teach theory with illustrations in the said discipline.

5. It was submitted to the Committee that during screening of applications received for direct recruitment to the post of Professor as per **UGC Regulations, 2018, clause 4.2 (III),** need has been felt to more explicitly define the **"outstanding performing achievements in the field of specialization"** and **"significant contributions in the field of specialization"** as mentioned in eligibility criteria 'B' above to ensure fair, transparent & objective assessment of eligibility of the candidates who apply under criteria 'B'.

Recommendations:

After due deliberation the Committee recommends that in respect of criteria 'B' pertaining to outstanding performance/ significant contribution under all sub-clauses of clause 4 of UGC Regulations 2018 the following be defined in the eligibility criteria to ensure that only outstanding scholars become eligible:

"A Scholar who has received any national award in the relevant field instituted by the Govt. of India and conferred by the President of India."

10/12/2025
Dr. Urfat Anjem Mir
Member Secretary

10/12
Prof. Kartik Dave
Member

10/12/25
Prof. Yogesh Singh
Member

10/12/25
Prof. Jai Prakash Saini
Member

10.12.25
Prof. Anu Singh Lather
Vice Chancellor & Chairperson

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	PhD
Course title	Research Tool Development and Standardisation
Course code	TBD
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Elective
Level (Predoctoral/ MA/ PG/ Diploma/ Certificate/ UG)	Ph.D. Coursework
Proposed date of launch	2025-26
Course coordinator and team	Prof. Arun Kumar

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

This course enables students to develop a critical research skill of tool development and standardization, which is foundational for conducting meaningful inquiry in education. By equipping students with both conceptual understanding and practical skills to design and evaluate research tools, the course nurtures critical scholarship and professional competence.

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

The course supports doctoral research in education by preparing students to understand both quantitative and qualitative tools in terms of their construction and standardization. It helps research scholars understand tool classification, methodological appropriateness, and the process of standardizing achievement and psychological tools.

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

The course is aligned with broader research methodology offerings at the School of Education Studies (SES), particularly those that introduce qualitative and quantitative paradigms. However, it does not overlap with other courses, as it focuses specifically on the design, validation, and standardization of data gathering tools.

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 familiarity with research.

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): As per the University Norms

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

7. **Course Details:**

a. Summary:

This course supports doctoral students in understanding development and standardization of research tools used in education, especially in behavioural psychology. It begins with an introduction to different types of research tools and how they are used in quantitative and qualitative research. Students will explore key concepts such as objectivity, reliability, validity, norms, and trustworthiness. The course then focuses on the process of standardizing tools, including item analysis, developing norms, and writing tool manuals. Through this course, students will gain both theoretical knowledge and practical skills needed to design, evaluate, and standardise research tools for their own research work.

b. Objectives:

The objectives of the course are to:

- Introduce key concepts in the development and use of research tools in education and behavioural science.
- Build understanding of the principles of Reliability, Validity and Norms for quantitative tools and Dependability , trustworthiness and conformability for qualitative tool construction.
- Develop skills in designing and standardizing research tools for data

collection.

c. Expected Learning Outcomes:
   By the end of the course, students will be able to:
   - Identify and describe different types of research tools and their purposes.
   - Apply core principles to construct and evaluate research tools.
   - Conduct item analysis and standardize tools using appropriate methods.
   - Compose clear guidelines for use and development of research tool manuals.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):
   The course is organised in 3 modules: Understanding Research Tools, Key Concepts for Research Tool Development and Standardization of Research Tools

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

(i). Module-wise format

Module 1: Understanding Research Tools

This module aims to introduce research students to the classification of data gathering tools, enabling them to develop a clear concept of research tools. Students will also learn to identify differences between quantitative and qualitative research tools, laying the foundation for understanding the appropriate use of each in various research contexts.

Readings:

Essential Readings:

Anastasi, A. & Urbina,S. (2010) Psychological Testing(7th ed.), Pearson Education, Inc., PHI learning Private Ltd., Chapter 1,

Garrett, H. E. (1966). *Statistics in Psychology and Education*. Bombay: Vakils, Feffer and Simons Ltd., Part III, Chapter 12: The Scaling of Mental Tests and Other Psychological Data

Kerlinger, F. N., & Lee, H. B. (1991). *Foundations of behavioral research* (4th ed.). Harcourt Brace Jovanovich College Publishers. , Chapter 30: Objective Tests and Scales, Chapter 31: Observations of Behaviour and Sociometry

Mehrens, W. A., & Lehmann, I. J. (1991). *Measurement and evaluation in education and psychology* (4th ed.). New York: Holt, Rinehart and Winston., Chapter 15: Introduction to Standardised Tests and Inventories and Chapter 16: Standardised Achievement Tests

Singh, A.K. (1996). Chapters 1 & 2. *Tests, Measurement, and Research Methods in Behavioral Science*. Patna: Bharathi Bhavan.

Suggested Readings

Cohen, L., Manion, L., & Morrison, K. (2007) Chapter 19- Tests. *Research Methods in Education (6th Edition)*. London: Routledge, pp. 414- 434.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). *How to Design and Evaluate Research in Education* (10th ed.). McGraw-Hill.

Module 2: Key Concepts for Research Tool Development

Building on the previous discussions, this module will further develop a deeper understanding of the basic characteristics of quantitative research tools, including Objectivity, Reliability, Validity, and Norms, as well as qualitative research tools, focusing on Dependability, Trustworthiness (including Credibility and Transferability), and Confirmability. The discussions will support students in developing and evaluating research tools based on these criteria for ensuring rigour.

Essential Readings

Anastasi, A. & Urbina,S. (2010) Psychological Testing(7th ed.), Pearson Education, Inc., PHI learning Private Ltd., Chapter 4,5 &6

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). *Standards for Educational and Psychological Testing*. AERA., Part 1: "Chapters 1-3: Validity, Reliability, and Fairness"

Cohen, L., Manion, L., & Morrison, K. (2007) *Research Methods in Education (6th Edition)*. London: Routledge, Chapter 6 -Reliability and Validity., pp. 133-165.

Garrett, H. E. (1966). *Statistics in Psychology and Education*. Bombay: Vakils, Feffer and Simons Ltd., Part III, Chapter 13: "The Reliability and Validity of Test Scores" (pp. 337-363)

Guilford, J.P. (1954). *Psychometric Methods* (2nd Ed.). New York: McGraw Hill., Chapters 5 & 6.

Mehrens, W. A., & Lehmann, I. J. (1991). *Measurement and evaluation in education and psychology* (4th ed.). New York: Holt, Rinehart and Winston. , Chapter 11: *Norms, Scores, and Profiles,* Chapter 12: *Reliability and* Chapter 13: *Validity*

Kerlinger, F. N., & Lee, H. B. (1991). *Foundations of behavioral research* (4th ed.). Harcourt Brace Jovanovich College Publishers. Chapter 27: Reliability and Chapter 28: Validity

Nunnally, J. (1978). Chapters 4 & 5. *Psychometrics Theory* (2nd Ed.). New York: McGraw Hill.

Suggested Readings

Hair, J.F., Anderson, R.E., Tatham, R.L., & Black, W.C. (1995). *Multivariate Data Analysis*. Jersey: Prentice-Hall.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). *How to Design and Evaluate Research in Education* (10th ed.). McGraw-Hill., Chapter 8.

Freeman, F.S. (1965) Theory and Practice of Psychological Testing (3rd ed.) Holt, Rinehart and Winston, Inc, New York, U.S.A. Indian edition, Oxford & IBH Publishing Co. Pvt. Ltd. new Delhi, Chapter 5 21 & 24.

Broota, K.D. (1989). *Experimental Design in Behavioural Research*. New Delhi: Willey Eastern.

Module 3: Development and Use of Research Tools

This module covers the process of development of research tools including standardization of research tools, with specific reference to achievement and psychological tools. Students will learn about item analysis, including calculation of difficulty value and discrimination index, along with the development of norms. They will also gain skills in distractor analysis and learn how to analyse the tool results and write a comprehensive research tool manual.

Essential Readings

Anastasi, A. & Urbina,S. (2010) Psychological Testing(7th ed.), Pearson Education, Inc., PHI learning Private Ltd., Chapter 7 &14,

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). *Standards for Educational and Psychological Testing*. AERA., Part 2: "Chapters 4-6: Technical Issues and Standardization Procedures" Part 3: "Chapters 7-8: Test Administration, Scoring, Interpretation, and Score Reporting”

Guilford, J.P. (1954). Chapters 9 & 10. *Psychometric Methods* (2nd Ed.). New York: McGraw Hill.

Mehrens, W. A., & Lehmann, I. J. (1991). *Measurement and evaluation in education and psychology* (4th ed.). New York: Holt, Rinehart and Winston. Chapter 20: Marking and Reporting the results of measurement
Nunnally, J. (1978). Chapters 7 & 8. *Psychometrics Theory* (2nd Ed.). New York: McGraw Hill.

Singh, A.K. (1996). *Tests, Measurement, and Research Methods in Behavioral Science*. Patna: Bharathi Bhavan.. Chapter 3: "Item Analysis", Chapter 4: "Development of Norms" and Chapter 5: "Preparation of Test Manual"

Suggested Readings

Hair, J.F., Anderson, R.E., Tatham, R.L., & Black, W.C. (1995). *Multivariate Data Analysis*. Jersey: Prentice-Hall.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). *How to Design and Evaluate Research in Education* (10th ed.). McGraw-Hill.

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

Assessment 1 (Tool construction, evaluation task): 50%

Assessment 2 (End term examination): 50%

8. Pedagogy:

a. Instructional strategies:
The course will include a blend of lectures, discussions and practical tasks.

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 computer lab.

c. Expertise in AUD faculty or outside:
Within AUD

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

Signature of Course Coordinator(s)

Note:

1. Modifications based on deliberations in the RSC/ 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 program and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one program should have been approved in the Board of Studies of 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 RSC:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

School of Education Studies (SES)

Minutes of SES Research Studies Committee (RSC) Meeting held on 28.08.2025

A meeting of SES RSC was organised on 28 August 2025, from 3:00 pm to 4.00 pm.

The following members attended the meeting:

i. Prof. Arun Kumar, Dean SES, Chairperson
ii. Dr. Parag Waknis, SLS (External member)
iii. Dr. Rachna Chaudhary, SHS (External member)
iv. Dr. Gunjan Sharma, SES (member)
v. Dr. Manasi Thapliyal Navani, SES (member)
vi. Dr. Monimalika Day, SES (member)
vii. Dr. Rishabh Kumar Mishra, SES (member)
viii. Dr. Shivani Nag, SES (Programme Coordinator- PhD programme)

Special invitees: Dr. Manish Jain, Dr. Nivedita Sarkar, Dr. Rajshree Chanchal, Dr. Nidhi, Dr. Sunita Singh.

The following agenda were presented:

1. To discuss the six-monthly progress reports of 2019-2020 cohort students (admitted in 2019)
2. To discuss the six-monthly progress reports of 2020-2021 cohort students (admitted in 2021)
3. To discuss the six-monthly progress reports of 2021-2022 cohort students (admitted in 2022)
4. To discuss the six monthly progress reports of 2023-2024 cohort students (admitted in 2024)
5. To discuss the semester 1- coursework progress of 2024-2025 cohort students (admitted in 2025)
6. To note the course registration for semester 2 for the PhD cohort admitted in 2025.
7. To report the change in affiliation of External Member in the RAC of Mincy Ruby Mathew (S195H0005):
8. To report the successful defence of PhD thesis Ruchi Sharma (S195H0008).

9. a) To report the PhD Pre-Submission Presentation of Disha Sharma (S195H0003) and Harsha Rana (S195H0004); and b) report the thesis submission of Disha Sharma and Harsha Rana
10. To discuss the change in the PhD thesis title of SES PhD scholar Karan [S205H0002]
11. To discuss the change in the PhD thesis title of SES PhD scholar Ms. Ekta Mishra [S215H0003]
12. To report the supervisor allotment and RAC formation for the semester II Phd students (2024-2025 cohort), admitted in 2025.
13. To discuss proposed electives to be offered as part of the PhD coursework.

The discussion in the meeting was as presented below:

Item 1: To discuss the six-monthly progress reports of 2019-2020 cohort students

The RSC discussed and considered the RAC progress reports of the 2019-2020 cohort PhD scholars who were admitted in 2019 for progress in semester XII. 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. The RAC Reports are at Annexure 1.

Sl.	Student name	Enrolment no.	Date of Registration	Supervisor	Date of RAC	RAC Assessment	Annexure 1
1	Aditi Schrawat	S195H0001	19 August 2019	Dr. Manish Jain	31 July 2025	Satisfactory	RAC Report
2	Alprata Ahuja	S195H0002	20 August 2019	Dr. Manasi Thapliyal Navani Co-supervisor: Professor Hancet Gandhi (University of Delhi)	7 August 2025	Satisfactory	RAC Report
3	Harsha Rana	S143H0004	20 August 2019	Dr. Gunjan Sharma	Thesis submitted	Satisfactory	RAC Report

4	Preeti	S195H0006	19 August 2019	Dr. Manish Jain	24 July, 2025	Satisfactory	RAC Report
5	Radhika Mittal	S195H0007	19 August 2019	Dr. Gunjan Sharma	31 July 2025	Satisfactory (pre-submission recommended)	RAC Report.
6	Shanky Chaudhary	S195H0009	21 August 2019	Dr. Monimalika Day	18th July 2025	Satisfactory	RAC Report

Based on the RAC reports presented, the RSC recommended the progress reports of PhD in Education programme cohort 2019 to the SCR.

Item 2: To discuss six-monthly progress reports of 2020-2021 cohort PhD students 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 VIII to Semester IX. The RAC Reports are at Annexure 2.

Sl.	**Student name**	**Enrolment no.**	**Date of Registration**	**Supervisor**	**Date of RAC**	**RAC Assessment**	**Annexure 2**
1	Aabha Rawat	S205H0001	16 November 2021	Dr. Sunita Singh	6 August 2025	Satisfactory	RAC Report
2	Karan	S205H0002	16 November 2021	Dr. Gunjan Sharma	25 July 2025	Satisfactory	RAC Report
3	Kunica	S205H0003	22 November 2021	Dr. Monimalika Day	22nd July 2025	Satisfactory	RAC Report

4	Mansa	S205H0004	16 November 2021	Dr. Manasi Thapliyal Navani	27 July 2025	Satisfactory	RAC Report
5	Priyanka	S205H0006	16 November 2021	Dr. Gunjan Sharma	26 July 2025	Satisfactory	RAC Report
6	Ridhima Garg	S205H0007	19 November 2021	Dr. Manish Jain	21 July 2025	Satisfactory	RAC Report
7	Themhorchan Shadang	S205H0009	17 November 2021	Dr. Shivani Nag	8 August 2025	Satisfactory	RAC Report

Based on the RAC reports presented, the RSC recommended the progress reports of PhD in Education programme cohort 2020 to the SCR.

Item 3: To discuss the six-monthly progress reports of 2021-2022 cohort PhD students - admitted in 2022

The RSC discussed and considered the RAC progress reports of the PhD in Education programme cohort 2021-22 (admitted in 2021) for progression from semester VI to VII. The RAC Reports are at Annexure 3.

Sl.	**Student name**	**Enrolment no.**	**Date of Registration**	**Supervisor**	**Date of RAC**	**RAC Assessment**	**Annexure 3**
1	Abhishek Srivastava	S215H0001	15 September 2022	Dr. Manish Jain	24 July 2025	Satisfactory	RAC Report
2	Ebanna Edison	S215H0002	16 September 2022	Dr. Sunita Singh	5 August 2025	Satisfactory	RAC Report

Sl.	Student name	Enrolment no.	Date of Registration	Supervisor	Date of RAC	RAC Assessment	Annexure 3
3	Ekta Mishra	S215H0003	29 September 2022	Dr. Manasi Thapliyal Navani	14 July 2025	Satisfactory	RAC Report
4	Isha Joshi	S215H0004	27 September 2022	Dr. Manasi Thapliyal Navani	21 July 2025	Satisfactory	RAC Report
5	Kuldeep Singh	S215H0005	16 September 2022	Dr. Nivedita Sarkar	7 August 2025	Satisfactory	RAC Report
6	Sneha Bharti	S215H0006	17 September 2022	Dr. Shivani Nag	8 August 2025	Satisfactory	RAC Report

Based on the RAC reports presented, the RSC recommended the progress reports of PhD in Education programme cohort 2021-22 (Admitted in 2022) to the SCR.

Item 4: To discuss the six-monthly progress reports of 2023-2024 cohort PhD students, admitted in 2024

The RSC discussed and considered the RAC progress reports of the PhD in Education programme cohort 2023-24 (admitted in 2021) for progression from semester VI to VII. The RAC Reports are at Annexure 4.

Sl.	Student name	Enrolment no.	Date of Registration	Supervisor	Date of RAC	RAC Assessment	Annexure 4
1	Bhawna Singh	S235H0001	3 May 2024	Dr. Monimalika Day	30th July 2025	Satisfactory	RAC Report
2	Bhumika	S235H0002	3 May 2024	Dr. Sunita Singh	6 August 2025	Satisfactory	RAC Report

Sl.	Student name	Enrolment no.	Date of Registration	Supervisor	Date of RAC	RAC Assessment	Annexure 4
3	Garima Saini	S235H0003	5 May 2024	Dr. Rishabh Kumar Mishra	20 August 2025	Satisfactory	RAC Report
4	Isha Sharma	S235H0004	3 May 2024	Dr. Monimalika Day	5th August 2025	Satisfactory	RAC Report
5	Mansi	S235H0005	4 May 2024	Dr. Monimalika Day	31st July 2025	Satisfactory	RAC Report
6	Manvi	S235H0006	13 May 2024	Dr. Monimalika Day	30th July 2025	Satisfactory	RAC Report
7	Mayanka Kashyap	S235H0007	4 May 2024	Dr. Nivedita Sarkar	6 August 2025	Satisfactory	RAC Report
8	Ragini Lalit	S235H0008	3 May 2024	Dr. Shivani Nag	12 August	Satisfactory	RAC Report

Based on the RAC reports presented, the RSC recommended the progress reports of PhD in Education programme cohort 2023-24 (Admitted in 2024) to the SCR.

Item 5: To discuss the semester 1- coursework progress of 2024-2025 cohort students (admitted in 2025)

Of eight students enrolled in the PhD programme for the 2025-2025 cohort (Admitted in 2025), seven students have successfully passed the course work for semester 1. One student, Adil Mustafa (S245H0001) has failed all the courses in 1st semester course work. As per the AUD policy, he has been promoted to the second semester, however, in the following semester 2, he will need to repeat the courses of semester 1. Rashmi (S245H0006) did not pass in the Perspectives in Education Course. She has also been promoted to the second semester, however, she will need to repeat this course after she completes the second semester.

S.No.	Name	Enrollment number	Grade in Core Course 1- Perspectives in Education (SES301101) 4 credits	Status	Grade in Core course 2- Research Methods 1 (Nature of Inquiry in Social Science Research)- (SES301101)- 2 credits	Status	Grade in Elective Course (2 credits	Status
1	Adil Mustafa	S245H0001	P	FAIL	F	FAIL	Critical Literacy (SES301207) Grade- P	FAIL
2	Anna T.M.	S245H0002	A	Pass	A	Pass	Politics and Education in India (SES301202) Grade- A only	Pass
3	Manisha Bhatt	S245H0003	B Plus	Pass	A Plus	Pass	Critical Literacy (SES301207) Grade- A Plus	Pass
4	Nancy Chauhan	S245H0004	B	Pass	A Only	Pass	Critical Literacy (SES301207) Grade- B Plus	Pass
5	Pratyay Malakar	S245H0005	A	Pass	A Plus	Pass	Feminist Pedagogies (SES301209) Grade- O	Pass
6	Rashmi	S245H0006	C	FAIL	B Plus	Pass	Critical Literacy (SES301207) Grade- B only	Pass
7	Suchit Tripathi	S245H0007	A Plus	Pass	B Only	Pass	Politics and Education in India (SES301202) Grade- A only	Pass

8	Yashpal	S245H0008	B Plus	Pass	A Only	Pass	Critical Literacy (SES301207) Grade- B Plus	Pass

Further, there was also a discussion around the requirement to allot supervisors in the first semester, given the situation of some scholars who were finding the PhD course work extremely challenging despite support. Concerns were also shared around faculty challenges in supervising scholars, particularly where scholars also reported mental health challenges. A need was felt for university wise discussion on ways that would support both the faculty as well as the scholar.

The RSC noted the results of the scholars of 2024-25 cohort (admitted in 2025) and that two scholars - Adil Mustafa and Rashmi would need to repeat the failed courses, after completion of semester 2. The RSC forwarded the results for consideration to the SCR.

Item 6: to note the course registration of semester 2 PhD students (2024-2025 cohort)- admitted in 2024.

S. No.	Student name	Enrolment no.	Date of Registration	Core Course 1- 2 credits	Core Course 2- 2 credits	Elective Course 2 credits	UGC mandated course - 2 credits
1	Adil Mustafa	S245H0001		Mapping Education Studies (SES301102)	Research Methodology II: Methodologies in Education Research (MER) (SES301104)	Guided Reading (SES301105)	Research and Publication Ethics (UNI300101)

2	Anna T.M.	S245H0002		Mapping Education Studies (SES301102)	Research Methodology II: Methodologies in Education Research (MER) (SES301104)	Guided Reading (SES301105)	Research and Publication Ethics (UNI300101)
3	Manisha Bhatt	S245H0003		Mapping Education Studies (SES301102)	Research Methodology II: Methodologies in Education Research (MER) (SES301104)	Guided Reading (SES301105)	Research and Publication Ethics (UNI300101)
4	Nancy Chauhan	S245H0004		Mapping Education Studies (SES301102)	Research Methodology II: Methodologies in Education Research (MER) (SES301104)	Guided Reading (SES301105)	Research and Publication Ethics (UNI300101)
5	Pratyay Malakar	S245H0005		Mapping Education Studies (SES301102)	Research Methodology II: Methodologies in Education Research (MER) (SES301104)	Guided Reading (SES301105)	Research and Publication Ethics (UNI300101)

6	Rashmi	S245H0006		Mapping Education Studies (SES301102)	Research Methodology II: Methodologies in Education Research (MER) (SES301104)	Guided Reading (SES301105)	Research and Publication Ethics (UNI300101)
7	Suchit Tripathi	S245H0007		Mapping Education Studies (SES301102)	Research Methodology II: Methodologies in Education Research (MER) (SES301104)	Guided Reading (SES301105)	Research and Publication Ethics (UNI300101)
8	Yashpal	S245H0008		Mapping Education Studies (SES301102)	Research Methodology II: Methodologies in Education Research (MER) (SES301104)	Guided Reading (SES301105)	Research and Publication Ethics (UNI300101)

The RSC recommended the registration of the PhD in Education programme cohort 2024-25 (Admitted in 2025) to the above-mentioned courses for consideration to the SCR.

Item 7: To report the change in affiliation of External Member in the RAC of Mincy Ruby Mathew (S195H0005):

Prof. Shobha Sinha, an external member in the RAC of Ms. Mincy Ruby Mathew has retired. Her affiliation may be changed from *'Professor Shobha Sinha, University of Delhi to Professor Shobha Sinha, Formerly at University of Delhi'.*

	Previous RAC	**New RAC**

PhD Scholar Name	Supervisor	Affiliation of Previous RAC member (s)	Change in Affiliation of External RAC member	
Ms. Mincy Ruby Mathew (S195H0005)	Dr. Sunita Singh	Dr. Monimalika Day, SES Professor Shobha Sinha, University of Delhi	Professor Shobha Sinha, Formerly at University of Delhi	Dr. Sunita Singh (Supervisor) Dr. Monimalika Day (SES) Professor Shobha Sinha, Formerly at University of Delhi

The RSC noted the changed affiliations of Prof. Shobha Sinha and recommended the same to the SCR.

Item 8: To report the successful defence of PhD thesis Ruchi Sharma (S195H0008).

The PhD viva voce examination of Ms. Ruchi Sharma (S195H0008) was held on April 30, 2025 at the Lodhi Road Campus, Dr B. R. Ambedkar University Delhi. The title of the thesis is, "Mapping the Nature of *Engineering* Coaching Industry and Popular Media Representation in the Indian Context". She successfully defended her thesis during the viva.

The RSC noted the successful PhD defence of Ms. Ruchi Sharma

Item 9a: To report the PhD Pre-Submission Presentation of Harsha Rana (S195H0004) and Disha Sharma (S195H0003)

The PhD Pre-Submission Presentation of Ms. Harsha Rana (S195H0004), was held on May 1, 2025 at the Lodhi Road Campus, Dr B. R. Ambedkar University Delhi. The title of her thesis is, "*Vocational Education in a University: Aims and Aspirations*".

The PhD Pre-Submission Presentation of Ms. Disha Sharma (S195H0003), was held on June 2, 2025 at the Lodhi Road Campus, Dr B. R. Ambedkar University Delhi. The title of her thesis is, "*Understanding University Life: Everyday Experiences of Higher Education in India*".

Item 9b: To report the thesis submission of Harsha Rana (S195H0004) and Disha Sharma (S195H0003)

Ms. Harsha Rana (S195H0004) submitted her thesis post completion of all submission related formalities on 19 May 2025.

Ms. Disha Sharma (S195H0003) submitted her thesis post completion of all submission related formalities on July 8, 2025.

The RSC noted the pre-PhD submission seminar of Ms. Disha Sharma and Ms. Harsha Rana and their thesis submission.

Item 10: To discuss the change in PhD thesis title of SES PhD scholar Karan [S205H0002]

Based on the qualitative ethnographic data collected from the field, SES PhD scholar Karan [S205H0002] [admitted in 2021], presented the need for a change in his PhD title in the RAC meeting held on 25 July 2025 [Minutes enclosed]. The RAC members deliberated and agreed that the thesis title needs revision given the nuances that narratives from the field and analysis have brought forth. The following revised title was discussed and approved: "Students' Experiences of Higher Education: Social Locations, Aspirations, and Pedagogies". This title will effectively communicate the participants' narratives. The RAC also noted that this revision does not represent a departure from the original research synopsis of the scholar. Rather, it reflects a sharpening of focus grounded in the empirical realities of the field. (Annexure 5)

The RAC in its meeting held on 25 July 2025 recommended the change in the title as follows:

Name and Enrolment No.	Existing title	Proposed New Title
Karan [S205H0002]	Experiencing Caste in Higher Education [66th SCR 25 August 2023]	Students' Experiences of Higher Education: Social Locations, Aspirations, and Pedagogies

The RSC noted the change in title and recommended the title change for approval of the SCR.

Item 11: To discuss the change in PhD thesis title of SES PhD scholar Ms. Ekta Mishra [S215H0003]

Drawing on the discussion in the RAC meeting, change has been proposed in the PhD synopsis title of SES PhD scholar Ms Ekta Mishra [S215H0003] [admitted in 2022]. The change is made owing to National Council for Teacher Education (NCTE) issued guidelines

of May 2025 which have recommended phasing out of the stand alone teacher education institutions/colleges over next two years. Ms Mishra's original title, "Exploring pre-service student teachers' beliefs about pedagogical content knowledge: A case study of a stand-alone teacher education college" explicitly mentions a case study of a stand alone teacher education institution. The new policy guideline may impact data collection and access to the field site because the candidate may not be able to access a 'Stand Alone Teacher Education Institute' upon the implementation of the NCTE guidelines. The proposed change will affect only the potential site for data collection. The theoretical framework as well as the primary research questions for her study remain the same. The RAC in its meeting held on 14 July 2025, discussed the new policy development and approved the modification in the title and relevant changes in the methodology section of the proposal. The modified proposal approved by the RAC has been submitted along with the RAC report (Annexure 6). The revised title proposed was: *"Exploring pre-service student teachers' beliefs about pedagogical content knowledge"*.

The RSC noted the change in title and suggested that the context/site of the study be included in the title. It was further suggested that the revised title once approved by the RAC be circulated via email for the RSC approval. Subsequently, the title was revised to accommodate the suggestion and the RAC approved the revised title.

The revised title of Ms Ekta Mishra's doctoral study is - ***"A Study of Pre-Service Student Teachers' Beliefs about Pedagogical Content Knowledge in a Teacher Education Institution".***

The revised title was circulated to the RSC members on September 9, 2025 for their feedback and approval.

Name and Enrolment No.	Existing title	Proposed New Title
Ekta Mishra [S215H0003]	Exploring pre-service student teachers' beliefs about pedagogical content knowledge: A case study of a stand-alone teacher education college.	A Study of Pre-Service Student Teachers' Beliefs about Pedagogical Content Knowledge in a Teacher Education Institution.

The RSC noted and approved the change in title and recommended the title change for approval of the SCR.

Item 12: To report the supervisor allotment and RAC formation for the semester II Phd students (2024-2025 cohort), admitted in 2025.

S. No.	Name	Enrollment number	Supervisor	RAC member 1 (within the PhD programme faculty)	RAC member 2 (outside the PhD programme faculty)
1	Adil Mustufa	S245H0001	Dr. Rishabh Kumar Mishra	Dr. Gunjan Sharma	Dr. Shekhar Tokas, School of Global Affairs, AUD
2	Anna TM	S245H0002	Dr. Gunjan Sharma	Dr. Manasi Thapliyal Navani	Dr. Budhaditya Das (SHE, AUD)
3	Manisha Bhatt	S245H0003	Dr. Nidhi	Dr. Manish Jain	Dr. Budhaditya Das (School of Human Ecology, AUD)
4	Nancy Chauhan	S245H0004	Dr. Rajshree Chanchal	Dr. Nivedita Sarkar	Prof. S. Srinivas Rao, Mahindra University
5	Pratyay Malakar	S245H0005	Dr. Manish Jain	Dr. Gunjan Sharma	Prof. Nakkeeran Nanjappan (School of Public Policy and Governance)
6	Rashmi	S245H0006	Dr. Rajshree Chanchal	Dr. Gunjan Sharma	Dr. Anirban Sengupta, School of Development Studies, AUD
7	Suchit Tripathi	S245H0007	Dr. Gunjan Sharma	Dr. Manish Jain	Dr. Anushka Singh (SLPS, AUD)
8	Yashpal	S245H0008	Dr. Sunita Singh	Dr. Manasi Thapliyal Navani	Dr. Krishna Kalyan Dixit, SOL, AUD

The RSC noted the supervisor allotment and the RAC

Item 13: To discuss proposed electives to be offered as part of the PhD coursework.

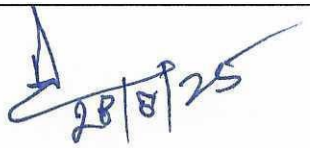
A 2 credit PhD elective course titled- 'Research Tool Development and Standardization' developed by Prof. Arun Kumar was presented to the RSC (Annexure 7). The course aims to support PhD Scholars in understanding development and standardization of research tools used in education.

The RSC appreciated the course for its relevance for the PhD programme. The following were suggested for consideration:

- *The name of some of the tools and processes could be named in the course summary.*
- *A module wise readings list could be added.*
- *It may also help to discuss the context of globalisation in the standardisation of the tools.*
- *Some of the recent works in the domain could be added.*

The RSC recommended the course for consideration of the SCR.

The meeting ended with a vote of thanks.

Name of the Member	Signature
Prof. Arun Kumar, Dean SES, Chairperson	
Dr. Rachna Chauhdary, SHS, External Member	
Dr. Parag Waknis, SLS, External Member	
Dr. Gunjan Sharma, SES, Member	
Dr. Manasi Thapliyal Navani, SES, Member	

Dr. Monimalika Day, SES, Member	Monimalika Day.
Dr. Rishabh Kumar Mishra, SES, Member	
Dr. Shivani Nag, SES, Convenor	Shivani 8/10/2025.

Shivani Nag <shivani@aud.ac.in>

Subject: Feedback and approval for an elective course proposed for the PhD in Education Studies programme at SES

14 messages

DEAN SES <deanses@aud.ac.in> 6 January 2026 at 21:39
To: Kartik Dave <kartik@aud.ac.in>, Urfat Anjem Mir <urfat@aud.ac.in>, jyoti dalal <jyoti.ihe@gmail.com>, drssanwal@gmail.com, jyoti.raina@gargi.du.ac.in, Partha Saha <partha@aud.ac.in>, Krishna Kalyan Dixit <krishnakdixit@aud.ac.in>, Richa Awasthy <richa@aud.ac.in>, Shivani Nag <shivani@aud.ac.in>, Manish Jain <manish@aud.ac.in>, Monimalika Day <monimalika@aud.ac.in>

Dear Colleagues

I am writing to you all in your capacity as members of BoS for School of Education Studies, Dr. B.R. Ambedkar University Delhi and members of the Academic Council (approved for our BoS by HVC on 26.12.2025) to seek your suggestions and approval for a proposed PhD elective course. We have obtained the approval from the HVC for sharing the course online for the purpose of getting feedback and approval.

The course titled, “Research Tools: Development and Standardisation” has been developed by me and was presented before the School’s Research Standing Committee on 28 August 2025. The course was approved by the RSC. The proposed course aims to strengthen an understanding of research tool development and standardisation, with a focus on quantitative tools commonly used in educational and behavioural research. The proposed course is attached herewith for your suggestions and approval.

Since we propose to offer the course in the upcoming semester and also plan to place it before the **SCR meeting scheduled on 9 January 2025,** it would be immensely helpful if you could share your feedback by tomorrow (07.01.2025) evening and confirm the minutes via email digitally by Thursday evening.

Looking forward to your valuable feedback for strengthening the course.

Regards
Dean SES
Dr. B. R. Ambedkar University Delhi

Ph.D. Elective Course RTD & S.docx
28K

Partha Saha <partha@aud.ac.in> 6 January 2026 at 22:08
To: DEAN SES <deanses@aud.ac.in>
Cc: Kartik Dave <kartik@aud.ac.in>, Urfat Anjem Mir <urfat@aud.ac.in>, jyoti dalal <jyoti.ihe@gmail.com>, drssanwal@gmail.com, jyoti.raina@gargi.du.ac.in, Krishna Kalyan Dixit <krishnakdixit@aud.ac.in>, Richa Awasthy <richa@aud.ac.in>, Shivani Nag <shivani@aud.ac.in>, Manish Jain <manish@aud.ac.in>, Monimalika Day <monimalika@aud.ac.in>

Dear Sir,

I approve the course, and thank you for your email.

Warm regards,
Partha
[Quoted text hidden]

Shivani Nag <shivani@aud.ac.in> 6 January 2026 at 23:21
To: Partha Saha <partha@aud.ac.in>
Cc: DEAN SES <deanses@aud.ac.in>, Kartik Dave <kartik@aud.ac.in>, Urfat Anjem Mir <urfat@aud.ac.in>, jyoti dalal <jyoti.ihe@gmail.com>, drssanwal@gmail.com, "Dr.Jyoti Raina" <jyoti.raina@gargi.du.ac.in>, Krishna Kalyan Dixit <krishnakdixit@aud.ac.in>, Richa Awasthy <richa@aud.ac.in>, Manish Jain <manish@aud.ac.in>, Monimalika Day <monimalika@aud.ac.in>

Dear Sir

The course looks fine to me for approval.

Regards
Shivani

Shivani Nag (PhD)

Assistant Professor

School of Education Studies

AUD Lodhi Road Campus

Aliganj, BK Dutt Colony, Lodhi Road
New Delhi 110003

Telephone : +91-11-24654732/30

https://aud.ac.in/faculty/dr-shivani-nag
[Quoted text hidden]

---

jyoti dalal <jyoti.ihe@gmail.com> 7 January 2026 at 10:07
To: Shivani Nag <shivani@aud.ac.in>
Cc: Partha Saha <partha@aud.ac.in>, DEAN SES <deanses@aud.ac.in>, Kartik Dave <kartik@aud.ac.in>, Urfat Anjem Mir <urfat@aud.ac.in>, drssanwal@gmail.com, "Dr.Jyoti Raina" <jyoti.raina@gargi.du.ac.in>, Krishna Kalyan Dixit <krishnakdixit@aud.ac.in>, Richa Awasthy <richa@aud.ac.in>, Manish Jain <manish@aud.ac.in>, Monimalika Day <monimalika@aud.ac.in>

Dear sir,

Please find the courses approved from my side.

thanks and warm regards
Jyoti
[Quoted text hidden]
--
Jyoti Dalal
Professor, Institute of Home Economics, University of Delhi
President, Comparative Education Society of India (CESI)
https://www.cesindia.net/ec-members.html

Co-editor, Comparative Education Studies: A Journal of CESI
https://www.cesindia.net/editorial-board.html

#9311433343

Richa Awasthy <richa@aud.ac.in> 7 January 2026 at 10:46
To: DEAN SES <deanses@aud.ac.in>
Cc: Kartik Dave <kartik@aud.ac.in>, Urfat Anjem Mir <urfat@aud.ac.in>, jyoti dalal <jyoti.ihe@gmail.com>, drssanwal@gmail.com, jyoti.raina@gargi.du.ac.in, Partha Saha <partha@aud.ac.in>, Krishna Kalyan Dixit <krishnakdixit@aud.ac.in>, Shivani Nag <shivani@aud.ac.in>, Manish Jain <manish@aud.ac.in>, Monimalika Day <monimalika@aud.ac.in>

Namaskar:

The course looks fine to me and I approve the course.

Warm regards,
Richa Awasthy

Dr. Richa Awasthy, Associate Professor

Organizational Behaviour Area,

MBA IEVD Program Coordinator

School of Management (Formerly SBPPSE)

Dr. B. R. Ambedkar University Delhi

Lothian Road, Kashmere Gate, Delhi 110006.

On Tue, Jan 6, 2026 at 9:39 PM DEAN SES <deanses@aud.ac.in> wrote:
[Quoted text hidden]

Manish Jain <manish@aud.ac.in> 7 January 2026 at 12:42
To: Richa Awasthy <richa@aud.ac.in>
Cc: DEAN SES <deanses@aud.ac.in>, Kartik Dave <kartik@aud.ac.in>, Urfat Anjem Mir <urfat@aud.ac.in>, jyoti dalal <jyoti.ihe@gmail.com>, drssanwal@gmail.com, jyoti.raina@gargi.du.ac.in, Partha Saha <partha@aud.ac.in>, Krishna Kalyan Dixit <krishnakdixit@aud.ac.in>, Shivani Nag <shivani@aud.ac.in>, Monimalika Day <monimalika@aud.ac.in>

Dear Sir,

I also approve of the course.

With regards

Manish

Dr. Manish Jain
School of Education Studies,
Editor, Contemporary Education Dialogue (CED)

[Quoted text hidden]

Krishna Kalyan Dixit <krishnakdixit@aud.ac.in> 7 January 2026 at 13:31
To: Manish Jain <manish@aud.ac.in>
Cc: Richa Awasthy <richa@aud.ac.in>, DEAN SES <deanses@aud.ac.in>, Kartik Dave <kartik@aud.ac.in>, Urfat Anjem Mir <urfat@aud.ac.in>, jyoti dalal <jyoti.ihe@gmail.com>, drssanwal@gmail.com, jyoti.raina@gargi.du.ac.in, Partha Saha <partha@aud.ac.in>, Shivani Nag <shivani@aud.ac.in>, Monimalika Day <monimalika@aud.ac.in>

Dear Sir

I hereby convey my approval of the course.

With kind regards,
Krishna
[Quoted text hidden]
--
K. K. Dixit
School of Letters / CELE
Dr. B. R. Ambedkar University,
Delhi

Monimalika Day <monimalika@aud.ac.in> 7 January 2026 at 13:36
To: Krishna Kalyan Dixit <krishnakdixit@aud.ac.in>

Cc: Manish Jain <manish@aud.ac.in>, Richa Awasthy <richa@aud.ac.in>, DEAN SES <deanses@aud.ac.in>, Kartik Dave <kartik@aud.ac.in>, Urfat Anjem Mir <urfat@aud.ac.in>, jyoti dalal <jyoti.ihe@gmail.com>, drssanwal@gmail.com, jyoti.raina@gargi.du.ac.in, Partha Saha <partha@aud.ac.in>, Shivani Nag <shivani@aud.ac.in>

Dear Sir,
I also approve the course.
Best regards.
Monimalika
[Quoted text hidden]
--
Monimalika Day
Associate Professor
School of Education Studies,
AUD Lodhi Road Campus
Aliganj, BK Dutt Colony, Lodhi Road
New Delhi: 110003, INDIA

Jyoti Raina <jyoti.raina@gargi.du.ac.in> 7 January 2026 at 14:42
To: DEAN SES <deanses@aud.ac.in>
Cc: Kartik Dave <kartik@aud.ac.in>, Urfat Anjem Mir <urfat@aud.ac.in>, jyoti dalal <jyoti.ihe@gmail.com>, drssanwal@gmail.com, Partha Saha <partha@aud.ac.in>, Krishna Kalyan Dixit <krishnakdixit@aud.ac.in>, Richa Awasthy <richa@aud.ac.in>, Shivani Nag <shivani@aud.ac.in>, Manish Jain <manish@aud.ac.in>, Monimalika Day <monimalika@aud.ac.in>

I approve of the course.
Thank you

On Tue, Jan 6, 2026 at 9:39 PM DEAN SES <deanses@aud.ac.in> wrote:
[Quoted text hidden]

--
Jyoti Raina
Member, Editorial Board *Journal of Critical Education Policy Studies* http://www.jceps.com/

Kartik Dave <kartik@aud.ac.in> 7 January 2026 at 14:44
To: DEAN SES <deanses@aud.ac.in>
Cc: Urfat Anjem Mir <urfat@aud.ac.in>, jyoti dalal <jyoti.ihe@gmail.com>, drssanwal@gmail.com, jyoti.raina@gargi.du.ac.in, Partha Saha <partha@aud.ac.in>, Krishna Kalyan Dixit <krishnakdixit@aud.ac.in>, Richa Awasthy <richa@aud.ac.in>, Shivani Nag <shivani@aud.ac.in>, Manish Jain <manish@aud.ac.in>, Monimalika Day <monimalika@aud.ac.in>

Fine with me.

regards

On Tue, Jan 6, 2026 at 9:39 PM DEAN SES <deanses@aud.ac.in> wrote:
[Quoted text hidden]

--
Professor (Dr.) KARTIK DAVE
प्रोफ़ेसर (डॉ.) कार्तिक दवे
Dean, Planning and School of Management
आचार्य एवं अधिष्ठाता, योजना प्रभाग एवं प्रबंध अध्ययन पीठ
Dr. B. R. Ambedkar University Delhi,
डॉ बी आर अम्बेडकर विश्वविद्यालय दिल्ली
Lothian Road, Kashmere Gate, Delhi 110006
लोथियन रोड, कश्मीरी गेट, दिल्ली - 110006
kartik@aud.ac.in, davekartik123@gmail.com
moblile: 09873099223
website: www.aud.ac.in

"Tell me and I forget, teach me and I may remember, involve me and I learn."

– **Benjamin Franklin**

Dr.Suniti Sanwal <drssanwal@gmail.com> 7 January 2026 at 16:44
To: Kartik Dave <kartik@aud.ac.in>
Cc: DEAN SES <deanses@aud.ac.in>, Urfat Anjem Mir <urfat@aud.ac.in>, jyoti dalal <jyoti.ihe@gmail.com>, jyoti.raina@gargi.du.ac.in, Partha Saha <partha@aud.ac.in>, Krishna Kalyan Dixit <krishnakdixit@aud.ac.in>, Richa Awasthy <richa@aud.ac.in>, Shivani Nag <shivani@aud.ac.in>, Manish Jain <manish@aud.ac.in>, Monimalika Day <monimalika@aud.ac.in>

Dear Sir,
I give my approval for the course.
Regards

Dr. Suniti Sanwal
Professor,Department of Elementary Education
NCERT,Sri Aurobindo Marg,Hauz Khas
New Delhi

Contact +91-11 -26863735(Office) 26863104 (fax)
Cell:09425023070,

[Quoted text hidden]

Urfat Anjem Mir <urfat@aud.ac.in> 8 January 2026 at 09:13
To: Kartik Dave <kartik@aud.ac.in>
Cc: DEAN SES <deanses@aud.ac.in>, jyoti dalal <jyoti.ihe@gmail.com>, drssanwal@gmail.com, jyoti.raina@gargi.du.ac.in, Partha Saha <partha@aud.ac.in>, Krishna Kalyan Dixit <krishnakdixit@aud.ac.in>, Richa Awasthy <richa@aud.ac.in>, Shivani Nag <shivani@aud.ac.in>, Manish Jain <manish@aud.ac.in>, Monimalika Day <monimalika@aud.ac.in>

Fine with me. It would be better if the reading list can be divided into essential and further reading lists!

Dr. Urfat Anjem Mir
Associate Professor, SLS
Room no: 41 Teachers Gallery, Kashmere Gate Campus
Dr. B. R. Ambedkar University Delhi
Lothian Road, Kashmere Gate Delhi-110006, India
https://aud.delhi.gov.in/urfat-anjem-mir
[Quoted text hidden]

DEAN SES <deanses@aud.ac.in> 8 January 2026 at 13:21
To: Urfat Anjem Mir <urfat@aud.ac.in>
Cc: Kartik Dave <kartik@aud.ac.in>, jyoti dalal <jyoti.ihe@gmail.com>, drssanwal@gmail.com, jyoti.raina@gargi.du.ac.in, Partha Saha <partha@aud.ac.in>, Krishna Kalyan Dixit <krishnakdixit@aud.ac.in>, Richa Awasthy <richa@aud.ac.in>, Shivani Nag <shivani@aud.ac.in>, Manish Jain <manish@aud.ac.in>, Monimalika Day <monimalika@aud.ac.in>

Dear All
Thank you So much, for your cooperation and for timely feedback for Ph.D. elective course. we have incorporated all the suggestions provided by you.
With regards
Dean SES
[Quoted text hidden]

Shivani Nag <shivani@aud.ac.in> 9 January 2026 at 11:30
To: DEAN SES <deanses@aud.ac.in>
Cc: Urfat Anjem Mir <urfat@aud.ac.in>, Kartik Dave <kartik@aud.ac.in>, jyoti dalal <jyoti.ihe@gmail.com>, drssanwal@gmail.com, jyoti.raina@gargi.du.ac.in, Partha Saha <partha@aud.ac.in>, Krishna Kalyan Dixit <krishnakdixit@aud.ac.in>, Richa Awasthy <richa@aud.ac.in>, Manish Jain <manish@aud.ac.in>, Monimalika Day <monimalika@aud.ac.in>

Sharing the revised course incorporating suggestions. The present draft has module wise division of readings, along with division of readings into core and essential.

Regards
Shivani
[Quoted text hidden]
--

Shivani Nag (PhD)
Assistant Professor
School of Education Studies
AUD Lodhi Road Campus
Aliganj, BK Dutt Colony, Lodhi Road
New Delhi 110003
Telephone : +91-11-24654732/30

https://aud.delhi.gov.in/shivani-nag

Ph.D. Revised Course on Research Tools.docx
17K

Appendix-115

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

School/Centre proposing the course	School of Legal and Socio-Political Studies
Programme(s)	MA in Criminology
Course title	**Forensic Imagination and Forensic Justice**
Course code	
Total Credits	5
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	2026
Course coordinator and team	Lawrence Liang

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

   This course offers a critical lens to understand forensic science and the forensic term in criminal investigation. It directly supports the MA Criminology program's objectives, which include providing a critical perspective on issues of crime, justice, law, and society, and it connects to existing courses like "Criminal Justice System: Law of Criminal Procedure and Evidence" by examining the legal standing, ethical controversies, and cultural impact of technologies such as the Polygraph, Narco-Analysis, and CCTV footage in the Indian context.

2. Specific requirements on the part of students who can be admitted to this course: None (Pre-requisites; prior knowledge level; any others – please specify)

None

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

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

5. **How does the course link with the vision of AUD?**

   The University constantly strives to create innovative syllabus that develops inter disciplinary approaches to the study of a particular field, and this course is designed

keeping that vision in mind as it draws on a range of disciplines that have contributed to the discourse of forensic science in India. The curriculum equips students to critically analyze how powerful technologies reinforce or challenge existing class, caste, and state authority, aligning with AUD's goal of fostering sensitive and socially responsible professionals.

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

The course is highly relevant to an MA Criminology program, particularly one grounded in critical criminology like the one at SLPS, as it moves beyond viewing forensic science as a neutral collection of legal evidence to analyzing it as a dominant cultural and political phenomenon. The curriculum employs frameworks from critical criminology, media theory, and postcolonial studies to investigate how the pursuit of evidence fundamentally shapes modern law, governance, and our understanding of truth.

7. Course Details:

a. Summary:

Evidence is the fundamental tool through which law establishes and validates claims, serving as its primary "sense-making apparatus." It's the mechanism that translates raw facts and events into legally cognizable truths. The transmission of this apparatus—how evidence is collected, presented, and understood—has undergone a significant transformation, particularly with the advent of the forensic turn in the 2000s. This shift, driven by technological innovations like lie detection, narco-analysis, and hidden cameras, has blurred the traditional boundaries between the studio, the laboratory, and the courtroom. Consequently, this has profound implications for how truth is determined in the criminal justice system, raising critical questions about liberty and procedural justice as new forms of evidence, often technologically mediated, challenge established legal norms.

This course offers a critical examination of the "forensic turn," moving beyond the notion of forensic science as a neutral collection of legal evidence to analyze it as a dominant cultural and political phenomenon. We will employ frameworks from critical criminology, media theory, and postcolonial studies to investigate how the pursuit of evidence fundamentally shapes modern law, governance, and our understanding of truth, violence, and history. The curriculum is built on the premise that the law is deeply intertwined with its media, examining how technologies—from the archival file to contemporary digital data—function as "material witnesses" actively constructing, rather than simply recording, the facts of a case.
We will explore the historical roots of the forensic method, tracing the "forensic imagination" from classic detective fiction to its highly mediated manifestations in contemporary society .

The course places a significant emphasis on the Indian context, providing a necessary postcolonial critique of forensic science. We will analyze the historical implementation of early forensic practices, such as fingerprinting, in colonial India, arguing that these methods were initially deployed as technologies of administrative identification and control (Basu,

Sengoopta)—the "Imprint of the Raj"—before their widespread adoption in criminal justice. This historical groundwork allows for a critical evaluation of contemporary forensic justice in India. Through a critical criminology lens, we will question whose truth the forensic method ultimately serves, investigating how these powerful technologies reinforce or challenge existing power structures (class, caste, state authority).

The course will specifically scrutinize the deployment of particular forensic and surveillance technologies within the Indian judicial context, analyzing their legal standing, ethical controversies, and cultural impact. We will conduct in-depth case studies on methods like the Polygraph, Narco-Analysis, and Brain Mapping, particularly examining the landmark Supreme Court ruling in *Selvi vs. State of Karnataka* (2010) which mandated consent for their use. Furthermore, we will critically evaluate the role of CCTV footage and Sting Operation evidence in forming legal narratives. These discussions will be grounded in analysis of high-profile controversies, including the disputed application of forensic methods in the Aarushi Talwar murder case and the legal battles surrounding evidence gathered in the Abdul Karim Telgi stamp paper scam, illustrating the complex intersection of media, technology, and judicial integrity in contemporary India.

We will also study contemporary and ethical uses of forensic practice by groups like Forensic Architecture, analyzing how their methods can be mobilized for social and transitional justice by making violence visible "at the threshold of detectability." This course is essential for students interested in the ethical, political, and material dimensions of justice systems globally.

8. Couse Objectives

i. Critically Examine the "Forensic Turn": To move beyond viewing forensic science as a neutral collection of legal evidence and instead analyze it as a dominant cultural and political phenomenon.
ii. To use frameworks from critical criminology, media theory, and postcolonial studies to investigate how the pursuit of evidence fundamentally shapes our understanding of truth, procedure, and justice.
iii. To place a significant emphasis on the Indian context and offer a necessary postcolonial critique of forensic science, analyzing how early forensic practices were deployed as technologies of administrative identification and control before their widespread adoption in criminal justice.
iv. To critically evaluate contemporary forensic justice in India, questioning whose truth the forensic method ultimately serves and investigating how these powerful technologies reinforce or challenge existing power structures (class, caste, state authority).

9. Expected learning outcomes:

On successful completion of the course, students would demonstrate knowledge of

i. A Critical and Postcolonial Understanding of Forensic Science

ii. Evaluate the Interplay of Media, Technology, and Legal Truth: Students will gain the ability to critically evaluate how various technologies—from archival files to contemporary digital data—function as "material witnesses" that actively construct, rather than simply record, the facts of a case. This involves scrutinizing the legal standing and ethical controversies of technologies like the Polygraph, Narco-Analysis, Brain Mapping, CCTV footage, and Sting Operation evidence within the Indian judicial context.

iii. Analyze Forensic Methods for Social and Transitional Justice: Students will be able to investigate how forensic methods and tools can be mobilized for social and transitional justice, particularly through the use of counter-forensics and by groups like Forensic Architecture to make violence visible "at the threshold of detectability".

Modules and Readings

Module 1: Introduction: Situating and theorising Forensic Justice and the forensic turn

This introductory module establishes the theoretical foundation for the course by defining the "forensic turn" and Forensic Justice. Readings examine how evidence functions as a "material witness" and how media and technology fundamentally transform legal, forensic, and cultural notions of truth and evidence. It sets the stage for a critical analysis by reviewing documents like the Malimath Committee report.

Readings

Schuppli, Susan. Chapter 1: *Material Witness: Media, Forensics, Evidence*. MIT Press, 2020.

Purvi Pokhariyal, Gaurav Jadhav, and Deepa Dube, Redefining Justice: The Transmutation via Tenets of Forensics in Salah, Belal, and Syed Q. A. Rizvi. *Forensic Justice: A Global Perspective*. Springer, 2022.

Anirban Gupta Nigam, Introduction Forensic Imaginaries: Media as Image and Apparatus, Dissertation,

Steenberg, Lindsay. Introduction: The Forensic Turn in Popular Culture in *Forensic Science in Contemporary American Popular Culture: Gender, Crime, and Science*. Routledge, 2013., pp. 1-22

Extracts from 2003: Malimath Committee report on forensic science

Module 2: The Historical Context of the Forensic Method

This module delves into the historical roots of the forensic method, tracing the "forensic imagination" from classic detective fiction and its early "truth machines" to the emergence of key forensic techniques. Readings provide a specific focus on the History of Forensic Science in India, analyzing the origins of methods like fingerprinting and its role as the "Imprint of the Raj" in colonial administration.

Readings

Barbara Browning, The Mother of Forensic Science in The Miniaturists, Coffee House Press, 2023, pp. 3-57
Thomas, Ronald R. Introduction, The truth machines in *Detective Fiction and the Rise of Forensic Science*. Cambridge University Press, 1999., pp. 1-20

Heos, Bridget. Chapter 4: Blood, Bullets, and Bones: The Story of Forensic Science From Sherlock Holmes to DNA. HarperCollins, 2016., pp.

Basu, Saumitra. Chapters 3 and 4 The History of Forensic Science in India. Routledge, 2021.

Sengoopta, Chandak. Chapter 4: Imprint of the Raj: How Fingerprinting Was Born in Colonial India. Macmillan, 2003.

Module 1.1 : The Historical Context

Building on the initial historical groundwork, this module continues to explore the historical convergence of law, empire, and technology. It further investigates the cultural and legal significance of specific forensic methods, such as the fingerprint and its connection to the "map of the Crime" in detective fiction. Readings also analyze the role of records and reports in British imperial rule, the power of photographic evidence in constructing the "image of truth," and the impact of early media on legal narratives, such as the Nanavati case.

Readings

Thomas, Ronald R. Introduction, The Fingerprint and the map of the Crime in *Detective Fiction and the Rise of Forensic Science*. Cambridge University Press, 1999., pp. 201-219

Saumarez-Smith, Richard. “Rule-by-Records and Rule-by-Reports: Complementary Aspects of the British Imperial Rule of Law.” *Contributions to Indian Sociology* 19 (1) (1985): 153.a

Mnookin, Jennifer L. “The image of truth: Photographic evidence and the power of analogy.” *Yale Journal of Law and the Humanities* 10, no. 1 (1998): 1–74.

Mazzarella, William. “Internet X-Ray: E-Governance, Transparency, and the Politics of Immediation in India.” *Public Culture* 18 (3) (September 2006): 473–505.

Sabeena Gadihoke, Sensational Love Scandals and their After-lives: The Epic Tale of Nanavati, BioScope 2(2) 103–128

Niezen, Ronald. *#Humanrights: The Technologies and Politics of Justice Claims in Practice*. California: Stanford University Press, 2020.

Module 3: Making sense of the forensic turn

This module critically examines the relationship between media technology and the transformation of law. It analyzes how the "forensic imaginaries" are constructed and how evidence operates within the social life of the justice system. The module specifically focuses on the legal, political, and ethical implications of key forensic tools, including the history of the lie detector (Polygraph) and fingerprinting, with attention to their development and use in India.

Readings

Anirban Gupta Nigam, chapter 1, Forensic Imaginaries: Media as Image and Apparatus, Dissertation,

Vismann, Cornelia. Chapter 1 & 3 Files: Law and Media Technology. Translated by Geoffrey Winthrop-Young, Stanford University Press, 2008.

Katsh, M. Ethan. The Electronic Media and the Transformation of Law. Oxford University Press, 1989.

Kruse, Corinna. Introduction, Chapter 1 and Chapter 4 of Social Life of Forensic Evidence*. California: University of California Press, 2016.

Module 3. 1 Fingerprinting and Polygraph

Readings

Thomas, Ronald R. The lie detector in *Detective Fiction and the Rise of Forensic Science*. Cambridge University Press, 1999., pp. 21-39

Basu, Saumitra. Chapters 5: Forensic science in India, with special
reference to the origin of fingerprints in The History of Forensic Science in India. Routledge, 2021., pp. 140-175

Module 3.2 Polygraph

Readings

Alder, Ken. The Lie Detector: The History of an American Obsession. New York: Free Press, 2007.

Lawrence Liang, ". . . And Nothing but the Truth, So Help Me Science," Sarai Reader, 2007.

Bunn, Geoffrey C. The Truth Machine: A Social History of the Lie Detector. Baltimore, MD: Johns Hopkins University Press, 2012

Module 4: Narcoanalysis: Case Studies (Abdul Karim Telgi & Arushi case)

This section conducts an in-depth, critical examination of narco-analysis in the Indian context. It uses high-profile controversies, including the Abdul Karim Telgi stamp paper scam and the Aarushi Talwar murder case, to analyze the legal and ethical issues surrounding this "truth machine". A key focus is the landmark Supreme Court ruling in *Selvi vs. State of Karnataka* (2010), which mandated consent for such tests.

Readings

Lokaneeta, Jinee. Introduction and Chapters 4 & 5, *The Truth Machines: Policing, Violence, and Scientific Interrogations in India*. University of Michigan Press, 2020.

Arun Fereira, “My Tryst with Narcoanalysis,” 2008, http://arunferreira.wordpress.com/torture/my-tryst-with-narco-analysis

Selvi & Ors vs State Of Karnataka, 2010
https://indiankanoon.org/doc/338008/

Project 39A, Forensic Science India Report

Amar Jesani, 2008: 22nd Dr Ramantham memorial lecture (PUDR)

Abdul Wahid Shaikh, *Innocent Prisoners (Begunah Qaidi),* A Victim's perspective :

Avirook Sen, Aarushi (Extracts from the discussion on narco analysis)

Module 5: Forensic Media

This segment analyzes the concept of Forensic Media, focusing on how media technologies are used to reconstruct accidents and how evidence is produced in contemporary, accelerated modernity. Readings explore the role of sound in constructing legal narratives, examining concepts like "Acoustic Jurisprudence" and "Aural Contract". It also considers the function of video forensics, computational objectivity, and digital media like mobile phones and hard drives in producing visual and digital evidence.

Readings

Siegel, Greg. Introduction: *Forensic Media: Reconstructing Accidents in Accelerated Modernity*. Duke University Press, 2014.

Anirban Gupta Nigam, Chapters 1 & 2 Forensic Imaginaries: Media as Image and Apparatus, Dissertation,

Parker, James EK. *Acoustic Jurisprudence: Listening to the Trial of Simon Bikindi*. Oxford University Press, 2015.

Hamdan, Lawrence Abu. “Aural Contract: Forensic Listening and the Reorganisation of the Speaking-Subject.” *Cesura//Acceso: Journal for Music, Politics and Poetics* (014): 200-224.

Module 5.1 Mobile Phones and Hard Drives

Readings

Gates, Kelly. “The Cultural Labor of Surveillance: Video Forensics, Computational Objectivity, and the Production of Visual Evidence.” *Social Semiotics* 23, no. 2 (2013): 242-260.

Kirschenbaum, Matthew G. Introduction and Chapter 1: *Mechanisms: New Media and the Forensic Imagination*. MIT Press, 2008.

Module 6: Counter Forensics

Readings

The final section of the course introduces the concept of counter-forensics as a critical practice mobilized for social justice. It examines how these methods challenge established judicial narratives by studying the work of groups like Forensic Architecture. Readings specifically analyze the use of counter-forensics in contexts such as Palestine and investigations into Drone Strikes to create a "public truth" and make violence visible "at the threshold of detectability".
Thomas Keenan, Counter-forensics and photography in Durden, Mark, and Jane Tormey, editors. *The Routledge Companion to Photography Theory*. Routledge, 2019., pp. 276-292

Eyal Weizman, Counterforensics in Palestine in Forensic Architecture. *Forensic Architecture: Violence at the Threshold of Detectability*. Zone Books, 2017., pp. 131-148

Drone Strikes - Forensic Architecture in collaboration with SITU Research in Forensic Architecture, editor. *Forensis: The Architecture of Public Truth*. Sternberg Press, 2014.

Assessment (Including Skills to be tested as per NCrF):

1. Response Essay (20 Marks)

This assignment is designed to test the student's ability to engage closely and critically with the theoretical and historical content from the initial modules.

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Core concepts from the Introduction and Module 1 (The Historical Context), including the "forensic turn," "material witness," and the postcolonial critique of early forensic methods like fingerprinting in India	Critical and Postcolonial Understanding of history and politics of Forensic Science And it's relationship to the governance of crime	Critical Reading and Synthesis: Ability to critically read complex theoretical texts and synthesize arguments into a coherent essay Historical Analysis: Ability to analyze the historical context of forensic tools

2. Midterm Exam (30 Marks)
This assignment focuses on the **legal, ethical, and media-related controversies** surrounding forensic technologies, particularly those discussed in Modules 2 and 3.

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
The legal and ethical implications of "truth machines" such as the Polygraph and Narco-Analysis in India. Analysis of key case studies (Telgi, Aarushi Talwar) and the Supreme Court ruling in *Selvi vs. State of Karnataka* (2010)	Evaluate the Interplay of Media, Technology, and Legal Truth.	Developing an understanding of the interface between technology, Legal and Ethical Reasoning: Ability to analyze the legal standing, ethical controversies, and cultural impact of forensic technologies. Case Study Analysis: Applying theoretical frameworks to high-profile real-world judicial controversies

End Term Exam (40 Marks)

The final essay tests the student's ability to integrate learning across the entire course, culminating in an analysis of contemporary media forensics and counter-forensics for social change. This assignment will require students to demonstrate their overall understanding of the course's critical framework—connecting the historical critique of colonial identification methods

and the analysis of "truth machines" in the justice system with the study of contemporary digital and counter-forensics Successfully completing this test requires synthesizing the central themes of critical criminology, media theory, and postcolonial studies as applied to forensic evidence.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Concepts from Module 4 (Forensic Media) and Module 5 (Counter Forensics). This includes the role of CCTV, digital evidence, and the methods used by groups like Forensic Architecture.	Analyze Forensic Methods for Social and Transitional Justice.	Integrated Criticality: Ability to synthesize critical criminology, media theory, and postcolonial studies. Applied Research: Investigating how forensic practices can be mobilized for social and transitional justice.

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 Board of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal mat be submitted directly to the Academic Council.

Recommendation of the Board of Studies: The proposal was discussed by the Board of Studies in its ____ meeting held on 31-7-25 and has been approved in the present form.

Signature of the Dean of the School

Appendix-116

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'

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	Indian Constitutionalism: Law, History & Politics (MA first	Research Methods (7th semester SGA course)	Non- state actors (7th semester SGA course)	Global migration (7th semester SGA course)

	BA 7th semester course) DSC	semester course to be approved as BA 7th semester course) DSC	DSE	DSE	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:

<table>
<tr><td>Semester 7</td><td>DSC13
Public Institutions and Law in India
(4 credits)</td><td>DSC14
Introduction to Critical Legal Theory: ‘Life-Death’ in Law
(4 credits)</td><td>DSC15
Research Methodology in Legal Studies
(4 credits)</td><td>DSE9
Writing as Thinking: Advanced Socio-Legal Analysis
(4 credits)</td><td>GE 7
South Asia and the Indian Ocean: Culture, Society and Political Economy
(4 credits)</td></tr>
<tr><td>Semester 8 (Hons)</td><td rowspan="2">DSC16
Law, Technology and Regulation
(4 credits)</td><td rowspan="2">DSC17
Feminism, Law and Justice: Contemporary Debates
(4 credits)</td><td rowspan="2">DSE10
Global Governance: Histories and Futures
(4 credits)</td><td>GE 8
Philosophy, Literature, and Law
(4 credits)</td><td>GE9
Open Elective
(4 credits)</td></tr>
<tr><td>Semester 8 (Hons with research)</td><td>Thesis

(8 credits)</td><td>Thesis</td></tr>
</table>

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]

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.

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

Appendix-117

Academic Affairs Division

08 Jan 2026

The note on pre pages may please be referred

After a detailed analysis and examination of the comment N-1 to N-4 notesheet, along with the course structure, several discrepancies have been identified across the course framework. In view of these observations, it is strongly recommended that the course be revised comprehensively and resubmitted at the earliest, as per the suggestions outlined below:

'Forensic imagination and Forensic Justice.'

1. Course Title
The existing title of the course requires revision. It should be made more academic, appropriate, and conceptually engaging, in line with disciplinary standards.

2. Expected Learning Outcomes (ELOs)
Clearly defined Expected Learning Outcomes must be attached. These should comprehensively cover all modules. At present, several modules are not adequately reflected in the learning outcomes and therefore require revision.

Module-wise Observations

3. Module I
The course description is extremely brief and does not adequately convey the scope and objectives of the module. It should be rewritten in an elaborative and analytical manner to clearly communicate the core themes and intent of the module.

4. Module II
• The description of Module II is too brief and lacks sufficient detail. It is suggested that the historical time period, particularly the colonial phase or a specific century, be clearly mentioned to provide academic clarity.

• Some of the prescribed readings are outdated. While their relevance is acknowledged, it is strongly recommended that recent and updated readings be added, especially since criminology is an evolving academic discipline at AUD.

• On page 5 of the course structure, there is considerable confusion between Module II and Module 1.1. The titles appear nearly identical, and the numbering creates ambiguity. If the thematic focus is the same, the readings are disproportionately extensive and should be rationalized and reorganized accordingly.

5. Module III
Module III contains three sub-sections, each with separate readings, which is academically appropriate. However, for sub-sections 3.1 and 3.2, descriptive explanations are missing. Since this module constitutes a crucial component of the course, it is recommended that the descriptions be clearly articulated and the module be revised with greater conceptual clarity.

6. Module IV
The title and date of Module IV require revision. Additionally, a detailed and coherent description must be provided to justify the academic focus of the module.

7. Module V
In Module V, the title of sub-section 5.1 is incomplete and appears preliminary,

resembling an introductory computer course. It should be revised and properly integrated with the main module theme.

8. Module VI
On page 6, Module VI lacks both a proper title and a descriptive outline. Instead, the description has been incorrectly placed under the readings section. This needs immediate correction.

9. Weekly Structure
Across the entire course structure, a week-by-week breakup of modules has not been provided. This is a mandatory academic requirement and must be clearly incorporated.

10. The course **"Sociology of Law and Crimes in India"** appears satisfactory after incorporating the suggested revisions. Module II has already been revised as required. The only remaining suggestion pertains to the inclusion of a week-wise breakup of the modules, as per the prescribed format. It is therefore recommended that these details be added and the revised course be presented at the earliest for further consideration.

Based on the overall assessment, it appears that the course has been prepared hurriedly and is currently in a running condition. Even basic editorial and formatting (cosmetic) revisions, which are essential for a formal academic document, have not been adequately addressed.

In view of the above; it is strongly recommended that the course be reworked in its entirety after duly incorporating the suggestions of Academic Affairs. Thereafter, the revised course should be presented again before the Board of Studies (BoS). Upon BoS approval, the course must be placed before the Academic Council (AC) and the Hon'ble Vice Chancellor (HVC) for final approval.

Submitted for consideration and necessary action.

8/01/26
Deputy Dean (AA)

Office/Division SOE AA
Dairy No. 10
Date 09-01-2026

Dean (AA)
08/01/2026

HVC
9.1.26

Dean (AA) / I/c - SCPS
12/01/26

Ambedkar University Delhi

School/Centre proposing the course	School of Legal and Socio-Political Studies
Programme(s)	MA (Law, Politics and Society)
Course title	**Sociology of Law and Crimes in India**
Course code	
Credits	5
Course type (core/compulsory/optional/any other – please specify)	CORE
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	PG
Course coordinator and team	Pooja Satyogi

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

Law and crime occupy a central place in the social and political life of India. Far from being neutral systems of rules and enforcement, legal institutions—from the police station and the courtroom to prisons and security agencies—are deeply shaped by history, politics, social hierarchies, and everyday practices. This course invites students to explore how the meanings of law, justice, order, and crime are socially constructed and contested, and how they unfold across the diverse landscapes of contemporary India. Taking a sociological and anthropological approach, the course traces the evolution of India's legal and criminal justice systems from their colonial origins to the present, emphasizing how caste, gender, religion, class, and region structure encounters with the law. Through theoretical texts, ethnographies, case studies, and policy documents, students engage with questions of policing, punishment, violence, rights, legal reform, and the expanding reach of surveillance technologies. The course examines how formal legal structures coexist with informal justice practices; how marginalized communities navigate criminalization; how state authority is performed through police action; and how courts, prisons, and terror laws become sites where power and inequality are reproduced and resisted. By the end of the course, students will have developed a critical and grounded understanding of how law and crime operate within Indian society—not only as institutional arrangements but also as lived experiences, political strategies, and moral terrains.

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

No requirement

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

   As per AUD rules

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

   Semester-long course

5. **How does the course link with the vision of AUD?**

   This course resonates deeply with the vision of Dr. B. R. Ambedkar, who understood law as a vital instrument for dismantling entrenched structures of inequality and for securing dignity, justice, and substantive democracy for all. Ambedkar emphasized that legal and political institutions must be examined not only through their formal principles but through their social effects—particularly on marginalized communities historically subjected to violence, exclusion, and criminalization. By foregrounding the social life of law, the persistence of caste in shaping legal encounters, the politics of policing, and the uneven distribution of rights and protections, the course echoes Ambedkar's insistence that the promise of constitutional democracy must be evaluated in everyday life, not merely in text. It also reflects his belief in the critical study of state power and its failures, including police excesses, custodial violence, and systemic impunity. In its engagement with contemporary struggles for gender justice, caste equality, civil liberties, and due process, the course affirms Ambedkar's larger project: to use legal knowledge and social critique as tools for creating a more just, inclusive, and accountable society.

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

   This course is central to the vision of an interdisciplinary programme on law and the social sciences because it demonstrates how legal institutions and practices cannot be understood in isolation from the social worlds in which they are embedded. By bringing together sociological theories, anthropological methods, historical analyses, and critical legal scholarship, the course enables students to see law not merely as a technical or doctrinal system but as a deeply social and political process. The focus on policing, courts, criminalization, and violence in India highlights how everyday legal encounters are shaped by caste, gender, class, religion, and regional dynamics, underscoring the importance of cross-disciplinary approaches to studying law's operations and effects. In doing so, the course equips students with conceptual and methodological tools to interrogate how power works through legal institutions and how social inequalities are reproduced or challenged through legal and extralegal means. It thus embodies the programme's broader aim: to cultivate scholars who can critically and creatively engage

with law as a social phenomenon shaped by, and shaping, the complexities of contemporary India.

7. Proposed date of launch:

2025

8. Course Details:

a. Course Summary

This course provides a comprehensive sociological exploration of law, crime, and the criminal justice system in India. It examines how legal institutions—police, courts, prisons, and security agencies—shape and are shaped by historical legacies, social hierarchies, political power, and everyday life. Drawing on canonical Indian scholarship and recent ethnographic studies, the course investigates how caste, class, gender, religion, region, and community structure legal encounters and experiences of criminalization. We explore colonial legacies of law, postcolonial state formation, policing cultures, custodial violence, institutional impunity, legal pluralism, vigilantism, counter-terrorism, and emerging surveillance technologies.Organized into six modules, the course moves from foundational theories of law and deviance to empirical studies of criminal justice institutions and contemporary debates on rights, security, digital governance, and state violence. Students will develop the analytical skills needed to critically assess the law's role in governing society and producing social order in India.

b. Objectives

By the end of this course, students will:

- Understand the historical evolution of legal institutions in India, especially in relation to colonial governance and postcolonial state-building.
- Gain familiarity with major sociological and anthropological theories of law, crime, deviance, and policing.
- Analyze how caste, gender, religion, and class shape experiences of legality, criminalization, and punishment.
- Examine ethnographic and sociolegal studies of policing, courts, prisons, anti-terror laws, and rights-based activism.
- Critically evaluate contemporary challenges such as vigilantism, riots, digital surveillance, cybercrime, and counter-terror policing.
- Engage with empirical cases to understand the intersection between law, governance, violence, and social inequality.
- Develop the ability to craft original arguments grounded in Indian criminological and sociolegal research.

c. Outcomes

- After completing the course, students will be able to:
- Explain major theories in the sociology of law and crime and apply them to Indian cases.
- Analyze policing practices, judicial functioning, and penal institutions in India using scholarly frameworks.
- Identify how marginalized groups experience the law differently due to structural inequalities.
- Interpret ethnographic evidence about law in everyday life, including informal justice systems.
- Assess the social consequences of contemporary legal reforms, surveillance regimes, terrorism legislation, and policing technologies.
- Produce well-reasoned written and oral work that synthesizes theory, empirical data, and Indian social realities.

d. Overall Structure

Module 1: Foundations: Law, Modernity & Colonial Legality in India

This module introduces students to the foundational concepts of law and society, focusing on how colonial rule fundamentally shaped legal institutions, criminal categories, and state authority in India. It traces how British legal and policing systems institutionalized social control, codified caste hierarchies, and produced new forms of deviance and criminalization, especially through mechanisms such as the Criminal Tribes Act and the Police Act of 1861. Using classic sociolegal and anthropological scholarship, students explore how colonialism transformed everyday legal practices and laid the groundwork for contemporary criminal justice institutions. The module establishes the key analytic lenses—legal pluralism, everyday legality, state authority, and the social production of crime—that guide the rest of the course.

Introduction: What is the Sociology of Law?

1. Baxi, Upendra. *The Crisis of the Indian Legal System*. Vikas, 1982: pp. 3–18
2. Sarat, Austin & Thomas Kearns. *Law in Everyday Life*. Michigan UP, 1993: pp. 1–22

British Colonial Law & Construction of Crime

3. Yang, Anand. *Crime and Criminality in British India*. Arizona UP, 1985: pp. 1–33; 98–135
4. Singha, Radhika. *A Despotism of Law*. OUP, 1998: pp. 57–104

5. Arnold, David. “Police and Colonial Rule.” *Modern Asian Studies* 11(1), 1977: pp. 101–125

Caste, Criminal Tribes & the Social Construction of Deviance

6. Radhakrishna, Meena. *Dishonoured by History*. Orient Blackswan, 2001: pp. 1–24; 154–195

7. Nigam, Sanjay. “Disciplining and Policing the ‘Criminals by Birth.’” *Indian Economic Social History Review*(1990): pp. 527–563

MODULE 2: Police Reforms in India

Module 2 examines the evolution of policing in India from the postcolonial period to the present, highlighting how colonial policing logics continue to inform contemporary state practices. The module explores policing as a bureaucratic institution shaped by political pressures, structural constraints, and everyday negotiations of legitimacy. Students assess major reform initiatives—such as the Prakash Singh judgment—and debates around impunity, custodial torture, and the politicization of the police. The module places special emphasis on gender and organizational hierarchies within the police, drawing on ethnographic and policy research to illustrate how gendered labour and bureaucratic cultures shape police behaviour. By the end of the module, students understand policing as both a coercive arm of the state and a deeply social institution embedded in power relations.

Postcolonial Policing: Continuities & Ruptures, Reforms and Impunity

1. Bayley, David. “The Police and Political Order in India.” *Asian Survey* 23(4), 1983: pp. 484–496

2. Prakash Singh v. Union of India (2006) — Supreme Court Guidelines (pp. 1–17)

   Chaturvedi, Anviti. *Police Reforms in India* (PRS Report, 2017): pp. 1–35

3. Subramanian, K.S. *Political Violence and the Police in India*. Sage, 2007: pp. 170–191
4. Khanikar, Santana. “Women Police in Delhi.” IEG Working Paper 347 (2015): pp. 1–37

MODULE 3: Courts, Legal Cultures & Everyday Justice

This module focuses on the judicial and quasi-judicial institutions that mediate legal disputes in India. Students examine how courts function as complex social arenas shaped by procedural norms, bureaucratic practices, caste and gender dynamics, and economic inequalities. Through studies of legal pluralism, informal justice systems, and public interest litigation, the module analyzes how law operates unevenly across social groups and how marginalized communities navigate legal institutions. Rather than treating formal law as a neutral arbiter, students explore how everyday legal processes—petitions, case files, documentation, delays, and discretionary judgments—produce distinct forms of justice,

exclusion, and negotiation. The module highlights how courts are embedded in broader political cultures and how law becomes a terrain for contesting rights, citizenship, and state authority.

Courts as Social Institutions

1. Galanter, Marc. "Why the 'Haves' Come Out Ahead." *LSR* 9(1), 1974: **pp. 95–160**
2. Berti, Daniela. *Cultural Entrenchment of Hindutva*. Routledge, 2014: **pp. 34–62 (selection on courts)**

Everyday Law & Informality

3. Gupta, Akhil. "Red Tape & Corruption." In *Red Tape*. Duke UP, 2012: pp. 1–42
4. Das, Veena. *Life and Words*. Permanent Black, 2007: pp. 173–199

Legal Pluralism & Community Justice

5. Tawa Lama-Rewal, Stéphanie. "Women's Courts." *Contributions to Indian Sociology* 42(3), 2008: pp. 311–341
6. Massoud, Mark. "Legal Empowerment." *Law & Society Review* 2016: pp. 140–170 (India-focused cases in comparison)

Judicial Activism & Public Interest Litigation

7. Baxi, Upendra. "PIL and Social Action Litigation." *Seminar* (1985): pp. 18–30
8. Sathe, S.P. *Judicial Activism in India.* OUP, 2002: pp. 88–134

MODULE 4: Crime and Social Order

Module 4 examines the social construction of crime in relation to caste, gender, religion, and political identity. This section foregrounds how structural inequalities shape experiences of criminalization, policing, and victimization in India. Studies show how some communities are disproportionately targeted under criminal laws, how sexual violence is embedded in social and political hierarchies, and how communal violence is enabled—sometimes even orchestrated—by the state. The module highlights the intersection of social marginality and legal power, showing how violence becomes routinized through everyday practices of surveillance, stereotyping, and impunity. By situating crime within broader structures of inequality, this module reveals how legal institutions both confront and reproduce social hierarchies.

Caste & Criminalization

1. Rawat, Ramnarayan. "Dalit Criminality." *EPW* (2011): pp. 43–52
2. Pinto, Ambrose. "Atrocities on Dalits in Gulbarga." *EPW* (1994): pp. 897–899

Gendered Violence, Sexual Crimes & the State

3. Agnes, Flavia. *Law and Gender Inequality*. OUP, 1999: pp. 25–72
4. Kannabiran, Kalpana. "Rape and the Construction of Sexual Violence." *EPW* 1996: pp. WS31–WS41
5. Baxi, Pratiksha. "Justice is a secret: Compromise in rape trials." *Contributions to Indian Sociology* 44, no. 3 (2010): 207-233.

Communal Violence, Riots & Majoritarian Law

6. Berenschot, Ward. *Riot Politics*. Hurst, 2011: pp. 1–44
7. Subramanian, K.S. "State-Sponsored Violence in Gujarat 2002." In *Political Violence and Police*: pp. 170–191

MODULE 5 : Ethnographies of Crime, Policing & Prisons in India

This module immerses students in ethnographic approaches to the study of policing, prisons, and criminal justice institutions. Drawing on field-based accounts from India and comparative regions, students examine how police authority is performed, negotiated, and contested in everyday contexts. The module also addresses the lived realities of incarceration—conditions inside prisons, the moral universe of prison staff, and the bureaucratic production of order and punishment. Ethnographic studies from conflict zones (such as Kashmir) illustrate how policing becomes a mode of governing insurgency and dissent. Through these readings, students learn how ethnography provides insight into informal practices, institutional cultures, and the contradictions between legal ideals and actual practices.

Ethnographies of Police

1. Jauregui, Beatrice. *Provisional Authority*. U Chicago Press, 2016: pp. 60–82
2. Narayan, Shivangi. *Predictive Policing and The Construction of The'Criminal': An Ethnographic Study of Delhi Police*. Springer Nature, 2023.

Prison Life & Punishment

3. Bandyopadhyay, Neeta. *Prison Voices*. Sage, 2000: pp. 98–127
4. Suresh, Mayur, *Terror Trials: Life and Law in Delhi's Courts*, Fordham University Press, Chapter 1.

Policing in Conflict Zones (Kashmir, Northeast)

5. Kazi, Seema. "Rape, Impunity and Justice in Kashmir." *Socio Legal Review* 10 (2014): pp. 14–22

6. Fazili, Gowher. “Police Subjectivity in Kashmir.” In *Resisting Occupation*, 2018: pp. 184–206

MODULE 6 : Contemporary Challenges — Terrorism, Surveillance & Digital Crime

The final module examines emergent issues in Indian policing and legal governance, especially counter-terrorism, profiling, suspicion, and the rapid expansion of biometric and digital surveillance. Students explore how terrorism laws reshape policing practices, how suspicion becomes institutionalized in counter-radicalization programs, and how bodies marked as “other” are disproportionately subjected to surveillance and violence. The module also covers technological shifts—Aadhaar-based identification, facial recognition, predictive policing, and big data infrastructures—situating them within broader debates on civil liberties, privacy, and state power. The module concludes by highlighting how these transformations reconfigure the relationship between citizens and the state, raising urgent questions about rights, democratic accountability, and the future of law enforcement in India.

1. Hansen, Thomas Blom. *Violence in Urban India*. Princeton, 2001: pp. 109–152
2. Narayan, Shivangi. "Guilty until proven guilty: policing caste through preventive policing registers in India." *Journal of Extreme Anthropology* 5, no. 1 (2021): 111-129.
3. Reetika Khera. “Aadhaar and Surveillance in India.” *EPW* (2019): pp. 12–16
4. Narayan, Shivangi. "Mapping and the construction of criminal spaces in Delhi." *States of Surveillance* (2024): 128.

Assessment:

1. Class Presentation (20 Marks)

This assignment is designed to test the student's ability to engage closely and critically with the theoretical and historical content from the initial modules.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Students will be expected to demonstrate an understanding of key concepts, theories, and empirical debates in the sociology of law and crime in	Students will learn the ability to synthesize multiple readings, apply theoretical frameworks to Indian cases, and	The presentation builds oral communication, critical thinking, and analytical synthesis skills; enhances the ability to engage

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
India, including policing, courts, criminalization, and the role of caste, gender, and state power in shaping legal experiences.	present clear, critical analyses of legal institutions and social processes covered in the course.	audiences, frame arguments effectively, and lead informed academic discussion

2. Midterm Exam (40 Marks)

This assignment focuses on discussions in the in Modules 1 and 4.

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
The mid-term essay assesses students' understanding of key theories, concepts, and empirical debates in the sociology of law and crime in India, including the historical evolution of legal institutions, the social construction of crime, and the intersections of caste, gender, class, religion, and state power in shaping legal processes.	Through the essay, students demonstrate their ability to synthesize scholarly arguments, apply theoretical frameworks to Indian cases, critically analyze legal and criminal justice institutions, and develop coherent, evidence-based arguments grounded in course readings.	The assessment strengthens analytical writing, academic research, and argumentative clarity; enhances students' ability to integrate interdisciplinary perspectives; and cultivates independent critical thinking, structured reasoning, and effective communication—skills essential for advanced work in law and the social sciences.

End Term Exam (40 Marks)

Long Essay Questions in End Semester: Focussed on Modules 5-6

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
The long essay will evaluate students' grasp of advanced course themes such as ethnographic accounts of policing (e.g., Jauregui's *Provisional Authority)* the criminalization of marginalized communities and contemporary issues like counter-terror governance and biometric surveillance in India (e.g., Maguire on biometric security; Khera on Aadhaar).	Students will be expected to demonstrate the ability to integrate theories of law, crime, and state power with empirical studies—for example, applying concepts of legitimacy and state violence and develop analytical arguments that connect specific cases, broader sociological questions.	The essay builds competence in independent research and long-form analytical writing, including synthesizing complex readings, comparing ethnographic contexts and producing clear, evidence-based arguments—skills essential for critical engagement with contemporary legal and social issues in India.

Signature of Course Coordinator(s)

Note:

1. 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 Board of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal mat be submitted directly to the Academic Council.

Recommendation of the Board of Studies: The proposal was discussed by the Board of Studies in its ____ meeting held on 31-7-25 and has been approved in the present form.

Signature of the Dean of the School