

Dr. B.R. Ambedkar University Delhi

Minutes of the 43rd meeting of Academic Council

Held on 18.06.2026 at 10:30 AM

Dr.B.R. Ambedkar University Delhi

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

F. No. AUD/26-3(1)/Gov./43rd AC/2026 Dated: 27.07.2026

The 43rd Meeting of the Academic Council was held on 18.06.2026 at 10:30 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, 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 Sonu Madan, Professor, School of Undergraduate Studies, Dr.B.R.AUD
11. Professor Suresh Babu,Professor, School of Human Ecology, Dr.B.R.AUD
12. Dr. Renu Ghosh, Dean, School of Vocational Studies (SVS), Dr. B.R.AUD
13. Dr. Rekha Gulia, Associate Professor, School of Management, Dr.B.R.AUD
14. Dr. Rekha, Assistant Professor, School of Vocational Studies, Dr. B.R.AUD
15. Dr. Sunita Singh, Dean (Offg.), School of Education Studies (SES), Dr.B.R.AUD
16. Dr. Rachna Chaudhary, Dean (Offg.), School of Human Studies (SHS), Dr.B.R.AUD
17. Col. Omkar Singh, Registrar and Secretary, Academic Council, Dr.B.R. Ambedkar University Delhi

Special Invitee

18. Shri Rajeev Talwar, CMA, Controller of Finance, Dr.B.R.AUD (Special Invitee)

Leave of Absence

Dr. Oinam Hemlata Devi, Dean School of Human Ecology, Dr.B.R.AUD

Dr.Urfat Anjem Mir, Dean, School of Undergraduate Studies, Dr.B.R.AUD

Dr. Jyotirmoy Bhattacharya, Dean, Assessment and Evaluation Services, Dr. B.R.AUD

Opening Remarks of the Vice Chancellor

At the outset, the Vice Chancellor and Chair extended her warm welcome to all the Members in the 43rd meeting of the Academic Council. The Chair further informed the important events/actions that have been carried out/ taken by the University during the period from March 10, 2026 (last meeting of the Academic Council) to June 15, 2026.

1. 14th Annual Convocation:

- The 14th Annual Convocation of the University was **successfully organized on** 14 May 2026 at the Multipurpose Hall, University of Delhi. The ceremony was graced by the Hon'ble Lieutenant Governor of Delhi and Chancellor of the University, Sardar Taranjit Singh Sandhu ji, as well as the Hon'ble Chief Minister of Delhi, Smt. Rekha Gupta ji, the Hon'ble Education Minister, Shri Ashish Sood ji, Secretary (Higher Education), Shri Sanjeev Ahuja ji, and Vice Chancellors from various universities.
- A total of **1,031 students of the University were awarded degrees this year**, which included 331 undergraduate students, 640 postgraduate students, 49 doctoral scholars, and 11 diploma recipients.

2. Admissions 2026–27:

- The University has launched its Admissions 2026–27 cycle for UG, PG and PhD programmes. International student admissions have also been announced. With this, all **programme admission cycles have been aligned** this year.
- The **number of academic programmes has been increased from 74 to 84**, with 14 new programmes being introduced (including some earlier programmes being replaced). These include:

- Three new undergraduate programmes—BSc (Hons.) Mathematics, BA Museology, Culture and Heritage Management, and Bachelor of Visual Arts;
- Two new postgraduate programmes—MA in Creative Writing and MA in Performing Arts (Theatre);
- Seven one-year MA programmes in selected disciplines (including Hindi, English, Psychology, History, Economics, Sociology, and Political Science);
- Two new doctoral programmes—PhD in Public Policy and Governance and PhD in Global Studies.

- From the academic session 2026–27, all the UG and PG programmes will be) compliant with **National Credit Framework (NCrF)** in terms of credit structures and other programme requirements.
- The Institutional **h-index has been increased from 0 in 2019 to 30 in 2026,** which is the outcome of the systematic strengthening and expansion of the University's research ecosystem, especially through the incentivisation of Scopus- and Web of Science-indexed publications.
- Access to scholarly resources has been significantly enhanced through the **One Nation One Subscription** (ONOS) initiative, providing access to over 13,000 additional academic resources while generating an estimated annual saving of approximately Rs. 2 crore.
- The AUD Library and the Internal Quality Assurance Cell (IQAC) organised a workshop titled *Advancing Research Impact & Visibility: A Workshop on Web of Science, JCR & Summon* on 29 May 2026. The workshop was facilitated by resource perrons from Clarivate with a focus on research visibility.

3. **Skills Development, Placements and Experiential Learning:**

- The University signed an **MoU with Tata STRIVE on 4th June 2026** to strengthen skills development, industry linkages and employability opportunities for students. The partnership will provide industry-linked training and placement support beginning with the SVS's BVoc Hospitality programme.
- The Training and Placement Cell organised a three-day **Internship and Placement Fair from 18th to 20th March 2026**, bringing together more than 40 organisations and engaging over 500 students in campus recruitment, industry interactions and panel discussions, thereby strengthening pathways for student employability.

- SHRM students did two-week **excavation training at Rakhigarhi** in the month of April 2026, in collaboration with ASI Haryana. The excavation at Mound 2 yielded evidence of mud brick structures. SHRM students also completed two-week training at National Research Laboratory for Conservation of Cultural Property, Lucknow.

- Students across various programmes are currently undergoing intensive **summer internships,** field visits and other forms of practice-based engagements across different sectors and institutions, including government institutions, industries, NGOs, and community organisations. Students of SCCE showcased their **art displays** in May 2026.

- The International Affairs Division (IAD) co-organised an **online learning initiative with LaGuardia Community College, City University of New York** (CUNY). During May–June 2026, students from both institutions developed photo essays on themes related to gender and participated in virtual interactions. Twenty-five students of the University, guided by Dr. Kavita (SGA) and Dr. Neema Chaurasiya (SES), are participating in this ongoing initiative.

4. 15th Annual Dr. B. R. Ambedkar Memorial Lecture:

- The University organised the **15th Ambedkar Memorial Lecture** on 14 April 2026. The lecture was delivered by Prof. Sharad Kumar Soni, Professor at the School of International Studies, Jawaharlal Nehru University, on the theme *Ambedkar's Vision on International Relations: Relevance for the Current Geopolitics*. The event was graced by Sh. Ravinder Indraj Singh ji, Hon'ble Minister for Social Welfare, SC/ST Affairs, and Cooperative, Government of NCT of Delhi, as the Chief Guest.

- In the week leading up to the lecture, a series of academic and cultural events were organised. These included a poster-making competition on *Panch Teerth: The Buddhist Circuit*, a panel discussion on Ambedkar's Vision on State and Society, and a webinar on SDGs and Ambedkar's Contribution to Higher Education in India.

5. Community Engagement and Outreach Activities:

- Observing the **austerity measures** announced by the Hon'ble Prime Minister and by the Govt. of NCT of Delhi, the University implemented Metro Monday, work-from-home for all employees on Wednesdays and Saturdays, and measures for judicious use of electricity and other resources.

- An **ayurvedic dispensary** has been relocated to the University's Kashmere Gate campus in collaboration with the Directorate of AYUSH, GNCTD, with one doctor and one nursing staff. The dispensary is fully functional from June 2026.

- NSS organised a **blood donation camp** on 28 April 2026.
- The University observed **International Women's Day** on 9 March 2026, celebrating the achievements and leadership of women across sectors. The programme featured eminent journalist Smt. Pramila Dixit as the Chief Guest.
- School of Global Affairs organised the second edition of the **Dilli Dehaat** exhibition, *The Rural Within the Urban: Basai Darapur Village – Mapping Space, Culture, and Livelihoods*, from 29–30 April 2026, building upon the earlier exhibition on Delhi's urban villages.
- The University celebrated **World Environment Day on 5th June 2026** through a series of activities including a tree plantation drive and a green rally with school students, a cloth bag distribution campaign, and a special lecture by Prof. Mayanglambam Ojit Kumar Singh, Professor of Zoology at Ramjas College, University of Delhi and alumnus of the School of Human Ecology.
- The Centre for Development Practice organised a workshop on **2nd May 2026** by Dr. Pallavi Chakravarty (SLS) along with two students at **CM Shri School**, Dwarka Sector 22, on the theme *Diversity in the classroom*. The workshop saw active participation by school students.
- The School of Vocational Studies organised a one-day **Exposure Visit Programme for School Principals** from CBSE-affiliated schools on 25 May 2026 to introduce them to emerging perspectives on vocational education. Around 50 school principals from different schools across India participated in the programme.
- The University's NSS volunteers actively participated in the **MY Bharat Youth Convention** – *Youth for Viksit Bharat*, organised by the Ministry of Youth Affairs and Sports, Government of India, on 6 June 2026 at Thyagaraj Sports Complex, Delhi.
- The NCC unit represented the University by participating in the **World Bicycle Day** celebrations organised on 3 June 2026 by the Ministry of Youth Affairs & Sports and the Sports Authority of India at the Jawaharlal Nehru Stadium in New Delhi.
- In compliance with the directions of the Government of NCT of Delhi, the University organised an online awareness programme on 10 June 2026 under the **"Dust-Free Delhi"** initiative. The programme aimed to sensitise faculty and staff to measures for mitigating dust pollution and promoting cleaner and healthier urban environments.

Thereafter, the Registrar & Secretary, Academic Council with the permission of the Chair presented the agenda as seriatim.

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Agenda 43.1: Confirmation of the Minutes of the 42nd Meeting of the Academic Council held on 17.03.2026.

The Minutes of the 42nd Meeting of the Academic Council held on 17.03.2026 as circulated vide email dated 16.04.2026, may please be confirmed by the Academic Council. As no comments/observations have been received, the minutes of the 42nd meeting of the Academic Council as circulated were placed before the Academic Council for confirmation.

Decision: The Academic Council confirmed the minutes of the 42nd meeting of the Academic Council.

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Agenda 43.2: Action Taken Report (ATR) on the Minutes of the 42nd Meeting of the Academic Council held on 17th March 2026.

It was submitted to the Academic Council that Action Taken Report in respect of the decisions taken by in its 42nd Meeting of the Academic Council held on 17th March, 2026 shall be placed before the Academic Council in its subsequent meeting.

Decision: The Academic Council noted the information.

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Agenda 43.3: To consider the recommendations made by the Board of Studies, SCCE regarding launch of a new programme namely MA Creative Writing of two years in the School of Culture and Creative Expressions (SCCE).

It was submitted to the Academic Council that the Board of Studies, School of Culture and Creative Expressions in its 13th meeting held on 02.04.2026 **(Appendix-1)** had recommended to launch the new Programme of MA Creative Writing **(Appendix-2)** of two years with 92 credits in line with NEP 2020 guidelines.

The credits of the programme have been distributed in the following manner:

a) Three core courses of 14 credits in each of the first, second and third semester.
b) Two Elective courses of 8 credits in each of the first, second and third semesters.
c) Value-Added course of 2 credits in each of the first, second and third semester.
d) One Core Course in the fourth semester of 6 credits
e) One Elective Course in the fourth semester of 4 credits
f) A dissertation of 10 credits, where the manuscript is created over 4 semesters; and a reflective piece on it is submitted alongside in the fourth semester.

The outline of the two year M.A. Creative Writing Programme as recommended by the BoS of the School was placed before the Academic Council for deliberations and consideration in light of Section 24(1)(vi), 24(xiv) and 24(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies SCCE regarding introduction of a new programme namely MA Creative Writing of two years with 92 Credits in the School of Culture and Creative Expressions. After due deliberations, the Academic Council recommended that the Board of Studies:-

a) **Include need analysis in introduction of the new programme.**
b) **to change the nomenclature of the course Pre-Modern Literary Cultures of India Ancient Indian Cultures as well.**
c) **to change the nomenclature of the course Modern Literary Culture.**
d) **to include some more Indian readings and authors in Module IV of the course Pre-Modern Literary Cultures of India under the section on Bhakti Movement and the Indian Saint Poets, in keeping with promotion of Bhartiya Knowledge Systems.**
e) **to define each course on Contemporary Theory Part I, II and III as per their focus, such as cultural, sociological etc.**
f) **to change the name of Dramatic Writing Tradition in India (Elective) to Drama Writing Tradition in India.**

g) to arrange the course on Writing Workshop Part I, II and III after the other Core courses as they are practice based. Further, the nomenclature of the title be also reviewed to make it more explanatory.

h) to change the the "Elective Course Creative Writing" to be changed to "Creative Writing for the Multilingual Students."

Keeping in view the impending commencement of the programme for Academic Year 2026-27, the Academic Council further asked the Dean of the School to carry out aforesaid modifications alongwith deliberations on need analysis of the programme. The Academic Council authorized the Vice Chancellor to review the resubmission and take a decision on the same.

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Agenda 43.4: To consider the recommendations made by the Board of Studies, SCCE regarding launch of a new programme namely Bachelor of Visual Art (BVA) of four years in the School of Culture and Creative Expressions (SCCE).

It was submitted to the Academic Council that the Board of Studies, School of Culture and Creative Expressions in its 13th meeting held on 02.04.2026 **(Appendix-1)** had deliberated and recommended to launch the new Programme namely Bachelor of Visual Arts of four years **(Appendix-3)** with 198 credits in line with NEP 2020 guidelines. The credits of the programme have been distributed in the following manner:

a) Four core courses of 16 credits in each of the first and second semester.

b) Three core courses of 12 credits in each of the third, fourth, fifth, Sixth, seventh and eight semester.

c) One Elective course of 4 credits in each of the first to eight semester.

d) Value-Added course of 2 credits in each of the first to eight semester.

e) Skill enhancement course of 2 credit in each of the first to sixth semester.

f) Ability enhancement course of 1 credit in each of the first and second semester

The final proposed outline of the four year Bachelor of Visual Art(BVA) as recommended by the BoS was placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(xiv) and 24(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, SCCE regarding launch of a new programme namely Bachelor of Visual Art (BVA) of four years in the School of Culture and Creative Expressions (SCCE). After due deliberations, the Academic Council considered and resolved to approve the recommendaions made by the Board of Studies regarding lauch of the new Bachelor of Visual Art (BVA) of four years in the School of Culture Creative and Expressions.

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Agenda 43.5: To consider the recommendations made by the Board of Studies, SHS for the launch of One Year MA Psychology (Psychosocial Clinical Studies) Programme of School of Human Studies (SHS).

It was submitted to the Academic Council that the Board of Studies, School of Human Studies in its meeting held on 18.05.2026 **(Appendix-4)** had deliberated and recommended the programme structure and courses of one Year MA Psychology Programme **(Appendix-5)** to be launched in 2026 amounting to a total of 48 credits. The programme structure and the courses align with the National Education Policy, 2020 and the National Credit Framework requirements.

The process of conceiving of the new programme structure was one of extensive deliberations, with the programme team undertaking intensive discussions over the course of an year, keeping feedback from alumni in purview and holding consultative meetings held with External experts, who endorsed the courses and the proposed structure and made suggestions which were duly incorporated to enhance the courses as well as the programme structure.

The Board of Studies has considered and recommended the following structure for the one year MA Psychology programme which again offers a combination of Discipline Specific Core, Discipline Specific Elective, Skill based and Research based courses as under:

(a) Four Discipline Specific Core courses of 4 credits each (spread across first and second semesters)
(b) Nine Discipline Specific Elective courses of 4 credits each (spread across first and second semesters) with one Discipline Specific elective also offered as a General Elective
(c) Three Skill based courses of 2 credits each.
(d) Two interconnected research courses for 6 credits each 'Dissertation-I' and 'Dissertation-II' spread across semesters one and two with the total research based credits amounting to 12.
(e) Course codes have also been formulated after due deliberations.

The final proposed outline of 1 Year MA Psychology (Psychosocial Clinical Studies) programme amounting to a total of 48 credits as recommended by the Board of Studies, School of Human Studies was placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(xiv) and 24(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, SHS regarding introduction of one year new programme namely MA Psychology(Psychosocial Clinical Studies) Programme

After due deliberations, the Academic Council recommended that the Program Faculty to made the following revisions:-

1. Courses using the word 'everyday' should use additional words to contextualise the term 'everyday' for example everyday life, everyday experiences etc.

NSHSPS5853	Discipline Specific Elective*	Psychoanalysis and Aesthetics in the Everyday	Psychoanalysis and Aesthetics in Everyday Life

2. The Course Human Subjectivity and Social Transformations need major reworking by correlating the title of the course with the content of the course. The readings should also be aligned to the course/module. The course should focus on Social transformation and not on politics/political. All courses should align course/module titiles with the accompanying description.

3. The courses of the programme should include new readings, especially latest journal readings in that field after retaining iconic texts. It was recommended to avoid repeating references.

4. The programme should be complaint with the NEP, 2020 and the courses of the programme should include more readings published by Indian authors and authors from the 'non-western' countries or the global south.

5. Deconstructing Normalcy course should also have more Indian Authors and Module descriptions may be changed with the use of new readings.

6. IKS courses are to be referred to as the Bhartiya Knowledge System.

7. Readings on Bhakti movement - interdisciplinary inputs can include readings from Hindi Literature.

8. The title of the course namely Mixed Methods Research and Design needs to be changed to Researech Development and Mixed Methods.

The Academic Council further recommended the Board of Studies to carry out aforesaid modifications/changes in the courses of one year MA Psychology (Psychosocial Clinical Studies) Programme. The Academic Council further authorized the Vice Chancellor to take further necessary in the matter.

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Agenda 43.6: To consider the recommendations made by the Board of Studies, SoL regarding introduction of One Year MA English Programme in SoL.

It was submitted to the Academic Council that the Board of Studies, School of Letters(SoL) in its 16th meeting held on 20.05.2026 **(Appendix-6)**, had deliberated and recommended to introduce the One year MA English Programme **(Appendix-7)**, with 48 credits in the School of Letters.

The following credit distribution of the One Year MA English Programme was presented to the Academic Council during the meeting.

Course Category	Named/fixed courses	No.	Credits
DSC (Core)	Research Methodology (Sem I); 1 Seminar Course (Sem II)	2	4 + 4 = **8**
Skill-based Course	Any **one** out of : Translation in Contemporary India; Language Acquisition, Identity and Literary Cultures; Ecolinguistics (all Sem I)	1	4
DSE/GE	Heritage, Community and Language Learning (Sem I)	1	**4**
DSE (from appended list)	Optimal number, Sem I & II	variable	8 to 28
Practicum (from appended list)	Optimal number, Sem I & II	variable	2 + 2 = 4 each
Dissertation / Academic Project / Entrepreneurship	Dissertation, Sem I & II	option-based	**8 or12 Each**

The proposed outline of one year MA English Programme amounting to a total of 48 credits as recommended by the Board of Studies, School of Letter was placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(xiv) and 24(xvii) of Dr.B.R.Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, School of Letters regarding introduction of one year new MA English Programme. After due deliberations, the Academic Council noted that there is a lack of Indian traditions in theatre and literary modules, which should include rich history of theatre in Kerala, West Bengal, and Maharashtra. The courses should include the Indian references in light of the National Education Policy 2020. It was recommended to convert the "Field Visit" into a "Minor Project" for 2 credits to ensure academic rigor through report submission.

The Academic Council further recommended that Board of Studies to review the courses of the programme at the earliest and place the same before the Academic Council in its subsequent meeting.

Agenda 43.7:To consider the recommendations made by the Board of Studies, SOL regarding introduction of One Year MA Hindi Programme in School of Letters (SOL).

It was submitted to the Academic Council that the Board of Studies, School of Letters in its meeting held on 12.05.2026 **(Appendix-8)** had deliberated and recommended to introduce One Year MA Hindi Programme **(Appendix-9)** of 48 credits in the School of Letters in line with NEP 2020 guidelines. The credits distribution in the Programme has been done as under:

a) Introduction of three core courses of 12 credits in first semester, three core courses of 12 credits in second semester.

b) Addition of a two course of 8 credits on the theme of Research Based Course' in the First semester.

c) Addition of Programme (Dissertation + Viva voce course) of 8 credits in forth semester.

The final proposed outline of the 48 credits one year MA Hindi Programme as recommended by the BoS was placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(xiv) and 24(xvii) of Dr. B. R. Ambedkar University Delhi Act, 2007.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, School of Letters regarding introduction of one year new MA Hindi Programme. After due deliberations, the Academic Council considered and resolved to approve the recommendations made by the Board of Studies, School of Letters regarding introduction of One Year MA Hindi Programme in School of Letters (SOL).

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Agenda 43.8:To consider the recommendations made by the Board of Studies, SHRM for the introduction of new programme namely BA in Museology, Culture and Heritage Research and Management of four years in the School of Heritage and Management.

It was submitted to the Academic Council that the Board of Studies, School of Heritage Research and Management(SHRM) in its meeting held on 06.04.2026 **(Appendix-10)** had deliberated and recommended to introduce new BA Programme namely BA in Museology, Culture and Heritage Management of four years in the School of Heritage Research and Management.

The Academic Council noted that the Board of Studies, SHRM has recommended to introduce a 4 year programme from academic year 2026 on Museology, Culture and Heritage Management. Dr. B. R. Ambedkar University Delhi has adopted the 4-year Undergraduate model as per National Education Policy 2020 in a robust manner. As the School currently does not offer any BA programme, there is a need to start an interdisciplinary BA programme which focuses on three connected strands:

a) Indian Culture, with its plural dimensions in art, aesthetics, architecture, festivals, cuisine

b) Museums as a site of Collection and Curation of cultural artifacts, both tangible and intangible

c) Heritage Management of the cultural resources that make India unique

BA programme in the School will benefit the pool from which MA students can be attracted as well as create the much needed vibrancy in the School that BA students bring, fresh out of School education.

The Academic Council noted the following basic features of the BA programme as per NEP:-

- Total credits will be 168+
- Research track and Course Work track both will be present
- Compulsory internship of 6 credits
- Multidisciplinary Major (as followed in the SSH model of the University) 4 year framework
- All the sources for Museum Studies will create the Minor list, to help students to engage with History, Anthropology, Archaeology, Conservation, Architecture.

The rationality of introducing the programme along with its benefits was presented to the Academic Council.

The recommendations made by the Board of Studies, School of Heritage Reseach and Management regarding introduction of a new programme namely BA in Museology, Culture and Heritage Management of four years in the School of

Heritage Research and Management, are placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(xiv) and 24(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 Heritage Research and Management regarding introduction of new programme namely BA in Museology, Culture and Heritage Research and Management of four years in the School of Heritage and Management. After due deliberations, the Academic Council considered and resolved to approve the recommendations made by the Board of Studies, School of Heritage Research and Management regarding introduction of new programme namely BA in Museology, Culture and Heritage Research and Management in the School of Heritage and Management.

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Agenda 43.9: To consider the recommendations made by the Board of Studies, School of Liberal Studies regarding introduction of One-Year MA Programme in Political Science in the School of Liberal Studies.

It was submitted that the Board of Studies, School of Liberal Studies in its meeting held on 15.6.2026 **(Appendix-11)** had deliberated and recommended the introduction of the One Ye0ar MA Programme in Political Science **(Appendix-12).**

The programme is a professionally competitive, socially relevant and intellectually stimulating course. It aims at applying the knowledge of political science and skills for understanding human behaviour and political environment. The extensive course work aids in providing in-depth understanding of both normative concepts in political philosophy and real-world politics. The students will be comprehensively introduced to diverse areas of political science such as international relations, geopolitics, public policy, political theory, social justice, etc. The program strives to inculcate leadership qualities within the students and build them as proficient problem-solvers. It nurtures the students with an inclusive attitude by making them socially responsible citizens. The MA curriculum designed synchronizes with various competitive exams both of central and state governments ensuring that students are well-prepared for careers in public administration, academia, research, and policy analysis.

The University will offers One-year MA programme in Political Science (for students who have completed a 4-year undergraduate programme with Honours/ Honours with Research as per the UGC guidelines) for which the applicants need to have a 4-year Bachelor's degree with Honours/ Honours with Research in Political Science or Allied Subjects with a minimum 45% marks or equivalent grade from a recognized university (Relaxation of 5% marks for SC/ST/PwBD/D-OBC (NCL)/Defence/KM) with passing marks.

The Programme Education Objectives (PEOs), Graduate Attributes, Programme Outcomes and the following Programme structure were presented to the the Academic Council during the meeting.

A. One-year MA programme in Political Science (Minimum 48 Credits)

Year 1

Semester I

Major Course Code	Paper/ Course	Paper Title	Marks Distribution	Load Allocation (L-T-P)	Credits
SLS2PS001	Core Paper	Political Ideas and Ideologies	30+30+40	3-1-0	4
SLS2PS002	Core Paper	Indian Government and Politics	30+30+40	2-1-1	4

SLS2PS003	Core Paper	Theorizing International Relations	30+30+40	3-1-0	4
	Core Paper	Research Methods in Political Science	30+30+40	3-1-0	4
	Elective 1	Understanding Geopolitics	30+30+40	2-1-1	4
	Elective 2	Democracy, Politics and Electoral System	30+30+40	2-1-1	4

Semester II

Major Course Code	Paper/ Course	Paper Title	Marks Distribution	Load Allocation (L-T-P)	Credits
SLS2PS005	Core Paper	India and the World	30+30+40	3-1-0	4
SLS2PS006	Core Paper	Comparative Political Cultures	30+30+40	2-1-1	4
SLS2PS007	Core Paper	Western Political Thought	30+30+40	3-1-0	4
SLS2PS008	Core Paper	International Organizations	30+30+40	3-1-0	4
	Elective 3	Modern Political Systems: Constitution and Practice (UK, USA, France, Switzerland, China)	30+30+40	2-1-1	4
	Elective 4	Peace and Conflicts Studies	30+30+40	3-1-0	4
				Grand Total for 1-year	**48**

Elective Courses

Courses Name	Credit
Understanding Geopolitics	4
Democracy, Politics and Electoral System	4
Public Policy Analysis	4
Modern Political Systems: Constitution and Practice (UK, USA, France, Switzerland, China)	4
Peace and Conflicts Studies	4
Social Movements and Politics in India	4

The recommendations made by the Board of Studies, School of Liberal Studies regarding introduction of new One Year MA Programme in Political Science are placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(xiv) and 24(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 Liberal Studies regarding introduction of One-Year MA Programme in Political Science in the School of Liberal Studies. The Academic Council recommended that the Board of Studies:-

i) to include a minimum 8-credit dissertation in the second semester to maintain research standards.

ii) to include both the tracks Research and Research with Hons. in the Programme.

iii) to align Global Political thought with Indian Political thought rather than teaching in isolation in the course Western Political Thought.

iv) to include the AI and Quantitative Research Methods in the core paper titled Research Methods in Political Science.

v) to include modern data visualization and market research skills relevant to contemporary political science.

After detailed deliberations, the Academic Council resolved to approve the recommendations made by the Board of Studies, School of Liberal Studies regarding introduction of One-Year MA Programme in Political Science in the School of Liberal Studies.

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Agenda 43.10: To consider the recommendations made by the Board of Studies, School of Liberal Studies regarding introduction of One-Year MA Programme in Economics in the School of Liberal Studies.

It is submitted that the Board of Studies, School of Liberal Studies in its meeting held on 15.6.2026**(Appendix-11)** has deliberated and recommended the introduction of the One Year MA Programme in Economics. The details of the Programme are as under**(Appendix-13)**:-

The School of Liberal Studies (SLS) at the Dr B.R. Ambedkar University Delhi (AUD) offers a range of interdisciplinary and overlapping programmes that support, encourage and redefine liberal arts education through cutting-edge interdisciplinary courses, interactive pedagogy and learning that goes beyond classroom spaces. The Master's Programme in Economics provides students with a rigorous and in-depth advanced training in economic analysis, with a particular emphasis on equipping them with the ability to comprehend and think about contemporary economic issues, including the challenges confronting developing countries like India. The programme draws on different theoretical perspectives and traditions within the discipline, brings in perspectives from outside the discipline on contemporary social phenomenon, and uses creative pedagogical approaches to offer a well-rounded training that would enable students to achieve a variety of objectives simultaneously; in keeping with the University's vision, develop a socio political and historical perspective on the economy and the discipline which analyses it; master the quantitative techniques which are used extensively in economic analysis; understand and learn to analyse contemporary economic issues at the global and national levels; and acquire skills for absorbing and communicating economic ideas.

Duration of the Programme

The University will offer One-year MA programme in Economics (for students who have completed a 4-year undergraduate programme with Honours/ Honours with Research as per the UGC guidelines) for which the applicants need to have a 4-year Bachelor's degree with Honours/ Honours with Research in Economics or Allied Subjects with a minimum 45% marks or equivalent grade from a recognised university (Relaxation of 5% marks for SC/ST/PwBD/D-OBC (NCL)/Defence/KM) with passing marks in either (i) Mathematics 10+2 Level or (ii) Mathematical Methods in Economics at the undergraduate level.

The Programme Education Objectives (PEOs), Graduate Attributes, Programme Outcomes and the following Programme structure were presented to the the Academic Council during the meeting.

A. One-year MA Economics Programme

Course-Track

Semester	Course Code	Course Name	Load Allocation (L-T-P)	Credits
Semester I				
1		Microeconomics	L	4
1		Macroeconomics	L	4
1		Econometrics	L	4
1		Elective 1	L	4
1		Elective 2	L	4
Semester II				
2		Causal Inference and Policy Evaluation	L	4
2		Indian Economy	L	4
2		Indian Knowledge System (IKS)	L	4
2		Economic Growth and Development	L	4
2		Elective 3	L	4
1/2		Skill Enhancement Elective	L	4
1/2		Internship	P	6
			Total Credits	**50**

Research-Track

Semester	Course Code	Course Name	Load Allocation (L-T-P)	Credits
Semester I				
1		Microeconomics	L	4
1		Macroeconomics	L	4
1		Econometrics	L	4
1		Advanced Research Methods in Economics	L	2
1		Guided Study in Economics	P	4
Semester II				
2		Causal Inference and Policy Evaluation	L	4
2		Indian Economy	L	4
2		Indian Knowledge System (IKS)	L	4
2		MA Dissertation in Economics	P	20
			Total Credits	**50**

List of Elective Courses

Course Name	Credit
Applied Environmental Economics	4
Capitalism, Colonialism and Development	4
Computing for Economics	4
Cross Section and Panel Data Econometrics -I	4
Cross Section and Panel Data Econometrics -II	4
Econometric Methods for Policy Evaluation	4
Econometrics and Data Analysis	4
Economics of Environmental Health	4
Economics of Infrastructure	4
Economics of Poverty	4
Environmental Economics	4
Financial Economics	4
Game Theory I	4
Game Theory II	4
Gender and Macro-economics	4
Growth and Development	4
History of Indian Economic Thought (IKS)	4

The recommendations made by the Board of Studies, School of Liberal Studies regarding introduction of new One Year MA Programme in Economics were placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(xiv) and 24(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 Liberal Studies regarding introduction of One-Year MA Programme in Economics in the School of Liberal Studies. The Academic Council recommended that Board of Studies to change the nomenclature of the Research Track Course namely "Guided Study in Economics" to "Guided Research Study in Economics" and to revise the subject load from 4 credits to 2 credits.

After detailed deliberations, the Academic Council resolved to approve the recommendations made by the Board of Studies, School of Liberal Studies regarding introduction of One-Year MA Programme in Economics in the School of Liberal Studies.

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Agenda 43.11: To consider the recommendations made by the Board of Studies, School of Liberal Studies regarding introduction of One-Year MA Programme in Sociology in the School of Liberal Studies.

It was submitted that the Board of Studies, School of Liberal Studies in its meeting held on 15.6.2026**(Appendix-11)** had deliberated and recommended the introduction of the One Year MA Programme in Sociology. The details of the Programme are as under **(Appendix-14)**:-

The One-Year MA Sociology Programme (OYMAP) is an intensive, research-oriented postgraduate programme designed in accordance with the National Education Policy (NEP 2020) and the UGC Curriculum and Credit Framework for Postgraduate Programmes. Conceived for students entering with a four-year undergraduate degree with Honours (Research) background, the programme provides in-depth conceptual engagement, methodological competence, and interdisciplinary exposure to academically rigorous training. The programme is structured around the assumption that students entering OYMAP already possess foundational sociological training at the undergraduate level. Accordingly, the curriculum moves beyond introductory disciplinary concerns toward deeper conceptual interpretation, critical reflexivity, analytical writing, and intends to provide the ability for independent sociological inquiry. The programme encourages students to understand and interrogate contemporary social transformations through innovative theoretical and methodological skills.

The Programme Education Objectives (PEOs), Graduate Attributes, Programme Outcomes and the following Programme structure were presented to the Academic Council during the meeting.

One-Year MA Sociology Programme (OYMAP)

Semester I (Monsoon Semester)	**Credits ***	**Semester II (Winter Semester)**	**Credits***
Dissertation	10	Dissertation	10
Sociological Research Methods	4	Sociology Lab	4
Organisational Exposure	4	Elective I (Within Sociology)	4
Elective I (Within Sociology)	4	Elective II (Outside Sociology)	4
Elective II (Outside Sociology)	4	Contemporary Sociological Theory and Perspectives	4
Total Credits	**24**	**Total Credits**	**24**

Total Programme Credits

Component	Credits
Semester I	24
Semester II	24
Total Programme Credits	**48 Credits**

List of Electives:

- Food and Society

- Demography and Society
- Sociology of Work
- Sociology of Organisations
- Sociology of Agriculture
- Sociology of Work and Health
- Health and Society
- Culture, Health and Well Being
- Sociology of Disaster and Risk Mitigation
- Medical Anthropology (TBA)
- Media and Digital World
- Cinema and Society in India
- Sociology of Digital Life
- Science, Technology and Society
- Peace and Justice Studies in South Asia
- Globalisation, Transnationalism and Diaspora
- Studying Life Narratives (TBA)
- Transnational Feminisms
- Economy, Polity and Society
- Faith, Religion and Society

The recommendations made by the Board of Studies, School of Liberal Studies regarding introduction of new One Year MA Programme in Sociology are placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(xiv) and 24(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 Liberal Studies regarding introduction of One-Year MA Programme in Sociology in the School of Liberal Studies. The Academic Council recommended that:

i) An Elective on Social Psychiatry to be added to strengthen co-relation between Sociology and Psychology.

ii) The credits for dissertation may be reduced from 10 credits to 8 credits.

iii) the following new courses may be introduced:

(a) Sociology of AI
(b) Environment and Climate Justice
(c) Understanding Numbers and Quantitative Analysis
(d) Sociology of Consumption

After detailed deliberations, the Academic Council resolved to approve the recommendations made by the Board of Studies, School of Liberal Studies regarding introduction of One-Year MA Programme in Political Science in the School of Liberal Studies.

Agenda 43.12: To consider the recommendations made by the Board of Studies, School of Liberal Studies regarding introduction of One-Year MA Programme in History in the School of Liberal Studies.

It was submitted to the Academic Council that the Board of Studies, School of Liberal Studies in its meeting held on 15.6.2026 **(Appendix-11)** had deliberated and recommended the introduction of the One Year MA Programme in History **(Appendix-15)**. The details of the Programme are as under:-

Dr. B.R. Ambedkar University Delhi's MA History 1-Year programmes, offered under the New Education Policy 2020, enable postgraduates to sustain the journey from the acquirer of knowledge to the creator of knowledge in a specialised field. It provides an in-depth and research-oriented exploration of the past and its historiographies. It encourages students to gain a nuanced understanding of historical processes, develop rational thinking and analytical skills, test the veracity of facts, evaluate perspectives, and become problem solvers through their research. The programmes' structures combine courses aimed at methodological and thematic understanding of Indian and transnational comparative-cum-connected history, and additionally, promotes research pursuits.

The curriculum is designed with a spirit of interdisciplinary flexibility, allowing students to delve deep into the subject and research. Its structure includes a combination of taught courses (4 core and other electives), and guided research courses. An attempt is made to have diversity of research topics in guided research courses, so that students have the opportunity to tailor their learning to their interests.

The eligibility for admission to the one year MA Program in History is that the candidates must appear in CUET(PG) and have passed the UG class with at least 45% marks (5% relaxation for reserved categories). Merit will be based on the CUET(UG) score. The candidates should have passed a 4-Year UG programme.

The Programme Education Objectives (PEOs), Graduate Attributes, Programme Outcomes and the following Programme structure were presented to the the Academic Council during the meeting.

Total Credits:

1-Year Programme: 48 Credits

40 credits, as per the UGC PG Guidelines, consisting of List (i) of taught courses for 20 credits, and List(ii) of research thesis/project/patent for 20 credits.

In addition, List (iii) of internship for 8 credits undertaken during summer and winter Breaks.

List (i) of taught courses will comprise 5 courses, each of 4 credits. It will consist of 4

DSCs and 01 DSE.

List (ii) of research thesis/project/patent will have DSR-1 of 8 credits (guided secondary literature review) and DSR-2 of 12 credits (guided primary-source-based research).

Table 1. Curriculum Arrangements across Semesters.

Semester	**List (i) of Taught Courses**		**List (ii) of Research thesis/project/patent**	Credits
1	DSC_1: State in Indian History DSC_2: Problems of Historical Knowledge DSC_3 Power, Culture and Marginality	DSEs • Partitions in South Asia • Environmental History of South Asia • Indian National Movement • Oral Epics in India: Exploring • History and Identity • Urbanisation • India's Economy and Colonial Rule • Comparative History of Labour Relations and Wellbeing, 1600s-2000s • History and the Aboriginal Past	DSR-1 of 8 Credits (Guided secondary literature review) in the 1-Year Programme.	#.4+4+4+8 for 1-Year PG Degree. #.4+4+4+4+4+4 for 2-Year PG.
2	DSC_4: Making of the Modern World	DSEs • Making of Modern Punjab • History of Modern Japan • Indian Ocean World • Censorship	DSR-2 of 12 credits (Guided primary-source-based research) in the 1-Year PG.	#.4+4+12 for 1-Year PG Degree. #.4+4+4+4+4

		• Global Environmental History • Hunger, Disease and Welfare • Communalism and Partition in South Asia • Race and Capitalism in South Africa		for 2;-Year PG.

List (iii) of Internship for 8 credits in 1-Year MA

Table 2. 70% Taught courses in the 4th Year of UG and the 1st Year of 2-Year PG Programmes that overlap

Courses:

Sr No	Course	Code
1	State in Indian History	SLS2HS001
2	Problems of Historical Knowledge	SLS2HS004
3	Making of the Modern World	SLS2HS002
4	Power, Culture and Marginality	SLS2HS003
5	Comparative Studies in Labour Relations and Wellbeing	SLS2HS204
6	Race and Capitalism in South Africa	SLS2HS206
7	Environmental History of South Asia	SLS2HS104
8	Global Environmental History: An Introduction	SLS2HS201
9	India's Economy and Colonial Rule	SLS2HS107
10	Partitions in South Asia	SLS2HS110
11	The Making of Modern Punjab	SLS2HS103
12	Urbanization in India	SLS2HS102
13	History of Modern Japan	SLS2HS207
14	Indian National Movement	SLS2HS101
15	Communalism and Partition in Modern South Asia	SLS2HS106
16	History and the Aboriginal Past	SLS2HS205
17	Oral Epics in India: Exploring History and Identity	SLS2HS108
18	Guided Secondary Literature Review	DSR-1

19	Guided Primary-source-based Research	DSR-2
19	Labour, Land, Capital and State: experiences of development in the Indian subcontinent.	SLS2HS310
20	Critiques in Racially-divided Society: South Africa, 20th century	SLS2HS311
21	Partition of the Indian Subcontinent and Its Aftermath	SLS2HS313
22	Metanarratives and the Historiography of Everyday	SLS2HS312
23	Social and Cultural Marginality	SLS3HS305
24	Environmental History of India	SLS2HS304
25	Conceptualizing a Region	SLS3HS303

The recommendations made by the Board of Studies, School of Liberal Studies regarding introduction of new One Year MA Programme in History were placed before the Academic Council for consideration in light of Section 24(1)(vi), 24(xiv) and 24(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 Liberal Studies regarding introduction of One-Year MA Programme in History in the School of Liberal Studies. The Academic Council recommended that the duration of internship be six weeks in the programme structure.

The Academic Council also recommended to introduce a new course on Migration in Indian Context.

After detailed deliberations, the Academic Council resolved to approve the recommendations made by the Board of Studies, School of Liberal Studies regarding introduction of One-Year MA Programme in History in the School of Liberal Studies.

The minutes are issued with the approval of the Chairperson, Academic Council, Dr.B.R.Ambedkar University Delhi.

Omkar

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

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BOARD OF STUDIES

School of Culture and Creative Expressions

13th MEETING

2nd April 2026

School of Culture and Creative Expressions

The 13th meeting of the Board of Studies (BoS) of the School of Culture and Creative Expressions was held on 2 April 2026 at 2:00 p.m. in Room G8 at Dr. B.R. Ambedkar University Delhi, Karampura Campus, Delhi – 110015.

Board of Studies Members
Prof. Juhi Shukla (Dean, SCCE, Chairperson)
Prof. Rukmini Sen
Prof. Arun Kumar
Prof. A.K Singh
Dr. Anand Jaiswal
Prof Hira Lal Prajapati
Prof. Ajay Jaitley
Prof. Suresh Bhardwaj
Prof. Ramesh C. Gaur
Prof. Yogesh Gambhir
Prof. Abhilash Pillai
Prof. Ramesh Manchanda
Prof. Ajit Rai
Ms. Kishwar Desai
Shri Siddharth
Dr. Rajan Krishnan
Dr. Anita Cherian
Dr. Santhosh S.
Dr. Benil Biswas
Mr. Nokil Singh

Members Present
Prof. Juhi Shukla (Dean, SCCE, Chairperson)
Prof. A.K Singh
Dr. Anand Jaiswal
Prof Hira Lal Prajapati (online)
Prof. Abhilash Pillai (online)
Prof. Ramesh Manchanda
Prof. Rukmini Sen (online)
Mr. Nokil Singh
Dr. Rajan Krishnan
Dr. Anita Cherian
Dr. Santhosh S.
Dr. Benil Biswas

Special Invitees
Dr. Mrityunjay Prabhakar
Dr. Kshama Divedi
Dr. Antara Bhatia

Agenda Items

Item No. 1: Introduction of New Programmes into the School of Culture and Creative Expressions

i. Bachelor of Visual Art (BVA)
ii. Creative Writing PG Diploma and Degree Programme
iii. MPA-Theatre Arts (PG Diploma & Degree Programme)

Item No 2. Approval of course codes for the new Programmes and Courses
Item No. 3: Revised Structure of Visual Art Programme
Item No. 4: To ratify the BoS Minutes of 12th BoS held on 28th January.

Minutes of the Meeting

The Members of the Board of Studies were formally welcomed by Prof. Juhi Shukla, Dean, SCCE.

Item No. 1: Introduction of New Programmes into the School of Culture and Creative Expressions

As per the agenda, three programmes were discussed to be newly added to the SCCE. The discussion commenced with **Item No. 1,** concerning the introduction of new programmes into the SCCE, namely:

i. Bachelor of Visual Art (BVA)

ii. Creative Writing PG Diploma and Degree Programme

iii. Master of Performing Arts (MPA) PG Diploma and Degree Programme

i. The Bachelor of Visual Arts (BVA) Programme was introduced and detailed to the BoS members. The following feedback and suggestions were recorded:

- It was recommended that the programme launch document/template be followed in accordance with university rules; accordingly, modification of the programme was agreed upon.
- The introduction of a Bachelor's course into the School was appreciated.
- It was suggested that Applied Arts be included in the programme, considering its benefit to students.
- While designing the course, the infrastructure of the University is to be taken into consideration.
- Uniformity of credits across programmes needs to be maintained.
- It was recommended that Materials and Methods courses be added in the first semester.
- Coverage of the Pre-Mauryan to Kushan periods in four units was proposed; the Gupta and Medieval periods to be included in the second semester; and the contemporary period to be covered by the fourth semester.

- It was suggested that an overview of Indian history be included in the first semester, followed by a chronological progression of periods.
- Introduction to folk art or other forms of art may be incorporated in the first semester.
- Coordination of marks, workload, and credits is to be ensured. Credits are required to be multiplied by 100, and factors such as weightage, grading, and teaching hours are to be considered. Ratios may be determined accordingly in the programme document, and deliverables per credit are to be specified.
- It was recommended that all core courses carry equal weightage of four credits, with the number of modules aligned with university norms, as per BoS members.
- Parity across all credits needs to be maintained, and topics are to be determined in accordance with Art History and Appreciation.
- In the first semester, line, colour, and other fundamentals are to be explained; Fundamentals of Art may be taught in the first year.
- Courses may be titled period-wise or dynasty-wise.
- It was recommended that a minimum of five weeks be devoted to clay modelling, with 4–5 hours per week allocated. The number of assignments is to be decided accordingly, and composition may be allocated one week.

ii. The Creative Writing PG Diploma and Degree Programme was introduced and detailed to the BoS members. The following feedback and suggestions were recorded:

- Division of courses into theory and practical components, such as Professional Writing and Writing Across Media, was suggested, with assignments structured accordingly.
- Greater emphasis on the analytical component was recommended, along with the systematic incorporation of reflection to develop students' writing. A strong theoretical foundation was considered necessary to inform writing practice, as indicated by BoS members.
- A judicious division between theory and practical components is to be maintained, with adequate weightage assigned to theory as the foundation for writing practice.
- It was suggested that an internship component or fieldwork be introduced, with appropriate credit allocation.
- Conduct of poetry workshops and storytelling sessions was suggested.
- It was recommended that the rationale for offering the programme as a two-year course and its revisioning from the earlier programme be clearly determined.

iii. The Master of Performing Arts (MPA) PG Diploma and Degree Programme was introduced and detailed to the BoS members. The following feedback and suggestions were recorded:

- Infrastructural requirements are to be taken into account.
- Consideration of faculty expertise was recommended, as indicated by BoS members.
- Assignment of different batches to specialised courses such as Acting and Direction was proposed, with the rationale of engaging students in different groups from the third semester being explained.
- It was recommended that core courses and electives be clearly delineated in the course mapping.
- Specialisations/vectors are required to be clearly indicated and mapped in terms of course requirements and assignments.

- It was recommended that Literature Review be included as part of Research Methodology, with the course to remain discipline-centric.
- It was observed that division of students according to specialisation may result in smaller numbers per specialisation.
- It was suggested that a Performance Theory course be included.
- It was recommended that a course on research ethics, along with courses in digital technology, be introduced.
- Inclusion of an archival course was suggested, along with courses on speech-act theory and the philosophy of theatre.
- Practice-based and research-oriented scholarship components may be incorporated.

Item No 2. Approval of course codes for the new Programmes and Courses

It was informed that course codes will be approved after presentation of the programmes to the Academic Council.

Item No. 3: Revised Structure of Visual Art Programme

It was recommended that credits be revised as per university norms and NEP structure mandates.

Item No. 4: To ratify the BoS Minutes of 12th BoS held on 28th January.

A copy of the minutes of 12 BoS Meeting was circulated amongst members and ratified.

The meeting concluded with a formal Vote of Thanks.



Dr. B.R Ambedkar University Delhi

Proposal for Launch of a Programme

(To be approved by the Academic Council)

School	School of Culture and Creative Expressions (SCCE)
Programme Name	Creative Writing
Programme Type (Professional/Liberal/Research/ etc.)	Liberal
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	MA
Total Credits	92 credits
Proposed date of launch	2026
Programme coordinator and team	Dr. Antara Bhatia

1. Specific requirements on the part of students who can be admitted (Qualifications; prior knowledge level, any others – please specify):
   Students with graduate degrees (from any disciplinary background) in science, social science, and humanities are eligible for the programme.

2. Entrance process (test, interview, cut-offs, etc.):
   All are as per university norms and UGC norms.

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

4. Programme scheduling (semesters; years; whether includes inter-semester breaks or not; etc.):
   Two years divided into 4 Semesters.

5. What are the intended aims of the programme? The grant of Master's degrees to all the enrolled students—
   The practice-oriented postgraduate programme in Creative Writing aims to nurture students as creative practitioners and professionals in various forms of writing such as fiction, poetry, non-fiction, scriptwriting, and digital narratives. The programme seeks to develop advanced writing skills, critical thinking, and creative expression, enabling graduates to pursue careers as writers, editors, content creators, and cultural practitioners. It also prepares interested students for advanced academic engagement and research in creative writing, literature, and allied interdisciplinary fields, thereby fostering a new generation of writers, scholars, and educators with strong multidisciplinary perspectives and a meaningful engagement with society and contemporary cultural contexts.

6. How does the programme link with the vision of AUD?
   The proposed programme in Creative Writing at Dr. B.R. Ambedkar University Delhi (AUD) is grounded in the University's commitment to social transformation, critical inquiry, and

democratic engagement. Conceived as a practice-based yet theoretically informed programme, it addresses the underrepresentation of Creative Writing within Indian higher education, particularly from multilingual and socially responsive perspectives. Aligned with National Education Policy 2020 (NEP 2020), the curriculum adopts a flexible, learner-centric, and multidisciplinary approach, encouraging experimentation across fiction, non-fiction, poetry, screenwriting, digital storytelling, and translation. Emphasizing workshops, mentorship, peer review, and project-based assessment, it fosters creative autonomy, ethical awareness, and intellectual independence.

The programme situates creative practice within contemporary social, political, and technological transformations, preparing students to engage with emerging platforms such as digital media, publishing, cultural industries, and public discourse. Positioned within SCCE's multidisciplinary ecosystem, alongside MA programmes in Film Studies, Literary Art/Creative Writing, Visual Art, and Performance Studies; it promotes cross-disciplinary learning through shared electives and collaborative workshops. By integrating creative practice with critical reflection, the programme aims to nurture socially conscious writers and cultural practitioners who can contribute meaningfully to literary culture, public debate, and the creative economy.

7. How is the proposed programme positioned vis-à- vis the programmatic scheme envisaged for the school at its inception? How does the programme link with other programme(s) of the school?

   At its inception, the School of Culture and Creative Expressions (SCCE), Dr. B.R. Ambedkar University Delhi (AUD), envisioned a cluster of practice-oriented postgraduate programmes that would bring together creative practice, critical scholarship, and social engagement. The proposed postgraduate programme in Creative Writing is fully in consonance with this original programmatic vision of the School, which emphasized the nurturing of creative practitioners through rigorous academic frameworks. Creative Writing has always been central to the intellectual and pedagogic imagination of SCCE, particularly in relation to literary arts, performance, visual culture, and cinematic narratives. The programme strengthens and consolidates this foundational vision by offering an intensive, practice-led curriculum that foregrounds writing as both a creative and critical act, responsive to contemporary cultural, social, and political contexts.

8. Does the programme connect to, build on or overlap with any other programmes offered in the University? Is it provided in collaboration with any School/Centre at AUD (if yes, please specify the nature of collaboration)?

   N/A

9. This programme is not being offered in collaboration with any School/Centre at the University. The programme is offered at SCCE.

10. How is it positioned in relation to other similar programmes in the field?

    While a few universities in India offer postgraduate programmes or short-term certifications in Creative Writing, the proposed postgraduate programme at Dr. B.R. Ambedkar University Delhi (AUD) is distinct in its vision, structure, and pedagogic orientation. It is among the first programmes in India to conceptualize Creative Writing as an intensive, practice-led postgraduate programme that is deeply embedded within an interdisciplinary School of Culture and Creative Expressions, rather than as an ancillary or purely vocational offering. In the 21st century, cultural

production and literary practices have undergone significant transformations due to globalization, digital technologies, new media platforms, and shifting modes of reading and writing. Contemporary creative writing now spans multiple forms and interfaces; print and digital literature, screen and performance writing, narrative non-fiction, interactive and multimedia storytelling, translation, and hybrid genres. The proposed programme responds directly to these transformations by situating creative writing within the broader ecology of cultural, visual, performative, and cinematic practices. Internationally, Creative Writing has emerged as a robust academic discipline in leading universities, supported by strong traditions of practice-based research, mentorship, and critical engagement. In India, however, most existing programmes either emphasize conventional literary forms or operate as skill-based courses without sustained engagement with theory, social context, or interdisciplinary practice. The proposed programme at AUD differentiates itself by integrating creative practice with critical frameworks drawn from literary, cultural, performance, and media fields. What further distinguishes the programme is its strong engagement with Indian literary traditions, multilingual practices, and the Indian Knowledge System, alongside contemporary global discourses. Students are trained not only in craft and technique but also in situating their writing within social realities, questions of identity, marginality, ethics, and public discourse. The programme also foregrounds emerging writing practices shaped by digital cultures, new publishing ecosystems, and evolving readerships. In this sense, the postgraduate programme in Creative Writing at AUD addresses a crucial gap in Indian higher education. Its forwardlooking, interdisciplinary, and socially grounded approach positions it as a timely and necessary intervention, offering students a unique pedagogic environment to develop innovative writing practices and critical perspectives suited to the demands of the present and future.

11. Is there a sufficiently defined body of knowledge and literature to support the programme?

Yes, there exists a well-established and expanding body of knowledge, theory, and practice-based literature to support a postgraduate programme in Creative Writing. Internationally, Creative Writing is recognized as an academic discipline with substantial scholarship in narrative theory, poetics, genre theory, craft pedagogy, translation, life writing, digital literature, and practice-based research, providing a strong intellectual foundation for the programme. Dr. B.R. Ambedkar University Delhi has already developed significant library and digital resources relevant to literature, cultural enquiry, performance and media scholarship, and creative practice. Since 2012, the School of Culture and Creative Expressions (SCCE), in coordination with the AUD Library and IT Services, has consistently strengthened its collections. Core texts covering fiction, poetry, non-fiction, screenwriting, editing, publishing, and digital storytelling are available, with provisions for further expansion as the programme evolves. The AUD Library offers access to major academic databases and journals such as JSTOR, Project Muse, Cambridge Core, Oxford Scholarship Online, SAGE Journals, and Taylor & Francis Online. Students are also encouraged to use national research portals including INFLIBNET, Shodhganga, UGC e-PG Pathshala, and the National Digital Library of India. Located in Delhi, the programme further benefits from access to premier public and institutional libraries such as the Sahitya Akademi, British Council, American Center, Nehru Memorial Museum and Library, and allied academic libraries. Together, these resources provide a robust academic and creative foundation for the programme.

12. What are the professional trajectories that the graduates of the programme may pursue?

Creative Writing alumni can pursue a wide range of career paths shaped by their individual interests and creative strengths. The programme emphasizes innovation, originality, and critical thinking, enabling students to develop adaptable writing practices. Graduates are encouraged to explore diverse opportunities across literary, cultural, media, and creative industries

- Creative Writer (Fiction, Poetry, Non-fiction, Hybrid Forms)
- Content Writer and Strategist (Digital Media, Publishing, Corporate, NGOs)
- Editor and Editorial Assistant (Books, Journals, Online Platforms)
- Scriptwriter and Screenwriter (Film, Television, OTT, Radio, Podcasts)
- Copywriter and Brand Storyteller
- Journalist and Literary Non-fiction Writer
- Translator and Transcreation Specialist
- Academic Writing and Research Assistant
- Creative Writing Educator and Workshop Facilitator
- Publishing and Literary Management (Publishing Houses, Literary Festivals, Residencies)
- Cultural Documentation and Archival Writing
- Media, Communications, and Public Relations
- Digital Storytelling and New Media Writing
- Arts Administration and Cultural Policy Support
- Independent Practitioner / Entrepreneur in the Creative Industries

13. Are there sufficient in-house faculty resources available for the programme? If not, please provide an estimate of additional faculty resources required.
    Yes, There are in-house Faculty – 1. Dr. Anita Cherian (Associate Professor, Literary Art, SCCE) 2. Dr. Mrityunjay Kumar Prabhakar (Associate Professor, Literary Art, SCCE) 3. Dr. Antara Bhatia (Assistant Professor, Literary Art, SCCE)

    Apart from the in-house, various experts are invited to conduct lectures, workshops & seminars to enhance the learning experience based on the need and demand of the courses.

14. Rationale for the nomenclature of the programme:
    It is called "Creative Writing PG Programme" keeping in mind immediate employability, the global presence of similar nomenclature and to provide students the benefit to pursue higher education (PhD) in the discipline, where this MA programme can be the basis of a formative degree.

15. **Programme Details:**
    a. **Concept (attach concept note, if needed):**
       The programme in Creative Writing adopts multiple disciplinary perspectives, drawing upon literary traditions, narrative practices, and aesthetic theories from diverse cultures, alongside contemporary developments shaped by digital media and technological transformations of the 21st century. It enables students to critically engage with writing as both a creative and reflective practice, integrating theory with sustained creative experimentation. In doing so, the programme seeks to contribute to the development of engaged creative practice and scholarship, informed by the rich cultural, linguistic, and literary heritage of India while remaining responsive to global literary contexts.

The programme offers a strong grounding in the historical, cultural, and contemporary contexts within which creative writing evolves. Through close faculty mentorship, students will develop a substantial final creative project in a genre or form of their choice, such as fiction, poetry, non- fiction, translation, screen or digital writing, accompanied by a critical reflective essay that situates the creative work within relevant literary, cultural, and theoretical frameworks. This integrated approach ensures that graduates emerge as thoughtful, skilled, and contextually aware writers.

b. **Aims and Objectives:**

- To provide postgraduate training in creative writing that integrates creative practice, critical inquiry, and experiential learning to prepare learners for professional writing careers.
- To ground creative writing practice in Indian Knowledge Systems, Indian literary traditions, and cultural contexts while engaging with contemporary and global writing practices.
- To encourage interdisciplinary and innovative approaches to writing across genres, media, and forms.
- To develop ethical, sensitive, and socially responsive writing practices informed by historical, cultural, and philosophical perspectives.
- To enable employability, entrepreneurship, and sustainability in writing-related professions through industry exposure and professional skill development.

Indian Knowledge System

The National Education Policy 2020 (NEP 2020) encourages the integration of the Indian Knowledge System (IKS) into diverse academic programmes. In the context of a Creative Writing Programme, the inclusion of IKS enriches the curriculum by drawing upon India's vast literary, philosophical, and cultural heritage. The exploration of IKS components within creative writing focuses on understanding the aesthetic, narrative, and symbolic depth of traditional knowledge, inspiring students to engage with classical texts, oral traditions, folklore, and indigenous storytelling forms. This approach motivates young writers to reinterpret ancient wisdom through contemporary creative expression, bridging the past with modern literary practices. It also opens avenues for innovation by transforming traditional themes into new genres, narratives, and artistic formats. Furthermore, incorporating IKS into creative writing fosters career, professional, and entrepreneurial opportunities in fields such as publishing, scriptwriting, cultural content creation, and digital storytelling. Indian Knowledge Systems are closely linked with community life and sustainable ways of living. They embody generations of observation, reflection, and artistic expression rooted in harmony with nature and society. In a Creative Writing Programme, IKS serves as a rich source of inspiration, enabling students to develop culturally grounded, socially relevant, and environmentally conscious narratives while preserving and revitalizing living heritage traditions.

c. **Expected learning outcomes:**

Program outcomes (POs):

- Demonstrate advanced creative and professional writing competence across multiple genres and platforms.
- Apply critical, analytical, and reflective thinking to creative practice and textual

interpretation.

- Communicate ideas effectively with clarity, stylistic control, and contextual awareness in academic, creative, and professional settings.
- Engage responsibly with cultural diversity, ethical considerations, and social contexts in writing.
- Use digital tools and media platforms for writing, editing, publication, and dissemination.
- Collaborate effectively within literary, educational, and cultural ecosystems and adapt to evolving professional environments.
- Pursue sustainable careers through professional awareness, entrepreneurial skills, and lifelong learning.

. **Programme Specific Outcomes (PSOs):**

- Produce original creative work in forms such as fiction, poetry, creative nonfiction, scriptwriting, translation, digital storytelling, and hybrid genres.
- Integrate Indian literary traditions, oral narratives, and Indian Knowledge Systems into creative and critical writing practice.
- Apply editorial, content development, and publishing skills for print, digital, and media- based platforms.
- Design and facilitate creative writing workshops and learning modules in academic and community contexts.
- Engage with interdisciplinary practices and industry professionals to develop field-specific writing competencies.
- Demonstrate readiness for employment in publishing, media, education, cultural organisations, and allied creative industries.

d. Overall structure (programme template with course organization, course titles, credits, etc.):

Sem.	Paper Title	Credits	Total Credits
I	Writing Workshop I	6	
I	Pre-Modern Literary Cultures of India (upto 1800s)	4	
I	Contemporary Theory I	4	
I	**Elective 1** *From the basket given below	4	
I	**Elective 2** *From the basket given below	4	
I	**Value Added/Skill-based Course** *From the basket given below	2	
		Semester 1	**Total 24 credits**
II	Writing Workshop II	6	

II	Modern Literary Cultures of India (1800 onwards)	4	
II	Contemporary Theory II	4	
II	**Elective 1** *From the basket given below	4	
II	**Elective 2** *From the basket given below	4	
II	**Value-Added Course** *From the basket given below	2	
		Semester 2	**Total 24 credits**

Sem.	**Paper Title**	**Credits**	**Total Credits**
III	Writing Workshop III	6	
III	Methods of Non Fiction Writing	4	
III	Contemporary Theory III	4	
III	**Elective I** *From the basket given below	4	
III	**Elective II** *From the basket given below	4	
III	**Value Added/Skill-based Course** *From the basket given below	2	
		Semester 3	**Total 24 credits**
IV	Writing Workshop IV	6	
IV	**Elective** *From the basket given below	4	

IV	Final Writing Project/Dissertation	10	
		Semester 4 **Total Programme Credits**	**Total 20 credits** **92 credits**

*List of Electives being offered at SCCE

Electives 4 credits courses	Value Added 2 credits courses
• Indian Graphic Narratives • Telling a Tale • Reading and Writing the Indian City • Indian Translation and Comparative Reading • Elements of Folk Imagination • Plays and Playwriting • World Literatures • Conditions of Cultural Production • Reading and Decoding Cinema • Ways of Reading • Scriptwriting Across Media • Indian Graphic Narratives • Creative Writing for the Indian Classroom	• Dramatic Writing Tradition in India • The Short Story in India • Literature and Ecology • Indian Journalism • Poetry Writing in a Digital Age • Research Methods and Methodology

16. **Teaching-learning:**
    a. Instructional strategies: The courses in the programme will be taught through participative learning pedagogy, including extensive reading, seminars, lectures, group work, presentations, etc.
    b. Special needs for the programme (instructional space: studio, lab, clinic, workshop, etc.; equipment, software, any other – please specify): Two smart classrooms with projector facility and whiteboard
    c. Linkages with external agencies (e.g., with field-based organizations in heritage; any others): We regularly invite eminent writers, editors, translators, publishers, and scholars from the field of Creative Writing to interact with students, thereby exposing them to diverse creative practices and professional possibilities. These interactions help students understand contemporary literary ecosystems and career pathways. In the coming years, the programme aims to establish professional networks that will enable students to pursue internships, mentorships, and employment opportunities.

Signature of Programme Coordinator(s)/Convenor(s)
Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated, and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses that are meant to be part of more than one programme and are to be shared across schools need to be taken through the Boards of Studies of the respective schools. The electives shared between more than one programme should have been approved by the Board of Studies and carried through the SCAP/SCPVCE/SCR of the primary school.

Recommendation of the School of Studies:
Suggestions:

Signature of the Dean of the School

AMBEDKAR UNIVERSITY DELHI

PROPOSAL FOR LAUNCH OF A PROGRAMME

(TO BE APPROVED BY THE ACADEMIC COUNCIL)

SCHOOL	**SCHOOL OF CULTURE AND CREATIVE EXPRESSIONS**
PROGRAMME TYPE	**LIBERAL/PROFESSIONAL**
PROGRAAME NAME	**BACHELOR OF VISUAL ARTS**
LEVEL: UG	**BVA**
TOTAL CREDITS	**198**
PROPOSED DATE OF LAUNCH	**TO BE LAUNCHED IN 2026**
PROGRAMME COORDINATOR	**DR. KSHAMA DIVEDI, ASSISTANT PROFESSOR, SCCE**

1. Specific requirements on the part of students who can be admitted (Qualifications; prior knowledge level; any others please specify):

Eligibility for Bachelor of Visual arts

- Completion of 10+2 or equivalent examination from any recognised board or discipline.
- A relaxation of 5% marks shall be provided to candidates belonging to SC/ST and Persons with Disabilities categories, as per Government norms.

2. Admission to the BVA programme will be based on:

- CUET score (50% weightage)
- Discipline-specific Interview/Viva Voce (50% weightage)

Reservation policies of the Government of NCT of Delhi shall be strictly followed.

3. Intake Capacity

Approximately **40 students** will be admitted annually.

4. Programme Structure and Duration (semesters; years; whether includes inter-semester breaks or not, etc)

The BVA is a **four-year, eight-semester undergraduate programme**

The programme is structured in accordance with the National Education Policy (NEP) 2020 and incorporates flexible learning pathways through multiple entry and exit options. Students may exit after the first year with a Certificate, after the second year with a Diploma, and after the third year with a Bachelor's Degree, while successful completion of the fourth year leads to a Bachelor's Degree with Research. This flexible framework supports learner autonomy,

accommodates diverse learning needs, and promotes continuity in education. The programme emphasises interdisciplinary engagement, skill-based learning, and holistic academic development, enabling students to build creative, intellectual, and professional competencies in a progressive manner.

5- What are the Aims & Objectives of the programs.

The Bachelor of Visual Arts programme aims to develop strong artistic, technical, and conceptual skills through the integration of studio practice, theory, and research. It encourages creativity, critical thinking, and independent practice while promoting interdisciplinary and socially responsive approaches to art. With a focus on skill development and professional competence, the programme prepares students for diverse career opportunities in visual arts, design, cultural and creative industries, as well as for higher studies, research, and academic professions.

6- How does the programme Align with the vision of Ambedkar University Delhi?

Ambedkar University Delhi envisions public institutions as catalysts for social transformation, fostering critical engagement between knowledge, society, and the state. In this context, Fine Arts emerges as a significant yet underrepresented discipline that contributes to cultural understanding and creative inquiry. Responding to contemporary technological and artistic developments, the Bachelor of Fine Arts programme integrates diverse visual art practices with a forward-looking and interdisciplinary approach. It encourages critical thinking, innovation, and engagement with contemporary artistic discourses while drawing upon Indian Knowledge Systems to strengthen cultural grounding. The programme aligns with AUD's commitment to equitable, high-quality education, knowledge creation, and capacity building for individuals and society.

7- How does the programme link with School and Interdisciplinary Framework

The School of Culture and Creative Expressions (SCCE), Ambedkar University, Delhi (AUD) has designed 4 programme at the inception, and visual arts is one of the four disciplines launched in 2012. Now SCCE offers four programmes- namely MA Film Studies, MA Literary Art/Creative Writing, MA Visual Art and MA Performance Studies. Given the interdisciplinary mandate of the school, visual art students will surely benefit from this multidisciplinary ecology. BVA students are encouraged to credit elective courses from these disciplines. All programmes at SCCE, are envisioned as a dialogue between practice and scholarship that seeks to augment the perspective with critical knowledge about various issues concerned, which would engage and instil the scholars and practitioners in an act that may ultimately lead them to connect with the civil society and the state and bring about works which have a positive impact on the society as a whole.

8**. Does the programme connect to, build on or overlap with any other programmes offered in the University? Is it provided in collaboration with any School/Centre at AUD (if yes, please specify the nature of collaboration)?**

No, But the department already offers an **M.A. in Visual Arts** and has active **Ph.D. research programmes**. To strengthen the academic structure and create a complete learning pathway, the department proposes to introduce a **Bachelor of Visual Arts (BVA) programme from the next academic session**. This initiative will enable undergraduate students to pursue their **postgraduate and research studies within the same department,** thereby ensuring academic continuity, better mentorship, and the development of a strong and integrated community of visual arts scholars and practitioners

9- ***How does the proposed BVA programme position itself within the discipline of visual arts in terms of pedagogy, interdisciplinarity, and contemporary relevance?***

The proposed BVA programme is conceived as a comprehensive, practice-based, interdisciplinary, and research-oriented visual arts programme that responds to the evolving nature of contemporary art and design practices. It is strategically positioned at the intersection of traditional studio pedagogy and emerging creative disciplines, ensuring a balanced integration of foundational skills, conceptual development, and critical inquiry.

The programme emphasizes rigorous training in core studio areas such as drawing, painting, sculpture, and printmaking, while simultaneously incorporating contemporary practices including digital media, installation art, visual culture studies, and interdisciplinary experimentation. This dual approach enables students to develop both technical proficiency and conceptual depth.

Aligned with the broader objectives of NEP 2020, the programme also integrates Indian Knowledge Systems (IKS), encouraging students to engage with indigenous artistic traditions, local crafts, and cultural narratives, and reinterpret them within global contemporary contexts. It fosters research aptitude through project-based learning, studio research, fieldwork, and dissertation components, thereby preparing students for higher studies and professional practice.

Furthermore, the programme promotes critical thinking, visual literacy, and contextual understanding through art history, aesthetics, and theory-based courses. By encouraging collaboration across disciplines such as design, media, and cultural studies, it prepares graduates to navigate diverse career pathways including fine arts practice, curation, art education, creative industries, and research.

10. Academic Resources and Knowledge Base

The discipline of visual arts is supported by a well-established body of knowledge, literature, and research. The University library possesses significant resources, and faculty expertise is available. Infrastructure and studio facilities will be further strengthened to support the programme.

11. Career Pathways and Employability

Since this is a skill-based programme, Graduates of the programme may pursue careers as:

- Professional Artists (Painting, Sculpture, Printmaking, Ceramics, Applied Arts)
- Designers and Creative Practitioners
- Art Directors and Visual Consultants
- Researchers and Academicians
- Cultural Practitioners and Curators
- Art Critics and Writers
- Freelancers and Independent Practitioners
- Professionals in Government and Cultural Institutions

Students may also pursue higher education such as MVA, MFA and PhD.

12. Faculty Requirements

Currently, three faculty members are available. Additional faculty with expertise will be required to support diverse studio disciplines and interdisciplinary teaching.

13. Rationale for the nomenclature of the programme

The title **Bachelor of Visual Arts (BVA)** aligns with global academic standards and ensures recognition for higher education and professional opportunities in visual arts. It provides a strong foundation with for postgraduate study and research holistic approach.

14. Teaching-learning:

a. Instructional strategies:
1. The programme focuses on providing training in artistic skills.
2. To facilitate these modes of learning, seminars and workshops are incorporated as integral part of the curriculum.
3. To enhance the learning experience the program has designed unique field-based learning situations. Regular visits to eminent cultural institutions like Lalit Kala Academy, Triveni Art Gallery, National Museum of Modern Art and Kiran Nadar Museum of Art etc. are essential part of pedagogy.
4. A multipronged assessment schema is designed to foster engaged scholarship:
1. Assessment for Learning
2. Assessment as Learning
3. Assessment of Learning

b. Special needs for the programme (instructional space: studio, lab, clinic, workshop, etc.; equipment, software, any other – please specify):
ICT enabled Classrooms as the programme draws significantly from audio-visual material.
Studio space for conducting art workshops is integral to various course components of the programme.

c. Linkages with external agencies (e.g., with field-based organizations, hospital; any others):
We regularly invites important scholars/performers of field of Art to interact with our students, alerting them to scholarly and professional possibilities within these fields. In future years, we hope to initiate networks in these fields, where our students could intern and seek employment. We are in the process of initiating National and International Collaboration.

15. Programme Details:

a. Concept (attach concept note, if needed):
The Bachelor of Visual Arts (BVA) is a comprehensive undergraduate program conceptualized to provide students with a strong foundation in visual arts, creative practices, and critical thinking. The programme aims to engage students from diverse backgrounds in the exploration of core disciplines within the field of visual arts, including drawing, painting, sculpture, printmaking, digital media, art history, aesthetics, and contemporary art practices. It delivers fundamental learning, studio-based training, and professional skills required in the field of visual arts, integrating both traditional and contemporary approaches. The four-year undergraduate programme emerges from the conviction that students must be trained to observe, interpret, and critically engage with the visual world around them and relate artistic practices to cultural, social, and historical contexts.
Students are introduced to theoretical frameworks and evolving contemporary discourses in art, which are complemented by hands-on studio practice, workshops, exhibitions, and field exposure. The programme emphasizes experimentation, innovation, and conceptual development along with technical proficiency.
It may be worth asking why a Bachelor's in Visual Arts? The undergraduate programme provides a foundational yet transformative stage where students explore their creative potential and develop artistic identity. The focus on visual arts enables students to understand cultural diversity, visual communication, and the role of art in society across historical and contemporary contexts. In this respect, the programme aspires to contribute significantly to

the development of creative practitioners and thinkers in the field of visual arts.

b. Aims and Objectives:

The interdisciplinary and multidisciplinary nature of visual arts is reflected in the structuring of the four-year BVA programme into eight semesters. A wide range of courses are designed based on foundational principles and emerging trends in visual arts education. These include core studio courses, theory-based subjects, and specialization areas.

Students will be provided with opportunities to develop professional skills, hands-on studio training, internships, exhibitions, workshops, and research-oriented practices through interactions with experts and practitioners at national and international levels. The experienced faculty team will guide students in exploring their chosen specialization and developing their artistic and conceptual abilities.

The faculty, with diverse expertise in fine arts, art history, digital arts, design, and visual culture, is uniquely equipped to offer a multidisciplinary undergraduate programme. Students, after completing the programme, will gain a comprehensive understanding of visual arts practices and will be prepared for higher education, professional careers, and creative industries.

The programme also prepares students for various career paths such as independent art practice, teaching, design, curation, art criticism, visual communication, and cultural industries. Opportunities for internships, workshops, and exhibitions will be facilitated to enhance employability and professional exposure.

To strengthen and expand the vision of holistic and inclusive higher education, the BVA Programme is proposed as a dynamic and practice-based undergraduate programme. It introduces both theory and practice of visual arts to help students develop critical thinking, creativity, and professional competence. The programme aims to create a unique learning environment that integrates tradition with contemporary practices.

Bhartiya Gyan Parampara (IKS):

In alignment with NEP 2020, the programme incorporates the Indian Knowledge System (IKS) into its curriculum. Relevant components of traditional Indian art, aesthetics, crafts, and cultural practices are integrated into various courses.

The focus is on understanding the scientific, cultural, and philosophical value of traditional knowledge systems, encouraging students to explore indigenous art forms, techniques, and materials. It promotes research, innovation, and the application of traditional knowledge in contemporary artistic practices.

IKS also supports sustainable practices in art by emphasizing eco-friendly materials, traditional craftsmanship, and community-based art forms. It serves as a bridge between ancient wisdom and modern creative industries, opening avenues for entrepreneurship and cultural preservation.

c. Expected Learning Outcomes:

The main goal of developing this programme is for students to develop skills in creativity, observation, critical thinking, conceptualization, and application. These learning outcome-based elements will enable them to apply visual arts to societal and cultural contexts.

After successful completion of the programme, students would be able to:

Acquire knowledge of the principles, elements, and practices of visual arts across various disciplines.

Develop skills through studio practice, sketching, painting, sculpting, digital creation, and mixed media exploration.

Evince a broad understanding of visual arts and a deeper knowledge in specialized areas such as painting, sculpture, printmaking, or digital arts.

Understand the historical development of art and its cultural, social, and political contexts.

Analyze and interpret artworks using critical and theoretical frameworks.

Acquire the ability to engage in creative problem-solving and conceptual thinking.

Develop research skills through visual documentation, writing, presentations, and project work.

Understand the role of art in society and its relevance in contemporary global contexts.

Gain knowledge of materials, techniques, and processes used in traditional and modern art practices.

Apply digital tools and technologies in visual arts, including graphic design, digital illustration, photography, and multimedia practices.

Develop skills in observation, documentation, and interpretation of visual culture and artistic practices.

Acquire interdisciplinary knowledge linking visual arts with fields such as history, anthropology, media studies, and technology.

Gain exposure to exhibition practices, curation, art management, and professional presentation of artworks.

Promote awareness of cultural heritage and diversity through artistic expression.

Develop an understanding of ethical practices, sustainability, and responsibility in art-making.

Build a professional portfolio for career advancement or higher studies.

Specialize in a chosen area of visual arts and develop an individual artistic voice and identity.

NEP-Oriented

The BVA programme is designed to provide holistic, multidisciplinary, skill-oriented, and research-driven education. It integrates artistic practice with theory, innovation, and social engagement, preparing students for meaningful participation in the creative, cultural, and academic sectors. The programme fosters creativity, criticality, ethical awareness, and lifelong learning in alignment with NEP-2020.

SEMESTER	NAME OF COURSE	Nature of Course	Credits
Discipline Specific Course (DSC/Major)			
SEMESTER-I	Drawing-I	Core Practical	4
SEMESTER-I	Composition-I	Core Practical	4
SEMESTER-I	Geometry & Perspective-I	Core Practical	4
SEMESTER-I	Clay Modelling -I	Core Practical	2
Minor Courses			
SEMESTER-I	Print Making -I	Theory	2
Ability Enhancement Course (AEC)			
SEMESTER-I	Environmental Study-I	Lecture & Tutorial (Qualifying)	1
SEC (SKILL ENHANCEMENT COURSE)			
SEMESTER-I	Design and Digital Media-I	Practice Course	2
Generic Elective Course			
SEMESTER-I	English or Hindi	Lecture & Tutorial T	**1**
Value Added Course (VAC)			
SEMESTER-I	History of Arts-I	Lecture & Tutorial T	2
			22
		Total Credit	22

SEMESTER	NAME OF COURSE	Nature of Course	Credits
Discipline Specific Course (DSC/Major)			
SEMESTER-II	Drawing-II	Core Practical	4
SEMESTER-II	Composition-II	Core Practical	4
SEMESTER-II	Geometry & Perspective-II	Core Practical	4
SEMESTER-II	Clay Modelling -**II**	Core Practical	2
Minor Courses			
SEMESTER-II	Print Making -II	Theory	2
Ability Enhancement Course (AEC)			
SEMESTER-II	Environmental Study-I	Lecture & Tutorial (Qualifying)	1
Generic Elective course			
SEMESTER-II	English or Sanskrit	Lecture & Tutorial	1
SEC (SKILL ENHANCEMENT COURSE)			
SEMESTER-II	Design and Digital Media-II	Practice Course	2
Value Added Course (VAC)			
SEMESTER-II	History of Arts-II	Lecture & Tutorial	2
	Annual Art Exhibition		1
		Total Credit	22+1

SEMESTER	NAME OF COURSE	Nature of Course	Credits
Discipline Specific Course (DSC/Major)			
SEMESTER-III	Drawing-III	Core Practical	4

SEMESTER-III	Composition-III	Core Practical	4
SEMESTER-III	Portrait & Life Study-III	Core Practical	4
Minor Courses			
SEMESTER-III	Landscape Study– III	Practice Course	2
SEMESTER-III	Indian Folk Art– III	Practice Course	2
Elective Course			
SEMESTER-III	Pottery Making-III	Practical	4
Value Added Course (VAC)			
SEMESTER-III	History and Appreciation of Arts–III	Lecture & Tutorial	2
Enhancement Course:			
SEMESTER-III	Study from Old Masters–III	Practical Course	2
		Total Credit	24

SEMESTER	NAME OF COURSE	Nature of Course	Credits
Discipline Specific Course (DSC/Major)			
SEMESTER-IV	Drawing-IV	Core Practical	4
SEMESTER-IV	Composition-IV	Core Practical	4
SEMESTER-IV	Portrait & Life Study- IV	Core Practical	4
Minor Course			
SEMESTER-IV	Landscape Study– IV	Practice Course	2
SEMESTER-IV	Indian Folk Art– IV	Practice Course	2
Elective Course			
SEMESTER-IV	Pottery Making- IV	Practical	4
Value Added Course (VAC)			
SEMESTER-IV	History and Appreciation of Arts– IV	Lecture & Tutorial	2
Skill Enhancement Course:			

SEMESTER-IV	Study from Old Masters– IV	Practical Course	2
SEMESTER-IV	Co-curricular Component	Annual Exhibition	1
		Total Credit	25

SEMESTER	NAME OF COURSE	Nature of Course	Credits
Discipline Specific Course (DSC/Major)			
SEMESTER-V	Drawing- V	Core Practical	4
SEMESTER- V	Composition- V	Core Practical	4
SEMESTER- V	Portrait & Life Study- V	Core Practical	4
Minor Course			
SEMESTER- V	Landscape Study– V	Practice Course	2
SEMESTER- V	Indian Folk Art– V	Practice Course	2
Elective Course			
SEMESTER-IV	Pottery Making- V	Practical	4
Value Added Course (VAC)			
SEMESTER- V	History and Appreciation of Arts– V	Lecture & Tutorial	2
Skill Enhancement Course:			
SEMESTER- V	Study from Old Masters– V	Practical Course	2
		Total Credit	24

SEMESTER	NAME OF COURSE	Nature of Course	Credits
Discipline Specific Course (DSC/Major)			
SEMESTER-VI	Drawing- VI	Core Practical	4
SEMESTER- VI	Composition- VI	Core Practical	4
SEMESTER- VI	Portrait & Life Study- VI	Core Practical	4
Minor Course			
SEMESTER- VI	Landscape Study– VI	Practice Course	2
SEMESTER- VI	Indian Folk Art– VI	Practice Course	2

Elective Course			
SEMESTER-VI	Pottery Making- VI	Practical	4
Value Added Course (VAC)			
SEMESTER- VI	History and Appreciation of Arts– VI	Lecture & Tutorial	2
Skill Enhancement Course:			
SEMESTER- VI	Study from Old Masters– VI	Practical Course	2
SEMESTER-IV	Co-curricular Component	Annual Exhibition	1
		Total Credit	25

SEMESTER	NAME OF COURSE	Nature of Course	Credits
Discipline Specific Course (DSC/Major)			
SEMESTER-VII	Drawing- VII	Core Practical	4
SEMESTER- VII	Composition- VII	Core Practical	4
SEMESTER- VII	Portrait & Life Study- VII	Core Practical	4
Minor Course			
SEMESTER- VII	Landscape Study– VII	Practice Course	2
SEMESTER- VII	Indian Folk Art– VII	Practice Course	2
Elective Course			
SEMESTER-VII	Pottery Making- VII	Practical	4
Value Added Course (VAC)			
SEMESTER- VII	History and Appreciation of Arts– VII	Lecture & Tutorial	2
		Total Credit	22

SEMESTER	NAME OF COURSE	Nature of Course	Credits
Discipline Specific Course (DSC/Major)			
SEMESTER-VIII	Drawing- VIII	Core Practical	4
SEMESTER- VIII	Composition- VIII	Core Practical	4
SEMESTER- VIII	Portrait & Life Study- VIII	Core Practical	4

Minor Course			
SEMESTER- VIII	Landscape Study– VIII	Practice Course	2
SEMESTER- VIII	Indian Folk Art– VIII	Practice Course	2
Elective Course			
SEMESTER- VIII	Pottery Making- VIII	Practical	4
Value Added Course (VAC)			
SEMESTER- VIII	History and Appreciation of Arts– VIII	Lecture & Tutorial	2
SEMESTER-VIII	Co-curricular Component	Annual Exhibition	1
		Total Credit	23

Dr. Kshama Divedi , Assistant Professor

Signature of Programme Developer

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.

2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.

Prof. (Dr.) Juhi Shukla

Signature of the Dean of the School

Minutes of the 10th Board of Studies Meeting (BoS) School of Human Studies, Dr. B.R. Ambedkar University Delhi, held on

Date : May 18th, 2026 (Monday)

Time : 10.00 AM

Venue : Dr. B.R. Ambedkar University
Delhi, Kashmere Gate Campus
Delhi 110 006

Dr. B.R. Ambedkar University Delhi

Minutes of the 10th Meeting of the Board of Studies of the School of Human Studies held at 10.00 am onward on 18th May, 2026 at Dr. B. R. Ambedkar University Delhi, Kashmere Gate Campus, Delhi 110 006

Item no	Description of Agenda Items
10.1	Confirmation of the Minutes of the 9th Meeting of the Board of Studies held on 02.12.2024 - Confirmed
10.2	To report the Action Taken Report on the Minutes of the 9th Meeting of the Board of Studies held on 02.12.2024 – Noted
10.3	To report the Action Taken Report pertaining to the approval of MOOC courses to be offered to the MA Gender Studies and the MA Psychology students via email dated 19th June, 2025.- Noted

Members:

No	NAME		Remarks
1	Prof. Amit Dholakia		Leave of absence
2	Prof. Jayanti Basu		Online
3	Prof. Madhulika Banerjee		Online
4	Prof. Radhika Chopra		Online
5	Prof. Tanmoy Bhattacharya		Present
6	Prof. Diamond Oberoi Vahali		Online
7	Dr. Anita Cherian		Present
8	Dr. Shivani Nag		Leave of absence (comments sent by email)
9	Prof. Krishna Menon		Present
10	Dr. Shubhra Nagalia		Present
11	Dr. Bindu K.C.		Present
12	Dr. Shifa Haq		Present
13	Dr. Rachna Chaudhary	Dean (O), SHS	Present
	Special invitees		
14	Dr. Anshumita		Present
15	Mr. Vinod R		Present
16	Dr. Pratima		Present
17	Dr. Lovitoli Jimo		Present

Regrets

Prof. Amit Dholakia sent his regrets due to prior commitment.
Dr. Shivani Nag sent her regrets as there were prior work engagements related to her School.

Minutes of the 10th BoS meeting of SHS

The Dean, Dr. Rachna Chaudhary welcomed all the members of the BoS and presented the agenda items circulated.

10.1 -The minutes of the 9th Meeting of the Board of Studies held on 02.12.2024 were confirmed. Dr. Chaudhary shared with the BoS Members that instead of the proposed 80 credits MA Gender Studies programme structure, only 76 credits programme structure was presented in the 38th Academic Council. One 4 credit course titled Politics, Resistance and Transformation was not included in the proposal as it was to be revised again by the programme team. The 76 credits programme structure was duly approved by the Academic Council and the change was implemented with the admission of the MA Gender Studies 2025 batch.
10.2 - To report the Action Taken Report on the Minutes of the 9th Meeting of the Board of Studies held on 02.12.2024
Dr. Chaudhary reported that the revised and duly approved MA Gender Studies programme structure of 76 credits have been implemented during the admissions held in 2025 for the 2025-27 batch of MA Gender Studies. The revised course codes of the three Foundational courses given below were also duly approved and have been implemented:
Ideas, Knowledge and Ethics
Ways of Humans
Experiencing the Self
10.3 To report the Action Taken Report pertaining to the approval of MOOC courses to be offered to the MA Gender Studies and the MA Psychology students circulated to the Board of Studies members via email dated 19th June, 2025. The Dean reported that the 39th Academic council approved the MOOC courses for both Gender Studies and Psychology.

1. Gender Studies and PhD WGS Programme

The BOS was informed of the expert committee's deliberations held earlier on 30 April 2026, and the inputs have been duly incorporated.

a. Programme Structure Revision of the MA Gender Studies.

M.A. Programme co-ordinator Dr. Bindu K.C. presented the MA Gender Studies programme structure and courses.

The MA GS began in 2010. The revision of the programme structure, credits and courses was presented, raising the course structure to 96 credits with 4 different types of courses in accordance to

NEP; 10 Discipline Specific Core (DSC); 7 Discipline Specific Elective (DSE); 5 Skill Based Course (SBC) including Internship; & Research component (Dissertation) of 8 credits.

- The members discussed the allocation of 96 credits for the two-year MA Programme. The programme team clarified that the structure is in accordance with the NEP guidelines and AUD policy. It was further noted that, while the credit load is substantial, the integration of skill-based courses and skill-oriented components across the curriculum is expected to enrich the overall learning experience for students. The Board of Studies agreed that the programme may be offered in its present form, with the possibility of reviewing the structure at a later stage, if required.

- The BOS members suggested additional resources to add to the courses, such as documentaries, video resources and some readings which was duly noted and incorporated.

Following detailed deliberations and discussion, the Board of Studies approved the revised credit structure of the M.A. Gender Studies programme, along with the updated courses and programme framework incorporated in the new IQAC template prescribed by the University.

b. MA Gender Studies course codes

It was agreed and passed that the existing and new courses and the revised courses will be assigned new course codes as per the university guidelines and AES directives.

c. Programme Structure Revision and course credits of Ph.D in Women's and Gender Studies.

Dr Shubhra Nagalia, PhD Programme co-ordinator presented the programme structure of WGS PhD Programme with 12 credits course works. 3 discipline specific core; Feminist Theories (4 credits) and Research Methodology Through Exemplary Works (4 credits) in Semester -1 and Guided Study (2 credits) in Semester -2 and 2 credits of Research and Publications Ethics (RPE) as mandated by UGC.

It was discussed and agreed that the Programme Committee may, on a case-by-case basis, recommend additional elective courses for students who may benefit from further training in specific subject areas. While the 12-credit core coursework constitutes the minimum mandatory requirement as per UGC and AUD guidelines, students may also opt for electives offered by other PhD programmes within the University beyond the prescribed credit requirement.

It was suggested that, depending on future requirements, the Guided Study course may be considered for enhancement to 4 credits. It was also proposed that a basket of electives could be developed from within the programme to provide greater academic flexibility to students. These are future suggestions and the Board of Studies agreed that this can be taken up by the programme team, only if needed.

After detailed deliberations and discussion, the Board of Studies passed the revised credit structure of the PhD WGS programme, the updated courses and programme structure in the new IQAC template as prescribed by the university.

d. The 4 multidisciplinary courses offered by Gender Studies in the School of Under Graduate Studies (SUS) were presented by Dr Bindu K. C and discussed.

The following courses were presented in the IQAC format:

1. Being a Girl: Representing Girlhood, Issues of Culture, Conflict and Power (4 Credits)
2. Reading Gendered Power in Dystopia (4 credits)
3. Masculinities: Some Critical Sites (4 credits)
4. Gendered Lives in Performances (4 credits)

The Board of Studies approved and passed the BA SUS Multi-disciplinary courses.

The Board of Studies passed the course structures of MA GS and PhD WGS, total credits and the courses of all MA GS, PhD WGS and 4 BA Multi-disciplinary courses of the Gender Studies programme. The programme structure was commended for adhering to the NEP requirements. Individual courses were appreciated for their academic rigour and creative imagination of the course content, pedagogy and evaluation.

2. MA Psychology (Psychosocial Clinical Studies) and PhD Psychology

e. Programme Structure Revision of MA Psychology (Psychosocial Clinical Studies) programmes.

M.A. Programme co-ordinator Dr Anshumita Pandey presented the structure and courses for MA Psychology (Psychosocial Clinical Studies) including both the 2-year and 1-year MA Psychology programmes.

The MA Psychology (Psychosocial Clinical Studies) programme began in 2009. Major revision of the **2-year MA Psychology programme** structure, credits and courses was presented in 2026, raising the programme credits to **94** with 5 different types of courses in accordance with NEP: 10 Discipline Specific Core (DSC); 20 Discipline Specific Elective (DSE) one of which is also offered as a General Elective(GE); 5 Skill Based Courses (SBC), including Internship of 2 credits; & Research component (Dissertation) of 12 credits with two courses (Dissertation-I & Dissertation - II of 6 credits each spread across semesters 3 & 4).

The NEP requires 80% convergence between BA and MA programmes. Accordingly, convergence has been established between the 4th-year BA Programme courses and the 1st-year courses of the 2-year

MA programme, in line with NEP requirements, where courses offered in the fourth year of the Undergraduate programme shall be offered as Discipline Specific Electives in the first year of the 2-year MA Programme.

Additionally, the programme structure, credits, and courses for the **1-year MA Psychology Programme,** with an overall credit weight of **48**, to be launched in 2026, were presented. The programme will offer 4 Discipline Specific Core (DSC); 9 Discipline Specific Electives (DSE), one of which is also offered as a General Elective (GE); 3 Skill-Based Courses (SBC); and a Research component (Dissertation) of 12 credits with two courses (Dissertation- I & Dissertation-II of 6 credits each spread across semesters 1 & 2).

- The members discussed the allocation of 94 credits for the two-year MA Psychology Programme. The programme team clarified that the structure is in accordance with the NEP guidelines and AUD policy. It was further noted that, while the credit load is substantial, integrating experiential and skill-based components, an experience-near pedagogy that encourages self reflexivity and use of diverse pedagogical modalities like role play, narratives and case studies, immersion and field based components as well as audiovisual material across many courses in the curriculum is expected to enrich overall learning experience and all round development of being and personality of both the learner and the teacher in the process. The Board of Studies agreed that the programme may be offered in its present form, with the possibility of reviewing the structure at a later stage, if required.

- The members discussed the allocation of 48 credits for the one-year MA Psychology Programme. The programme team clarified that the structure is in accordance with the NEP guidelines and AUD policy. Again, it was noted that while the credit load is substantial, integrating experiential and skill-based components, an experience-near pedagogy that encourages self-reflexivity and use of diverse pedagogical modalities like role play, narratives and case studies, immersion and field based components as well as audiovisual material across many courses in the curriculum is expected to enrich overall learning experience and all round development of being and personality of both the learner and the teacher in the process. The Board of Studies agreed that the programme may be offered in its present form, with the possibility of reviewing the structure at a later stage, if required.

- The members were appreciative of the intellectual rigour and depth of both the MA programmes in Psychology. The Board of Studies members suggested minor revisions to the reading lists to lighten the academic load of both the teacher and the student and also suggested the inclusion of some resources, such as documentaries, videos and some readings. They also suggested minor changes to module titles as well as course titles in some courses. All these suggestions were duly noted and incorporated.

Following detailed deliberations and discussion, **the Board of Studies approved and passed the revised programme structure and courses of the 2-year M.A. Psychology programme** along with

the updated courses and programme framework incorporated in the new IQAC template prescribed by the University.

All courses from the 4th year of the Undergraduate programme that will be **offered as Discipline Specific Electives in the first year of the 2-year MA Psychology programme** were also **approved and passed by the Board of Studies.**

After detailed deliberation and discussion, **the Board of Studies approved and passed the proposed programme structure and courses of the 1-year M.A. Psychology programme**, along with the updated courses and programme framework incorporated in the new IQAC template prescribed by the University.

f. MA Psychology course codes

It was agreed and passed that the existing and new and revised courses will be assigned new course codes in accordance with the university guidelines and AES directives.

g. Courses' Revision of the PhD Psychology Programme

Dr. Pratima, PhD Psychology Programme co-ordinator presented the programme structure of Psychology PhD Programme with 18 credits of coursework, including 3 credits of four Discipline Specific Core and one Discipline Specific Elective (DSE) course spread across two semesters, i.e., Reading Text: A Methodological Focus (4 credits, Semester 1) and an elective course from other discipline (4 credits, Semester -1) and Subjectivity, Life History and the Psyche: Researching into the world of survivors (4 credits, Semester 2) and Critical Cultural Psychology (4 credits, Semester -2) and 2 credits of Research and Publications Ethics (RPE) as mandated by UGC.

- Justification given for retaining previous PhD Psychology Programme coursework credits presented by the Programme team was-

  In view of the discontinuation of the MPhil programme, which previously provided a strong foundation in research training, the PhD coursework must offer substantial and rigorous preparation. This need becomes even more critical under the UGC and NEP guidelines, which permit entry into PhD programmes after a four-year bachelor's degree, requiring students to develop a strong grounding in research and theory. Doctoral study is a serious and intellectually demanding endeavour that calls for the capacity to think critically, reflect deeply, engage systematically in fieldwork, analyze data, conceptualize complex phenomena, formulate nuanced understandings, and generate directions for future inquiry.

It was discussed and agreed that the Programme Committee may continue with 18 credits of PhD Psychology Coursework.

The PC presented the rationale for presenting the previous courses in BoS as follows:

- Previously, the courses were in a brief descriptive format. In the current version, the

courses are revised in the module format.

- The module content was designed to be more experiential, with greater emphasis on the development of practical skills.
- The reading list was updated according to the content in the modules
- The courses in the PhD Psychology Programme were reviewed and aligned with the Programme Specific Outcomes in accordance with the details outlined in the Programme Bulletin and the Course Details Template recommended by the IQAC.

Thereafter, the course outlines of the three coursework courses were presented.

Minor edits and revisions, as proposed by BoS, have been incorporated into the PhD courses.

Lastly, the **10th Board of Studies passed the revised Course outlines of the PhD Psychology programme, the updated courses and programme structure** in the new IQAC template as prescribed by the university.

The Dean closed the meeting by thanking all the BoS members.

1. Dr. Rachna Chaudhary
2. Dr. Anita Cherian
3. Dr. Shivani Nag
4. Prof. Diamond Oberoi Vahali
5. Prof. Honey Oberoi Vahali
6. Prof. Krishna Menon
7. Dr. Shubhra Nagalia
8. Dr. Shifa Haq
9. Dr. Bindu K.C.

Special Invitees

10. Dr. Pratima
11. Ms. Anshumita Pandey
12. Dr. Lovitoli Jimo
13. Mr. Vinod R

SHS Office <shsoffice@aud.ac.in>

Re: Request for a meeting slot in May 2026

jayanti basu <basumjt@gmail.com> Sat, May 23, 2026 at 6:31 PM
To: Shifa Haq <shifahaq@aud.ac.in>
Cc: DEAN SHS <deanshs@aud.ac.in>, SHS Office <shsoffice@aud.ac.in>, Anita Cherian <anitacherian@aud.ac.in>, Shivani Nag <shivani@aud.ac.in>, Madhulika Banerjee <madhulikabanerjeedelhi@gmail.com>, Radhika Chopra <radhika.chopra@gmail.com>, Tanmoy Bhattacharya <tanmoy1@gmail.com>, Madhulika Banerjee <madhulika.banerjee@gmail.com>, "Prof. Dholakia Amit Rajendra" <amit.dholakia-polsci@msubaroda.ac.in>, Bindu K C <bindukc@aud.ac.in>, Diamond Oberoi Vahali <diamond@aud.ac.in>, Honey Oberoi Vahali <honey@aud.ac.in>, Krishna Menon <krishnamenon@aud.ac.in>, Shubhra Nagalia <shubhra@aud.ac.in>, Anshumita Pandey <anshumita@aud.ac.in>, Pratima <pratima@aud.ac.in>, Lovitoli Jimo <lovitoli@aud.ac.in>, Vinod R <vinod@aud.ac.in>

Thank you.
I endorse the minutes.
Jayanti Basu
[Quoted text hidden]

SHS Office <shsoffice@aud.ac.in>

Re: Request for a meeting slot in May 2026

Radhika Chopra <radhika.chopra@gmail.com> Sun, May 24, 2026 at 10:33 AM
Reply-To: radhika.chopra@gmail.com
To: Anita Cherian <anitacherian@aud.ac.in>
Cc: jayanti basu <basumjt@gmail.com>, Shifa Haq <shifahaq@aud.ac.in>, DEAN SHS <deanshs@aud.ac.in>, SHS Office <shsoffice@aud.ac.in>, Shivani Nag <shivani@aud.ac.in>, Madhulika Banerjee <madhulikabanerjeedelhi@gmail.com>, Tanmoy Bhattacharya <tanmoy1@gmail.com>, Madhulika Banerjee <madhulika.banerjee@gmail.com>, "Prof. Dholakia Amit Rajendra" <amit.dholakia-polsci@msubaroda.ac.in>, Bindu K C <bindukc@aud.ac.in>, Diamond Oberoi Vahali <diamond@aud.ac.in>, Honey Oberoi Vahali <honey@aud.ac.in>, Krishna Menon <krishnamenon@aud.ac.in>, Shubhra Nagalia <shubhra@aud.ac.in>, Anshumita Pandey <anshumita@aud.ac.in>, Pratima <pratima@aud.ac.in>, Lovitoli Jimo <lovitoli@aud.ac.in>, Vinod R <vinod@aud.ac.in>

Thank you, Rachna.
I endorse the changes and the Minutes.
Radhika Chopra

Professor Radhika Chopra,
Formerly Professor of Sociology,
University of Delhi.
[Quoted text hidden]

SHS Office <shsoffice@aud.ac.in>

Re: Request for a meeting slot in May 2026

Madhulika Banerjee <madhulikabanerjeedelhi@gmail.com> Sun, May 24, 2026 at 10:35 AM
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Thank you Rachna, I endorse the changes and minutes.

Madhulika Banerjee,
Professor, Department of Political Science,
University of Delhi,
Delhi.

[Quoted text hidden]

SHS Office <shsoffice@aud.ac.in>

Re: Request for a meeting slot in May 2026

Tanmoy <tanmoy1@gmail.com> Sun, May 24, 2026 at 9:25 PM
To: Bindu K C <bindukc@aud.ac.in>
Cc: Honey Oberoi Vahali <honey@aud.ac.in>, Shubhra Nagalia <shubhra@aud.ac.in>, Krishna Menon <krishnamenon@aud.ac.in>, Madhulika Banerjee <madhulikabanerjeedelhi@gmail.com>, radhika.chopra@gmail.com, Anita Cherian <anitacherian@aud.ac.in>, jayanti basu <basumjt@gmail.com>, Shifa Haq <shifahaq@aud.ac.in>, DEAN SHS <deanshs@aud.ac.in>, SHS Office <shsoffice@aud.ac.in>, Shivani Nag <shivani@aud.ac.in>, Madhulika Banerjee <madhulika.banerjee@gmail.com>, "Prof. Dholakia Amit Rajendra" <amit.dholakia-polsci@msubaroda.ac.in>, Diamond Oberoi Vahali <diamond@aud.ac.in>, Anshumita Pandey <anshumita@aud.ac.in>, Pratima <pratima@aud.ac.in>, Lovitoli Jimo <lovitoli@aud.ac.in>, Vinod R <vinod@aud.ac.in>

I endorse the minutes/ changes.
Thanks, Rachna and all other members, it's been a pleasure!

Warmly,
___t
[Quoted text hidden]
[Quoted text hidden]

SHS Office <shsoffice@aud.ac.in>

Re: Request for a meeting slot in May 2026

Anita Cherian <anitacherian@aud.ac.in> Sun, May 24, 2026 at 10:20 AM
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Cc: Shifa Haq <shifahaq@aud.ac.in>, DEAN SHS <deanshs@aud.ac.in>, SHS Office <shsoffice@aud.ac.in>, Shivani Nag <shivani@aud.ac.in>, Madhulika Banerjee <madhulikabanerjeedelhi@gmail.com>, Radhika Chopra <radhika.chopra@gmail.com>, Tanmoy Bhattacharya <tanmoy1@gmail.com>, Madhulika Banerjee <madhulika.banerjee@gmail.com>, "Prof. Dholakia Amit Rajendra" <amit.dholakia-polsci@msubaroda.ac.in>, Bindu K C <bindukc@aud.ac.in>, Diamond Oberoi Vahali <diamond@aud.ac.in>, Honey Oberoi Vahali <honey@aud.ac.in>, Krishna Menon <krishnamenon@aud.ac.in>, Shubhra Nagalia <shubhra@aud.ac.in>, Anshumita Pandey <anshumita@aud.ac.in>, Pratima <pratima@aud.ac.in>, Lovitoli Jimo <lovitoli@aud.ac.in>, Vinod R <vinod@aud.ac.in>

Thank you Rachna, I endorse the minutes.
Best wishes,
Anita

Anita E. Cherian, PhD, Associate Professor in Literary Art
School of Culture & Creative Expressions
Dr BR Ambedkar University Delhi

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Re: Request for a meeting slot in May 2026

Shivani Nag <shivani@aud.ac.in> Sun, May 24, 2026 at 9:26 PM
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Dear Rachna

I endorse the minutes

Regards
Shivani

Shivani Nag (PhD)

Assistant Professor

School of Education Studies

AUD Lodhi Road Campus

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Dr. B. R. Ambedkar University Delhi

Template for Programme Bulletin

and Course Details as per

Learning Outcome Based Curriculum Framework (LOCF)/ Outcome-Based Education Curriculum Framework

Developed by

Internal Quality Assurance Cell (IQAC)
Dr. B. R. Ambedkar University Delhi

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M.A. Psychology (Psychosocial Clinical Studies)

1 Year

Template for Programme Bulletin and Course Details

1. The following is the template to be filled by the respective programmes. All programme revisions need to be completed using this template.
2. Some aspects of the required information need to be completed in collaboration with programme-level teams, and some by the individual course coordinators.
3. The definitions of all terminologies have been provided in the sample template. You could delete the definitions after you complete them.
4. *Minor course revisions need to be made every year, whereas major revisions at the course/programme level need to be made every 3 years, and all such changes need to be reported to the Board of Studies and the Academic Council.*

School of Human Studies
M.A Psychosocial Clinical Studies

Duration: 1 year

The MA Psychology (Psychosocial Clinical Studies) is an innovative programme which attempts to inculcate in students a capacity for clinical and critical thinking that will facilitate a nuanced sensitivity to diverse states of emotional experience, an empathic regard for the margins of
_Indian' society and a capacity to theorise the same. It may be thought of as a first attempt in India to redefine and provide a new direction to the disciplinary orientation of Psychology - one that is sensitive to the ways in which the psyche and social/political are intertwined as in a mobius strip, in conscious and unconscious ways.

Discipline Specific Core courses bring to the students a sharp critical grasp of the story and history of the discipline of Psychology, a nuanced take on themes like family, marginality, and cultural situatedness of the figure of the human through courses that open up an anthropological lens as well as Indian idioms to explore psychosocial landscapes. Students are encouraged to appreciate the self as a reflexive site of experience, interpersonal as well as intrapersonal. With a strong emphasis on depth oriented psychological work, students are introduced to the work of Sigmund Freud as well as psychodynamic and relational models of the psyche in core courses that attempt to bridge theory with practice. A strong training in qualitative research is another key area of focus in the programme. Discipline Specific Elective courses allow the student to explore, contingent upon their area of interest, a diversity of areas like gender, disability, education, aesthetics, literature and film, cognitive neuropsychology, childhood, psychotherapy and more. Skill based courses create learning encounters that are experiential and relational in nature and thus extend their theoretical knowledge base into a diversity of sites – field and community work, research and academic writing as well as the lived everyday as a site of ongoing psychological and affective movements. Students may also take relevant SWAYAM MOOCs where applicable.

1. PROGRAMME EDUCATION OBJECTIVES (PEOs)

PEOs are broad, long-term statements that describe the professional achievements and career progression expected from graduates within four to five years after completing the programme. *Mention at least 4-5 PEOs*.

The learning objective of **MA Psychology (Psychosocial Clinical Studies) - 1 Year** programme students are:

PEO No.	Education Objective
PEO1	Graduates will demonstrate a strong foundation in psychology, by particularly engaging in the interdisciplinary field of psychosocial clinical studies, integrating diverse theoretical perspectives to understand the dynamics determining human behavior and mental health.
PEO2	Graduates will demonstrate sustained self-reflection and openness to personal growth, engaging reflexively with their subjectivity, including its socio-historical flows. They will develop the capacity to apprehend unconscious processes and appreciate the richness and complexity of the psyche in its inward, relational, intersubjective and collective turn towards understanding self and others and regarding divergent experiences of otherness with openness and acceptance.
PEO3	Graduates will demonstrate the ability to critically examine dominant assumptions and engage with psychosocial issues through a social justice lens, fostering inclusive and egalitarian understandings of individuals and communities. They will develop competence for contextual and ethical understanding of the psyche in its socio-cultural, ecological, and brain–behavior interrelations, enabling empathetic and responsible engagement with myriad shades of individual and collective life, including respect and regard for non-human sentient life forms.
PEO4	Graduates will demonstrate the capacity to think, communicate, and engage as psychosocial practitioners, articulating nuanced insights into the psyche across every day, clinical, relational and socio-political contexts. They will demonstrate the ability to integrate critical reflection with compassionate understanding of psychosocial realities. They will develop intersubjective and relational capacities, including deep listening and receptivity to experience, and also apply empirical and evidence-based approaches in assessment, diagnosis, intervention, and evaluation within clinical and community settings.
PEO5	Graduates will develop competencies in psychosocial research. In research they will demonstrate competence in a range of methodological perspectives, field work orientations and processes of data analysis, interpretation as well as the aesthetics of representation and writing. In practice they will inculcate the art of empathetic engagement with lived experiences, working across a continuum of care, and interpreting and narrativizing experience within historical and relational contexts.

2. GRADUATE ATTRIBUTES

Graduate attributes are measurable skills, behaviours, and attitudes acquired by students through coursework, field/internship-based placements, co-curricular activities, and campus experiences. These attributes may go beyond disciplinary perspectives and reflect holistic personal and professional development, as well as learners' development as good citizens.

Sl. No.	Attributes	Description
1	Professional / Disciplinary knowledge	To develop and exhibit a sound grounding in the psychosocial perspective and apply the same in diverse settings such as mental health, human cognition, social work, education and policy.
2	Clinical / Technical / Laboratory / practical skills	To demonstrate a capacity for dialogue, deepen conversation, interpret and deconstruct lived experiences in different sociocultural contexts. To illustrate basic skills in psychosocial evaluation, case conceptualization, and treatment planning, as well as demonstrate competencies to enhance the ecological validity of laboratory findings.
3	Communication skill	To acquire active, sensitive listening and articulating skills to effectively communicate research findings and clinical insights in academic and applied contexts.
4	Cooperation/Teamwork	To recognize different value systems, understand the moral implications of their engagements, and accept responsibility for them
5	Professional ethics	To exemplify empathetic and non-judgmental acceptance of individuals, and an "equity-centred national development" perspective and adhere to professional standards in applied clinical practice, demonstrating sensitivity to cultural, social, and individual diversity
6	Research / Innovation-related skills	To engage with _intersubjectivity‘, and be sensitive to the implicit structural power hierarchy. To be reflexive about the psychosocial transformations of self and use it other as modes and ends of inquiry using quantitative, qualitative, and mixed methods research.
7	Critical thinking and problem solving	To adopt critical participatory methods of transformations in the personal and the social realms and apply analytical reasoning to interpret psychological, neurobiological, and social

		narratives
8	Reflective thinking	To Cultivate reflective insights about how one's psyche is constituted by the social process and institutions ; and how these social structures are in turn sustained by one's cognition, motivation , desire and anxiety.
9	Information/digital literacy	To Demonstrate the ability to locate and apply appropriate digital tools and technologies for research, documentation and meaningful psycho-social and cognitive actions in life situations.
10	Multi-cultural competence	To contribute in promoting mental health awareness, social inclusion, and community well-being through culturally responsive and contextually grounded practices.
11	Leadership readiness/qualities	To connect and empower voices from the margin through democratic engagement.
12	Lifelong learning	To work towards an understanding of social and psychological realities often in its ever-evolving and contradictory forms and to foster a sense of social responsibility by staying updated with emerging developments in the field.

3. YEAR OF LAUNCH OF THE PROGRAMME: 2026

4. PROGRAMME OUTCOMES

Programme Outcomes define the knowledge, skills, and attitudes that students should possess upon completing the programme

PO No.	Attribute	Competency
PO1	Professional knowledge	Apply knowledge of psychosocial clinical perspective in research, practice and policy to understand human condition across diverse contexts
PO2	Clinical/ Technical skills	Exhibit a capacity for discerning and interpreting psychological distress, making necessary interventions while retaining an empathic stance towards listening to lived realities.
PO3	Ethical value & professionalism	Demonstrate active fostering of a caring, inclusive and supportive environment that facilitates reflection on personal narratives and values holistic wellbeing of an individual and the collective.
PO4	Communication	Empathic and sensitive listening that‘s experienced as enabling and affirmative of experience.
PO5	Evidence-based practice/learning	Engage in experience-based and research based psychological practices that foster disciplinary knowledge and intervention.
PO6	Life-long learning	Demonstrate sustained attention and maturation of a relational perspective that is sensitive to social and psychological realities in carving an ethos of a socially responsible praxis.
PO7	Entrepreneurship, leadership, and mentorship	Exhibit initiative towards empowerment of stakeholders through a democratic leadership and close engagement across a wide spectrum of lived realities and social contexts.

5. PROGRAMME SPECIFIC OUTCOME

Programme Specific Outcomes refer to outcomes unique to a particular academic programme. They highlight the specialised competencies and knowledge areas relevant to the programme's core subjects. *Ideally, there should be five to six PSOs for each programme*.

PSO No.	Competency
PSO1	Students will demonstrate the capacity to listen to individual life narratives with sensitivity, empathy and non-judgementality, via a deepened capacity to be receptive to conscious and unconscious complexity of the human condition.
PSO2	Students will learn to understand meaning constructed within social, political ,historical and/or cultural contexts, paying attention to social locations marked by differential power dynamics, acquiring an ethical sensibility towards lifelong engagement with questions of social justice.
PSO3	Students will cultivate the capacity to discern from a narrative, themes that organize the life-world of a client/patient in clinical contexts, with the aim of arriving at what could be experienced as containment or the outlines of a psychological intervention.
PSO4	Students will demonstrate the capacity to apply critical psychological/social justice oriented perspectives to diverse fields of action and thought- clinical/ dyadic and/or community/institutional contexts .
PSO5	Students will demonstrate disciplinary knowledge and capacity to critically examine and present arguments and debates in relevant disciplinary and interdisciplinary psychosocial traditions.
PSO6	Students will demonstrate a capacity to pursue a research question through systematic processes of reflection, analysis/sythesis of theoretical traditions and field engagement with the human condition in diverse contexts.
PSO7	Students will demonstrate an enhanced capacity for bearing suffering and turning towards self-reflection,creativity, interpersonal receptivity , personal growth and playfulness and emotional ease in personal and interpersonal contexts.

6. PROGRAMME STRUCTURE

Postgraduate Programme Structure Year 1
Semester I

Major Course Code	Paper/Course	Paper/Cou rse Title	Weightage Distribution	Load Allocatio n (L-T-P)	Credits
NSHSPS5801	Discipline Specific Core	Reading Freud in Contemporary times	30+30+40	4-0-0	4
NSHSPS5730	Discipline Specific Core	Qualitative Research Methods	25 +30+ 45	4- 0--0	4
NSHSPS5850	Discipline Specific Elective*	Psychoanalytic Sensibility and Its Applications	30+30+40	4-0-0	4
NSHSPS5851	Discipline Specific Elective*	Human Subjectivity and Social Transformation	30+30+40	4-0-0	4
NSHSPS5724	Discipline Specific Elective*	Childhood, Identity and Society	30+30+40	4-0-0	4
NSHSPS5752	Discipline Specific Elective*	Deconstructing Normalcy	15+35+50	4-0-0	4
NSHSPS5852	Discipline Specific Elective*	Cognitive Neuropsych ology	30+30+40	3-0-1	4
NSHSPS5741	Skill Based Course	Listening, Communica ting & Relating	20+ 30+ 50	2-0-0	2
NSHSPS5821	Research	Dissertation-I	20+50+30	0-6-0	6

* Students need to take any 2 DSEs on offer or 1 DSE & 1 MOOC/GE (open electives on offer in the University in the semester)

Semester II

Major Course Code	Paper/Course	Paper/Course Title	Weightage Distribution	Load Allocation (L-T-P)	Credits
NSHSPS5754	Discipline Specific Core	Self and Psychology in Indian Knowledge Traditions	20+ 30+ 50	4 -0-0	4
NSHSPS5750	Discipline Specific Core	Psychoanalyti c Psychothera py	30+30+40	4-0-0	4
NSHSPS5751	Discipline Specific Elective*	Gender and Psychology	15+35+50	4-0-0	4
NSHSPS5753	Discipline Specific Elective*	Psychosocial Experiences of Outcomes in Education	30+30+40	4+0+0	4
NSHSPS5853	Discipline Specific Elective*	Psychoanalysis and Aesthetics in the Everyday	30+30+40	4-0-0	4
NSHSPS5854	Discipline Specific Elective*/General Elective	Mixed Methods Research and Design	30-30-40	4-0-0	4
NSHSPS5726	Skill Based Course	Psychic Work: Paradox and Process**	30+30+40	2-0-0	2

NSHSPS5833	Skill Based Course	Academic Writing in Psychoso cial Studies**	50-50	2-0-0	2
NSHSPS5822	Research	Dissertation-II	30+40+30	0-6-0	6
				Total Credit- Year 1	**48**

* Students need to take any 2 DSEs on offer or 1 DSE & 1 MOOC/GE (open electives on offer in the University in the semester)

** Students can choose to do one out of the two skill based courses if both are offered in the semester.

Year –I

Semester -1

DSC7 –Reading Freud in Contemporary times

COURSE DESCRIPTION	
School/Centre proposing the course	School of Human Studies
Programme(s)	MA Psychology (Psychosocial Clinical Studies)
Course Code	NSHSPS5801
Course Title	Reading Freud in Contemporary times
Course type (core/compulsory/ elective/any other – please specify)	Discipline Specific Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Academic Year of Launch	2009
Course Revision (if any) (year)	2026
Academic Council Minutes for Course/Revision	
Semester	Semester 1
Number of Credits	4

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

   The course overlaps with several Undergraduate courses like _Understanding Personality‘, and _History of Psychology‘ building a more extensive vocabulary of one of the foundational schools of psychology – psychoanalysis – through an extensive engagement with the work of Sigmund Freud. This sustained engagement with the Freudian corpus further overlap with different courses in the Post Graduate that offer insight into clinical practice like _Preparing for Clinical Work‘, _Psychotherapeutics‘, _Psychodynamic Psychotherapy‘ as well as depth oriented sensibility in intrapsychic and relational life like
   _Psychic Work: Paradox and Process‘, _Listening, Communicating and Relating‘, _Childhood, Identity and Society‘.

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 specific prerequisite but a familiarity with psychoanalysis would be welcome.

3. No. of students to be admitted (with justification if lower than the usual cohort size is proposed):
   As per AUD norms. The course is theoretically very rigorous and as such a smaller class cohort would facilitate pedagogic transaction and engagement.

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

5. How does the course align with AUD's vision?
   AUD‘s vision promotes a dynamic, interdisciplinary engagement with human lives braided together with an appreciation of lived realities in diverse socio-cultural settings. The course provides an extended introduction to psychoanalysis, a key perspective towards the understanding of human subjectivity, through the work of Sigmund Freud. It thus allows the student to appreciate the layered nature of intrapsychic and interpersonal lives, the complex and creative emotions and motivations the underpin the psyche which are perennially in dialogue with social and cultural lives. This will enable the student to engage sensitively and critically with human lives in a diversity of contexts.

6. How does the course link to the specific programme(s) in which it is offered?
   The course is foundational to the vision of the MA Psychology (Psychosocial Clinical Studies) programme. It introduces the student to the origins of psychoanalytic thought through a sustained and rigorous engagement with the work of Sigmund Freud and is thus instrumental in inculcating a vocabulary for the Psychosocial clinical perspective in bringing to the student an appreciation of unconscious life and key theoretical and methodological constructs deployed within self-reflexive and relational work.

Course Description:

This course aims at familiarizing students with the writing of the first clinical thinker in the field of Psychology. Selected writings of Freud are read in the original which is the mainstay of the course. The course will familiarize students with Freud‘s clinical models, psychotherapeutic process and technique, developmental processes and the relationship of the individual to society, situating the psyche, soma and the polis in an inseparable triad. An attempt throughout, as one reads (with) Freud, as one *learns* to read (with) Freud is to trace the unconscious, its manifestations and its dynamics – a theme that runs as a constant and is constantly re-incarnated in Freud‘s writing while exploring its relevance to the contemporary practice of psychoanalysis. It is through these repeated returns that Freud constructs for us the Unconscious as a particular kind of object, as an _object of inquiry‘ as it ceases to be *adjectival* and becomes *substantive.*

Course Objectives:

1. To cultivate a critical engagement with Freudian metapsychology through a close reading of seminal texts within the Freudian corpus.
2. To develop an appreciation and a vocabulary for conceptual and methodological innovations that establish the foundations of psychodynamic therapy.
3. To foster an understanding of the structure and workings of the Unconscious within clinical settings and in the lived everyday while appreciating the osmotic movement between the text of intrapsychic life and the social contexts within which a psyche writes itself.

4. To appreciate Freud not only from within the confines of the clinic but also a socially relevant thinker and learn to see what psychoanalytic thought has to contribute to collective life through his writings at the intersections of psychoanalysis, aesthetics, religion and civic society
5. To critically analyze the Freudian corpus in situating it historically, socially, through gendered and post-colonial lenses to see where they reproduce blind spots of their historical epoch and where they deconstruct the normative thus fostering in the student theoretical fidelity and critical accountability simultaneously.

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. *Mention 4-6 course outcomes.*

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

CO1	demonstrate the ability to discern unconscious processes in clinical settings and in everyday life .
CO2	demonstrate the understanding of forces governing intrapsychic life grappling with questions of desire, loss, transience and self.
CO3	articulate the preliminaries of psychotherapeutic technique, significance of language in human interaction and the therapeutic dyad in working through distress.
CO4	critically analyze Freud‘s social and political writings as well as situate his ideas within gendered /cultural / colonial lenses so as learn to locate the psyche as embedded within the social matrix
CO5	critically read an original thinker from the perspective of method of observation and theorization to learn to think through and learn to contribute to discourses on the figure of the human that are inclusive and liberatory

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

CO/ PO-PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	2	2	1	2	2	1	3	2	2	2	2	2	1
CO2	2	3	2	2	2	2	1	3	2	3	2	2	3	1
CO3	2	3	3	3	2	2	1	3	2	3	2	2	2	1
CO4	3	2	2	2	3	2	1	2	3	2	3	3	3	1
CO5	3	2	2	2	3	3	2	2	3	2	3	3	3	2
AVERAGE	2.6	2.4	2.2	2.0	2.4	2.2	1.2	2.6	2.4	2.4	2.4	2.4	2.6	1.2

1= Weak Correlation	2= Moderate Correlation	3= Strong Correlation	
Course Content:			
L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
4	0	0	4

	Modules and Readings
Module 1 (Lecture Hours =8)	Module Name: **Freud, Hysteria and the birth of psychoanalysis** *Module description* The invention of psychoanalysis realizes a preconception that has been around for thousands of years says Christopher Bollas in *The Freudian Moment.* Taking our cue here, we learn to *place* Freud both historically and within the contemporary scenario. Hysteria opens up for the student both clinical and critical routes to the study of the human subject. We see Freud already grappling with many themes like sexuality, unconscious, the nature of memory and dreams – precocious kernels of thought that will keep getting re-formulated and elaborated in his later writings. As we pursue both a gendered and a traumatic aetiology of hysteria, the foregrounding of a signifying and saturated body inaugurates questions of desire, pleasure and fantasy, what it means *to own* a body and the fallibility of paternal law with this supreme form of expression constituting a radical interrogation which retains a present day resonance brought to light through associations as well as narrative and cinematic material. The student gets a glimpse of the conditions and predispositions (both personal and social) within which Freud‘s thought came to fruition and thus the contexts that marked the birth of originary text(s) in psychoanalysis and what is has to contribute to current pathological aetiologies.
	Readings with page numbers: Breuer, J. & Freud, S. (2001). On the psychical mechanism of hysterical phenomena: Preliminary communication. In J. Strachey (Ed. & Trans.), *Studies on hysteria: The standard edition of the complete psychological works of Sigmund Freud* Vol. II (pp. 3-17). London, UK: Vintage. (Original work published 1895)
	Breuer, J. & Freud, S. (2001). Case histories: Fraulein Anna O. In J. Strachey (Ed. & Trans.), *Studies on hysteria: The standard edition of the complete psychological works of Sigmund Freud* Vol. II (pp. 21-47). London, UK: Vintage. (Original work published 1895)
	Suggested Readings: de Marneffe, D. (1991). Looking and listening: The construction of clinical knowledge in Charcot and Freud. *Signs,* Vol. 17, No. 1 (Autumn 1991), pp. 71-111. Retrieved from http://www.jstor.org/stable/3174446
	Bollas, C. (2007). *The Freudian Moment.* London, UK: Karnac.
Module	Module Name: **Dreams and the Writing Pad: A Mise-en-scene**

ule 2 (Lec	*Module description*

ture Hours = 8)	With dreams and Freud's *Traumdeutung* we open up the mystic writing of the psyche. Students are introduced to the paradigmatic significance of dreaming in the Freudian corpus that seeds the topographical model of unconscious thought even as they are invited to understand his technique of dream interpretation. Select chapters in *Interpretation of Dreams* allows the student to explore *the setting* and *the text* of dreaming along with Freud that is both a historical introduction as well as an initiation to the technique of dream interpretation still practised within psychoanalytically oriented therapeutic work. Readings with page numbers: Freud, S. (2001).The Psychology of the dream processes: Regression. In J. Strachey (Ed. & Trans.), *The interpretation of dreams (second part): The standard edition of the complete psychological works of Sigmund Freud* Vol. IV (pp. 533 - 549. London, UK: Vintage. (Original work published 1900) Freud, S. (2001).The Psychology of the dream processes: Wish Fulfillment. In J. Strachey (Ed. & Trans.), *The interpretation of dreams (second part): The standard edition of the complete psychological works of Sigmund Freud* Vol. IV (pp. 550 - 572. London, UK: Vintage. (Original work published 1900) Suggested Readings: Freud, S. (2001).The method of interpreting dreams: An analysis of a specimen dream. In J. Strachey (Ed. & Trans.), *The interpretation of dreams (first part): The standard edition of the complete psychological works of Sigmund Freud* Vol. IV (pp. 96 - 121). London, UK: Vintage. (Original work published 1900) Kakar, S. (2011). Introduction. In Kakar, S. (Ed.), *On dreams and dreaming: Boundaries of consciousness* (pp. xi-xxi). Viking, Penguin Books.
Module 3 (Lecture Hours = 20)	Module Name: Freudian Metapsychology and the Architecture of the Ego *Module description* We traverse through Freudian Metapsychology through taking up readings like *Mourning and Melancholia, Remembering, Repeating and Working Through, Narcissism, The Ego and The Id* that allow the student to witness subtle portraits of the psyche – melancholic, capable of endless splitting, caught between the twin wishes to avow and disavow. We see the play of absence/presence, inscription/erasure that create the Freudian unconscious with deferral and repetition creating the possibility of integration and re-inscription. From questions pertaining to the filling of sensory content with meaning, to the apparatus we must conceive of in order to represent synesthetic psychical writing, these readings allow a fuller statement and grasp of the System Unconscious. Commentaries by post Freudian thinkers, taken up during class discussions, help grasp the way these writings have evolved over time.

	Readings with page numbers: Freud, S. (2001). Formulations on the two principles of mental functioning. In J. Strachey (Ed. & Trans.), *The case of Schreber, Papers on technique and other works: The standard edition of the complete psychological works of Sigmund Freud* Vol. XII (pp. 218-226). London, UK: Vintage. (Original work published 1911)

	Freud, S. (2001). Remembering, repeating and working through. In J. Strachey (Ed. & Trans.), *The case of Schreber, Papers on technique and other works: The standard edition of the complete psychological works of Sigmund Freud* Vol. XII (pp. 145-156). London, UK: Vintage. (Original work published 1914) Freud, S. (2001). Mourning and Melancholia. In J. Strachey (Ed. & Trans.), *On the history of the psycho-analytic movement, papers on metapsychology and other works: The standard edition of the complete psychological works of Sigmund Freud* Vol. XIV (pp. 237- 258). London, UK: Vintage. (Original work published 1915) Freud, S. (2001). On Narcissism: An introduction. In J. Strachey (Ed. & Trans.), *On the history of the psycho-analytic movement, papers on metapsychology and other works: The standard edition of the complete psychological works of Sigmund Freud* Vol. XIV (pp. 73-102). London, UK: Vintage. (Original work published 1915) Freud, S. (2001). The Ego and The Id. In J. Strachey (Ed. & Trans.), *The Ego and the id and other works: The standard edition of the complete psychological works of Sigmund Freud* Vol. XIX (pp. 13-59). London, UK: Vintage. (Original work published 1923) Suggested Readings: Freud, S. (2001). Observations on transference love. In J. Strachey (Ed. & Trans.), *The case of Schreber, Papers on technique and other works: The standard edition of the complete psychological works of Sigmund Freud* Vol. XII (pp. 237- 258). London, UK: Vintage. (Original work published 1914) Freud, S. (2001). On transience. In J. Strachey (Ed. & Trans.), *On the history of the psycho-analytic movement, papers on metapsychology and other works: The standard edition of the complete psychological works of Sigmund Freud* Vol. XIV (pp. 303-307). London, UK: Vintage. (Original work published 1915) Fiorini, L.G., Bokanowski T. & Lewkowicz S. (Eds.). (2009). *On Freud"s "Mourning and melancholia".* London, UK: Karnac.

Module 4 (Lecture Hours = 12)	Module Name: Freud and questions of the beyond: Civilization, war and aesthetic experience *Module description* Freud‘s social and political writings become the mainstay in this module as he turns to theorize aggression, the death drive, limits of civilization even as migrations of psychoanalytic thought to allied disciplines of literature and aesthetics psychoanalytic theorization to their limit revealing what the Freudian corpus resists. The relevance of these writings to present day situations and the crises that afflict the modern world are actively discussed in class. Readings with page numbers: Freud, S. (2001). Why War?. In J. Strachey (Ed. & Trans.), *New introductory lectures on psychoanalysisand other works: The standard edition of the complete psychological works of Sigmund Freud* Vol. XXII (pp. 199-215). London, UK: Vintage. (Original work published 1933)
	Freud, S. (2001). The ‗uncanny‘. In J. Strachey (Ed. & Trans.), *An infantile neurosis and other works: The standard edition of the complete psychological works of Sigmund Freud* Vol. XVII (pp. 217 – 256). London, UK: Vintage. (Original work published 1919) Suggested Readings: Cixous, H. (1976). Fiction and its phantoms: A reading of Freud‘s Das Unheimliche (The ―uncanny‖). *New Literary History,* Vol. 7, No.3, (Spring, 1976), 525-548+619-645. Retrieved fromhttp://links.jstor.org/sici?sici=0028-6087%28197621%297%3A3%3C525%3AFAIPAR%3E2.0.CO%3B2-E Freud, S. (2001). Beyond the pleasure principle. In J. Strachey (Ed. & Trans.), *Beyond the pleasure principle, group psychology and other works: The standard edition of the complete psychological works of Sigmund Freud* Vol. XVIII. London, UK: Vintage. (Original work published 1920) Akhtar, S. & O‘Neil, M.K. (Eds.). (2011). *On Freud"s “Beyond the pleasure principle”.* London,UK: Karnac.

Assessment (Including Skills to be tested as per NCrF):

1. Response Essay based on dream journal(30 Marks)

This assignment is designed to test the student's ability to engage closely and critically with the theoretical content from the initial modules.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Cognitive, affective, self – reflective	Outcomes relating to grasping conceptual foundations and situating them in lived experience	Knowledge comprehension Synthesis and application in self experience

2. Reading based student presentations in a group (30 Marks)

This assignment focuses on the students' capacity for peer learning, synthesizing ideas and clarity of voice and perspective.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Higher order comprehension Critical analysis Original elaboration of ideas	Outcomes relating to conceptual grasp and imbibing more complex	Performance task, integration of ideas, thematic elaboration and application
	vocabulary, situating and analysis ideas	

End Term Exam (40 Marks)

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Cumulative learning, Critical deconstruction and meta-synthesis Original interpretations Intertextual linkages	Outcomes relating to deep understanding of conceptual ideas and comprehensive analysis based on situating and critique	Long reflective answers Short answers

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated, and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved by the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

DSC8- Qualitative Research Methods (QRM)

COURSE DESCRIPTION	
School/Centre proposing the course	School of Human Studies
Programme(s)	MA Psychology (Psychosocial Clinical Studies)
Course Code	NSHSPS5730
Course Title	Qualitative Research Methods
Course type (core/compulsory/ elective/any other – please specify)	Discipline Specific Core Course
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Academic Year of Launch	2009
Course Revision (if any) (year)	2026
Academic Council Minutes for Course/Revision	NA
Semester	1
Number of Credits	4

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

   The AUD values engaged scholarship, committed research and involved practice. This course is a furtherance to the vision of AUD and it connects closely to several research based, also theory courses offered by Schools and programmes across the AUD at the MA and doctoral level such as courses in Gender Studies, Literature, Sociology, Education and Liberal Studies amongst others.

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): Usual 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?

AUD is founded on a vision of education that values engagement, critical thinking, the quest for social justice, personal transformation through involved and reflective intellectual journeys that are initiated in young minds through vibrant classrooms and real life field contexts. This course resonates closely with the vision of the university as it seeks to familiarize researchers in the social sciences, particularly aspiring psychologists with the philosophical foundations, sensibility, methodological concerns, methods, processes involved in data analysis and issues of ethics, representation and writing in the qualitative research methods with particular reference to psychosocial clinical research. The course hopes to enable the potential researcher with a philosophical orientation towards interpretative research frameworks, a deep going sensibility as well as knowledge of methods and methodology as well as processes of data analysis. The course familiarizes the student with research frameworks that resonate with the psychosocial clinical perspective specifically. Here a penchant is placed for valuing mutuality, deconstructing power and considering the researcher‘s journey to be premised on critical reflection, a sound grounding in theory and a capacity for working with intersubjective realities. The above considerations are integral to the vision of the AUD.

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

The Master‘s programme in Psychology (Psychosocial Clinical Studies) at Dr B.R. Ambedkar University Delhi is distinctive with its rich ethical and critical foundations. This programme aspires to locate experience as a historically, politically and socially constituted processual reality, at once distinctive to the experiencer and yet emerging from the common pool of humanity at large. The programme inverts the relationship between theory and
experience. Instead of taking theory to comprehend experience, it considers experience as birthing theory instead. A concern for minor voices and for lives at the margins guides the ethical considerations of the MA programme. The present course, that delves into the rethinking of the philosophy of science, connects closely with the stated aspirations of the MA Psychology (Psychosocial Clinical Studies) programme. The course seeks to train a budding psychosocial researcher in a manner that her engagement with questions of social justice and the nuances of human subjectivity can be placed along the spread of socially and ethically grounded explorations. It attempts to lay the foundations of a researcher who is willing to be touched and transformed in the process of understanding and relating to the experience of her participants. In fact, this research course will provide for the crucial base on which the psychosocial scholar will build one‘s future foundational understandings of exploration and practice. It also introduces concerns related to research design, a familiazation with research methods, methodologies as well as a focus on the ethics of research as a committed and engaged practice.

Course Description:

The course offers a bird‘s eye vision to the philosophical underpinnings of qualitative research with a specific focus on the shifts in the discipline of psychology in its turn towards an interpretative and meaningful quest. It will also foster the imagination of a socially sensitive researcher, involved in intersubjective conversations and field based dialogues. Such a researcher is grounded, reflexive and contextually situated. She values emotions and is enabled to work with the unpredictable flows of human subjectivity, including one‘s
own. The researcher is trained to also hold disquiet and dilemmas with reflection, without reducing ethics to preconceived moral positions. An attempt is made to direct the scholar‘s attention towards methodological considerations in a preparatory bid to embark on research as an involved journey, a meaning-making process in the psychosocial and neighbouring social science orientations. The student familiarized with the processes that lie ahead, in particular with an array of methods, their premises, steps and overall considerations. The course makes a self-conscious selection. Out of the vast array of possible methods and methodology, those are chosen to be taken up for instance conversation and discourse analysis, phenomenology, psychoanalytic, ethnography and grounded theory, critical participatory research etc. which resonate most closely with the vision and workings of a psychosocial clinical practitioner and research scholar.

Course Objectives:

1. Acquire knowledge about the philosophical foundations of qualitative psychological and psychosocial clinical research
2. Appreciate the role of subjectivity, intersubjectivity and a reflective use of the researcher‘s positionality.
3. Redefine research as an act of care (also social reparation) and the researcher as a co-traveller and an ethical witness.
4. Conceptualize research as a committed process of meaning-making, contributing to a deeper appreciation of multiple lived realities, particularly peripheral and silenced voices
5. Focus on important methods, methodology and processes in data analysis with particular salience to the psychosocial clinical field of research inquiry.
6. Prepare for fieldwork and research representation and writing.

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. *Mention 4-6 course outcomes.*

At the end of the course students will be able to:	
CO1	Understand the philosophical underpinnings of qualitative research, especially in the psychosocial clinical tradition.
CO2	Inculcate a humane and critical sensibility that considers research as an act of transformation, care and social reparation in search of justice; also to consider research as reflective quest in search of absent, minor and subjugated voices and lived processes.
CO3	Appreciate the value of subjectivity and intersubjectivity in research by decentring the researcher‘s power as ―expert; value mutuality, empathy and deep listening to human narratives during the research process.
CO4	Develop competence to conduct a rigorous review of literature, be acquainted with a spectrum of methods and methodological considerations, analytical processes and the act of ethical research writing;

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PS06 Ps
CO1	3	2	3	3	2	3	2	2	3	3	3	2	3 3
CO2	3	3	3	2	3	3	3	3	2	3	2	3	2 2
CO3	2	3	2	3	3	3	2	3	2	2	3	3	3 2
CO4	3	3	2	3	3	2	2	3	3	3	3	3	3 3
Average	2.75	2.75	2.5	2.75	2.75	2.75	2.25	2.75	2.5	2.75	2.75	2.5	2.75 2.5

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
4				4

	Modules and Readings
Module 1 (Lecture Hours = 10 hours)	Module Name: **Philosophical Underpinnings of Qualitative Research** This module introduces students to the shifting philosophical orientation that accompanies the turn towards qualitative research in the social sciences, particularly psychology and psychosocial clinical studies. Moving away from positivist assumptions of neutrality and objectivity, the module explores qualitative research as an engaged, interpretive, committed and situated practice. Notions such as truth and reality, power and its deconstruction are reexamined even as space is carved out for a relational model of researching where the subjectivity of the participant and researcher is considered valuable. Students examine how knowledge emerges through lived experience, narratives, and historically embedded realities. The module also interrogates the tension between universal ―Truth‖ and contextual ―truths,‖ foregrounding the legitimacy of oral histories, memory, and subjective experience as epistemic sources. The emphasis is on understanding research as a dialogic process shaped by culture, power, and representation. **Essential Readings** ● · Gillie Gabay, et al. (2023). Editorial: Philosophical perspectives on qualitative psychological and social science research. *Frontiers in Psychology*, 14, 1237980. ● Parker, I., & Spears, R. (1996). *Psychology and society: Radical theory and practice*. Pluto Press. 56-92 ● · Ponterotto, J. G. (2013). Qualitative research in multicultural psychology: Philosophical underpinnings, popular approaches, and ethical considerations. *Qualitative Psychology*, 1(S), 19–32. ● Rosaldo, R. (1993). *Culture and truth: The remaking of social analysis*. Routledge. 1-100 ● Vahali, H. O. (2003). From a researcher‘s notebook: Scattered notes on research and researching. *Psychological Studies*.26.39 **Suggested Readings** ● Watkins, M., & Shulman, H. (2008). *Toward psychologies of liberation*. Palgrave Macmillan. 106-166. ● Wertz, F. J. (2011). The Qualitative Revolution and Psychology: Science, Politics, and Ethics. *The Humanistic Psychologist*, *39*(2), 77–104. https://doi.org/10.1080/08873267.2011.564531

	• Young, J. E. (1990). *Writing and rewriting the Holocaust: Narrative and the consequences of interpretation*. Indiana University Press.102-146.
Module 2 (Lectur e Hours_ 12)	Module Name: **Researcher‟s Subjectivity, Intersubjectivity and Ethics** This module relocates the researcher from a distant observer to a co-traveller and accompanying witness in meaning-making. It explores subjectivity not as bias to eliminate but as a resource to refine. Students engage with the ethical complexities of fieldwork, including dilemmas, emotional labour, and power relations.The module also introduces multiple metaphors of the researcher: expert, witness, listener, facilitator, and _hamdard‘(co-sharer of pain). Ethics is treated not as static rules but as a living, evolving engagement shaped by context, responsibility, and relational sensitivity. **Readings with page numbers** • Erikson, E.H. (1964) ―On the Nature of Clinical Evidence‖ in *Insight and Responsibility: Ethical Essay on the Nature of Insight in Psychoanalysis*. W.W. Norton. P.32-54. • Gough, B. (2017). Reflexivity in qualitative psychological research. *The Journal of Positive Psychology*, *12*(3), 311–312. https://doi.org/10.1080/17439760.2016.1262615 • Gough, Brendan,Madill, Anna *(2012)Subjectivity in psychological science: From problem to prospect.* Psychological Methods, Vol 17(3), Sep 2012, 374- 384 • Hollway, W. (2009). Applying the _experience-near‘ principle to research. *Journal of Social Work Practice, 23*(4), 461–474. • Kakar, S. (2000). *The colours of violence*. Viking. P.1 to 44. • Kapur, R. L. (1999). *Qualitative methods in mental health research*. National Institute of Advanced Studies. P. • Levitt, H. M., et al. (2021). "Intersubjective recognition as the methodological enactment of epistemic privilege: A critical basis for consensus and intersubjective confirmation procedures." *Qualitative Psychology*, 8(3), 407– 427. • Van Manen, M. (2016). *Researching lived experience* (2nd ed.). Routledge. **Suggested Readings** • Bollas, C. (1989). *Forces of destiny: Psychoanalysis and the human idiom*. Free Association Books. • Erikson, E. H. (1970). *Life history and the historical moment*. W. W. Norton. • Jovchelovitch, S. (2007). *Knowledge in Context: Representations, Community and Culture*. Routledge. (Discusses intersubjectivity as a shared background for communication).

	• Stolorow, R. D., & Atwood, G. E. (1992). *Contexts of being: The intersubjective foundations of psychological life*. Analytic Press. (Key for psychoanalytic-oriented qualitative research).
Module 3 (Lecture Hours =) 10 hours	**Module 3: Method, Methodology and Design in Psychosocial Clinical Research** This module introduces methodology as the *architecture of research thinking*. Students learn how philosophical assumptions, theoretical frameworks, and methodological choices interweave into a coherent research design. The focus is on crafting research questions, aligning methods with epistemological commitments, and understanding research design as both structured and emergent. Special attention is given to interviews, narrative inquiry, and dialogic engagement. **Essential Readings** • Camic, P. M. (Ed.). (2021). *Qualitative research in psychology: Expanding perspectives in methodology and design* (2nd ed.). American Psychological Association. • Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Sage. • Jackson, A. Y., & Mazzei, L. A. (2012). *Thinking with theory in qualitative research*. Routledge. • van Manen, M. (2016). *Researching lived experience* (2nd ed.). Routledge. • Smith, J. A., Harré, R., & Van Langenhove, L. (2000). *Rethinking methods in psychology*. Sage. **Suggested Readings** • Rosaldo, R. (1993). *Culture and truth*. Routledge. • Maxwell, J. A. (2013). *Qualitative research design: An interactive approach* (3rd ed.). Sage Publications.

Module 4 (Lecture Hours =) 16 hours	Module Name: **Qualitative Methods in Psychosocial Clinical Research** This module provides an in-depth engagement with qualitative methods aligned with psychosocial inquiry. It explores methods that foreground lived experience, unconscious processes, and relational dynamics. Students are introduced to: • Phenomenological research • Grounded theory • Psychoanalytic and psychosocial approaches • Ethnography • Feminist research • Discourse and conversation analysis The emphasis is on selecting methods that resonate with research questions and ethical commitments. **Readings with pages numbers** • Frosh, S. (2008). Psychoanalysis and psychosocial studies. *Journal for the Psychoanalysis of Culture and Society, 13*(4), 346–365. • Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory*. Aldine. • Holloway, W., & Jefferson, T. (2000). *Doing qualitative research differently*. Sage. • Butalia, U. (1999). *The other side of silence*. Penguin. • Das, V., & Poole, D. (2004). *Anthropology in the margins of the state*. School of American Research Press. **Suggested Readings** ● Stamenova, R., & Hinshelwood, R. D. (Eds.). (2018). *Methods of research into the unconscious*. Routledge ● Martínez-Pernía, D., et al. (2023). A Phenomenological Psychology Study of University Teachers' Lived Experience of Being Pedagogical in Neoliberalism. *Frontiers in Psychology*.
Module 5 (Lecture Hours =) 8 hours	Module Name: **Module 5: Writing and Representation in Research as acts of care and witnessing** This final module treats writing not as reporting but as *thinking itself*. It engages with representation as an ethical and aesthetic act. Students explore how narratives are constructed, whose voices are amplified, and how silences are handled.

	The module frames research as **witnessing**, where the researcher carries stories with responsibility, sensitivity, and reflexive awareness. **Readings with page numbers** • Felman, S., & Laub, D. (1992). *Testimony: Crises of witnessing in literature, psychoanalysis, and history*. Routledge. • Holloway, W. (2011). Psychosocial writing from data. *Journal of Psychosocial Studies, 5*(1). • Vahali, H. O. (2021). *Lives in exile: Exploring the inner world of Tibetan refugees*. Routledge. • Froggett, L., & Hollway, W. (2010). Psychosocial research analysis and scenic understanding. *Psychoanalysis, Culture & Society, 15*(3), 281–301. **Suggested Readings** • Greenspan, H. (1998). *On listening to Holocaust survivors*. Praeger. • Lifton, R. J. (1967). *Death in life: Survivors of Hiroshima*. Random House.

Assessment (Including Skills to be tested as per NCrF):

1. Response Essay (25 Marks)

This assignment is designed to test the student's ability to engage closely and critically with the theoretical content from the initial modules.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**	**Examples**
Conceptual, analytical and self-reflective	Outcomes related to understanding and internalization of basic concepts and philosophical shifts in the nature of research, grasping. critically evaluating and explaining the meaning of texts studied.	Knowledge, comprehension, analysis, synthesis and ability for critical reflection	Group presentations/written essay on conceptual shifts in the philosophy of research in its interpretative turn .

2. **Midterm Exam (30 Marks)**

This assignment focuses on the student‘s ability to imagine psychotherapy as a relational model

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**	**Examples**
Higher-order thinking, reasoning, synthesizing thought and innovation	Outcomes related to critical reading, analysis, synthesis associating and distinguishing	Synthesizing a field and area of research through textual analysis and metaanalysis ability to identify gaps in literature and read texts critically	Engaging in a review of literature

3. **End Term Exam (45 Marks)**

The end-of-term exam tests the student‘s ability to integrate learning across the entire course.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**	**Examples**
Evaluate cumulative learning, ability to identify the gaps and being able to demonstrate familiarity with methods, also a field-focused approach to intersubjective and relational models of research.	Outcomes related to reading, analysing, interpreting, formulating research design and inquiry, methodological competence and representing research work	Research sensibility and preparedness for undertaking a committed inquiry, capacity to listen and analyse data, use of empathy, methodological grasp and ability to read data, also reach provisional insights	End-term written exam (comprehensive -e assessment of all modules)/undertake a pilot study with end product as a research paper.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

   Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

DSE-12-Psychoanalytic Sensibility and Its Applications

COURSE DESCRIPTION	
School/Centre proposing the course	School of Human Studies
Programme(s)	MA Psychology (Psychosocial and Clinical Studies)
Course Code	NSHSPS5850
Course Title	Psychoanalytic Sensibility and Its Applications
Course type (core/compulsory/ elective/any other – please specify)	Discipline Specific Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Academic Year of Launch	2026
Course Revision (if any) (year)	2026
Academic Council Minutes for Course/Revision	NA
Semester	1
Number of Credits	4

1. Does the course connect to, build on or overlap with any other courses offered in AUD? The course builds on the first-semester courses dedicated to understanding a psychological and clinical perspective on human subjectivity to appreciate psychic and socio-cultural lives in the Indian context. This course is situated within the framework of B.R. Ambedkar University Delhi's endeavor to promote engaged scholarship that furthers the institutional ethos of learning innovations based in social responsibility and entrepreneurship. The course is linked to courses in Psychology, and allied fields where training in culturally embedded psychological lens might be beneficial

2. Specific requirements on the part of students who can be admitted to this course: None (Pre-requisites; prior knowledge level; any others – please specify)

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

Based on the clinical insights from psychoanalytic method of listening, diagnosing and its application in settings such as the clinic, hospitals and the community, the course invites reflection on the nature of mind, human development and symptom formation from a psychoanalytic framework. The focus will be on discussing three distinct clinical modalities- Psychoanalytic psychotherapy, Psychoanalysis and psychoanalysis in the community traversing three major interventions: a method of listening; a method of diagnosis and; its contemporaneous applications in contexts of poverty, migration and refugeehood. This course aims to prepare learners to become practitioners with tools to focus on their experience, expectations, excitement, fears and fantasies about clinical work. In initiating them to the world of practice, a special focus will be kept alive on the Indian socio-economic cultural context. The course directly links with the vision of the university to prepare learners and entrepreneurs invested in practice-oriented knowledge frameworks, that are demonstrable and applicable to psycho- social and personal/clinical realms of lived experiences. As a preparatory course, the students will learn to initiate clinical work and sustain clinical practice in the Indian context.

6. How does the course link to the specific programme(s) in which it is offered?

This is an elective course of the programme offered in the first semester.

The programme attempts to inculcate in students a capacity for clinical and critical thinking that will facilitate a nuanced sensitivity to diverse states of emotional experiences or psychological breakdown, a regard for the margins of the society often embodied by those diagnosed with mental disorders or those displaced. Through this course we hope that the students will be able to engage with psychoanalytic tools to cultivate a culturally relevant clinical thinking to respond to the psychological needs of persons in contexts such as counseling and psychotherapy, or community work which may require engagement with human subjectivity and socio-historical realities of individuals as well as groups.

Course Description:

Based on the psychoanalytic tradition of listening, diagnosing and healing, the course is an introductory level course for students of psychology to inaugurate the imagination of a culturally informed practitioner of psychoanalytic method. While several western psychotherapeutic traditions imagine the human as a sum of learned responses or a bundle of cognitive structures that can be corrected, the changes that occur through such approaches are at best temporary and superficial. Clinical insights from psychotherapeutic research, such as by Carl Rogers, suggest that lasting transformative experiences in psychotherapy can be attained only through therapeutic relationship between two individuals. In this manner, psychological care is deeply interlinked with being and becoming through suffering in company of a therapist who is less of an expert and more of an intimate companion. The course opens up and interrogates concepts such as symptom formation, nature of conflict, neurosis, defenses, psychic survival and developmental issues concerning emotional experiences that return as relational ruptures, private agonies and repetitive patterns. The course invites a rigorous reflection on divergent psychological theories, diagnosis, psychopathology, notions of healing and adaptation. The course hopes to imagine the contours of the ever-expanding field of psychoanalysis and its application to office-based practice of psychotherapy as well as work in hospitals, refugees and migrants as well as contexts of poverty, violence and urbanity.

Course Objectives:

1. Engage and reflect on the psychoanalytic tradition of listening and healing
2. Compare psychoanalytic tradition with other psychotherapeutic traditions.
3. Understand the theoretical and historical perspectives in psychoanalysis from different models and schools.

4. Learn tools and techniques to support the learner‘s journey as a psychoanalytic practitioner.
5. Apply knowledge of the psychoanalytic principles in case formulation.
6. Identify socio-cultural influences in the symptoms and relational matrix of a person.

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. *Mention 4-6 course outcomes.*

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

CO1	Critically examine the notion of psychic change, symptom, transformation and healing in major psychotherapeutic models including psychoanalytic psychotherapy.
CO2	Understand different models and schools in psychoanalytic theory.
CO3	Develop an appreciation of the psychoanalytic method of listening, organizing clinical data, processing case history or case formulation and goals of psychotherapy.
CO4	Engage with diverse settings such as the clinic, hospitals, infant observation and the community interventions where psychoanalytic work can be imagined.
CO5	Examine the role of culture and history in intrapsychic and intersubjective experiences.
CO6	Demonstrate clinical techniques to reach an empathic communication with the symptom presented by a person.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO 1	PO 2	PO3	PO4	PO5	PO 6	PO7	PSO1	PSO2	PSO3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	3	3	3	3	3	3	3	3	3	3	3	3	2	3
CO2	3	3	3	3	3	3	3	3	3	3	3	2	2	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	2	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	2	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	2	3
CO6	3	3	3	3	3	3	3	3	3	3	3	2	2	3
Average	3	3	3	3	3	3	3	3	3	3	3	2.6	2	3

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hours/Week
4	0	0		4

	Modules and Readings In this section, provide the name of the modules along with a brief description and references (Core and Suggested)
Module 1 (Lecture Hours =) 12 hours	Module Name: **What is psychotherapy? Imagining a Practitioner** The unit will explore the meaning of becoming in the work of a psychoanalytic psychotherapist to deepen an understanding of psychoanalytic practice. The emphasis will be on use of the psychotherapist‘s self in connecting with the patient‘s emotional experience.

	Core Readings with page numbers: Ogden, T (1977). Subjects of Analysis. London: Bloomsbury Publishing, pp.1-20. Bollas, C (2008). Infinite Questions. New York: Routledge, pp.1-16. Cooper, S. H. (2023). Playing and Becoming in Psychoanalysis. New York: Routledge, pp 1-40. ***Suggested Readings:*** Rogers, C. (1961) On Becoming a Person: A Therapist‘s View of Psychotherapy. Boston: Houghton Mifflin, pp. 39-62 Yalom, I. (1980). Existential Psychotherapy. New York : Basic Books, pp. 1-50
Module 2 (Lecture Hours)= 12 hours	Module Name: **The Healer‟s Task and the Analytic Process** This unit will invite a rigorous study of similarities and differences in the analytic process involved in psychoanalytic therapy and psychoanalysis. The emphasis will be on understanding the development of the individual self and the psychic processes such as fantasy and defenses, transference and countertransference, dreamwork and free association. ***Core Readings with page numbers:*** Freud, S. (1899) 1994. *The Interpretation of Dreams.* New York: Barnes & Noble Book, pp. 121-148. Freud, S. (1914) 1958. Remembering, Repeating and Working Through (Further Recommendations on the Technique of Psychoanalysis II). In *Standard Edition of the Complete Psychological Works of Sigmund Freud* 12, edited and translated by James Strachey, pp. 145–156. London: Hogarth Press. Symington, N. (2003). *Healing the Mind: What is the Process? What is the Healer"s Task*. Fort Da, 9B (2): 10-26 Ogden, T. (2001). *Conversations at the Frontier of Dreaming*. Northvale, NJ: Jason Aronson, pp.1-15.

	Suggested Readings: Ogden, T. H. (2004) This art of psychoanalysis: Dreaming undreamt dreams and interrupted cries. International Journal of Psychoanalysis 85, pp. 857-877. Mitchell, S. A. (1993). Hope and Dread in Psychoanalysis. New York: Basic Books, pp 1-30.
Module 3 (Lecture Hours =) 12 hours	Module Name: **Motivational Systems Informing Transference-Countertransference** The module will visit different models within psychoanalytic theorization to imagine unconscious dynamics or motivations beginning from Freudian Drive model to later theoretical developments in terms of Ego psychology, Object relations, Self psychology, Attachment theory and Relational Psychoanalysis
	Core Readings with page numbers:
	Pine, F. (1990), *Drive, Ego, Object, Self.* New York: Basic Book, pp. 1-59.
	Sandler, A., and Pine F. (1992). Developmental perspectives in Psychoanalytic Practice. *Contemporary Psychoanalysis,* V.28. Number 2, pp. 261-277
	Mitchell, S. (2004). Relationality: From Attachment To Intersubjectivity. New York: Relational Perspectives Book Series, Routledge, pp. 1-35
	Suggested Readings: Mitchell, S. A. (1993). Hope and Dread in Psychoanalysis. New York: Basic Books, pp 1-30.
	Mitchell, J. and Rose, J. (1982). eds., *Feminine Sexuality. Jacques Lacan and the Ecole Freudienne*, trans. Jacqueline Rose, London: Macmillan
Module 4 (Lecture Hours =) 12 hours	Module Name: **Initial Encounter -The Intake Process with Patients** The module will prepare the learner with psychoanalytically informed techniques to involve the patient into an introspective, free associative intake procedure, history taking as well as process recording as they begin to imagine the clinical relevance of memories, affect, and listening skills. In addition, the unit will discuss and interrogate the clinical relevance of setting up the session frequency, fee, making referrals and psychiatric evaluation.

	Core Readings with page numbers:
	McWilliams, N. (1999). Psychoanalytic Case Formulation. New York: Guildford, pp1-33. Quinodoz, D. (1992). The Psychoanalytic Setting as the Instrument of the Container Function. International Journal of Psychoanalysis, 73: pp. 627-635 Roland, A. (1988) In Search of Self in India and Japan: Towards a cross-cultural psychology. New Jersey: Princeton University Press, pp.1-25 Kakar, S. (1985). Psychoanalysis and Non-Western Cultures. Int. Rev. Psycho-Anal., (12):441-448. ***Suggested Readings:*** Rodríguez, L. (2004). Diagnosis in Psychoanalysis. *The Centre for Freudian Analysis and Research Web Journal.* Retrieved from*: https://cfar.org.uk/wp-content/uploads/2017/05/diagnosis.pdf* McWilliams, N. (1994), *Psychoanalytic Diagnosi*s. New York: Guildford, pp.1-40.
Module 5 (Lecture Hours =) 12	Module Name: **Reframing Psychoanalytic Intervention- Clinic, Community and Social Suffering** The module will discuss the growing emphasis in psychoanalytic tradition to engage rigorously with psychological issues concerning communities and groups confronted with traumatization caused by human rights violation, deprivation and broader social injustices. ***Core Readings with page numbers:*** ***A***ltman, Neil. 1995. The Analyst in the Inner City. Hillsdale, NJ: The Analytic Press, pp.1-18. Haq, S. (2022). Stray Reflection on Hate with Gandhi and Winnicott as Companions. Jung Journal- Culture and Psyche, Vol. 16. Issue 4, pp. 124-132. Vahali, H. O. (2009) Lives in Exile. New Delhi: Routledge, pp. 1-20.

	Varvin, S, Jovic, V., Trivunčić, B. and Lončarević, J (2025). Psychoanalytic Field Work for Refugees Exposed to Human Rights Violations. International Journal of Applied Psychoanalytic Studies, 2025; 22:e70003 https://doi.org/10.1002/aps.70003 Volkan, V. (2018). Mourning, Large Group Identity and the Refugee Experience. In An Uncertain Safety: Integrative Health Care for the 21st Century Refugees, edited by T. Wenzel and B. Drozdek, New York: Springer, pp. 23–35. ***Suggested Readings:*** Sklyrew, B, Twemblow, S and Wilkinson S. (2004). Analysts in the Trenches: Streets, Schools, War Zones. Hillsdale, NJ: Analytic Press. Hollander, N (2023), *Uprooted Minds- A Social Psychoanalysis for Precarious Times.* New York: Routledge.

Assessment (Including Skills to be tested as per NCrF):
1. Response Essay (30 Marks)

This assignment is designed to test the student's ability to engage closely and critically with the theoretical content from the initial modules.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**	**Examples**
Cognitive, affective and self-reflective	Outcomes related to basic facts, concepts, grasping and explaining the meaning of the information	Knowledge, comprehension, analysis, synthesis, application	Open Book Discussion on concepts.

2. **Midterm Exam (30 Marks)**

This assignment focuses on the student‘s ability to imagine psychotherapy as a relational model

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**	**Examples**
Higher-order thinking, critical reasoning, and innovation	Outcomes related to application, analysis, associating and distinguishing	Case studies, open-ended questions, debates, clinical techniques	Case analysis presented in

3. **End Term Exam (40 Marks)**

The end-of-term exam tests the student‘s ability to integrate learning across the entire course.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**	**Examples**
Evaluate cumulative learning, ability to	Outcomes related to analysing, evaluating and creating	Clinical sensibility, Use of empathy,	End-term wri (comprehens
identify the gaps and being able to demonstrate a solution-focused approach/skills		psychoanalytic formulation	-e assessment of all modules)

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research

Studies Committee in the case of research programmes) shall be incorporated, and the revised proposal should be submitted to the Academic Council with due recommendations.

2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved by the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

DSE-13- Human Subjectivity and Social Transformation

COURSE DESCRIPTION	
School/Centre proposing the course	School of Human Studies
Programme(s)	MA Psychology (Psychosocial Clinical Studies)
Course Code	NSHSPS5851
Course Title	Human Subjectivity and Social Transformation
Course type (core/compulsory/ elective/any other – please specify)	Discipline Specific Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Academic Year of Launch	
Course Revision (if any) (year)	2026
Academic Council Minutes for Course/Revision	NA
Semester	1
Number of Credits	4

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

The course connects with programmes in MA Gender Studies, MA English, MA History and MA Sociology.

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): Usual 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?

This course is situated within the framework of B.R. Ambedkar University Delhi's endeavor to promote engaged scholarship that furthers the institutional ethos of learning

innovations based in social justice and socially relevant forms of knowledge.

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

Through this course the learner will come to reflect on the relation between the individual and the collective to appreciate the transformational movements in the history of a group or the social. An important emphasis will be on the question: Can the non-western world contribute to the re-thinking of social transformation? Can we draw from spiritual and non-violent as also feminist, Dalit and ecological perspectives? This helps a learner give shape to a social imagination that is tied to the psychological as also a psychological imagination tied to the political.

Course Description:

By placing political at the very heart of subjectivity and identity, this course effects an explanatory shift from psychic causality to structural formations. For us as constituents of a structure, how does power operate, and what are the possibilities for resistance and transformation of the social and the historical that open up or close off? In turning away from the 'individual' and the 'abstract-theoretical', the course focuses on exploring the discursive and the performative method of contesting oppression and injustice. Marked by the philosophy of 'personal as political,' the course will also engage with _everyday forms of protest' as a mode of change that move rhythmically from the individual to the social.

The role of the state and civil society, the relation between global and local dimensions, and between private and public will be important themes. The course involves presentations, interaction with movement participants, film viewing, and exposure to language of protest movements.

Course Objectives:

1. Analyse the relation between politics, subjectivity and identity beyond individual psychological explanations.

2. Understand how power operates within social and historical structures leading to processes of submission and compliance or resistance and transformation.

3. Apply knowledge of personal and political processes to reflect on everyday form of protest or dissent.

4. Critique traditional frameworks by analyzing discursive and performative methods of participation in personal and public sphere.

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. *Mention 4-6 course outcomes.*

At the end of the course students will be able to:

CO1	Engage and reflect on the meaning of _political‘ as a site of psychic life.
CO2	Understand and compare the meaning of resistance in psychoanalysis and in political domain.
CO3	Learn to appreciate the interpenetrative nature of psychic and political life.
CO4	Appreciate forms of protest, modes of dissent and the role of public and private actors in effecting _transformation‘

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO 1	PO 2	PO3	PO 4	PO5	PO 6	PO 7	PSO 1	PS O2	PS O3	PS O 4	PSO5 PSO6 Pso7	
CO1	3	1	3	3	3	3	3	3	3	3	3	3 3	3
CO2	3	1	2	3	3	3	3	3	3	3	3	3 3	3
CO 3	3	2	3	3	3	3	3	3	3	3	3	3 3	3
CO4	3	2	2	3	3	3	3	3	3	3	3	3 3 3	
Average	3	1.5	2.5	3	3	3	3	3	3	3	3	3 3 3	

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
4	0	0		4

	Modules and Readings

Module 1 (Lecture Mo Hours =) 14 hours	Module Name: Psychic as Political The module will engage with the significance of the political life as it shapes the psychic experiences for individuals? In doing so, the module will throw light on what is political and what we can learn from political theory as psychologists or psychoanalytic thinkers. Readings with page numbers: Hollander. N. (2017). Who Is the Sufferer and What Is Being Suffered? Subjectivity in Times of Social Malaise. Psychoanalytic Dialogues, 27:6, pp. 635-650.
	Layton, L (2009). Who's Responsible? Our Mutual Implication in Each Other's Suffering. Psychoanalytic Dialogues, 19, pp. 105–12 Das, V. (2006). Life and Words- Violece and Dissent into the Ordinary. Los Angeles: University of California Press. Frosh, S (2014). Psychoanalysis as Political Psychology. In: Nesbitt-Larking, P., Kinnvall, C., Capelos, T., Dekker, H. (eds) The Palgrave Handbook of Global Political Psychology. Palgrave Studies in Political Psychology Series. Palgrave Macmillan, London. https://doi.org/10.1007/978-1-137-29118-9_4, pp 55-71. **Suggested Readings:** Jameson, F. (1981). The Political Unconscious- Narrative as a Socially Symbolic Act. New York: Cornell University Press, pp. 1-36. Hollander, N (2023), *Uprooted Minds- A Social Psychoanalysis for Precarious Times.* New York: Routledge. Scheper-Hughes, N. (1993). Death Without Weeping: The Violence of Everyday Life in Brazil. Berkeley, CA: University of California Press.

Module 2 (Lecture Hours =) 16 hours	Module Name: Political as the Dream-ideal. The module will open a discussion on the imagination of political ideals, utopia and heterotopia as aspects of social dreaming that influence everyday life of people. How does imagination of swaraj, social justice and liberatory work impact the conditions of oppression and emancipation of precarious lives. How do we imagine a psychology of liberation through works of political thinkers such as Gandhi, Ambedkar, Butler, and Foucault? Readings with page numbers:
	Gandhi, M K. (1997) Hind Swaraj. ed. by Anthony J. Parel; Hind Swaraj and Other Writings. Cambridge Texts in Modern Politics. Cambridge University Press, pp. 79-87. Ambedkar, B.R.(1993). Waiting for a Visa. Dr. Babasaheb Ambedkar: Writings and Speeches, Vol. 12, edited by Vasant Moon (Bombay: Education Department, Government of Maharashtra, 1993), Part I, pp. 661-691. Butler, J (2004). Precarious Life- Powers of Mourning and Violence. New York: Verso, pp 1-20 Foucault, M (2003) Society Must be Defended- LECTURES AT THE COLLÈGE DE FRANCE, 1975-76. New York: Picador, pp. 23-42. Arendt, H (1951). The Origins of Totalitarianism. New York: Harcourt, pp. 341-389. **Suggested Readings:** Arendt, H (1951). The Origins of Totalitarianism. New York: Harcourt, pp. 341-389. Nandy, A. (2002). Time Warps- Silent and Evasive Pasts in Indian Politics and Religion. New Jersey: Rutgers University Press Jameson, F. (1981). The Political Unconscious- Narrative as a Socially Symbolic Act. New York: Cornell University Press, pp. 1-36. Watkins, M and Shulman, H. (2008). Towards Psychologies of Liberation. New York: Palgrave Macmillan

Module 3 (Lecture Hours =) 14 hours	Module Name: Political as the Actualization of the Present The module will reflect on the particularities of dominant ideologies of oppression such as colonialism, capitalism, racism and sexism as they impact the inner lives as well as social relations in a cultural and historical context. Here the emphasis will be on the mobius relation between the internal and external worlds as they are constituted by ideology in discourse of knowledge, power and material practices that shape caste, class, racial and gender experiences.
	Readings with page numbers: Fanon, F. (1967), The Wretched of the Earth. London: Penguin, pp 1-34. White, K (2002). Surviving Hating and Being Hated- Some Personal Thoughts About Racism from A Psychoanalytic Perspective. Contemporary Psychoanalysis. Vol. 38, No. 3. Pp 401-422. Haq, S (2022). Stray Reflections on Hate with Gandhi and Winnicott as Companions. Jung Journal, Culture & Psyche, Volume 16, Number 4, pp. 124–132. **Suggested Readings:** Menon, N (2023). Secularism as Misdirection. Durham: Duke University Press, pp 35-56 Lifton, R. J. (1973). *Home from the War: Learning from Vietnam Veterans.* New York: Simon & Schuster, pp. 1-45. Nandy, A. (2003). The Romance of the State and the Fate of Dissent in the Tropics. New Delhi: Oxford University Press Watkins, M and Shulman, H. (2008). Towards Psychologies of Liberation. New York: Palgrave Macmillan. Sitas, A. (2004) Voices that Reason- Theoretical Parables. London: Brill Academic Publishers. Robben, A., and Suarez- Orozco, M. (2000). ―Inter-Disciplinary Perspectives on Violence and Trauma‖. In Culture under Siege: Collective Violence and Trauma, Antonio C.G.M. Robben and Mario M. Suarez-Orozco. New York: Cambridge University Press. pp. 1–47

Module 4 (Lecture Hours =) 16 hours	Module Name: Subjectivation: Resistance and Transformation
	The module will situate the meaning of resistance and transformation in the life of the individual. How do we imagine personal and collective action? What enables mourning and working through the frozen narratives manifested in apathy, fatalism and identification with the aggressor? How does psychoanalysis view resistance and transformations in personal and collective histories? The module will engage with the dual process of subjectivation in which one becomes a subject while submitting to power. **Readings with page numbers:**
	Layton, L (2008). What Divides the Subject? Psychoanalytic Reflection on Subjectivity, Subjection and Resistance. Subjectivity, 2008, 22, pp. 60–72.
	Vahali, H.O (2022). Lives in Exile. New York: Routledge, pp. 1-36.
	Sheehi, L and Sheehi S. (2021). Psychoanalysis under Occupation. New York: Routledge, pp. 1-73
	Guru, G. (2011). Humiliation-Claims and Contexts. New Delhi. Oxford University Press, pp. 1-24.
	Suggested Readings:
	Watkins, M and Shulman, H. (2008). Towards Psychologies of Liberation. New York: Palgrave Macmillan.
	Spivak, G. (1999). A Critique of Post-Colonial Reason: Towards a History of the Vanishing Present. Cambridge: Harvard University Press.

Assessment (Including Skills to be tested as per NCrF):

1. Response Essay (30 Marks

This assignment is designed to test the student's ability to engage closely and critically with the theoretical content from the initial modules.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**	**Examples**
Cognitive, affective and self-reflective	Outcomes related to basic facts, concepts, grasping and explaining the meaning of the information	Knowledge, comprehension, analysis, synthesis, application	Open Book Discussion on conc

2. Midterm Assessment (30 Marks)

This assignment focuses on the student‘s ability to imagine psychotherapy as a relational model

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**	**Examples**
Higher-order thinking, critical reasoning, and innovation	Outcomes related to application, analysis, associating and distinguishing	Case studies, open-ended questions, debates, clinical techniques	Group discussion analyzi effectiveness of psychoth model

3. End Term Exam (40 Marks)

The end-of-term exam tests the student‟s ability to integrate learning across the entire course.

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested	Examples
Evaluate cumulative learning, ability to identify the gaps and being able to demonstrate a solution-focused approach/skills	Outcomes related to analysing, evaluating and creating	Clinical sensibility, Use of empathy, psychoanalytic formulation	End-term w (comprehen -e assessme modules)

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: Passed by the Board of Studies

Signature of the Dean of the School

DSE-14- Childhood Identity and Society

COURSE DESCRIPTION	
School/Centre proposing the course	School of Human Studies
Programme(s)	MA Psychology (Psychosocial Clinical Studies)
Course Code	NSHSPS5724
Course Title	Childhood, Identity and Society
Course type (core/compulsory/ elective/any other – please specify)	Discipline Specific Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Academic Year of Launch	2009
Course Revision (if any) (year)	2026
Academic Council Minutes for Course/Revision	
Semester	1st semester
Number of Credits	4

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

   The course has overlaps with Undergraduate courses like _Understanding Childhood‘ as well as Post-Graduate courses like _Reading Freud‘, _Preparing for Clinical Work‘, _Psychotherapeutics‘, _Psychoanalytic Psychotherapy‘ and _Life at the Margins‘. It builds on the foundations of psychoanalytic school of thought deepening on life historical approaches and illustrating the significance of early development as well as grounding the same in diverse socio-cultural settings.

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 but a familiarity with psychosocial traditions and psychodynamic models of the mind would be welcome.

1. No. of students to be admitted (with justification if lower than the usual cohort size is proposed): as per AUD norms. Given the experiential and theoretical rigors of the course, a smaller class cohort would make for a meaningful pedagogical engagement.

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

3. How does the course align with AUD's vision?
   AUD‘s vision promotes bridging academic excellence with social relevance. The course will contribute in the creation of an empathic appreciation of life histories in students as well as being sensitive to their socio-cultural contexts. Rigorous theoretical engagement would foster a vocabulary that is able to elaborate the significance of childhood, how early development and familial environments impacts the child‘s developing self as while a critically understanding the discourse of development in a capitalistic world. An appreciation of the question of a meaningful life thus is embedded within the course.

4. How does the course link to the specific programme(s) in which it is offered? The course is offered in the MA Psychology (Psychosocial Clinical Studies) programme It is in line with the sensibility of the programme which attempts to inculcate in the student a sensitive engagement with emotional experiences while bearing in mind the socially complex lived realities. The course promotes an appreciation of infantile life and early childhood contributing towards a deepened awareness of the figure of the child, the familial environments within which a child spends his/her formative years while critically engaging with external pressures and emotional demands that surround child and family alike. In the process the significance of psychologically attuned emotional fabric that value spontaneity and playfulness in living is canvassed.

Course Description: As it traverses through three words that give it its title – Childhood, Identity and Society – and how they come to impact one another, the course offers the student a glimpse of the constructed nature of the discourse of childhood on one hand and on the other takes one to a critical engagement with the psychological processes of infancy and childhood, the earliest and the deepest within. The course begins by locating childhood within a confluence of discourses – historical, economic, legal, political. Fostering a critical take on a globalized script of childhood that construct the image of an ideal child/hood, the course explores the culturally situated scripts and living realities of childhood in diverse contexts. Following this, the course turns to an exploration of the relational environment, especially the matrix of the

mother and the child within the subjective processes of infancy and childhood begin to organize self-experience. Emotional development in infancy and early childhood is extensively engaged with as the course explores the relational beginnings of the psyche facilitated by the mother‘s formative response. The infantile psyche is explored in traces the shapes of an evolving ego, the nature of its anxieties and the route towards integration facilitated through psychological attunement of the environment. This ontogenetic journey of the child‘s self is further traced by exploring the architecture of playing and compliance as textures of self-experience. The course traces how playing, at once precarious and robust, is a meaningful psychological activity that allows the child to consolidate his being, to find a way to exist as oneself and relate to the other as oneself, how in this space marked by a peculiar concentration that allows one to be lost, the child is creating a personal idiom that feels alive and true as opposed to a compliant response which interferes with psychological and emotional autonomy.

CO5	Demonstrate the understanding of playing as a creative and meaningful activity through which a self experiences and expresses itself.
CO6	Empathically understand the suffering involved when spontaneity and emotional truth are thwarted leading to compliance as a modality of living.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO 1	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**	**PSO 6**	**PSO 7**
CO1	3	2	3	2	2	2	1	2	3	2	3	3	2	1
CO2	3	2	2	2	2	2	1	3	3	2	3	2	2	1
CO3	2	3	3	3	2	2	1	3	2	3	2	2	2	1
CO4	3	3	2	2	3	2	1	2	2	3	3	3	2	1
CO5	2	2	2	2	2	2	1	3	2	2	2	2	2	1
CO6	2	3	3	3	2	3	2	3	2	3	2	2	3	2
AVERAGE	2.5	2.5	2.5	2.33	2.17	2.17	1.17	2.67	2.33	2.5	2.5	2.33	2.17	1.17

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:			
L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
4	0	0	4

	Modules and Readings
Module 1 (Lecture Hours = 12)	Module Name: Childhood as multiplicity Module description The opening unit of the course is meant to engage the student in a critical discussion around the constructed and deeply political nature of the discourse around childhood. Through a critical reading of the developmental discourse, the attempt is to destabilize a naturalized single story of childhood enforced as a global norm and exploring how the category of childhood as a socially and historically produced formation rather than a natural or universal given. The unit then explores the child as a situated figure in exploring the significance of locally/culturally embedded scripts that inform the lived realities of children to explore a culture‘s collective behavior – historical memory, mythology, rituals or avoidance - informs individual experience. The attempt is to simultaneously resist both romanticization of cultural difference as well as the implicit reinstatement of a normative standard against which other childhoods are measured as deficient or deviant.

.	• Readings with page numbers: • Barthes, R. (1972). Toys. In Mythologies (Lavers, A., Trans.). pp. 53- o 55. New York, NY:The Noonday press (Original work published 1957) • Nieuwevhuys, O. (1998). Global Childhood and the Politics of Contempt in Alternatives: Global, Local, Political, Vol. 23, No. 3 (July-Sept. 1998), pp. 267-289, Published by: Sage Publications, Inc. • Kakar, S. (1981). Appendix: The child in Indian Tradition. In The inner world: A psychoanalytic study of childhood and society in India (pp189-211). New Delhi, India: Oxford University Press. • Nandy, A. (1992). Reconstructing Childhood: A Critique of the Ideology of Adulthood. In *Traditions, Tyranny, and Utopias* (pp 56-76). New Delhi, India: Oxford University Press • Suggested Readings: • The Little Prince, Antoine De Saint Exupery, Richard Howard, 2000 • From Useful to Useless: The Changing Social Value of Children; Pricing the Priceless Child: The Changing Social Value of Children by Viviana A. Zelizer; Review by: Nancy Tomes in American History, Vol. 14, No. 1 (Mar., 1986), pp. 50-54Published by: The Johns Hopkins University Press • Neustadter, R. (1993). "Grow up!": The devaluation and stigmatization of childhood as a threat to progress in contemporary social thought. In *Sociological Focus*, vol. 26, no. 4 (October 1993). o pp. 301-314. Taylor & Francis, Ltd. • Development Phallacies: Psychology, Gender and ChildhoodAuthor(s): Erica Burman in Agenda, No. 22, Families in Question (1994), pp. 11-20Published by: Agenda Feminist Media • The Historical Limits of the Established Reality Principle, Eros and o Civilization, Herbert Marcuse, Beacon Press, Boston, 1974

.	• Baby Icons: Forms and Figures of a New Generation, Freedom and destiny: Gender, family and Popular Culture in India, Patricia Uberoi, Oxford University Press, New Delhi, 2006 • Born into Brothels, Documentary, Zana Briski and Ross Kauffman, 2005
Module 2 (Lecture Hours = 12)	Module Name: The Relational Matrix: Infant, care and the care-giver *Module description* Turning to the work of D.W. Winnicott, students shall be introduced to emotional development in infancy through Winnicott's metaphor of a _facilitating environment' that underscores the formative impact of
	psychological attunement and reliable care. Concepts like holding, handling
	and primary maternal preoccupation become central to understanding the
	osmotic affective movement between the mother and the child in preverbal
	care and how this is the ground where a psyche slowly comes into being.
	Readings with page numbers: • Winnicott, D.W. (1987). The baby as a person. In *The child, the family and the outside world* (pp. 75-79). Cambridge, Massachusetts: Perseus Publishing • Winnicott, D.W. (1987). Further thoughts on babies as persons. In *The child, the family and the outside world* (pp. 85-92). Cambridge, Massachusetts: Perseus Publishing • Winnicott, D.W. (1965). The theory of parent-infant relationship. In *The maturational processes and the facilitating environment: Studies in the theory of emotional development* (pp. 37-55). Lonon, UK: The Hogarth Press **Suggested Readings:** • Winnicott, D.W. (1987). Why do babies cry? In *The child, the family and the outside world* (pp. 58-68). Cambridge, Massachusetts: Perseus Publishing • Winnicott, D.W. (1987). The world in small doses. In *The child, the family and the outside world* (pp. 69-74). Cambridge, Massachusetts: Perseus Publishing
	• Winnicott, D.W. (1965). From dependence to independence in the development of the individual. In *The maturational processes and the facilitating environment: Studies in the theory of emotional development* (pp. 83-92). Lonon, UK: The Hogarth Press • Winnicott, D.W. (2006). Mirror role of the mother and family in child development. In *Playing and reality* (pp. 149 – 159).London, UK: Routledge.

Module 3 (Lecture Hours = 14)	**Module Name: Interiority and Integrity: The genesis of the psyche** ***Module description*** The unit explores the proto beginnings of psyche supported by a relational matrix in tracking the psychological-phenomenological life in infancy. It explores the nature of primal anxieties the infant negotiates on the road towards achieving the establishment of a unitary self, the significance of psychological separation from the mother and the importance of transitional objects that help the infant negotiate this passage as a self comes to be. **Readings with page numbers:** ● Winnicott, D.W. (1965). Ego integration in child development. In *The maturational processes and the facilitating environment: Studies in the theory of emotional development* (pp. 56-63). Lonon, UK: The Hogarth Press ● Winnicott, D.W. (2006). Transitional objects and transitional phenomena. In *Playing and reality* (pp. 1-34).London, UK: Routledge. **Suggested Readings:** ● Phillips, A. (1988). The appearing self. In *Winnicott* (pp. 98-126). London, UK: Fontana Press ● Phillips, A. (1988). Real making. In *Winnicott* (pp. 127 – 137). London, UK: Fontana Press
Module 4 (Lecture Hours = 10)	Module Name: Play: The creative (as) cure *Module description* The final unit in the course explores playing as an ontogenetic activity where a self experiences its own spontaneous aliveness. The unit accentuates the significance of psychic creativity and the conditions within which it can assert. Here playing emerges as a feature of life and a modality of being present in the world. A crucial emphasis of the unit is on a child not being able to play. What is the work of therapy at such a moment? What substitutes playing? What is the relationship of this moment to a therapist‘s own ability to play? Through questions such as these the unit traces the textures ofcreativity and compliance in living.

	Readings with page numbers: ● Winnicott, D.W. (1987). Why children play. In *The child, the family and the outside world* (pp. 143-146). Cambridge, Massachusetts: Perseus Publishing. ● Winnicott, D.W. (2006). Playing: A theoretical statement. In *Playing and reality* (pp. 51-70).London, UK: Routledge. ● Winnicott, D.W. (1965). Ego distortion in terms of true self and false self. In *The maturational processes and the facilitating environment: Studies in the theory of emotional development* (pp. 140-152). Lonon, UK: The Hogarth Press Suggested Readings: ● Winnicott, D.W. (2006). Dreaming, fantasying and living: A case history describing a primary dissociation In *Playing and reality* (pp. 35-50).London, UK: Routledge. ● Winnicott, D.W. (2006). Playing: Creative activity and the search for the self. In *Playing and reality* (pp. 71-86).London, UK: Routledge. ● Winnicott, D.W. (1965). String: A technique of communication. In *The maturational processes and the facilitating environment: Studies in the theory of emotional development* (pp. 153-157). Lonon, UK: The Hogarth Press ● Winnicott, D.W. (1965). The capacity to be alone. In *The maturational processes and the facilitating environment: Studies in the theory of emotional development* (pp. 29-36). Lonon, UK: The Hogarth Press ● Winnicott, D.W. (1965). Communicating and not communicating leading to a study of certain opposites. In *The maturational processes and the facilitating environment: Studies in the theory of emotional development* (pp. 179-192). Lonon, UK: The Hogarth Press ● Phillips, A. (1988). The play of interpretation. In *Winnicott* (pp. 138-152). London, UK: Fontana Press ● Axline, V. (1964). Dibs in search of self. New York, NY: Random House Publishing

Assessment (Including Skills to be tested as per NCrF):

1. Response Essay /Photo essay (30 Marks)

This assignment is designed to test the student's ability to engage closely and critically wit content from the initial modules.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Cognitive, affective, self reflective	Outcomes relating to grasping conceptual foundations and situating them in lived experience	Knowledge comprehension Synthesis and application

2. Clinical case presentations in a group (30 Marks)

This assignment focuses on the students' capacity to learn in peer setting, synthesize ideas and clarity of voice and perspective.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Higher order comprehension Critical analysis Original elaboration of ideas	Outcomes relating to conceptual grasp and imbibing more complex vocabulary, situating and analysis ideas	Performance task, clinical case presentation, Integration, thematic elaboration and application of idea in lived stories and experience

End Term Exam (40 Marks)

The End-term exam tests the student‘s ability to integrate learning across the entire course

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Cumulative learning, Intertextual linkages and meta-synthesis Original interpretations Identification of gaps in knowledge	Outcomes relating to deep understanding of conceptual ideas and comprehensive application based analysis	Long reflective answers Short answers

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated, and the revised proposal should be submitted to the Academic Council with due recommendations.

2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved by the Board of Studies

Recommendation of the Board of Studies: Passed by the Bo ard of Studies

Signature of the Dean of the School

DSE -15- Deconstructing Normalcy

COURSE DESCRIPTION	
School/Centre proposing the course	School of Human Studies
Programme(s)	MA Psychology (Psychosocial Clinical Studies)
Course Code	NSHSPS5752
Course Title	Deconstructing Normalcy
Course type (core/compulsory/ elective/any other – please specify)	Discipline Specific Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Academic Year of Launch	2009
Course Revision (if any) (year)	2026
Academic Council Minutes for Course/Revision	NA
Semester	Semester 1
Number of Credits	4

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

   The course connects to many courses in the MA Psychology programme (e.g. Family and Identity in India, Preparing for Clinical Work, Life at the Margins, Gender and Psychology)

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requ 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 other – please specify): Semester -long

5. How does the course link with the vision of AUD
   The course links to the social justice oriented engaged scholarship that AUD's vision promotes. In the course, there is a bid to orient the students to the diversity of human ways of being and relating, with special attention to the marginalized human identities.

6. How does the course link with the specific programme(s) where it is being offered?
A core objective of the programme is to sensitize students to the psychic diversity at the margins of the social world that is formed through various hierarchies of the normal and the abnormal, the superior and the inferior, the good and the bad. This idea which runs through many of the courses of the programme finds focus in broad examination of these notions via three axes of identity- gender/sexuality, disability and mental illness.

Course Description: This course critically examines the concept of "normalcy" within psychology, challenging traditional notions of sanity, normality, and ability. Drawing on insights from post- structuralist theory and critical psychology, the course aims to deconstruct the historical and cultural foundations of normalcy and critique psychology's role in pathologizing human suffering. Through readings and discussions students will explore the ways in which binaries such as sane/insane, normal/abnormal, and able/disable are constructed, enforced, and contested within psychological discourse. Key thinkers to be studied include Derrida, Foucault, Judith Butler, and others who offer critical perspectives on the intersections of pathology, normativity, body, gender, and sexuality.

Course Objectives:

1. To foster a critical mindset by developing the ability to analyze how concepts like natural/unnatural, normal/abnormal, sane/insane, able/disable are constructed, as well as identifying the systems that create and perpetuate these constructions.
2. To gain familiarity with the ideas of key theorists, particularly those associated with poststructuralism, whose perspectives are essential for cultivating a critical and deconstructive approach to knowledge.
3. To equip students with the sensitivity required to work effectively and empathetically in their future roles, whether as clinicians, social or community workers, policymakers, or researchers.
4. To encourage tolerance. To move away from ―curing‖ the ab-normal, in-sane to moving towards an ethic of _care‘.

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. *Mention 4-6 course outcomes.*

At the end of the course students will be able to:

CO1	Critically analyze how categories such as *natural/unnatural, normal/abnormal, sane/insane,* and *able/disabled* are socially and historically constructed, and identify the systems of power that produce and sustain these distinctions.

CO2	Demonstrate an understanding of key theoretical perspectives, particularly from poststructuralist traditions, and apply these frameworks to interrogate dominant forms of knowledge and meaning-making.
CO3	Exhibit sensitivity and reflexivity in engaging with diverse lived experiences, enabling empathetic and contextually grounded responses in clinical, community, research, or policy settings.
CO4	Evaluate and critique "cure-oriented" approaches to difference, and articulate an ethical orientation grounded in care, inclusivity, and respect for diverse ways of being.
CO5	

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	2	2	3	2	2	3	2	3	3	2
CO2	3	2	2	2	3	2	2	2	3	2	3	3	3
CO3	2	3	3	3	2	3	2	3	3	3	3	2	2
CO4	2	2	3	3	2	3	2	3	3	2	3	2	2
Average	2.5	2.25	2.75	2.5	2.25	2.75	2	2.5	3	2.25	3	2.5	2.25

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
4	0	0		4

	Modules and Readings: The modules revolve around themes central to deconstruction and poststructuralist as well as critical theory, such as language, literary criticism, normalcy, standpoint, madness, gender, sexuality. The readings in each modules and the emphasis of the course is often decided mutually with the students (their dissertation work, area specialisation preferences).
Module 1 (Lecture Hours =) 12 hours	**Introduction to Post-structuralism** The module introduces students to the fundamental theoretical premises of post-structuralist thought- the relationship between language and reality, questions of representation, questions of the processes through commonsensical knowledge circulates and the dynamics of power that perpetuates itself through the "normal", the flow of power through which these notions are maintained and reproduced. **Essential Readings:** Belsey, C. (2002) . Poststructuralism : A Very Short Introduction. New York: Oxford University Press. (Chap 1. & Chap 2)
	Potter, J. (1996). Representing Reality: Discourse , Rhetoric and Social Construction. New Delhi: Sage Publications. (Chap 3)
	Suggested Readings: Applerouth, S. and Edles, L.D.(2011). Sociological Theory in the Contemporary Era: Text and Readings. Sage: India. (Chap 8)
Module 2 (Lecture Hours =)	**Gender & Sexuality** This module looks at how gender and sexuality become in modernity topics of scrutiny through modern discursive frameworks that creates the normal and the abnormal. Essential Readings: Foucault, M. (1965). ―The Great Confinement‖ In Madness and Civilization. New York, Pantheon. (pp. 35-61) Rose, N. (1999). ―The Psychological Complex.‖ ―Governing the Enterprising Self. Governing the soul: The Shaping of the Private self. Free Association Books. Suggested Reading:

16 hours	Rose, N. Neurochemical selves. *Soc* **41**, 46–59 (2003). https://doi.org/10.1007/BF02688204 Hacking, I. (1998). Mad Travelers: Reflections on the Reality of Transient Mental Illnesses. University of Virginia Press. :
Module 3 (Lecture Hours =) 16 hours	**Madness** This module explores classical and contemporary thinkers who problematize the modern psychiatric construction of suffering- within psy discipines, psychiatric practices, and the pharmacological industry. **Essential Readings** Foucault, M. (1965). ―The Great Confinement‖ In Madness and Civilization. New York, Pantheon. (pp. 35-61) Rose, N. (1999). ―The Psychological Complex.‖ ―Governing the Enterprising Self. Governing the soul: The Shaping of the Private self. Free Association Books. **Suggested Readings:** Rose, N. Neurochemical selves. *Soc* **41**, 46–59 (2003). https://doi.org/10.1007/BF02688204 Hacking, I. (1998). Mad Travelers: Reflections on the Reality of Transient Mental Illnesses. University of Virginia Press. .

Module 4 (Lecture Hours =) 8 hours	**Disability** The module shall interrogate the psychosocial architecture of the normative world that suits certain kinds of bodies and capacities. Essential Readings: Davis, L. J. (2010). Constructing Normalcy: The Bell Curve, the Novel, and the Invention of the Disabled Body in the Nineteenth Century. University of Michigan Ghai, A. (2015). Chapter 3: Theorizing Disability. (pp. 212 – 260). In Rethinking Disability in India.New Delhi: Routledge. Suggested Readings: Latour, B. (2004) 'How to Talk About the Body? the Normative Dimension of Science Studies', Body & Society, 10(2–3), pp. 205–229. doi:10.1177/1357034X04042943. Ghai, A. (2015). Chapter 2: An Autobiographical Note: My Own Journey in Rethinking Disability in India (pp. 1 – 19). Rethinking Disability in India New Delhi: Routledge.

Assessment (Including Skills to be tested as per NCrF):

1. **Class Participation 15 Marks**

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**	**Examples**
Key concepts in poststructuralism, gender and sexuality studies, disability studies, and critical approaches to madness; concepts such as discourse, normativity, power/knowledge, subjectivity, pathologization, and care ethics. Engagement with thinkers such as Michel Foucault, Judith Butler, and disability/mad studies perspectives.	Develop a critical understanding of how categories such as ―normal/abnormal‖ and ―sane/insane‖ are socially produced Demonstrate familiarity with poststructural and deconstructive approaches to knowledge Cultivate sensitivity toward marginalized experiences and alternate embodiments/subjectivities Reflect on the shift from cure-oriented to care-oriented frameworks	Close reading and interpretation of theoretical texts Reflexive engagement with one's own assumptions regarding normalcy Dialogic participation and collaborative meaning-making Ability to connect theoretical ideas with lived social realities	Discussing how institutions such as schools, clinics, or families regulate ―normal‖ behaviour using Michel Foucault Reflecting on everyday language around disability or madness and identifying implicit assumptions about normalcy Engaging critically with classroom discussions on gender performativity using Judith Butler Connecting personal or observed experiences of exclusion/stigma to broader structures of power

1. **Ongoing Group Presentation (40 Marks)**

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested	Examples
Theoretical approaches to gender, sexuality, madness, disability, and social exclusion; cultural production of norms; intersections of caste, gender, class, sexuality, and ability in Indian and global contexts.	• Apply critical and poststructural theories to cultural and social phenomena • Analyze how systems of power shape ideas of normalcy and deviance • Demonstrate sensitivity to marginalized identities and lived experiences • Explore alternative imaginaries of care, community, and embodiment	• Cultural and psychosocial analysis • Application of theory to films, narratives, music, and social practices • Collaborative interpretation and presentation • Linking interpersonal experiences with institutional and socio-political structures	Analyzing representations of psychiatric institutions in One Flew Over the Cuckoo's Nest through concepts of discipline and normalization Examining disability and care in films or autobiographical narratives from a critical disability studies perspective

End semester Exam (45 Marks)

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested	Examples
Advanced understanding of poststructuralist, queer, disability, and mad studies frameworks; concepts of discourse, biopower, performativity, normalization, stigma, and ethics of care.	• Critically interpret dense theoretical texts • Compare competing frameworks of understanding subjectivity and normalcy • Apply theory to unfamiliar or contemporary contexts • Develop creative and ethically sensitive analyses of difference and marginalization	• Analytical and synthetic writing • Theoretical comparison and critique • Application of concepts to case vignettes and cultural material • Creative-critical thinking grounded in theory	Critically comparing medical and poststructural understandings of madness using Michel Foucault Analyzing a vignette involving gender nonconformity or psychiatric diagnosis through queer and psychosocial lenses Writing a reflective-theoretical essay on how ―normalcy‖ is culturally produced in everyday life Applying disability studies concepts to an unseen film excerpt, narrative, or social scenario Examining the tensions between ―care‖ and ―cure‖ in clinical and institutional contexts

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

DSE 16- Cognitive Neuropsychology

COURSE DESCRIPTION	
School/Centre proposing the course	SHS
Programme(s)	Psychology, SHS
Course Code	NSHSPS5852
Course Title	Cognitive Neuropsychology
Course type (core/compulsory/ elective/any other – please specify)	Discipline Specific Elective (DSE)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Academic Year of Launch	2026
Course Revision (if any) (year)	NA
Academic Council Minutes for Course/Revision	NA
Semester	I
Number of Credits	4

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

This course is aligned with AUD‘s vision of multidisciplinary learning, blendin psychology, neuroscience, cognition, and cultural studies. The courses, such as Neuropsychology Through Clinical Cases and Human Cognition at the UG leve integrate neurology, cognitive psychology, developmental psychology, clinical practice, artificial intelligence, and neurocognitive techniques alongside traditio cognitive models, highlighting the blend of interdisciplinary ethos, humanistic, scientific methods. Cognitive neuroscience bridges basic research and real-world applications, such understanding cognition in social/cultural contexts, addressing brain disorders, a informing educational or therapeutic practices. Through clinical case studies, students learn to tie neuroscientific evidence to human experiences and social interventions.

1. **Specific requirements on the part of students who can be admitted to this course:**
   Undergraduate degree

2. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):**
   30-50 students

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

   Semester-long engagement

4. **Proposed date of launch:** 2026.

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

   Cognitive Neuroscience course not only aims to foster technical training about brain and behavior but also focuses on engaging students to relate it to the community, culture, social, and ecosystem with a rigorous and reflexive engagement. AUD visions interdisciplinary rigor in the courses offered in its various Schools. This course promotes integration of biopsychological, cognitive, clinical, ecological, cultural, and psychosocial perspectives. The course is scientifically grounded in the interrelationship between the brain, thought, and behavior, which is embedded in socio-cultural and developmental contexts. Through discussing case studies, the ecological validity of laboratory findings can be demonstrated. The discussion around social, demographic, and cultural variations in brain and behavior-related studies aligns with the vision of AUD, which supports diverse voices.

Course Description:

Cognitive Neuroscience course explores the structural and functional aspects of the brain underlying cognitive processes like attention, memory, visual processing, object recognition, working memory, executive control, emotions, consciousness, language, decision making, and emotions in psycho-social, cultural, and diverse demographic perspectives, drawing on evidence from reported behavioral experiments, neuroimaging, and neuropsychological case studies. The core methods of studying neuroanatomy and its functions include classical and modern neuroimaging techniques, such as fMRI, EEG, rTMS, PET, lesion studies, and cutting-edge AI systems, to demonstrate the neural circuitry of cognitive processes and examine clinical cases alongside those of healthy individuals. The course promotes its interdisciplinary nature, aiming not only to study cognitive processes and brain plasticity but also to explore innovative healthcare measures in understanding and managing the brain and its related functions in various psychological, cultural, and demographic contexts. The pedagogy includes interactive lectures, case analysis, discussions, and visits to specialized labs to understand and interpret the brain-behavior relationship.

Course Objectives:

- Develop an understanding of the discipline of Cognitive Neuroscience as an emerging field
- Orient towards contemporary methods used in the study of Cognitive Neuroscience.
- Gain insight into Higher-order cognitions and the underlying neural basis of behavior attention & consciousness, visual cognition & object recognition, and language.
- Explicating links between Cognitive Neuroscience and its application in the contemporary so world.

Course Outcomes:

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

CO1	Knowledge about the discipline of Cognitive Neuroscience, its Emergence, Scope, Methods.
CO2	Understanding of the Structural and Neural pathways of Cognitive Processes.
CO3	Comprehending the Basic and Higher Mental functions of Attention, Consciousness, Visuospatial Recognition, and Language.
CO4	Sensitization of the Real-World Applications and Ethical considerations of Cogni neuroscience.
CO5	Generating ideas to design cognitive-neuropsycholical research on contemporary issues.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	1	1	1	2	2	1	1	1	1	1	3	2	1
CO2	3	2	1	1	2	2	1	1	1	2	1	3	2	1
CO3	3	2	1	2	2	2	1	2	1	2	2	3	2	2
CO4	2	2	3	2	2	3	2	3	3	2	3	2	2	3
CO5	3	2	2	2	3	3	2	1	2	2	2	3	3	2
Average	2.8	1.8	1.6	1.6	2.2	2.4	1.4	1.6	1.6	1.8	1.8	2.8	2.2	1.8

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
3	-	2 Hours	5 Hours

	Modules and Readings
Module 1 (Lecture Hours 15)	**Module Name**: **Introduction: Cognitive Neuropsychology** *Module description:* Foundations of Cognitive Neuropsychology: Emergence of Cognitive Neuropsychology as a Discipline; Interdisciplinary perspectives and concerns (Philosophical, psychological, Cognitive, Neuroscience, Neural network, Evolutionary, Linguistic, Artificial Intelligence); Plasticity and Rehabilitation, Prevailing Investigative Techniques, and Top-down vs. Bottom-up Debate Methods in Cognitive Neuropsychology: Behavioral, Structural, and Functional Imaging Methods; Psychophysiological Methods, Stimulation and Lesion Methods. ***Essential Readings*:** ● Gazzaniga, Ivry and Mangun (2014). Cognitive Neuroscience: The Biology of the Mind. Fourth edition. (Pp 91-114) ● Banich, M. T., & Compton, R. J, Cognitive Neuroscience, Cambridge University Press , 5th Edition (2023) (pp- 38-44) ● Wessinger, C., & Clapham, E. (2008). Cognitive Neuroscience: An Overview. *Encyclopedia of Neuroscience*, 1117-1122. https://doi.org/10.1016/B978-008045046-9.00299-0 ● Rauss, K., & Pourtois, G. (2013). What is Bottom-Up and What is Top-Down in Predictive Coding? *Frontiers in Psychology*, *4*, 276. https://doi.org/10.3389/fpsyg.2013.00276 ● Sousa, A. M., Meyer, K. A., Santpere, G., Gulden, F. O., & Sestan, N. (2017). Evolution of the Human Nervous System Function, Structure, and Development. *Cell*, *170*(2), 226. https://doi.org/10.1016/j.cell.2017.06.036 ● Kandel ER, Schwartz JH, Jessell TM 2000. *Principles of Neural Science, 4th ed.* McGraw-Hill, New York. ISBN 0-8385-7701-6 (P 108-135) **Suggested/Recommended Readings:** ● Baars, Bernard J.; Gage, Nicole M. (2010). Cognition, Brain, and Consciousness: Introduction to Cognitive Neuroscience. Academic Press. ● Kosslyn & Koenig (1995). Wet Mind: The New Cognitive Neuroscience. 2nd edition ● Ward J. (2015). The Student's Guide to Cognitive Neuroscience (Third Edition). Psychology Press. ● Kolb, B., & Whishaw, I. Q. (2009). Fundamentals of human neuropsychology. Macmillan.

Module 2 (Lecture Hours 15)	**Module Name**: **Neuronal Transmission and Neurotransmitters** *Module description:* Neural Basis of Cognitive Functions: The Cognitive Neuropsychology Triangle; Components of the Nervous System; Five Principles of Neural Network Model; Hemispheric Specialisation: Lateralization.
	Electrical and Chemical Transmission within and between neurons; Neurotransmitters- Types, Functions, and Deficits ***Essential Readings*:** ● Kolb, B., & Whishaw, I. Q. (2009). Fundamentals of human neuropsychology. Macmillan. Pp 53-113) ● Gazzaniga, Ivry and Mangun (2014). Cognitive Neuroscience: The Biology of the Mind. Fourth edition. (Pp 125-150). ● Panksepp, J. (2003). At the interface of the affective, behavioral, and cognitive neurosciences: Decoding the emotional feelings of the brain. *Brain and Cognition*, *52*(1), 4-14. https://doi.org/10.1016/S0278-2626(03)00003-4 **Suggested/Recommended Readings:** ● Ward J. (2015). The Student's Guide to Cognitive Neuroscience (Third Edition). Psychology Press. ● Kandel ER, Schwartz JH, Jessell TM 2000. *Principles of Neural Science, 4th ed.* McGraw-Hill, New York. ISBN 0-8385-7701-6
Module 3 (Lecture Hours 15)	**Module Name: Cognitive Neuropsychology of Basic and Higher Mental Functions** *Module description:* Anatomy, Neural Pathways and Disorders of: Attention & Consciousness, Sleep, Visual & Spatial Cognition, Memory & Learning, Language. Neuropsychology Studies on Mindfulness, Emotion, Trauma, and Human-Animal Interaction. ***Essential Readings*:** ● Gazzaniga, Ivry and Mangun (2014). Cognitive Neuroscience: The Biology of the Mind. Fourth edition. (Pp 162-213) ● Kolb, B., & Whishaw, I. Q. (2009). Fundamentals of human neuropsychology. Macmillan. (Pp 480- 207) ● Panksepp, J. (2003). At the interface of the affective, behavioral, and cognitive neurosciences: Decoding the emotional feelings of the brain. *Brain and Cognition*, *52*(1), 4-14. https://doi.org/10.1016/S0278-2626(03)00003-4 ● Kolk (2014). Brain Mind and Body in Healing of Trauma. Body keeps the score (Prologue) P 13-16. https://ia601604.us.archive.org/35/items/the-body-keeps-the-score-pdf/The-Body-Keeps-the-Score-PDF.pdf **Suggested/Recommended Readings:** ● Baars, Bernard J.; Gage, Nicole M. (2010). Cognition, Brain, and Consciousness: Introduction to Cognitive Neuroscience. Academic Press. ● Kosslyn & Koenig (1995). Wet Mind: The New Cognitive Neuroscience. 2nd edition

	● Posner, M. I., & Petersen, S. E. (1990). The attention system of the human brain. Annual review of neuroscience, 13(1), 25-42.

	• Kandel ER, Schwartz JH, Jessell TM 2000. *Principles of Neural Science, 4th ed.* McGraw-Hill, New York. ISBN 0-8385-7701-6
Module 4 (Lecture Hours 15)	**Module Name**: **Applications & Ethics in Cognitive Neuropsychology** *Module description:* Cognitive Neuropsychology in Society: Artificial Intelligence and Cognitive Neuropsychology, Social Cognition: Value-based Decision Making, Representation of Social Knowledge, Legal & Ethical Imperatives, Demand of Cognitive Neuropsychology-based studies in Classroom Setting. Evidence-based Research in Cognitive Neuroscience in socio-cultural context: Social exclusion and brain activity, SES and Executive functions and working memory, gazing behavior, Neurocognitive Rehabilitation in children, adults, and elderly; Human Experiences, therapeutic practices, and Social Interventions. Clinical case studies ***Essential Readings*:** • Park, D. C., & Huang, M. (2010). Culture Wires the Brain: A Cognitive Neuroscience Perspective. *Perspectives on Psychological Science : A Journal of the Association for Psychological Science*, *5*(4), 391. https://doi.org/10.1177/1745691610374591 • Crosson, B., Hampstead, B. M., Krishnamurthy, L. C., Krishnamurthy, V., McGregor, K. M., Nocera, J. R., Roberts, S., Rodriguez, A. D., & Tran, S. M. (2017). Advances in Neurocognitive Rehabilitation Research from 1992 to 2017: The Ascension of Neural Plasticity. *Neuropsychology*, *31*(8), 900. https://doi.org/10.1037/neu0000396 • Yeates, G. N. (2014). Social cognition interventions in neuro-rehabilitation: An overview. Advances in Clinical Neuroscience & Rehabilitation, 14(2), 12-13. • Farah M. J. (2007). Social, legal, and ethical implications of cognitive neuroscience: "neuroethics" for short. *Journal of cognitive neuroscience*, *19*(3), 363–364. https://doi.org/10.1162/jocn.2007.19.3.363 • Gazzaniga, Ivry and Mangun (2014). Cognitive Neuroscience: The Biology of the Mind. Fourth edition. (Pp- 520-530; 592-598) **Suggested/Recommended Readings:** • Kolb, B., & Whishaw, I. Q. (2009). Fundamentals of human neuropsychology. Macmillan. • Kosslyn & Koenig (1995). Wet Mind: The New Cognitive Neuroscience. 2nd edition • Ward J. (2015). The Student's Guide to Cognitive Neuroscience (Third Edition). Psychology Press.
Module 5 Practical (Practical Hours- 30)	Activities/ short project/field visits *Module description:* Practicum based on any one topic from Modules 3 and 4

Assessment (Including Skills to be tested as per NCrF):

1. Response Essay (30 Marks)

This assignment is designed to test the student's ability to engage closely and critically with t content from the initial modules.

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Case Study Analysis and Presentation	To interpret and analyze real-life neurological or cognitive case studies using core concepts of cognitive neuropsychology and to apply the theoretical knowledge to explain cognitive deficits or functions observed in cases.	Critically evaluate and interpret neuropsychological case.

2. Midterm Exam (30 Marks)

This assignment focuses on the…

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Practicum report on any one topic from Modules 3 and 4	Ability to apply cognitive neuroscience concepts to a selected topic, conduct systematic analysis, interpret findings using relevant theories, and produce a structured, evidence-based practicum report demonstrating critical thinking and scientific writing skills.	Applies cognitive neuroscience concepts, conducts literature review, analyzes and interprets data, demonstrates critical thinking, integrates theory with practice, and produces structured, ethical, and well-referenced scientific reports.

End Term Exam (40 Marks)

The End-term exam tests the student‟s ability to integrate learning across the entire course

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
End Term exam	Demonstrate comprehensive understanding of cognitive neuroscience concepts, explain brain–behavior relationships, apply theoretical knowledge to problem scenarios, critically analyze cognitive processes, and evaluate real-world and clinical implications.	Applies theoretical concepts, analyzes brain–behavior relationships, interprets cognitive processes, and articulates responses using scientific terminology.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated, and the revised proposal should be submitted to the Academic Council with due recommendations.

2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved by the Board of Studies

Recommendation of the Board of Studies: Passed by the Board of Studies

Signature of the Dean of the School

Skill Based Course – Listening, Communicating and Relating

COURSE DESCRIPTION	
School/Centre proposing the course	School of Human Studies
Programme(s)	MA Psychology (Psychosocial Clinical Studies)
Course Code	NSHSPS5741
Course Title	Listening, Communicating and Relating
Course type (core/compulsory/ elective/any other – please specify)	Skill based Course
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Academic Year of Launch	2009
Course Revision (if any) (year)	2026
Academic Council Minutes for Course/Revision	NA
Semester	1st Semester
Number of Credits	2

1. Does the course connect to, build on or overlap with any other courses offered in A This course furthers the overall vision and mission of Dr. B. University Delhi. The AUD values engaged scholarship, committed research practice and the honing of a humane sensibility. The Listening, Communicating Course endeavours to create sensitive and deeply attuned psychologists scientists who are equipped to practice and work in relational and intersubjective fields. The course closely connects to many experientially oriented courses offered in the School of Human Studies, School of Education, School of Letters, School of Culture and Creative

Expressions, also it connects with several other courses offered in the MA Psychology (Psychosocial Clinical Studies) programme.

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

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size. However, it may be mentioned that as this is an experiential skill based course, a smaller cohort size would lead to better learning and internalization of a sensibility facilitating deep listening and effective communication

Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): This is a 2 credits skill based course involving students across the full semester for gradual absorption and internalization of learnings. The course has components which are taught as well as it works through experiential workshops and reflective group sessions.

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

Ambedkar University Delhi is grounded in a vision of education that values engaged scholarship, interdisciplinary knowledge, a concern for life at the margins, a considered and compassionate understanding of social reality, also an aesthetic and immersive appreciation of life. This course—dedicated to the art and practice of Listening, Relating and Communication—connects closely with the vision of the university as it focuses on the universal human need and wish to be understood and the relational-intersubjective processes facilitating or inhibiting the same. The course seeks to impart a thoroughgoing understanding and a refined sensibility to the student. of psychology about the psychological processes involved in listening, relating and communicating. It lays the foundations of the student‘s ability to listen non-judgmentally and yet ethically and evolve one‘s capacity for relatedness and communication. The attempt is to engage with subjectivity in order to learn to appreciate convergences and divergences in experiences, thereby appreciating otherness in its own right. For aspiring social scientists and those in the fields of humanities and arts, particularly Psychology, the same is of an unparalleled value. This is the foundational matrix on which education at AUD is rooted.

5. How does the course link with the specific programme(s) where it is being offered?
The Master‘s programme in Psychology (Psychosocial Clinical Studies) at Dr. B.R. Ambedkar University Delhi is distinctive with its rich ethical and critical foundations. This programme aspires to situate the discipline of Psychology and the study of the human psyche within the larger ambit of social and historical influences. At the same time, it prioritizes the voice of human experience and values knowledge as praxis between theory and experience. This Master‘s level training foregrounds a vision of life based on relationships and co-dependence. A concern for minor voices and for lives at the margins guides the ethical considerations of the MA programme. The present course, that delves into the art of listening and an in-depth understanding of human communication is well situated within the overall master‘s programme.

Listening as an aesthetic is a fundamental pillar that runs across the overall education of the Psychology students at AUD. Based in psychoanalytic, existential, literary and psychosocial frameworks, the standpoint of this introductory course is to acquaint students with an understanding of self from a relational perspective; i.e. the-life-of-the self as a communication/dialogue with internalized and interpersonal others. The course is designed to help the student think about self and others, from theoretical perspectives, also experientially with oscillating empathy for both oneself and those who are considered as one's significant others. Listening, relating and communicating are core processes in the training of a psychologist-in-making. A special regard for marginal experiences and voices opens the student‘s thinking to questions of social justice and one‘s location therein. The philosophy of the course, intricately linked to that of the MA psychology programme, rests beyond anthropocentrism, where all forms of sentient life are of significance in their own right and not as ‗end products‘ of human utility. The relationship of humans to animals, nature and the living world will be of consideration for the student.

Course Description:

The course sets the foundation of the student‘s ability for empathic and informed engagement across diverse human predicaments and living situations. A capacity to listen non-judgmentally and yet ethically is especially crucial for students of psychology, as for all humans. With this aim in mind, the course enables an enhanced appreciation of the special nuances, sensibilities and abilities to be honed in by a future practitioner of the psychosocial clinical studies in the realm of communication and listening. One of the major points that this course makes is that beyond professional interest, there is a huge need to listen in our everyday contexts and proximate/intimate relations. Most of the time, misunderstandings arise because instead of listening and responding, humans are reacting from past unconscious relational scripts and internalized prejudices which unknowingly interfere in their present day relatedness. It therefore takes the student to spaces of life lying just around oneself—enhancing their communication with parents, siblings, friends, intimate partners, teachers and many others, including forces of nature and the world at large. As much as the course dwells on the promise and potential of communication, it also aspires to acquaint the student with the unconscious obstacles and interpersonal blockages which impede the space of relatedness and listening. Based in psychoanalytic, existential, literary and psychosocial frameworks, the standpoint of this introductory course is to acquaint students with an understanding of self from a relational perspective; i.e. the-life-of-the self as a communication/dialogue with internalized and interpersonal others.

Course Objectives:

1. Appreciate the storied nature of human life and learn to listen with care to self and others.
2. Hone in the skill and sensibility for empathetic listening and working through blocks In everyday relatedness and communication.
3. Familiarize oneself with the ways in which dynamic and receptive unconscious processes unfold in communication; acquaintance with the oscillations in listening to history and life history and to prioritize according to the personal or social unconscious.
4. Develop the capacity to bear witness to emotional suffering and trauma in everyday life as well as in professional psychological situations by offering holding and emotional care
5. Attunement of the human with the non-human sentient world; development of a refined sensibility and respect for varied forms of life, including forests, the earth, animals and insects.

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. Mention 4-6 course outcomes.

At the end of the course students will be able to:

CO1	Appreciate the storied nature of human life and the non-linearity of subjective narratives by inculcating a capacity to listen and relate to the many simultaneous voices through which human subjects speak in everyday life, in literary narratives and in the psychotherapeutic context
CO2	Reflect on self and relationships as rich sources of experiential knowledge birthing the capacity for empathy and compassion, also the aesthetic of a turn towards non-violent contemplative responding instead of aggressive, counter-reacting.
CO3	Develop a capacity for cherishing oneself and valuing others in spite of the inevitable challenges, blocks and misunderstandings that are usually encountered in the process of communication and dialoguing.
CO4	Hone in the skill to attend to non-verbal processes in communication including the myriad meanings of the body, of silence and of refusals and resistances in
	communication with a special emphasis on marginalized lives and marginalized parts in self-experience
CO5	Achieve acquaintance with the psychoanalytic perspective on listening to the unconscious both in its dynamic and receptive psychic registers as life history and subjectivity are received in their familial, also politico-historical flows.
CO6	Listen to and connect with the sounds of the non-human living world and rethink one‘s limited space and situatedness beyond a human-centric-frame.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4		PSO6	PSO7
CO1	3	3	2	3	3	3	2	2	3	2	2		3	3
CO2	2	3	3	2	3	3	2	3	3	3	3		3	3
3CO3	3	3	2	2	2	1	3	1	3	2	2	2	3	3
CO4	3	2	3	3	3	2	2	3	2	3	3	23	3	2
CO5	2	1	2	3	2	3	2	1	3	3	3	3	2	3
CO6	3	3	3	2	3	3	3	3	3	2	3	32	3	
Average	2.67	2.5	2.5	2.5	2.67	2.5	2.4	2.27	2.67	2.5	2.67	2.5	2.75	2.75

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
2	0	0		2
	Modules and Readings			

Module 1 (Lecture Hours =) 8 hours	Module Name: **The Art of Listening, Relating and Communicating** In this module the students will be familiarized with the relational genesis of listening, relating and communicating. An engagement with the psychoanalytical idea of the _mother's eye as the first mirror in life' will be introduced via a turn to relevant thinkers. The guiding emphasis would draw one into learning to listen to self and others in an accepting and non-judgmental manner. Interlinkages between self- compassion and care in communication for another would be thought through via literary readings and experiential work. Moments of life when one is/was not able to listen to self and others are sought to be examined for deepening understanding of challenges, misunderstandings and convoluted internalized scripts pertaining to self and relationships. The module would provide a foundational basis about the art of listening, relating and communicating Readings with page numbers: **Akhtar, S. (2013).** *Psychoanalytic listening: Methods, limits, and innovations***. Karnac Books.** P. 84-122. Chekhov, A. P. (2020). Grief. In *The Greatest Short Stories of Anton Chekhov* (pp. xx- xx). [Insert Publisher]. (Original work published 1886) Nichols, M. P., & Straus, M. B. (2021). *The lost art of listening: How learning to listen can improve relationships* (3rd ed.). Guilford Press. P. 1 to 84. Winnicott, D. W. (1971). Mirror-role of mother and family in child development. In *Playing and reality* (pp. 111–118). Tavistock Publications. (Original work published 1967). Suggested Readings: Camus, A. (1996). *The Rebel* London: Routledge. pp.8-26 Ogden. T (2001). Conversations at the Frontiers of Dreaming., pp. 1 -6 and 63-72

Module 2 (Lecture Hours =) 10 hours	Module Name: **The Four Models of Psychoanalytic Listening and Listening from the standpoint of the Dynamic and Receptive Unconscious**:: *Objective, Interpersonal, Subjective and Empathetic* – In this module, students will be acquainted with different, though interrelated perspectives through which a psychoanalytic scholar and practitioner is trained to listen and receive human communication. Reflecting on the historical developments in the understanding of the unconscious, in

	this section an emphasis will be made on how articulations from the dynamic, receptive and cultural unconscious are appreciated and apprehended Readings with page numbers: **Akhtar, S. (2013).** *Psychoanalytic listening: Methods, limits, and innovations***. Karnac Books.** P. 1-40. Reik, T. (1948). *Listening with the third ear: The inner experience of a psychoanalyst*. Farrar, Straus & Co. Suggested Readings: Baranger, M., Baranger, W., & Fiorini, L. G. (2009). *The work of confluence: Listening and interpreting in the psychoanalytic field*. Karnac Books. P. 41-53 Felman, S., & Laub, D. (1992). *Testimony: Crises of witnessing in literature psychoanalysis, and history*. Taylor & Frances/Routledge

Module 3 (Lecture Hours =) 10 hours	Module Name**:. Beyond words; The art of non-verbal listening, relating and communicating:** The module emphasizes the richness of non-verbal modes of communication. The body as a vehicle of receiving affects and meanings is foregrounded; an attempt is made to understand silences and the vast realm of relatedness and communication beyond words. The theme of communicating and non-communicating as study of human life is taken up for considering multiple and complex nuances in human communication. Attention is drawn towards the gap between what intention in communication and its reception by another. A turn towards the stated and unstated (including certain core human fantasies to be understood); the overstated and the understated in communication will be reflected on in classes. Readings with page numbers: Burgoon, J. K., Guerrero, L. K., & Floyd, K. (2016). *Nonverbal communication*. Routledge.p. 33 to 70 Lawrence, D.H. (2003) The Rocking Horse Winner. In Once Upon a Time (ed. Charu Sharma and Diamond Oberoi Vahali). Delhi: Cambridge Books. P. 62-74.
	Winnicott, D. W. (1965). Communicating and not communicating leading to a study of certain opposites. In *The maturational processes and the facilitating environment: Studies in the theory of emotional development* (pp. 179–192). International Universities Press. (Original work published 1963) Ekman, P. (2007). *Emotions revealed: Recognizing faces and feelings to improve communication and emotional life* (2nd ed.). Times Books. P. 1 to49. Suggested Readings: Jain, J. & Jain T. (2012) Bridge Across the Rivers In *Tales of Partition from Either Side of the Border*. New Delhi: Niyogi Books. P. 43-50. Knapp, M. L., Hall, J. A., & Horgan, T. G. (2013). *Nonverbal communication in human interaction* (8th ed.). Cengage Learning. P1.to 56**.**

Module 4 (Lecture Hours =) 10 hours	Module Name: **Bearing Witness and listening to suffering and trauma in everyday life and in special settings, including counseling and psychotherapy:** The module will concentrate on listening to minor and silenced voices or those laden with painful affects, else defended one. The module foregrounds the idea of minor voices in self and others and turns towards receiving trauma testimonies of historical survivors. It also emphasizes on conversations that require holding and witnessing in everyday life as well as in the ―othered‖/ discriminated strands of historical, social and political story of humans. Readings with page numbers: 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. Mitchell, S. A. (1993). Hope and Dread in Psychoanalysis. New York: Basic Books, pp.13-66. Vahali, H.O. 2015. "Could I Become Human by Engaging with Your Un(der)stated Life? Struggles from a Psychoanalytical Perspective on Listening to the Mentally ill Poor Person and the Homeless Poor," Psychology and Developing Societies, vol. 27(2), pages 231-253, September. Suggested Readings: Watkins, M. (2003). Dialogue, development, and liberation. In I. E. Josephs (Ed.), *Dialogicality in development* (pp. 87–109). Praeger Publishers/Greenwood Publishing Group.

Module 5 (Lecture Hours =) 8 hours	1. Module Name: **On listening to the sentient world:** In this module the relationship of humans to nature and to non-human sentient beings will be meditated on. Relating with care and listening to sounds of nature, to ecology, forests, animals, insects and the universe would be explored through experiential sharing, readings and.also nature walks. This decentring of the human would enhance the student's ability to expand the self by limiting human narcissism and appreciating the larger eco-system within which humans have lived and communicated with other living beings.
	Readings with page numbers: Macy, Joanna. "The Greening of the Self." In *Spiritual Ecology: The Cry of the Earth*, edited by Llewellyn Vaughan-Lee, 145–156. Point Reyes, CA: The Golden Sufi Center, 2013. P. 4-18.
	sHanh, Thich Nhat, and Sister True Dedication (2021). *Zen and the Art of Saving the Planet*. HarperOne,. P. 1-57.
	Shiva, V. (2005). *Earth Democracy: Justice, Sustainability, and Peace***. Cambridge, Mass.: South End Press**.
	Suggested Readings:
	Pirta, R. S. (2007). *Ecology and Human Well-being: Nature and Society in Himachal Pradesh*. Delhi: Shipra Publications. [1, 2]

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 content from the initial modules.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**	**Examples**
Affective sensitivity and emotional intelligence ; self-reflection.	Outcomes related to affective processes in reading and engaging with the field of communication in personal and interpersonal contexts	Ability to read literary stories and psychological world views with care and empathy for the human condition.	Empathetic reading of a story; autobiographical analysis of personal modes of communication and relatedness/continuous class participation

2. **Midterm Exam (30 Marks)**

This assignment focuses on the student‘s ability to imagine psychotherapy as a relational model

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**	**Examples**
Higher-order affective abilities, listening, analysing and synthesising a life story.	Outcomes related to understanding non-verbal communication, capacity for analysis, extending empathy and moving via and beyond the self to receive otherness.	Empathy, Listening, collating information, reading the body as a symbol of relatedness	A series of communicatio aim of listening to the em tones and implicit mode communication in a marg life.

3. **End Term Exam (50 Marks)**

The end-of-term exam tests the student‘s ability to integrate learning across the entire course.

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested	Examples
Evaluate cumulative learning such as the ability to receive human texts and relationships beyond the stated and the obvious; ability to grasp the subtle in expression and to reach a skill focused approach for the betterment of human relationships via an enhanced eye for listening and deconstructing personal biases.	Outcomes related to analysing, evaluating and reading beyond the stated and the apparent. Understanding unconscious processes in human relatedness	Self-reflection and relational sensibility, Use of empathy, ability to bear witness and engage in transformative communication; engaging constructively with gaps in communication. Identifying and demonstrating competence in receiving unconscious flows of communication	End-term w (comprehe assessmen selective m

Signature of Course Coordinator(s)

Note:

1. *Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.*
2. *Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies*

Recommendation of the Board of Studies: Passed by the Board of Studies

Signature of the Dean of the School

Research: Dissertation - I

COURSE DESCRIPTION	
School/Centre proposing the course	School of Human Studies
Programme(s)	M.A. in Psychology
Course Code	NSHSPS5821
Course Title	Dissertation- I
Course type (core/compulsory/ elective/any other – please specify)	Research and compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	M.A
Academic Year of Launch	2009
Course Revision (if any) (year)	2026
Academic Council Minutes for Course/Revision	
Semester	1
Number of Credits	6

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

The AUD has a vision of education that fosters engaged scholarship, field immersion, critical thinking, and empathetic, reflective involvement with society. The research dissertation component of the MA Psychology, Psychosocial Clinical Studies is aligned with the University's vision outlined above. The dissertation component of the Master's psychology programme takes into account students' learning over the two years of their graduate-level studies at the university. It requires a student's cumulative understanding and brings together learning from core courses and Electives. The dissertation is premised on the budding researcher‘s ability to conceptualise a problem, explore it with adequate theoretical ideas, methodological processes and tools and analytical skills in an ethical manner. requiring students to actively draw on their conceptual, methodological, and analytical training. The Master;s level research dissertation is a capstone integrating an assimilation of knowledge across the Master‘s programme into an original, creative and engaged research project

At AUD most Master‘s level programmes have a similar capstone course called a dissertation.
The research dissertation of the MA Psychology (Psychosocial Clinical Studies programme speaks closely to several other dissertation courses in the School of Letters, School of Education, School of Design, Culture and Creative Expressions etc.

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

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 (semester 1); continues into Dissertation- II in semester 2

5. How does the course align with AUD's vision?
As already stated, the AUD has an ethical, involved and critical perspective to offer and inculcate in its students. The dissertation course aligns closely with the vision of AUD by integrating experiential and interdisciplinary learning, critical inquiry, capacity for self-reflection and socially engaged research. It brings together experience and knowledge from the entire M.A. programme and guides students in producing an original piece of research that reflects the university's emphasis on intellectual competence and situated knowledge creation. Its focus on the psychological, psychosocial, psychoanalytical and experience-near orientations, also critical perspectives intersectional approaches, reflexive writing, and the articulation of one‘s scholarly voice also supports AUD‘s commitment to ethical, soci0-experientally relevant scholarship and the development of compassionate, informed and critically engaged researchers and scholars who have a special eye to regard the nuances of intersubjective experiential processes in research even as they bring to the fore voices from the peripheries and margins of social-emotional life.

6. How does the course link with the specific programme(s) where it is being offered?
The dissertation course is intrinsically linked to the M.A. programme as its capstone component, drawing together the experiential, theoretical, methodological, and analytical training developed across earlier courses. It requires students to mobilise key frameworks from the psychosocial clinical perspective. One of the salient aspects is a reflective and inward turn towards the researcher‘s subjectivity and positionality, even as it, knowingly or unknowingly guides the choice of questions to be pursued and method to be chosen. The programme also holds intersectionality, postcolonial studies, gender sensitivity and a regard for marginal experiences as its foundational premises. The dissertation course builds on the learnings in particular from the field immersion and the Research Methods course(s) in a bid to prepare students to undertake

independent, creative and original research work. Students learn to use research methods and apply them to the area of work they have chosen. This course consolidates programme-specific learning outcomes— immersive and self-reflective, experiential/ intersubjective perspectives, critical thinking, interdisciplinary analysis, and relationally oriented scholarship—while enabling students to demonstrate intellectual coherence, sensitivity to subjectivity & different subject positioning, methodological rigour, and a distinct academic voice within the field.

Course Description:

The Dissertation course serves as the capstone of the M.A. Psychology programme, enabling students to undertake an original research project that synthesizes their experiential, theoretical, methodological, and analytical learning. 'Dissertation' - I is the first of the two continuous dissertation courses to be undertaken by the student in semester 1 (followed by 'Dissertation - II' in semester 2) of the 1 year MA Programme. The particular aim of this course is to help students formulate a comprehensive research proposal through a thorough review of literature , identification of specific research objectives / questions , and proposing of a tentative research method. The MA Psychosocial Clinical Programme is unique in its take on human experience. It trains students to listen to the subtle expressions and articulations of the unconscious in self and others. This provides for a distinctive take on the budding scholar's abilities to value mutuality, locate the interconnections between self and the field of research, discipline the use of personal subjectivity, decentre power and read research data through a relational and emergent angle. It is with this preparatory ground that students enter the research field. Students demonstrate competence in methods such as discourse and conversation analysis, ethnography, psychoanalytical and psychosocial methods, interpretative phenomenological analysis, feminist and liberatory perspectives, grounded theory approach and so on and so forth. The dissertation course, with its strong ethical foundations, encourages students to work on a thoughtful research project. It facilitates their employment of first-person, primary and secondary data sources.

The students are assigned to work closely with a supervisor based on the similarity of research interest between the supervisor and the supervisee, and a reader from the faculty. (who also serves as an internal examiner). This exercise is undertaken at the beginning of the third semester, after students share their preliminary research proposals. The research methods courses in semesters 3 and 4 help students select an appropriate method of data collection and analysis that best addresses their research questions. In addition, regular supervision sessions with the supervisor and time-to-time feedback and evaluation from the reader help students make meaning of the field experience and view it through various theoretical lenses.

Course Objectives:

- To develop the ability to formulate clear and significant research questions.
- To engage critically with existing scholarship and prepare a rigorous review of the literature.
- To construct a sustained academic argument and identify research areas to be identified and explored.

- To strengthen methodological competence, including the selection and application of appropriate research methods and ethical practices.
- To enable students to formulate a comprehensive research synopsis covering review of literature, research questions, objectives, and methodology.

Course Outcomes: At the end of the course, students will be able to

CO1	Arrive at clear, relevant research questions in the Psychosocial Clinical domain of knowledge.
CO2	Develop a rigorous literature review and identify gaps in the chosen field of inquiry.
CO3	Acquire knowledge of relevant methods and methodologies of significance to the field of psychological and psychosocial clinical studies
CO4	Select suitable research methodologies for the proposed area of research and ethical practices to collect and analyse the sources of data.
CO5	Produce a well-structured synopsis demonstrating competence in review of literature, research questions, objectives as well as methodology and defend the same in oral presentation.

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hours/Week
0	6	0	6

CO–PO–PSO Mapping Table

CO/PO,PSO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	3	2	2	1	3	2	1	2	3	2	2	3	3	2
CO2	3	2	2	1	3	2	1	2	3	3	2	3	3	2
CO3	3	3	2	2	3	3	1	3	2	3	2	2	3	2
CO4	2	3	3	2	3	3	1	3	3	3	2	2	3	3
CO5	3	2	3	3	3	3	2	2	3	3	3	3	3	3
AVG	2.8	2.4	2.4	1.8	3.0	2.6	1.2	2.4	2.8	2.8	2.4	2.8	3.0	2.4

1 = Weak Correlation 2 = Moderate Correlation 3 = Strong Correlation

Module 1 (Hours = 20)	**Arriving at research questions** The orienting module of the course is intended to deepen the student's relationship with the chosen field of their work. The module focuses on helping the student develop their initial idea into a more elaborate formulation. The module encourages students to understand how the research questions are often inspired from one's own life in known or consciously unknown ways. It helps the student come to a slow appreciation of how arriving at a research question is often preceded by periods of uncertainty, confusion and lack of clarity. Within the psychoanalytical and psychosocial clinical traditions, this sense of disquiet is valued and not considered as a hindrance. Students are thus brought to an appreciation of self-reflexive dialogue even as they are nurtured through such experiential phases in their research journey, even as they grapple with the dialectical play between subjective and objective understandings of phenomena, searching questions and choosing a field of work to be committed to in research. **Readings with page numbers** Holloway, W., & Jefferson, T. (2000). *Doing qualitative research differently*. Sage. **Suggested Readings** Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.). SAGE. (Ch. 1–2, pp. 3– 40) Kamler, B., & Thomson, P. (2006). Helping doctoral students write: Pedagogies for supervision. Routledge. (Ch. 1–2, pp. 1–48) Wolcott, H. F. (2009). Writing up qualitative research (3rd ed.). SAGE. (pp. 1–50)

Module 2 (Hours = 20)	**Writing the Literature Review and synthesizing knowledge** Rather than a descriptive survey, this module trains students to read and assimilate scholarly works of different thinkers and researchers. Students will learn to reflect upon and write the literature review in an attempt to synthesize knowledge with a critical, theoretical and experiential focus. Students engage deeply with existing scholarship, identifying gaps, tensions, and genealogies within psychological, psycho-social, intersectional, and interdisciplinary frameworks. The module emphasizes synthesis over summary, encouraging students to position their work within ongoing debates. Writing tasks include thematic clustering, annotated argument maps, and iterative drafts of the Literature Review chapter. Students also work on integrating theory with their specific research questions, ensuring that the literature review actively builds toward their central argument. **Readings with Page numbers:** Feak, C. B., & Swales, J. M. (2009). Telling a research story: Writing a literature review. University of Michigan Press. Pp. 1-80 (Units 1- 4) Froggett, L., & Hollway, W. (2010). Psychosocial research analysis and scenic understanding. *Psychoanalysis, Culture & Society, 15*(3), 281–301. Maguire, M., & Delahunt, B. (2017). Doing a thematic analysis: A practical, step-by-step guide for learning and teaching scholars. AISHE-J: The All Ireland Journal of Teaching and Learning in Higher Education, 9(3), 3351–3364. **Suggested Readings:** Crenshaw, K. W. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. Stanford

Module 3 (Hours = 20)	**Methodology, Ethics, and Reflexive Writing** This module supports a sustained thought about questions of methodology with a strong emphasis on research ethics and reflexivity. After being introduced to diverse methods within psychoanalytical and psychosocial clinical traditions, students learn to select and articulate their methodological choices commensurate with their area of research, justify their research design, and reflect on their positionality in relation to the field, participants, or texts. As they move towards formulating the synopsis proposal, they are encouraged to think about questions of transparency and accountability: how knowledge is produced, what limitations exist, and how power operates within the research process. Students produce drafts that integrate methodological explanation with reflexive analysis, demonstrating both rigour and critical self-awareness. Ethical considerations—consent, representation, and responsibility—are woven into the writing rather than treated as procedural add-ons. **Readings with Page Numbers** Hollway, W., & Jefferson, T. (2013). *Doing qualitative research differently: A psychosocial approach* (2nd ed.). Sage Publications Smith, L. T. (2012). Decolonizing methodologies: Research and indigenous peoples (2nd ed.). Zed Books. *pp. 1–40 (Ch. 1: 'Imperialism, History, Writing, and Theory')* **Suggested Readings** Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). The SAGE handbook of qualitative research (4th ed.). SAGE. (Ch. 7: 'Ethics and Politics in Qualitative Research', pp. 81–104) England, K. V. L. (1994). Getting personal: Reflexivity, positionality, and feminist research. The Professional Geographer, 46(1), 80– 89. https://doi.org/10.1111/j.0033-0124.1994.00080.x Rose, G. (1997). Situating knowledges: Positionality, reflexivities and other tactics. Progress in Human Geography, 21(3), 305–320. https://doi.org/10.1191/030913297673302122

Assessment (Including Skills to be tested as per NCrF):

1. Dissertation Process (20 Marks)

This component evaluates the student's sustained engagement with the research and synopsis writing process across the semester and is graded by the supervisor. It includes regular meetings and thinking of discussing the research question, key arguments, engaging with prior knowledge after sustained engagement with disciplinary literature, personal experiences in a reflexive manner, and practical choices.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Understanding of psychosocial and interdisciplinary theoretical frameworks relevant to the research topic Knowledge of key debates and scholarship informing the synopsis argument Awareness of research methodologies and ethical considerations in preparation towards knowledge production	Ability to progressively develop and refine research questions and arguments through drafts Capacity to apply appropriate methodologies and integrate feedback into the research process Demonstration of coherence, rigour, independent and relational thought	Academic writing, drafting, and revision as iterative intellectual practices Critical engagement with feedback and reflexive thinking in research development Time management, research planning, and consistency in meeting submission milestones

2. **Research Proposal Submission (50 Marks):**

This component constitutes the primary evaluation of the research proposal and is based on the timely submission of a coherent synopsis that demonstrates sustained and reflexive engagement with psychosocial, clinical and interdisciplinary frameworks. Emphasis is placed on depth of thought, capacity to reflect on life experiences and diverse subject positions, capacity to integrate theory with lived reality, choice of appropriate method and imagination of the field, nuanced reflection and articulation in weaving these areas into a comprehensive proposal while adhering to academic conventions. The submitted research proposal is jointly graded by the Supervisor and Internal Examiner.

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Depth of engagement with psychosocial clinical , and interdisciplinary frameworks. Comprehensive understanding of relevant scholarship of knowledge of appropriate research methodologies and ethical research practices	Ability to design and a coherent and original research proposal. Capacity to construct a sustained, well- supported academic work.	Advanced academic writing, structuring, and argumentation across c Critical analysis and interpretation of data, texts, or case studies Synthesis of theory, method, and analysis into a polished, cohesive synopsis.

3. Synopsis presentation (30 Marks)

This component evaluates the student's ability to orally present, articulate, and defend their synopsis before the supervisor and the internal examiner. It assesses clarity of argument, depth of understanding of the research topic, and the ability to situate the work within relevant psychosocial clinical, critical and interdisciplinary frameworks. Students are expected to respond thoughtfully to questions, reflect on their methodological choices and research process, and demonstrate intellectual confidence, coherence, and critical engagement in discussing their work.

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested

Depth of understanding of the research topic, key concepts, and theoretical frameworks Clarity about relevant scholarly debates and positioning of the dissertation within them Awareness of methodological choices, limitations, and ethical considerations	Ability to clearly articulate and defend the research questions, arguments, and findings Capacity to reflect critically on the research, including questions, gaps in knowledge and methodological choices Demonstration of intellectual independence and coherence in presenting the proposed research structure	Oral communication and academic presentation skills Critical thinking and ability to respond to questions, critique, and counter-arguments Reflexive engagement and clarity in explaining methodological and analytical decisions

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated, and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through. The Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved by the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

Year 1
Semester -2

DSC-9- Self and Psychology in Indian Knowledge Traditions

COURSE DESCRIPTION	
School/Centre proposing the course	School of Human Studies
Programme(s)	MA Psychology (Psychosocial Clinical Studies)
Course Code	NSHSPS5754
Course Title	Self and Psychology in the Indian Knowledge Traditions
Course type (core/compulsory/ elective/any other – please specify)	DSC
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Academic Year of Launch	2025
Course Revision (if any) (year)	2026
Academic Council Minutes for Course/Revision	NA
Semester	2
Number of Credits	4

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

The course is premised on the vision of Dr. B.R. Ambedkar University Delhi's commitment engaged and culturally embedded learning. It furthers the aim of the university to create scholars who have a post-colonial perspective that honours knowledge from the southern world. Local, folk and culturally sensitive traditions of thought and practice are foregrounded in the course keeping in line with the AUD‘s mission of a grounded and explorative perspective building. It enhances scholarship that furthers the institutional ethos of learning innova critical thinking and social responsibility. The course is linked to courses in Psychology, a where training in culturally embedded psychological lens might be beneficial. This course various courses offered in AUD across disciplines and Schools that bring to centre stage Indian Knowledge systems and culturally attuned forms of knowing the world.

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

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

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

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

Based on the *Guidelines for Incorporating Indian Knowledge in Higher Education Curricula,* the course invites reflection on the nature of mind, mental life, self and human development based on the Indian psycho-philosophical tradition, its contact with diverse psycho- philosophical currents and their contemporaneous visions of the human. This course aims to underscore and interrogate „the psychic" from an Eastern perspective towards a postcolonial appreciation of knowledge systems that have guided indigenous or local cultures. The course directly links with the vision of the university to recover marginal voices and experience through knowledge frameworks that connect psycho- social and personal/clinical realms of social life. The course also aims to make bridges and encourage dialogue between psychological knowledge emanating from different cultural contexts, while foregrounding *the Indian* perspective.

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

The course is offered in the Master programme in Psychology. The programme attempts to inculcate in students a capacity for clinical and critical thinking that will facilitate a nuanced sensitivity to diverse states of emotional experience, a regard for the margins of _Indian' society and a capacity to theorize the same. Through this course we hope that the students will be able to engage with culturally relevant and context dependent forms of clinical thinking and research processes to respond to the psychological needs of persons in contexts such as counselling and psychotherapy, which require engagement with human subjectivity made and unmade by socio- historical realities of individuals and groups.

Course Description:

Based on the *Guidelines for Incorporating Indian Knowledge in Higher Education Curricula,* the course is an introductory level course for students of psychology to inaugurate a critical appreciation of the concept of the mind, self and psyche in the Indian psychological and philosophical traditions. While in the western psychological terrain, the mind becomes the subject and the object of knowing, capable of emerging from ignorance, in the Indian psycho-philosophical traditions, knowing is deeply interlinked with becoming or being. This difference between the two notions of the mind,

have a bearing on the personal and cultural imaginations of the psychic task before an individual. So far the dominant theories in psychology have focused on the self as a reliable unit of experience in the world. This course enables an entry into another way of _contemplating lived life as a paradoxical play of reality and illusion‘; of the self as being grounded and at the same time transient and illusory. The course hopes to open conversations between fundamental concepts and ideas such as mind, self, identity, death and dying across civilizational currents of thought and knowledge. It hopes to invite the student to a dialogical from of thinking and knowing. The premise of this dialogue is mutual respect for multiple ways of engaging with certain enigmatic questions of lived life, while zooming in the Indian knowledge system. The attempt is to imagine the contours of the discipline of psychology for a modern, post-colonial India as it engages with the cultural continuities from antiquity on the one hand and its intimate and fruitful dialogue with the traditions beyond its terrain, on the other. The course foregrounds the question of Indianness and related concepts as they contribute to the human life cycle.

Course Objectives:

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable.
Mention 4-6 course outcomes.

1. Critically deconstruct the idea of India and appreciate the diversity of life worlds: major marginal, local, folk and indigenous cultural traditions in India even as they learn about the many _Indias‘ within India.

2. Understand _Indian culture‘ and its relational richness, especially as it pertains to the field of psychology

3. Develop competence to connect major philosophical and religious insights around the notion of self and identity and examine their worth for the field of psychology and psychotherapeutic practice.

4. Appreciate the expanded worldviews of reformistic spiritual traditions, for example, the Sufi, Bhakti and Buddhist movements and their social relevance, particularly as an antidote to caste and gender based oppression.

5. Develop understanding of India as a confluence of cultures and syncretic traditions, also relate to the historical and contemporary issues that challenge the above.

At the end of the course students will be able to:

CO1	Deconstruct the idea of India as a singular notion and engage with its often non-cohesive diversity by critically reflecting on the Indian Knowledge Systems in their traditional and modern constructions
CO2	Recover Eastern philosophical and religious traditions and their unique psychological perspectives, especially pertaining to self, identity, family and relationships
CO3	To construct a post-colonial theory of the mind, self and life that is culturally relevant and responsive in addressing psychological states of being
CO4	Demonstrate knowledge and sensitivity towards minor and marginal currents in religious and philosophical systems of practice especially the Sufi, Bhakti and Buddhist movements and their psychological import
CO5	Demonstrate the understanding to use Indian cultural understandings in contexts of counselling and psychotherapy

	PO1	PO 2	PO3	PO4	PO 5	PO 6	PO 7	PSO1	PS O2	P S O 3	PS O4	PS O5	PSO 7
CO1	3	3	2	3	2	3	2	3	2	2	2	3	3
CO2	3	2	2	3	2	2	2	1	2	3	2	2	3
CO3	3	2	3	2	3	3	3	3	3	3	2	3 2	3
CO4	3	2	3	2	2	2	3	3	3	2	3	2 3	2
CO5	2	3	3	3	1	2	2	3	3	2	3	3 3	3
Average	2.75	2.5	2.76	2.75	2.2	2.2.	2.5	2.75	2.75	2.5	2.5	2.75	2.75

Mapping of Course Outcomes (COs) to Programme Outcomes (POs) & Programme Specific Outcomes:

1= Weak Correlation	2= Moderate Correlation		3= Strong Correlation	
Course Content:				
L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
4				4
	Modules and Readings			
Module 1 (Lecture Hours =) 12 hours	Module Name: **Self and Consciousness in Indian Knowledge Systems** Opening multiple trajectories of thought, this module will critically revisit the notion of Indian, Indianness and knowledge systems The question of self and consciousness in Indian systems of thought would be engaged with. The emphasis on plurality and porosity of experience and self as an open receptive process in Indian psycho-philosophical systems of thought will be highlighted. The question of consciousness and its value to a witnessing-self merits consideration. Significant cultural and religious frameworks will be consulted.			

Readings with page numbers:

Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.). (2011). *Foundations of Indian psychology. Volume I: Theories and concepts*. Pearson Education.

Devy, G.N. (2017) The Crisis Within In *On Knowledge and Education in India*. Aleph Book Company ISBN 9789383064106 p.1-6.

Nandy, A. (1974) The non-paradigmatic crisis in Indian Psychology: Reflection on a

recipient culture of science. *Indian Journal of Psychology,* 17(2), 147-157

Ramanujan, A.K. (1990). Is there an Indian way of thinking? An informal essay. In M. Marriot (Ed.), *Indian thought through Hindu categories* (pp. 41-58). New Delhi: Sage

Rothman, A., & Coyle, A. (2018). Toward a Framework for Islamic Psychology and Psychotherapy: An Islamic Model of the Soul. *Journal of Religion and Health*, 57(5), 1731– 1744. doi.org

Sinha, D and Naidu, R.K. (1994) Multilayered hierarchical structure of self and not-self: The Indian perspective. In A.M. Bouvy, F.J.R. van de Vijver, P. Boski and P. Schmitz (Eds.). *Journey into cross-cultural psychology* (pp. 41-49). Lisse: Swets and Zeitlinger

Suggested Readings:

Akhtar, S. (2005) *Freud along the Ganges: Psychoanalytic reflections on the people and culture of India*, (p.3-25) New York: Other Press

Frykenberg, R. E. (2008). *Christianity in India: From Beginnings to the Present*. Oxford University Press. 23-51

Kakar, Sudhir (1978) *The Inner World: A Psychoanalytic Study of Childhood and Society in India*, New Delhi: Oxford University Press

Paranjpe, A.C. (1998) Self and identity in modern psychology and Indian thought. New York: Plenum Press

Dalal AK, eds. *Handbook of Indian Psychology*. Foundation Books; 2008:186-216.

Premasiri PD. Varieties of Cognition in Early Buddhism. In: Rao KR, Paranjpe A,

Dalal AK, eds. Handbook of Indian Psychology. Foundation Books; 2008:85-104.

Module 2 (Lecture Hours =) 12 hours	Module Name: **"Self" through Aesthetic Experiences** The unit explores the nature of aesthetic experience. It brings forth important writings and reflections from an engagement with the Aesthetic domain in India. Opening up aesthetic notions like *„bhava"* and *„rasa"*, their evolution and critique, the module goes on to explore the notion of play and in-dwelling of the psyche in aesthetic moments such as through music, dance and other art forms to understand the links between mind-body and spiritual consciousness. Using archival material for group viewing of Indian classical dance traditions, bhakti music, plays and poetry such as Kalidasa"s „Shakuntala" and „Meghadutam", Khandekar"s „Yayati" to develop an experiential understanding of the theory of rasa, myths, folklores and immersive narrative art, the module explores how these encounters can enhance one's capacity for creative living. The module will go on to explore the Sufi and Bhakti traditions in India and their relevance for an expanded-aesthetic experience of selfhood and spiritual union. Readings with page numbers: Chettur, P. (2016). The body laboratory. In A.E. Cherian (Ed.), *Tilt pause shift: Dance ecologies in India* (pp. 155 – 168). New Delhi, ND: Tulika Books Das, S. K. (2003). The Mad Lover. *Indian Literature, 47*(3), 149-178. Sahitya Akademi. Lath, M. (2016). Thoughts on *svara* and *rasa:* Music as thinking/Thinking as music. In A. Chakrabarti (Ed.), *The Bloomsbury research handbook of Indian aesthetics and the philosophy of art* (pp. 93-106). New York, NY: Bloomsbury

	Limbale, S. (2004). *Towards an aesthetic of Dalit literature: History, controversies and considerations* (A. Mukherjee, Ed. & Trans.). New Delhi: Orient Longman. (Original work published 1996) Reddy, S. (2017). Meghadutam - The Cloud Messenger. Penguin, India: New Shabnam Virmani, (2008). The Kabir Project. Srishti School of Design, Bangalore: India (Films such as Koi Sunta Hain, Had Anhad India, Bangalore) Suggested Readings: Pollock, S. (Ed. & Trans.) (2018). *A rasa reader: Classical Indian aesthetics.* New York, NY: Columbia University Press Sarukkai, S. (2016). The contemporary: Between time and art or time as art? In A.E. Cherian (Ed.), *Tilt pause shift: Dance ecologies in India.* New Delhi, ND: Tulika Books Shulman, D. (2012). *More than real: A history of the imagination in South India.* Massachusetts,CA: Harvard University Press Sundarajan, L and Raina M (2016). Mind and Creativity: Insights from Rasa Theory with special Focus on Sahrdaya (the appreciative critic). *Theory in Psychology*, Vol 26-6, pp 788-809.
Module 3 (Lecture Hours =) 12 hours	**On becoming a Person in India: On reaching singularity via connectedness** The module will enable students to appreciate the conceptual meanings and differences between psychological concepts such as _individual‘, _individualism‘, individuation, singularity and separateness-via-connectedness. The discussion would enable thinking around the possibilities and problematic of the living self in a collectivist culture. The purpose remaining to reflect on self- other relatedness and boundaries in the quest of attaining psychological personhood in Indian society. The special predicament of women as desiring subjects in our contemporary context will merit attention.

Essential Readings:

Kakar, Sudhir (1997) *Culture and Psyche: Selected Essays* Delhi: Oxford University Press

Kanwal, S, Gurmeet (2022) Integrative Individuation as an alternative to the separation Individuation Model Japa 419-444 DOI: 10, 1177/00030651231182316

Narayanan Amrita (2022) Women‘s Sexuality and Modern India: In a Rapture of Distress. Delhi: Oxford University Press

Roland, Alan (1988) In Search of Self in India and Japan: Towards a cross cultural psychology. New Jersey: Princeton University Press

Suggested Readings:

an idea: Can the Subaltern Speak? (pp. 21- 78). New York, NY: Columbia University Press.
Tagore, R. (2018). *Sadhana: The realisation of life*. New Delhi, ND: Niyogi Books.

Roland, Alan (1984) Psychoanalysis in Civilizational Perspective: Self in India, Japan and America. *Psychoanalytic Review* 71- 569-590

Spivak, G. C. (2010) Can the subaltern speak? In R.C. Morris (Ed.), *Reflections on the history of*

Module 4 (Lecture Hours =) 10 hours	Module Name: **Body, Health and "Good Life"** The module will engage with the imagination of corporeal reality of the body and its
	implicit potential as a subtle body, spirit and consciousness in selected Indian texts and
	traditions. Through the route of the body- mind continuum, the module will interrogate
	the notion of „good life", ethics, askesis and the interplay between actualization and/or
	transcendence in Hindu, Buddhist and Islamic traditions. Further, pathways of
	addressing questions around the meaning of life and the actualization of its purpose will
	be discussed. The relationship between the embodied self and its lived expression
	through manual labour and work would be explored.
	Readings with page numbers:
	Kakar, S and Kakar, K (2007) ―Health and Healing, Dying and Death‖ In *The*
	Indians:Portrait of a People. New Delhi: Viking (Pages: 107-128). Khatibi, A. (2009). Frontiers: Between Psychoanalysis and Islam. *Third Text*, 23(6), 689-696. https://doi.org/10.1080/09528820903371081
	Menon S. Transpersonal Psychology in the Bhagavad-Gītā: Reflections on
	Consciousness, Meditation, Work and Love. In: Rao KR, Paranjpe A, Dalal AK,
	eds. *Handbook of Indian Psychology*. Foundation Books; 2008:163-185.
	Epstein, M. (2001). Going to Pieces without Falling Apart: A Buddhist perspective on
	wholeness. New York: Harper Collins
	Pondolfo, S (2018). Knots in the Soul- Madness, Psychoanalysis, Islam. Chicago

	University Press: Chicago
	Saritoprak, S.N., Abu-Raiya, H. (2023). Living the Good Life: An Islamic Perspective
	on Positive Psychology. In: Davis, E.B., Worthington Jr., E.L., Schnitker, S.A. (eds)
	Handbook of Positive Psychology, Religion, and Spirituality. Springer, Cham.
	https://doi.org/10.1007/978-3- 031-10274-5_12

Suggested Reading:

Koenig, H.G., Al Shohaib, S.S. (2019). Religiosity and Mental Health in Islam. In: Moffic, H., Peteet, J., Hankir, A., Awaad, R. (eds) Islamophobia and Psychiatry. Springer, Cham. https://doi.org/10.1007/978-3-030-00512-2_5

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 content from the initial modules.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**	**Examples**
Conceptual, theoretical, affective and self-reflective	Outcomes related to basic conceptual and critical grasping and explaining the meaning of lived processes in India	Knowledge, comprehension, analysis, synthesis, application	Open Book Discussion or ref on concepts around India, Inc lived diversity.

2. **Midterm Exam (30 Marks)**

This assignment focuses on the student‘s ability to imagine psychotherapy as a relational model

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**	**Examples**
Higher-order and critical reasoning, and innovative creative thinking	Outcomes related to application, analysis, associating distinguishing and synthesizing major philosophical and religion based Indian traditions	open-ended questions, debates, writing, building thought and sustainable arguments, reflecting on topics via one lived subjective positionality	Group presentations, p visual presentation and writing; individual pres

3. **End Term Exam (50 Marks)**

The end-of-term exam tests the student‘s ability to integrate learning across the entire course.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**	**Example**
Evaluate cumulative learning, ability to	Outcomes related to reading, thinking,	Cultural sensibility, Use of relational and empathetic modes of	End-term (compreh

identify gaps in thought, develop a post-colonial perspective of life in India, competence to use it in counselling situations in te future demonstrate a solution-focused approach/skills	analysing, evaluating and synthesising	engaging with local and folk traditions; major religions and cultural processes; engaging with distinctive ways of life in India	-e assessment of selected modules)

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: Passed by the Board of Studies

Signature of the Dean of the School

DSC10- Psychoanalytic Psychotherapy (PSP)

COURSE DESCRIPTION	
School/Centre proposing the course	School of Human Studies
Programme(s)	MA Psychology (Psychosocial and Clinical Studies)
Course Code	NSHSPS5750
Course Title	Psychoanalytic Psychotherapy
Course type (core/compulsory/ elective/any other – please specify)	Discipline Specific Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Academic Year of Launch	2026
Course Revision (if any) (year)	2026
Academic Council Minutes for Course/Revision	NA
Semester	2
Number of Credits	4

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

   The course builds on the first-semester courses on understanding psychological perspe from a psychoanalytic lens as it informs questions of human subjectivity, psychological s of breakdown as well as relational play or creativity. This course is situated within framework of B.R. Ambedkar University Delhi's endeavor to promote engaged scholar that furthers the institutional ethos of learning innovations based in social responsibility entrepreneurship. The course is linked to courses in Psychology, and allied fields w training in culturally embedded psychological lens might be beneficial.

2. Specific requirements on the part of students who can be admitted to this course: None requisites; prior knowledge level; any others – please specify)

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

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

How does the course link with the vision of AUD? This course aims to initiate learners to the world of psychoanalytic Psychotherapy as a specialized area of psychotherapeutic work. A special focus will be kept alive to understand psychoanalytic work for the Indian cultural context. The course directly links with the vision of the university to prepare learners and entrepreneurs invested in practice-oriented knowledge frameworks, that are demonstrable and applicable to psycho- social and personal/clinical realms of lived experiences. As a preparatory course, the students will learn to initiate clinical work and sustaining clinical practice in the Indian context

5. How does the course link to the specific programme(s) in which it is offered?
The course is offered as a core course in the Master programme aiming to inculcate in students a capacity for clinical thinking and a nuanced sensitivity to states of self and psychic phenomenon that contribute to psychopathology and psychosocial challenges.

Course Description:

The course expands on the clinical psychoanalytic perspective beginning from Semester-I of the programme. The students will be introduced to the requisite training required to practice psychoanalytically in office-based work. In other words, this course is a primer on psychodynamic psychotherapy with focus on nature psychotherapeutic engagement as developed by psychoanalytic practitioners world over. The course will help understand the essential features of a psychoanalytic psychotherapy as it is applied to diverse contexts with the imagination to address psychological distress. The course will initiate the participants into their future professional life, dispelling myths about psychoanalytic work and enabling a sense of skill while staying close to nebulous, unconscious psychic work.

Course Objectives:

1. Identify key theorists in field of psychoanalytic psychotherapy
2. Understand theoretical issues and that of psychoanalytic techniques that influence the work of a psychoanalytic practitioner.
3. Learn psychotherapeutic skills required to engage with states of mental illness through use of free association, transference- countertransference, dreamwork and diagnosis.

4. Learn to go beyond ―managing‖ patients and enable meaningful engagement with emotional suffering.

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. *Mention 4-6 course outcomes.*

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

CO1	Critically examine the relevance of psychic change, transformation and healing in psychoanalytic psychotherapy.
CO2	Develop an appreciation of the psychoanalytic method of listening.
CO3	Engage with diverse clinical presentations organized along character structures and understand psychoanalytic diagnosis.
CO4	Understand and develop understanding of vitality, growth and maturity in psychoanalytic imagination

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO
CO1	3	3	3	3	3	3	3	3	3	3	3	2	2	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3	2	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	2	3
Average	3	3	3	3	3	3	3	3	3	3	3	2.75	2.25	3

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hours/Week
4	0	0		4

	Modules and Readings

	In this section, provide the name of the modules along with a brief description and references (Core and Suggested)
Module 1	**Module Name: Introduction to Psychoanalytic Psychotherapy**
(Lecture Hours =) 14	The module will reflect on the psychological significance of the psychoanalytic setting, with focus on the practitioner‘s subjectivity, issues concerning time, money and the analytic use of the fundamental elements of clinical practice such as socio-cultural location of the clinic, working alliance, free association, resistance, dreams interpretation, transference and counter transference.
	Core Readings with page numbers: I Quinidoz, D. (1992).The Psychoanalytic Setting as the Instrument of the Container Function. International Journal of Psycho-Analysis, 73, pp. 627-635
	Bateman, A & Holmes (2001), J. An Introduction to psychoanalysis- Contemporary Theory and Practice. New York: Routledge, pp. 3- 135
	Craib, I. (2001). Freud: Psychic Structures, Internal Agencies and the Defences.
	Psychoanalysis: A Critical Introduction, London: Polity Press, 32-36
	McWilliams, N. (1994), *Psychoanalytic Diagnosi*s. New York: Guildford, pp 11-35
	Suggested Readings:
	Pine F (1988). The Four Psychologies of Psychoanalysis. New York: International Universities Press, pp. 1-32.
	Mitchell, S. A. (1993). Hope and Dread in Psychoanalysis. New York: Basic Books, pp. 1-30.
Module 2 (Lecture Hours =) 16 hous	**Module Name: Psychoanalytic Understandings of Neurosis and Its Treatment** The module will open a discussion on therapeutic approach focussed on resolving deep-seated, unconscious conflicts, often stemming from early childhood experiences with significant others, relational trauma and developmental issues concerning psychic maturity and growth. ***Core Readings with page numbers:*** Freud, S. (1913). On Beginning the Treatment. Standard Edition12, pp. 121-144.

	Anderson, R. (1991). The emergence of early object relations in the psychoanalytic setting. Clinical lectures on Klein and Bion. New Library of psychoanalysis. New York: Routledge, pp. 24-33. Eigen, M.(1992) Coming through the whirlwind-case studies in psychotherapy. Illinois. Chiron Publications, pp. 1-225. ***Suggested Readings:*** Perelberg, R. J. (2018) The riddle of anxiety: Between the familiar and the unfamiliar. International Journal of Psychoanalysis Vol 99, pp. 810-827 Little, M. I. (1985) Winnicott working in areas where Psychotic Anxieties predominate: A personal record. Free Associations 1, pp.9-42
Module 3 (Lecture Hours =) 14 hours	Module Name: **Psychodynamic Understandings of Psychotic States**. The module will combine psychoanalytic understanding of the psychotic processes with the existential understanding such as that of R D Laing, Marion Milner, Wilfred Bion and Christopher Bollas ***Core Readings with page numbers:*** Knaffo, D (2016). Going Blind To See: The Psychoanalytic Treatment of Trauma, Regression and Psychosis. *American Journal of Psychotherapy,* Vol. 70, No. 1, pp. 79-100. Civitarese, G. (2015) Transformations in Hallucinosis and the Receptivity of the Analyst. International Journal of Psychoanalysis 96, pp.1091-1116 Eigen, M.(2004). The Psychotic Core. London: Jason Aronson, pp. 1-23. ***Suggested Readings:*** Davoine, F. (2012) The psychotherapy of psychosis and trauma: A relentless battle against objectification. Psychoanalysis Culture and Society 17, pp. 339-347 Milner, M. (1969).The Hands of the Living God: An Account of a Psycho-analytic Treatment,76, pp i-xxxi

Module 4 (Lecture Hours =) 16 hours	Module Name: **Structure of the Self in Psychoanalysis** A variety of case presentations, peer supervisions and clinical vignettes are used to understand hysteria, narcissistic structure, depressive, borderline and schizoid states. The module opens up the complexity of complex clinical phenomenon and issues of therapeutic technique. ***Core Readings with page numbers:*** Bollas, C (2000). Hysteria. London: Routledge, pp. 1-32. Bach, S. (1985) Narcissistic states and the therapeutic process. New Jersey: Jason and Aronson, pp 3-75. Santos, G and Neto GA (2017). Patients, problems and borders: psychoanalysis and *borderline* cases. *Psicologia ,* 2018 I volume 29 I número 2 I, pp. 285-293 Bollas, C. (1996) Borderline Desire. International Forum of Psychoanalysis Vol.5, pp.5-9 ***Suggested Readings:*** Alvarez, A. (2006) Some questions concerning states of fragmentation: unintegration, under-integration, disintegration, and the nature of early integrations. Journal of Child Psychotherapy 32, pp.158-180 Davies, J. M. (2004) Whose Bad Objects Are We Anyway? Repetition and Our Elusive Love Affair with Evil. Psychoanalytic Dialogues 14, pp. 711-732

Assessment (Including Skills to be tested as per NCrF):

1. **Response Essay (30 Marks)**

This assignment is designed to test the student's ability to engage closely and critically with the theoretical knowledge and psychoanalytic practice.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**	**Examp**
Cognitive, affective and self-reflective	Outcomes related to basic facts, concepts, grasping and explaining the meaning of the information	Knowledge, comprehension, analysis, synthesis, application	Home Open B Present concep

2. Midterm Exam (30 Marks)

This assignment focuses on understanding a clinical phenomenon from the works of seasoned practitioners suggested in the modules.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**	**Example**
Higher-order thinking, critical reasoning, and innovation	Outcomes related to application, analysis, associating and distinguishing	Case studies, open-ended questions, debates, design challenges, performance tasks	Case presentation

End Term Exam (40 Marks)

The end-of-term exam tests the student‘s ability to integrate learning across the entire course

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**	**Example**
Evaluate cumulative learning, ability to identify the gaps and being able to demonstrate a solution-focused approach/skills	Outcomes related to analysing, evaluating and creating	Long essay presenting a justified argument, critique and formulation of diagnosis.	End-term written exam(comprehensive assessment of all modules)

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated, and the revised proposal should be submitted to the Academic Council with due recommendations.

2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved by the Board of Studies

Recommendation of the Board of Studies: Passed by the Board of Studies

Signature of the Dean of the School

DSE-17 Gender and Psychology (GAP)

COURSE DESCRIPTION	
School/Centre proposing the course	School of Human Studies
Programme(s)	MA Psychology (Psychosocial Clinical Studies)
Course Code	NSHSPS5751
Course Title	Gender and Psychology
Course type (core/compulsory/ elective/any other – please specify)	Discipline Specific Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Academic Year of Launch	
Course Revision (if any) (year)	**2026**
Academic Council Minutes for Course/Revision	NA
Semester	Semester 2
Number of Credits	**4**

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

It connects to the courses Childhood in Society and Family and Identity in India in the MA Psychology programme in AUD.

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify) : None

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

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

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

The course links to the social justice oriented engaged scholarship that AUD's vision promotes.

6. How does the course link with the specific programme(s) where it is being offered?Gender is a fundamental axis through which the psyche is formed

in the first instance; s such, theorizations of the origin of gender and its maintenance through the life of the human offers an essential perspective into the manner in which social structures are implicated in the dynamics of the psyche.

Course Description: This course will look at the interface between gender *and* psychology**.** What is gender when looked at through the lens of *psychology***?** What is gender**,** what are its origins and sites of reproduction**,** when looked at through the lens of *psychoanalysis***?** The course will take a *critical* perspective to the question of gender and psychology**.** How can we – as psychologists and critical thinkers**-** understand the origins and the doings of our gendered selves in a way oriented to the aims of gender justice**,** to the aims of feminism**,** to the aims of a LGBT politics that seeks to destabilize received understanding of the relation between sex**,** gender and sexuality**/**desire**?** Relatedly**,** how has psychology fared in its accommodation **(**or its failure to accommodate**)** questions of genders and sexualities outside the hetero**-** normative**?** What new grounds does a cultural**,** social constructionist and**/** or post**-** structuralist approach to our gendered and erotic subjectivities open up**?** The course will examine the possibilities and limitations of a perspective that puts to dialogue feminism**,** LGBT politics and psychology**/**psychoanalysis**.** These questions will be taken up both through texts that directly address these questions but a major thrust of the course invites these questions though work that theorizes and reveals the politics of our everyday experiences – of love, intimacy and marriage, of desire, of gender wars (domestic violence and sexual harassment), of madness as associated with the feminine body or the non-normative body (anorexia, premenstrual syndrome,) of our pleasure in stories in film and other representations.

Course Objectives:

1. Describe psychoanalytic analytic and feminist approaches to the question of production of gender (including femininities, masculinities, and non-binary genders) as a relational construct and its deep intertwining with sexuality.
2. Understand how the positionality of the theorists of gender (man, woman, Indian, savarna, Muslim, etc) create different perspectives on what is normative and desirable in gendered subjectivities.
3. Explain and apply critical theoretical frameworks (including discourse analysis to identify and interpret gendered power in everyday life, especially intimate relationships, and lived experiences of gendered interactions.
4. Analyze the psycho-dynamics within gendered relationships and structures by examining issues such as domestic violence, sexual harassment, sexism, and discrimination based on gender and sexual orientation.

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course**.** Each CO should be clearly observable and measurable**.** *Mention **4-6** course outcomes.*
At the end of the course students will be able to**:**

CO**1**	Describe and critically assess feminist and psychoanalytic accounts of the production of gender –femininities**,** masculinities and non**-**binary gender identities especially as they are deeply intertwined with sexuality**.**
CO**2**	Connect these revisions**/** accounts to examine gendered power in everyday life**,** sites**,** relationships and experiences therein**.**
CO**3**	Use this understanding to illuminate (and suggest counters to**,** repair of) the problems in gendered relationships such as domestic violence**,** sexual harassment**,** sexism and discrimination on the basis of gender and sexuality**.**
CO**4**	Begin to develop theoretical accounts of gendered psychologicalrealities that are culturally and intersectionally sensitive in the Indian social realities**.**

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	1	2	2	3	2	1	1	3	1	3	3	2	1
CO2	3	2	2	2	3	2	1	2	3	2	3	3	2	2
CO3	3	3	3	3	2	3	2	3	3	3	3	2	2	3
CO4	3	2	2	2	3	3	1	2	3	2	3	3	3	2
Average	3.0	2.0	2.25	2.25	2.75	2.5	1.25	2.0	3.0	2.0	3.0	2.75	2.25	2.0

1= Weak Correlation **2=** Moderate Correlation **3=** Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/ Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
4	**0**	**0**	**0**	**4**

	Modules and Readings (any four will be done in any year)
Module **1** (Lecture Hours =) **12** hours	**Gendered Subjectivities, Psychoanalysis/ Psychology and the Social**

	We revisit classical psychoanalytic theorizing on masculinity and feminity through feminist, queer and Indian re-readings of these that visibilize and foreground the assumptions of the social world underlying these theorizations. Here there is an examination of the production of gendered subjectivities in everyday sites and at the intersections of class/caste/race marked discourses of gender. Readings: Hook, Derek (2006). Psychoanalysis, sexual difference and the castration problematic. London: LSE Research Online. Chodorow, N. (1997). —Gender, Relation and Difference in Psychoanalytic Perspective". In Tierjens, Myers (Eds), Feminist Social Thought: A Reader, New York: Routledge. Goldner, V. (2011). Trans: Gender in free fall. *Psychoanalytic Dialogues*, *21*(2), 159–171. https://doi.org/10.1080/10481885.2011.562836 **Suggested Readings:** Freud, S. (1961). Some psychical consequences of the anatomical distinction between the sexes. In J.

	Strachey (Ed. & Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 19, pp. 241–258). Hogarth Press. (Original work published 1925) [1] Freud, S. (1961). Female sexuality. In J. Strachey (Ed. & Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 21, pp. 223–243). Hogarth Press. (Original work published 1931) [1] Irigaray (1981) —This Sex Which is Not One" New York: Cornell University Press. Grosz, E. (1994). — Psychoanalysis and Psychical Topographies", In Volatile Bodies (1st ed.). Routledge.
Module 2 (Lecture Hours =) 12 hours	**Gender Identity and everyday performativity** We examine various sites of the production of gender – through ethnographic work that shows its production in everyday sites (the streets, the home, the class-room) and at the intersections of religious and class/caste marked discourses of gender.

	Essential Readings: Kimmel, M.S. (1999) —Masculinity as Homophobia: Fear, Shame and Silence in the Construction of Gender Identity". In Kupers, J.A. (ed.) *Men and Power*. New York: Prometheus. Walkerdine, V (1997). Feminity as Performance. In Gergen and Davis (ed) Toward a New Psychology of Gender (A Reader). *Odeh, Lama Abu. 1993. Post-colonial feminism and the veil: Thinking the difference. Feminist Review 43:26-37.* Suggested Readings: Halberstam, Judith.(1998) Female Masculinity (Introduction) Duke University Press. Chopra, Radhika. 2007. Invisible Men: Masculinity, Sexuality and Male Domestic Labour.
Module 3 (Lecture Hours =) 12 hours	**Love, Sex and Politics : The Hard Eye on Heterosexuality/Heteronormativity** What are the gendered positions that are inadvertently taken up in heterosexual love relationships? What makes for —desirable‖ men

	and women? What's lost and gained in these positions? Where lies the possibilities of disruption of these positionings? Essential Readings: Kitzinger, Celia; Wilkinson, Sue (1994), "Virgins and Queers: Rehabilitating Heterosexuality?", *Gender & Society* 8 (Vol. 23): 444–462, De-Lauretis, Teresa (1991). —Perverse Desire: The Lure of the Mannish Lesbian" Australian Feminist Studies, 6:13, 15-26. Benjamin, J (1986/1990) —The Alienation of Desire: Women's Masochism and Ideal Love". In Zanardi,Claudia (Ed.) *Essential Papers on the Psychology of Women*, New York: New York University Press. Suggested Readings: Hollway, W. (1998) —Gender Difference and the Production of Subjectivity". In, Henriques,J. W.Hollway, C.Urwin, C.Venn and V.Walkerdine *Changing the Subject: Psychology, Social Regulation and Subjectivity*. 2nd edition

	with new **4,000** word foreword**.** pp**352.** London**:** Routledge**. (1998)** Rich**,** Adrienne**. 1983.** Compulsory Heterosexuality and Lesbian Existence**.** Kakar**,** S**. (2016). —**The Engulfing Mother in Indian Mythology**:** Masculinity and Conflicting Desires"**.** Antyajaa**:** Indian Journal of Women and Social Change **1(1), 60-64.** Wetherell**,** M**. (1995) —**Romantic discourse and feminist analysis**:** Interrogating Investment**,** Power and Desire"**.** In Sue Wilkinson and Celia Kitzinger **(**Eds**),** *Feminism and Discourse,* London**:** Sage**.**
Module **4** (Lecture Hours **=)** **12** hours	**Love, Sex and Politics: Violence Against Women and Other Sex Wars** Building on the previous section**,** here we closely examine the psychodynamics of relations called violent in the conventional sense**-** sexual harassment**,** domestic violence**,** sexual violence**.** <u>Readings</u> Kitzinger**,** C**.,** **&** Thomas**,** A**. (1995).** Sexual harassment**:** A discursive approach**.** In S**.** Wilkinson **&**

	C. Kitzinger (Eds.), *Gender and psychology: Feminist and critical perspectives. Feminism and discourse: Psychological perspectives* (pp. **32-48).** Thousand Oaks, CA, US: Sage Publications, Inc. Goldner, V et al (**1990**) Love and Violence: Gender Paradoxes in Volatile Attachments. *Family Process*, **29,** No (**4**)**: 343-36.** Kakar, Sudhir **(1980)** 'Scenes from Marriages' and 'The Sex Wars', Intimate Relations, New Delhi: Penguin Books. **<u>Suggested Readings:</u>** Frosh, S. **(1994)** *Sexual Difference: Masculinity and Psychoanalysis.* London and New York: Routledge. (Ch. **5,** Seeds of Masculine Sexuality**).**
Module **5** (Lecture Hours **=)** **12** hours	**Gender and Mental Illness: The Monstrous/ Impure/ Pathologized Body**

	Construction of the female body- power, discourse and women's bodies- psychopathology and the female body. Readings: Ussher, J.M. (1991) Women's *Madness: Misogyny or Mental Illness*? Amherst, MA, US: University of Massachusetts Press. (pp. 64-109) Susan Bordo (1996). *"Anorexia nervosa: psychopathology as the crystallization of culture".* In Mary M. Gergen, Sara N. Davis. Toward a new psychology of gender. Routledge **Suggested Readings:** Ussher, J. M. (2003b). The role of premenstrual dysphoric disorder in the subjectification ofwomen. *Journal ofMedical Humanities*, 24(1/2), 131–146. Hare-Mustin, R. (1994). Discourses in the mirrored room: A postmodern analysis of therapy. *Family Process*, 33, 19-35. Ram, K. (2001).*The Female Body of Possession: A Feminist Perspective on Rural Tamil Women's*
	Experience. In Davar, B.V. (Ed), Mental Health from a Gender Perspective, Sage Publications: London.

Assessment (Including Skills to be tested as per NCrF): Class Participation (15 Marks)

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**	**Examples**
-Engage critically with readings rather than summarize them	Ability to: -Engage critically with readings rather	- Close reading and interpretation of dense texts - Verbal articulation of complex ideas	Linking a peer's exa experiences of an g upbringing to broad patriarchy or heteron
-Situate personal/clinical observations within theoretical frameworks -Demonstrate reflexivity about one's own positionality	than summarize them -Situate personal/clinical observations within theoretical frameworks -Demonstrate reflexivity about one's own positionality	- Dialogic engagement (building on others' points, not just presenting isolated views) - Reflexive thinking (linking self, theory, and context)	

1. Ongoing Group Presentations

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**	**Examples**
-Theoretical frameworks in feminist psychoanalysis, or queer theory	-Apply theory to lived and cultural contexts -Analyze how psychological	-Analytical application of theory to cultural material -Ethnographic observation and interpretation	Examining a short story explore the politics of romance.
- Intersectionality (caste, gender, sexuality, class); -Cultural production and meaning-making.	life is shaped by socio-political structures -Work collaboratively to build coherent arguments	-Collaborative synthesis and presentation design -Linking micro (psychic) and macro (social) processes	

2. End semester exam (50 Marks)

This assignment allows students to build upon the symbolic non-human images, a myriads of human meanings of cultural practices.

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested	Examples
Deep understanding of key theoretical texts and debates in feminist, and queer theoretical psychoanalysis and psychology; Concepts such as patriarchy, heteronormativity, post-colonial feminism, masculinity and femininity, the symbolic significance of the phallus	- Interpret and synthesize complex theoretical arguments -Apply theory to novel or ambiguous scenarios -Generate original, critical insights rather than reproducing content	-Analytical writing under time constraints -Conceptual clarity and precision -Theoretical integration across authors/traditio ns -Creative application (e.g., case vignettes, cultural analysis)	Kitzinger and Thomas analysis shows how women in their reluctance to call themselves victims erase sexual harassment. Do you agree with this assertion? How might power moderate the experience of whether or not something is experienced as harassment?

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.

2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

   Recommendation of the Board of Studies: Passed by the Board of Studies

Signature of the Dean of the School

DSE18- Psychosocial Experiences of Outcomes in Education

COURSE DESCRIPTION	
School/Centre proposing the course	SCHOOL OF HUMAN STUDIES
Programme(s)	MA Psychology (Psychosocial Clinical Studies)
Course Code	NSHSPS5753
Course Title	Psycho-Social Experience of Outcomes in Education
Course type (core/compulsory/ elective/any other – please specify)	DSE18
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PG
Academic Year of Launch	2024
Course Revision (if any) (year)	NA
Academic Council Minutes for Course/Revision	
Semester	2
Number of Credits	4

1. Does the course connect to, build on or overlap with any other courses offered in AUD? The course connects to undergraduate courses identity through popular narratives, understanding childhoods social psychology and Psychology for india courses and in the post graduate courses like deconstructing normalcy,childhood identity and society and listening communicating and relating.
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) .
   Students should be comfortable with either Hindi or English, preferably both.
3. No. of students to be admitted (with justification if lower than the usual cohort size is proposed): 60
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): semester
5. How does the course align with AUD's vision?

The course aligns with Ambedkar University Delhi's vision by integrating psychosocial, cultural, and political perspectives on success and failure in Education to promote engaged, socially relevant scholarship. It encourages critical reflection on subjectivity, care, interdependence, and marginality,

fostering sensitivity to diversity and social justice. Through interdisciplinary learning, dialogue, and field-based narrative practices, students engage with lived experiences and challenge dominant assumptions of poverty and success in education. The course supports AUD's commitment to equity, inclusion, and democratisation of knowledge by nurturing reflective, ethically grounded learners who can work across social differences and contribute meaningfully to transforming both self and society.

6. How does the course link to the specific programme(s) in which it is offered?

The term failure has a very strong evocative potential that encompasses understanding failure, fear of failure, failure as a relative concept, quality assessment of education, audit of implementation of education policy and reforms, paradox of equity, concerns for valid knowledge, systemic reforms (curricular reforms, examination reforms, teacher training reforms), and dominant ideologies that perpetuate inclusion and exclusion in education. Examining the experience of failure, therefore, becomes poignant when it is acknowledged, accepted, recognised, and worked with.

Course Description: listening and relating to different aspects of failure in the education system throws up alternative social imagination, agency, utopia and resilience in education. The students would work on various aspects of failure to explore the experience and relationship of failure with dropouts, anxiety, depression, and suicide in the context of education. Students may work with themselves/dropouts to understand and articulate what happens to oneself when one is systematically oppressed and deprived, and how the self-survives to reflect upon itself.

1. Course Objectives: To critically examine the concept and experience of failure in education
2. To explore psycho-social theories related to failure, identity, and motivation
3. To understand failure in relation to social structures such as caste, class, and gender
4. To engage with lived experiences of distress, marginality, and resilience
5. To develop reflexive and narrative approaches to understanding educational processes

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. *Mention 4-6 course outcomes.*

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

CO1	Critically analyze the concept of failure within educational, social, and cultural contexts
CO2	Interpret psycho-social theories of identity, motivation, and subjectivity in relation to educational experiences

CO3	Examine the relationship between failure, social structures, and emotional distress
CO4	Demonstrate reflexive engagement with lived experiences of failure, including one's own positionality
CO5	Develop narrative and field-based interpretations of resilience, survival, and alternative educational possibilities.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO 3	PSO 4	PSO5	PS O6	PS O7
CO1	3	2	2	1	3	2	1	2	3	2	2	3	2	3
CO2	3	2	2	1	3	2	1	2	2	3	2	3	2	2
CO3	2	3	3	2	2	2	1	3	3	2	2	2	3	3
CO4	1	3	3	3	2	2	1	3	2	3	2	2	3	2
CO5	2	2	2	2	3	3	2	2	3	3	3	3	2	3
AVERAG E	2.2	2.4	2.4	1.8	2.6	2.2	1.2	2.4	2.6	2.6	2.2	2.6	2.4	2. 6

1= Weak Correlation	2= Moderate Correlation	3= Strong Correlation	
Course Content:			
L Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
4	0		4
	Modules and Readings (ANY FOUR MODULES WILL BE COVERED WITH THE FIRST MODULE COMPULSORY)		
Module 1 (Lecture	Narratives of Failure		

Hours =15)	Module Description : This unit attempts to problematize the very question and experience of failure and poverty of success through case studies, stories, anecdotes, audio-video lectures, play/films. Essential readings: 1. Premchand, M (2004) *Bade bhai sahib* in *Idgah tatha Anya Kahaniyan*, Star Publications, New Delhi. Pp. 52-58 2. Holt, J (1984) How Children Fail, Penguin Books, England. 3. Gandhi, M.K (2011) An autobiography or the story of my experiments with truth, Rupa, New Delhi. Pp. 26-29. 4. Hesse, H (2003) Siddhartha, Rupa, New Delhi. Pp 62-94 5. Pathak, A (2002, June 05). The Pathology of Success, The Indian Express. http://www.indianexpress.com/oldStory/3811/ **Suggested readings:** 1.Foucault, M (1977) Discipline and Punish The birth of the prison, Penguin, London. Pp 170- 194.
Module 2 (Lecture Hours =15)	Deconstructing Failure from social psychology and psycho-analytic perspective Module Description :This unit attempts to familiarize students to theoretical constructs in social psychology. This would enable them to analyse various aspects of failure from intrapsychic and interpersonal perspective. The following aspects of social psychology that would be dealt are: attribution, self presentation, self esteem, social comparison, self as target of prejudice, humiliation, impression management, social perception, stereotypes, prejudice and discrimination, motivation, individual and groups. This unit will also help in examining biases in the success story of schooling and the development of cognitive skills. It would also focus on object relations school of psychoanalysis, Eriksonian theory of psycho- social development, to highlight the significance of early attachment to significant others, determining their dispositions to success and failure. **Essential readings:** 1.Erikson, E.H (1950) Childhood and Society, Norton Company, New York. Pp 247-274 2.Baron, R.A, Branscombe, N.R, Byrne, D, Bhardwaj, G (2010) Social Psychology, Pearson, New Delhi. Pp. 84-108, 120-143, 188-222. 3.Pine, F. (1985) Developmental Theory and Clinical Process, Yale University Press, London. Pp 54- 72, 108-122. **Suggested readings:** 1.Chakravarti, U (2006) Gendering Caste: Through a Feminist Lens, Mandira Sen for Stree, Kolkata. Pp 139- 171. 2.Nandy, A (2010). Foreword to the Second Edition 2010 in Nagaraj, D.R. The Flaming Feet and Other Essays, Permanent Black, Ranikhet. Pp. ix-xx. 3.Nagaraj, D.R (2010) The Flaming Feet and the other Essays, Permanent Black, Ranikhet. Pp. 21-60, 75-89.

Module 3 (Lecture Hours = 15)	Locating research on failure and success Module Description : This unit would situate different possibilities of engaging with questions on failure in qualitative and quantitative aspects of research. It would also enable students to explore various innovative practices and attempts at relooking success and failure from various vantage points. An attempt would be made to study assessments, compensation, and treatment of failure, grading, and norms across the country and also other countries to evolve a comparative perspective to understand the cultural construction of success and failure. Essential readings: 1. Rogoff, B. (1981). Schooling and the Development of Cognitive Skills in Triandis, H.C, Heron, A (eds.). Handbook of Cross-Cultural Psychology, Volume 4: Developmental Psychology, Allyn and Bacon Inc., Boston. Pp 233-292. 2. Delpit, L. (1995). Other people's children: Cultural conflict in the classroom. The New Press 3..Dressman, M, Wilder, P, & Connor, J.J. (2005). Theories of failure and the failure of theories: A Cognitive/ sociocultural/ macro structural study of eight struggling students, Research in the Teaching of English, Vol. 40, No. 1. Pp 8-61. Suggested readings: 1.May, Rollo (1972) Power and Innocence: A Search for sources for violence, W.W Norton & Company, New York. Pp 99-113, 219-235, 121-142.
Module 4 (Lecture Hours = 15)	Power and its relationship to success and failure The discourse of power is central to the experience of failure, punishment, deprivation, and humiliation. Emotions like anger, envy, fear, greed, shame, worry, unease, pity and mourning traverse varied experiences of failure across class, caste and gender. Plagiarism and its relationship to failure, gender, caste and class as though success/ failure seem to be one of the organic binaries driving energy of domination, subjugation, exploitation predominant through ideologies of capitalism, patriarchy and nationalism. So, the vertical model of success almost creates an essential social construction of world view of success. Any subversion challenging the rat race in any modality experienced through children‘s creativity or creative or insane moment of authentic living is looked down upon. Amongst the different ways of organizing power namely patriarchy, caste, class or gender there emerges pedagogy of success and failure that needs to deconstructed to understand worthiness/ unworthiness in the social context. **Essential readings:** 1.Pathak, A. (2002) Social implications of schooling: knowledge, pedagogy and consciousness, Rainbow publishers, Delhi. pp 7-108. 2.Guru, G. (ed.) (2009) Humiliation, claims and context, Oxford University Press, New Delhi. Pp 23-40, 209-225. 3.Frankl, V.E. (1959) Man‘s Search for Meaning, Pocket Books, New York. Pp 119- 157

	Suggested readings: 1.Nawani, D (2013). Continuously and Comprehensively Evaluating Children, Economic & Political Weekly, Vol. XLVIII No. 2. 2.Kumar, K (1996). Learning from Conflict, Orient Longmann, New Delhi. Pp ix- 24, 59-81.
Module 5 (Lecture Hours = 15)	Interpreting Failure and Narratives of Survival and Resilience In this unit, the attempt would be to see how individuals as well as system respond to failure. For some, failure may be an act of rebellion, for some it may be a choice, some may endure it, and for some it may be a chance for innovation and creation, while for others it may be a mode to procrastinate. While the system may respond to failure by taking affirmative action, committing to universalisation of education, different schemes, reservation to EWS in private schools, and on the other hand, enabling chains of coaching centres to mushroom, promoting school choice, voucher systems, PPP, Corporate Social Responsibility, NGOs. The plethora of emotions that the students, teachers, and the other participants in the set ups go through would be taken up based on students' interests. It would also work around anger, rage, violence and one's relationship with time in the discourse of education. we would look at various levels of resilience and understanding to cope up and rise above failure. It would also examine the pathology of success. This would also focus on constructing case studies of individuals who have succeeded in negotiating failure in their own idiosyncratic ways. Field visits to spaces where groups of people have been working with dropouts or marginalised sections of the education discourse. Essential readings: 1. Bach, R(1970). Jonathan Livingston Seagull: A Story. First Avon Books, New York. 2. Riesenberg-Malcolm, R (1999). On bearing unbearable states of mind. Routledge, London. Pp 93-112. **Suggested readings:** 1.Birtwistle, T. & Johnson, L (1997). Failure: A cultural notion? Journal of Further and Higher Education, Vol. 21, No. 1. 2. Subramanian, A. (2019). The caste of merit: Engineering education in India.Harvard University Press. 3. Kumar, K (2008) _Learning from Iqbal', A Pedagogue's Romance Reflections on Schooling, Oxford University Press, New Delhi. Pp-129-132.:

Assessment (Including Skills to be tested as per NCrF):

1. Response Essay (30 Marks)

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Tested Knowledge: Narratives, theories of failure	CO1, CO2	1. Skills: Critical analysis, conceptual clarity, writing

2. Midterm Exam (30 Marks)/TERM PAPER: working with the dropouts or students who are struggling with competitive exams after repeated failure or first generational learners and working with reading and writing in higher education and schooling,or Interview and case study report,
/collage/group project/data analysis of research studies on the challenges of failure in the educational system. //term paper on working with dropouts

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Lived experience, social context	CO3, CO4, CO5	Skills: Reflexivity, narrative construction, field engagement

End Term Exam (40 Marks)

The End-term exam tests the student‘s ability to integrate learning across the entire course

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Entire course	CO1–CO5	Integration, synthesis, theoretical application

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated, and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved by the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

DSE 19- Psychoanalysis and Aesthetics in the Everyday

COURSE DESCRIPTION	
School/Centre proposing the course	School of Human Studies
Programme(s)	MA Psychology (Psychosocial Clinical Studies)
Course Code	NSHSPS5853
Course Title	Psychoanalysis and Aesthetics in the Everyday
Course type (core/compulsory/ elective/any other – please specify)	Discipline Specific Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Academic Year of Launch	2026
Course Revision (if any) (year)	NA
Academic Council Minutes for Course/Revision	NA
Semester	Semester 2
Number of Credits	4

1. Does the course connect to, build on or overlap with any other courses offere
   The course, braiding together psychoanalytic tradition with philosophical overlaps with several other courses in Masters‘ programme in Psychology Work‘, _Listening, Communicating and Relating‘, _Reading Freud‘, _Childh and Society‘ as well as _Ideas, Knowledge and Ethics‘.

2. Specific requirements on the part of students who can be admitted to this requisites; prior knowledge level; any others – please specify)
   No formal prerequisites. Familiarity with psychoanalytic tradition is welcome

3. No. of students to be admitted (with justification if lower than the usual c proposed):
   As per AUD norms. Given the theoretical and experiential aspects of the cou class cohort will enable an enriching pedagogical experience.

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

5. How does the course align with AUD's vision?
   The course links with the AUD‘s vision of interdisciplinary engagement with human lives, located as it is at the cusp of psychoanalysis and philosophy. It fosters the spirit of meaningful engagement with the everyday which is conceived of a site of creative making and remaking of selves and identities. Its theoretical rigour is in line with AUD‘s emphasis of academic excellence while the underscoring of creativity as central to human lives carries the potential to bridge with lived experiences across a spectrum of emotional and social realities in consonance with socially engaged knowledge and practice.

6. How does the course link to the specific programme(s) in which it is offered?
   The course deepens an engagement with psychoanalytic thought which is central to the vision of the MA Psychology (Psychosocial Clinical Studies) programme further opening it up to a creative dialogue with disciplinary others in line with the interdisciplinary vision that underlies the programme‘s sensibility. It underscores a deepened engagement with the problematic of creativity as central to the figure of the human and serves to elaborate on dimensions of aesthetic thought and creative experience that underlies the thinking within psychoanalytic and psychosocial traditions. It thus carries the potential to locate psychoanalytic thought within the larger matrix of socio-cultural discourse in attempting to theorize the creative psyche.

Course Description:

Placing itself at the cusp of psychoanalysis, philosophy and affect theory, the course attempts to introduce to the student the nature and significance of aesthetic experience as well as exploring experience itself as aesthetic in character. It attempts to open up the psychoanalytic corpus to an interdisciplinary dialogue with allied disciplines – fields of literature, art and aesthetics – in order to explore an onto-epistemic dialogue on the nature and significance of creative (in) experience in arguing for the primacy of aesthetic experiencing as central to the idea of the human. The course then attempts to meditate on the emergent nature of selves and subjectivities as they evolve in immersive encounters with-in the wor(l)d in moving between metaphor and metamorphosis as it explores pathos rather than pathology as an entry point into experience. Expressive singularity, creative immersion(s) as well as perceptual – affective fields of experience that open up between the author/text and audience/reader emerge as sites of exploration in attempting to story dimensions of experience and the birth of experience itself in the formation of affects, thoughts and modes of relationality as it traces self, psyche and experience as processual and flowing, as unfolding in time. Engagement with aesthetic forms becomes a way of exploring the conditions of having experience(s), of the ontogenesis of experience.

Course Objectives:

1. To cultivate in the student an appreciation of creativity as a fundamental mode of being.
2. To promote an exploration of aesthetics not as a doctrine of taste or beauty but as a modality of knowing the world that is sensorially anchored and cannot be reduced to representative or conceptual thought.
3. To develop an understanding of how aesthetic and immersive experience can work to deepen and transform the self and the everyday
4. To explore aesthetic experience as embedded within the social matrix and the role of aesthetic emotion as site of social transformation.
5. To locate convergences between psychoanalytic thought and aesthetic experience in exploring aesthetic dimensions of the psyche.
6. To promote in students a heightened awareness of their own aesthetic and emotional responses and capacity for immersive experience and states of reverie, bridging theory with self - experience.

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. *Mention 4-6 course outcomes.*

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

CO1	articulate how the creative impulse is constitutive of human subjectivity through tracing its theorization in psychoanalysis, philosophy and aesthetic traditions.
CO2	elaborate the continuity between what happens in dreaming, in the clinical session and in encountering a work of art in the shared logic of evocation and transformation of affect and thus experience a renewed sense of wonder for the creative unconscious
CO3	appreciate how knowing happens through sensation, image, embodied and felt response rather than rational logic and argument alone
CO4	understand and appreciate empathy as an aesthetic and ethical act which can become the substrate for relational and collective life
CO5	Develop a heightened sense of their own felt and bodily response and psychosensory attunement.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:														
S	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	2	2	2	3	2	1	3	2	2	2	3	2	1
CO2	2	3	2	3	2	2	1	3	2	3	2	2	2	1
CO3	2	2	2	2	2	2	1	2	2	2	2	2	2	1
CO4	2	3	3	3	2	2	2	3	3	2	2	2	2	2
CO5	2	2	2	2	2	3	2	2	2	2	2	2	3	2
AVERAGE	2.2	2.4	2.2	2.4	2.2	2.2	1.4	2.6	2.2	2.2	2.0	2.2	2.2	1.4

1= Weak Correlation	2= Moderate Correlation	3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
4	0	0	4

	Modules and Readings

Module 1 (Lecture Hours =)	Module Name: **Life as Art: Meditations on creativity in living** *Module description* The first module introduces students to the seminal theme of the course : creativity and living. It attempts to explore creativity as a form of living. Rather than production of art objects, the module through an exploration of writings by psychoanalytic thinkers and philosophers Winncicott, Milner, Nietzsche and Deleuze attempts to situate creative and aesthetic activity as vital ways of engaging with reality, of participating in reality in a manner that preserves the spontaneous gesture and authentic self and as a mode of becoming. Readings with page numbers: ● Winnicott, D.W. (2006). The location of cultural experience. In *Playing and reality* (pp. 128-139).London, UK: Routledge. ● Deleuze, G. (1998). Literature and life. In *Essays critical and clinical* (D. W. Smith & M.A. Greco, Trans.). pp. 1-6. New York,NY: Verso. (Original work published 1993) ● Tagore, R. (2006). *Of Myself (Ātmaparichay)*. (D. Joardar & J. Winter, Trans.). pp. 1-17. Kolkata, West Bengal: Visva-Bharati Publishing. (Original work published 1943)

	Suggested Readings: ● Winnicott, D.W. (2006). The place where we live. In *Playing and reality* (pp. 140 -148).London, UK: Routledge. ● Lacoue-Labarthe, P. (1999). *Poetry as experience*. (A. Tarnowski, Trans.). Stanford, California: Stanford University Press. (Original work published in 1986) ● Kakar, S., & Blamberger, G. (2014). *On creativity*. Gurgaon, Haryana: Viking Penguin Books [Kindle iPad version]. Retrieved from Amazon.com
Module 2 (Lecture Hours =)	Module Name: Recreation and re-creation:Aesthetics as epistemology *Module description* The unit explores how aesthetic experience provides access to knowledge that differs from rational, conceptual understanding: sense and sensation, intuition rather than cognition. A return to Freud‘s _The Uncanny‘ allows for the exploration of how aesthetic affect often straddles a paradox – simultaneous attraction and repulsion, expansion and contraction of self, space and time , the tension between perception and apperception – when confronted with the sublime. This sense of destabilization is deepened through writings by Ranciere and Marcuse as aesthetics emerges as an alternative epistemology that subverts traditional models of thought. **Readings with page numbers:** ● Freud, S. (2001). The _uncanny‘. In J. Strachey (Ed. & Trans.), *An infantile neurosis and other works: The standard edition of the complete psychological works of Sigmund Freud* Vol. XVII (pp. 217 – 256). London, UK: Vintage. (Original work published 1919) ● Rancière, J. (2009). What freud has to do with aesthetics. In *The aesthetic unconscious* (pp. 1- 9). Cambridge,UK: Polity Press. (Original work published 2001) ● Milner, M. (2011). Two ways of looking. In *A life of one"s own* (pp.76- 82). New York, NY: Routledge. **Suggested Readings:** ● Marcuse, H. (1974). The aesthetic dimension. In *Eros and civilization: A philosophical inquiry into Freud* (pp. 172-196). Boston, MA: Beacon Press. ● Kofman, S. (1988). *The childhood of art: An interpretation of Freud"s aesthetics* (W. Woodhull, Trans.). New York, NY: Columbia University Press.

	● Massumi, B. (2015). *Politics of Affect.* Cambridge,UK: Polity Press.
Module 3 (Lecture Hours =)	Module Name: Liminal idioms: Reverie, dreaming, affect as aesthetic modalities *Module description* The unit attempts to explore seminal psychoanalytic modalities of reverie and dreaming as a model for aesthetic receptivity. It explores the nature of simultaneous presence of attention and rest in the state of reverie or how _dream-work' provides a model for aesthetic transformation and affective digestion. Underscoring the liminality between psychoanalysis and aesthetic it explores music, listening and form (over content) as forms of sensory attention/thought. Readings with page numbers: ● Ogden, T.H. (1997). Reverie and interpretation. In *Reverie and interpretation: Sensing something human* (pp. 155-198). London, UK: Jason Aronson Inc. ● Lath, M. (2016). Thoughts on svara and rasa: Music as thinking/ Thinking as Music. In A. Chakrabarti (Ed.). *The Bloomsbury research handbook of Indian aesthetics and the philosophy of art* (pp. 43 – 69). London, UK: Bloomsbury Academic. ● Freud, S. (2001).The Psychology of the dream processes: Regression. In J. Strachey (Ed. & Trans.), *The interpretation of dreams (second part): The standard edition of the complete psychological works of Sigmund Freud* Vol. IV (pp. 533 - 549. London, UK: Vintage. (Original work published 1900) Suggested Readings: ● Ogden, T.H. (1997). On the art of psychoanalysis. In *Reverie and interpretation: Sensing something human* (pp. 1-21). London, UK: Jason Aronson Inc. ● Ogden, T. H. (2001). *Conversations at the Frontier of Dreaming*. Northvale, NJ: Jason Aronson. ● Bollas, C. (2009). The evocative object world. In *The evocative object world* (pp.50-59). London, UK:Routledge.
Module 4 (Lecture Hours =)	Module Name: Empathy and Sahridayata: Aesthetic response and Collective living *Module description* The module attempts of explore the nature of empathy through an aesthetic lens, not merely based on identification with another but as a complex process of temporarily inhabiting another's experiential world while maintaining reflective distance. Through this the module seeks to open up and explore a complex relationship between a self and the (historical) other. As aesthetics intersects with

	ethics of receptive encounter, the module meditates on response-ability in situating empathy at the cusp of this border crossing. A parallel is set up through a meditation on aesthetic response in opening up notions of _rasa' and _sahridyata' in Classical Indian aesthetics to explore how one comes to be colored by another, to become a sahridaya in an osmotic movement between two affective fields, like that which happens between an artwork and its receiver. It further explores how this relational becoming can foster collective living and ethical care in hosting otherness.
	Readings with page numbers: ● Deshpande, S. (2015). Aesthetics of despair. In P. Bilimoria & A. Wenta (Eds.). *Emotions in Indian thought-systems* (pp.266- 280). New Delhi, India: Routledge. ● Valmiki, O. (2022). Dalit consciousness. In *Aesthetics of Dalit literature: The essential consciousness of social change* (G. Kumar, Trans.). (pp. 23-31). New Delhi, India: Integrity Media The Publisher ● Kakar, S. (2007). Ramakrishna and the mystical experience. In *The analyst and the mystic: Psychoanalytic reflections on religion and mysticism* (pp.1- 40). Gurugram, India: Penguin books. Suggested Readings: ● Limbale, S. (2004). *Towards an aesthetic of Dalit literature: History, controversies and considerations* (A. Mukherjee, Ed. & Trans.). New Delhi: Orient Longman. (Original work published 1996) ● Guattari, F. (1995). *Chaosmosis: An ethico-aesthetic paradigm* (P. Bains & J. Pefanis, Trans.). Bloomington, IN: Indiana University Press. (Original work published 1992) ● Kakar, S., & Ross, J. M. (1986). The cloistered passion of Radha and Krishna. In *Tales of love, sex, and danger* (pp. 74-103). Delhi, India: Oxford University Press. ● Fanon, F. (1967). The fact of blackness. In Black skin, White Masks (C.L. Markmann, Trans.). Pp. 82-108. London, UK: Pluto Press. (Original work published 1952) ● Roy, S. (2017). Lost in the forest. In *How I became a tree* (pp.151-159). New Delhi,India: Aleph Book Company.

Assessment (Including Skills to be tested as per NCrF):

1. Response Essay combining creative modalities and reflection (30 Marks)

This assignment is designed to test the student's ability to engage closely and critically with the theoretical content from the initial modules.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Cognitive, affective, self reflective	Outcomes relating to grasping core ideas in the introductory units and relating to them or situating them in lived experience	Knowledge comprehension Synthesis and application

2. Reading and activity based student presentations in a group On the phenomenology of psychic change (30 Marks)

This assignment focuses on the students capacity for reflecting on a performance task, learning in a group, synthesizing of ideas bridged with lived experience.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Higher order comprehension Critical analysis Original elaboration of ideas	Outcomes relating to deepening conceptual grasp and imbibing more complex vocabulary, situating and analysis of ideas	Performance task, interlinking creative activity with text in presentation demonstrating, application of concepts and their elaboration in real life

End Term Exam (40 Marks)

The End-term exam tests the student‘s ability to integrate learning across the entire course

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Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Cumulative learning, Intertextual linkages and meta- synthesis Original interpretations Identification of gaps in knowledge	Outcomes relating to deep understanding of conceptual ideas and comprehensive application based analysis	Long reflective answers Short answers Creative writing

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated, and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respecti Schools. The electives shared between more than one programme should have been approved by the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

DSE 20 / GE1 – Mixed Methods Research and Design (MMRD)

COURSE DESCRIPTION	
School/Centre proposing the course	School of Human Studies
Programme(s)	Psychology
Course Code	NSHSPS5854
Course Title	Mixed Methods Research and Design
Course type (core/compulsory/ elective/any other – please specify)	Discipline Specific Elective*/General Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Academic Year of Launch	2026
Course Revision (if any) (year)	NA
Academic Council Minutes for Course/Revision	NA
Semester	2
Number of Credits	4

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

   UG courses- Methods in Psychology, Advanced Research Methodology in (BA Psychology)

   PG Courses- Qualitative Research Methodology (MA Psychology), Research Methodology (MA Educational Studies)

2. **Specific requirements on the part of students who can be admitted to <u>None (Pre-requisites; prior knowledge level; any others – please specify)</u>**
   as per AUD norms on prerequisites

1. **No. of students to be admitted (with justification if lower than the usual cohort size is proposed):**
   As per AUD norms
2. **Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):**
   Semester-long Course
3. **How does the course align with AUD's vision?**

   The primary focus of Dr. B.R. Ambedkar University Delhi (AUD) is on research and teaching, guided by Dr. Ambedkar‘s vision of bridging equality and social justice with excellence. This is achieved not only by setting high academic standards but also by upholding integrity, promoting inclusivity, fostering critical thinking, and embracing interdisciplinary approaches. A Mixed Methods Research and Design course significantly helps bridge the gap between equality and social justice by providing a more comprehensive, nuanced, and actionable understanding of complex social issues. It enables researchers to combine the statistical breadth of quantitative methods with the in-depth, contextual understanding of qualitative methods, thereby addressing the multifaceted nature of inequality and promoting positive social change. Students learn to think critically about what kind of data, method, or paradigm is appropriate; they see the strengths and limits of each. It promotes thoughtful, interdisciplinary work.

4. **How does the course link to the specific programme(s) in which it is offered?**

The Mixed Methods course is useful in the Psychology programme because it utilizes both quantitative and qualitative approaches to converge, explain, and explore research design, and reflect on how to integrate them. This course aligns with AUD‘s values of equity, social justice, and engaged scholarship by enabling students to research the areas that capture both large-scale trends (using quantitative methods) and individual or marginalized voices (using qualitative methods).

Course Description:

Mixed methods research, the intentional integration of qualitative and quantitative research components in a single research design, has emerged as a research design that enriches social science research methods and designs with conceptual, theoretical, empirical, and applied qualities. The students will gain insight into both the basic and advanced aspects of integrating qualitative and quantitative approaches through lectures, exercises, and group activities. This course consists of four parts. Part One will cover research design issues, theoretical assumptions, and justifications for mixed-methods research. The second and third parts will deal with qualitative and quantitative

perspectives on mixed methods research. The fourth part will explore challenges and solutions to mixed methods research, including newer developments associated with complex mixed methods designs, integration, joint displays, and publication strategies for mixed methods projects. This course will provide a general introduction to 1) methodological underpinnings of research methods, 2) research designs, 3) different forms of methods, 3) field analysis, 4) modelling and simulation, and finally, 5) the combination of quantitative and qualitative approaches. The course focuses on the differences and similarities between the qualitative and quantitative methods. The overarching goal of this course is to provide students with a foundation that enables them to undertake and implement mixed-methods research designs.

Course Objectives:

- Provide a historical overview of the theoretical and philosophical foundations of mixed methods research
- Understand different research methods and strategies
- Develop a critical reflection on quantitative and qualitative methods
- Working knowledge of major mixed methods research designs

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable.
Mention 4-6 course outcomes.

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

CO1	Describe the epistemological or philosophical underpinnings of qualitative, quantitative, and mixed methods approaches
CO2	Determine if a mixed methods approach is suitable for answering their research questions
CO3	Demonstrate an understanding of the fundamental principles for designing mixed methods studies
CO4	Evaluate the quality of findings from mixed methods research through critical discussion of the required readings
CO5	Understand and overcome the methodological challenges in Conducting Mixed Methods Investigations in various settings.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	1	2	1	3	2	1	1	2	1	2	3	2	1
CO2	3	2	2	1	3	2	1	1	2	1	2	3	3	1
CO3	3	2	2	2	3	3	2	1	2	2	2	3	3	1
CO4	3	2	2	2	3	3	2	1	2	2	2	3	3	1
CO5	3	2	2	2	3	3	2	1	2	2	2	3	3	2
Average	3	1.8	2	1.6	3	2.6	1.8	1	2	1.6	2	3	2.8	1.2

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
4	-	-	4

	Modules and Readings
Module 1 (Lecture Hours =)	**Module I: Mixed Methods Research and Design: Paradigmatic Perspectives in Research** *Module description:* Beyond qualitative versus quantitative methods debate; Mixed Methods Research background- historical developments; justifications for Mixed Methods Research; Philosophy of science dimensions of Mixed Methods Research; Mixed Methods and pragmatism; Mixed Methods Research as a Distinctive Methodology for Social Inquiry, Critical Issues and Challenges **Essential Readings with page numbers** ● Creswell, John W. 2008. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Sage Publications, Inc.; 3rd edition. ISBN-10: 1412965578 (Pp. 1-24). ● Carter, S. M., & Little, M. (2007). Justifying knowledge, justifying method, taking action: Epistemologies, methodologies, and methods in qualitative research. Qualitative health research, 17(10), 1316-1328. ● Reichardt, C. S., & Cook, T. D. (1979). Beyond qualitative versus quantitative methods. In T. D. Cook & C. S. Reichardt (Eds.), Qualitative and quantitative methods in evaluation research (pp. 7-32). Beverly Hills, CA: Sage Publications ● Ryu, S. (2020). The role of mixed methods in conducting design-based research. *Educational Psychologist*, *55*(4), 232–243. https://doi.org/10.1080/00461520.2020.1794871

	• Greene, J. C. (2008). Is Mixed Methods Social Inquiry a Distinctive Methodology? *Journal of Mixed Methods Research*. https://doi.org/10.1177/1558689807309969 • Greene, J. C. (2012). Engaging Critical Issues in Social Inquiry by Mixing Methods. *American Behavioral Scientist*, *56*(6), 773. https://doi.org/10.1177/0002764211433794 **Suggested Readings** • Cho, J., & Trent, A. (2006). Validity in qualitative research revisited. Qualitative research, 6(3), 319-340. • Hammersley, M. (2011). Reflexivity. In The SAGE Encyclopedia of Social Science Research Methods, edited by Michael S. Lewis-Beck, Alan Bryman & Tim Futing Liao, pp. 934-935 • Venkatesh, V., Brown, S. A., & Sullivan, Y. W. (2016). Guidelines for conducting mixed-methods research: An extension and illustration. *Journal of the Association for Information Systems*, *17*(7), 2. • Maxwell, J. A. (2010). Using numbers in qualitative research. Qualitative inquiry, 16(6), 475-482. • Dawadi, S., Shrestha, S., & Giri, R. A. (2021). Mixed-Methods Research: A Discussion on its Types, Challenges, and Criticisms. Journal of Practical Studies in Education, 2(2), 25-36 DOI: https://doi.org/10.46809/jpse.v2i2.20
Module 2 (Lecture Hours =)	**Module 2: Types of Mixed-Method Design** *Module description:* Overview of Mixed Method Research; Variations in Mixed Method Research Design- exploratory sequential designs, explanatory sequential designs, convergent/concurrent/parallel designs; Guidelines for Developing Inferences and Meta-Inferences; Data Collection in Mixed Method Research Design; Data Analysis Essential Readings • Creswell, John W. 2008. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Sage Publications, Inc.; 3rd edition. ISBN-10: 1412965578 (Pp 49-59). • Bazeley, P. (2012). Integrative analysis strategies for mixed data sources. American Behavioral Scientist, 56(6), 814-828. • Guest, G. (2013). Describing mixed methods research: An alternative to typologies. Journal of Mixed Methods Research, 7(2), 141-151. • Leech, N. L., & Onwuegbuzie, A. J. (2009). A typology of mixed methods research designs. Quality & quantity, 43(2), 265-275. • Doyle, L., Brady, M., & Byrne, G. (2009). An overview of mixed methods research. *Journal of Research in Nursing*. https://doi.org/10.1177/1744987108093962

	• Leech, N. L., Dellinger, A. B., Brannagan, K. B., & Tanaka, H. (2010). Evaluating Mixed Research Studies: A Mixed Methods Approach. *Journal of Mixed Methods Research*. https://doi.org/10.1177/1558689809345262 • Turner, S. F., Cardinal, L. B., & Burton, R. M. (2017). Research design for mixed methods: A triangulation-based framework and roadmap. Organizational Research Methods, 20(2), 243-267. **Suggested Readings** • Hesse-Biber, S. (2015). Mixed methods research: The ―thing-ness‖ problem. Qualitative Health Research, 25(6), 775-788. • Kerrigan, M. R. (2014). A Framework for Understanding Community Colleges‘ Organizational Capacity for Data Use A Convergent Parallel Mixed Methods Study. Journal of Mixed Methods Research, 8(4): 341- 36 • Buck, G., Cook, K., Quigley, C., Eastwood, J., & Lucas, Y. (2009). Profiles of Urban, Low SES, African American Girls' Attitudes Toward Science: A Sequential Explanatory Mixed Methods Study. Journal of Mixed Methods Research. 3(4) 386-410. • Clark-Gordon, C. V., Workman, K. E., & Linvill, D. L. (2017). College Students and Yik Yak: An Exploratory Mixed-Methods Study. Social Media+ Society, 3(2), 2056305117715696 • Brannen, J., & Moss, G. (2012). Critical issues in designing mixed methods policy research. American Behavioral Scientist, 56(6), 789-801.
Module 3 (Lecture Hours =)	**Module 3: Understanding "Mixing"/ Integration: Core Parameters of Mixed- Methods Paradigm** *Module description:* Steps in Planning Mixed Methods Study; Core and Complex Mixed Methods Research and Design; Sampling, Integration, and Meta-inferences of Mixed Methods Study, Theory Building and Theory Testing in Mixed Methods Studies; Reporting Mixed Methods Study **Essential Readings** • Creswell, John W. 2008. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Sage Publications, Inc.; 3rd edition. ISBN-10: 1412965578 (Pp. 25-106) • Denzin, N. K. (2010). Moments, mixed methods, and paradigm dialogs. Qualitative inquiry, 16(6), 419-427. • Greene, J. C. (2015). Preserving distinctions within the merger of multimethod and mixed methods research. In The Oxford handbook of multimethod and mixed methods research inquiry, edited by Sharlene Nagy Hesse-Biber and R. Burke Johnson, Oxford University Press. (Pp 606- 615).

	• Kelle, U. (2015). Mixed Methods and the Problems of Theory Building and Theory Testing in the Social Sciences. In *The Oxford Handbook of Multimethod and Mixed Methods Research Inquiry*, edited by Sharlene Nagy Hesse-Biber and R. Burke Johnson. Oxford University Press. (Pp 594-604) • Creswell JW, Inoue M. A process for conducting mixed methods data analysis. *J Gen Fam Med*. 2025; 26: 4–11. **https://doi.org/10.1002/jgf2.736** **Suggested Readings** • Johnson, R. B., Russo, F., & Schoonenboom, J. (2019). Causation in Mixed Methods Research: The Meeting of Philosophy, Science, and Practice. Journal of Mixed Methods Research, 13(2): 143-162 • Morgan, D. L. (2007). Paradigms lost and pragmatism regained methodological implications of combining qualitative and quantitative methods. Journal of mixed methods research, 1(1), 48-76. • Fetters, M. D., & Molina-Azorin, J. F. (2017). The Journal of Mixed Methods Research starts a new decade: Principles for bringing in the new and divesting of the old language of the field. Journal of Mixed Methods Research, 11(3): 291-307 • Doyle, L., Brady, M., & Byrne, G. (2009). An overview of mixed methods research. *Journal of Research in Nursing*. https://doi.org/10.1177/1744987108093962 • Leech, N. L., Dellinger, A. B., Brannagan, K. B., & Tanaka, H. (2010). Evaluating Mixed Research Studies: A Mixed Methods Approach. *Journal of Mixed Methods Research*. https://doi.org/10.1177/1558689809345262
Module 4 (Lecture Hours =)	**Module 4: Applications of Mixed Methods Studies** *Module description:* Methodological Challenges in Conducting Mixed Methods Investigations; Current Developments and the Future of Mixed Methods; Application of Mixed Methods Research and Design in Various Settings- Public Administration, Health, Psychological Research, Culture-Specific, Counseling, School, Child Welfare, and Policy Mental Health Essential Readings • Fetters, M. D., & Molina-Azorin, J. F. (2020). Utilizing a mixed methods approach for conducting interventional evaluations. Journal of Mixed Methods Research. 14(2): 131 144. • Hesse-Biber, S., & Griffin, A. J. (2013). Internet-mediated technologies and mixed methods research: Problems and prospects. Journal of Mixed Methods Research, 7(1), 43-61. • Honig, D. (2019). Case study design and analysis as a complementary empirical strategy to econometric analysis in the study of public agencies:

	Deploying mutually supportive mixed methods. Journal of Public Administration Research and Theory, 29(2): 299-317 ● Tashakkori, A., Teddlie, C., & Sines, M. C. (2012). Utilizing mixed methods in psychological research. *Handbook of psychology*, *2*, 428-450. ● Bishop, F.L. (2015), Using mixed methods research designs in health psychology: An illustrated discussion from a pragmatist perspective. Br J Health Psychol, 20: 5-20. https://doi.org/10.1111/bjhp.12122 ● Hanson, W. E., Creswell, J. W., Clark, V. L. P., Petska, K. S., & Creswell, J. D. (2005). Mixed methods research designs in counseling psychology. *Journal of Counseling Psychology*, *52*(2), 224. ● Bartholomew, Theodore T.; Brown, Jill R. (2012). Mixed methods, culture, and psychology: A review of mixed methods in culture-specific psychological research.. *International Perspectives in Psychology: Research, Practice, Consultation, 1(3), 177–190.* doi:10.1037/a0029219 ● Powell, H., Mihalas, S., Onwuegbuzie, A.J., Suldo, S. and Daley, C.E. (2008). Mixed methods research in school psychology: A mixed methods investigation of trends in the literature. Psychol. Schs., 45: 291-309. https://doi.org/10.1002/pits.20296 ● Palinkas, L.A., Aarons, G.A., Horwitz, S. *et al.* Mixed Method Designs in Implementation Research. *Adm Policy Ment Health* **38**, 44–53 (2011). https://doi.org/10.1007/s10488-010-0314-z **Suggested Readings** ● Creswell JW, Klassen AC, Plano Clark VL, Smith KC. Best Practices for Mixed Methods Research in the Health Sciences. Office of Behavioral and Social Sciences Research (OBSSR) National Institutes of Health. 2011. ● Barnow, B. S., Pandey, S. K., & Luo, Q. E. (2024). How Mixed-Methods Research Can Improve the Policy Relevance of Impact Evaluations. Evaluation Review. 48(3): 495-514 ● Mason, W., Morris, K., Webb, C., Daniels, B., Featherstone, B., Bywaters, P., ... & Scourfield, J. (2020). Toward full integration of quantitative and qualitative methods in case study research: Insights from investigating child welfare inequalities. Journal of Mixed Methods Research, 14(2), 164-183. ● Cameron, R. (2009). A sequential mixed model research design: Design, analytical and display issues. International Journal of Multiple Research Approaches, 3(2), 140-152. ● Hendren, K., Newcomer, K., Pandey, S.K., Smith, M. and Sumner, N. (2023) How Qualitative Research Methods can be Leveraged to Strengthen Mixed Methods Research in Public Policy and Public Administration. Public Administration Review 83(3): 468 485.

	• Pearce, L. D. (2012). Mixed methods inquiry in sociology. American Behavioral Scientist, 56(6), 829-848. • Richwine, C., Luo, Q. E., Thorkildsen, Z., Chong, N., Morris, R., Barnow, B., and Pandey, S.K. (2022) Defining and Assessing the Value of Canonical Mixed Methods Research Designs in Public Policy and Public Administration. Journal of Policy Analysis and Management. 41(3): 891-920.

Assessment (Including Skills to be tested as per NCrF):

1. Response Essay (30 Marks)

This assignment is designed to test the student's ability to engage closely and critically content from the initial modules.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills**
Home assignment	Demonstrates understanding of the pragmatism of mixed methods and critically evaluates the challenges of applying integrated approaches in social research contexts.	Applies mixed reasoning, inte qualitative and approaches, an critical thinking and academic

2. Midterm Exam (30 Marks)

This assignment focuses on the…

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Test**
Classroom exam	Demonstrate understanding of different mixed methods designs, differentiate their structures and purposes, apply appropriate design selection to research problems, and critically evaluate their strengths and limitations in social inquiry.	Identifies and diffe mixed-methods de appropriate designs design structures, strengths and limita demonstrates critica methodological dec.

End Term Exam (40 Marks)

The End-term exam tests the student‘s ability to integrate learning across the entire c

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Mixed-method research report based on hypothetically designed case.	Demonstrate ability to design and justify a mixed-method study, integrate qualitative and quantitative approaches, analyze hypothetical data, and present a coherent, evidence-based research report.	Applies mixed-method design, integrates qualitative–quantitative data, justifies methodological choices, analyzes and interprets findings, demonstrates critical thinking, and produces structured, academically sound research reports.

Signature of Course Coordinator(s)

Signature of the Dean of the School

Skill Based Course: Psychic Work: Paradox and Process

COURSE DESCRIPTION	
School/Centre proposing the course	School of Human Studies
Programme(s)	MA Psychology (Psychosocial Clinical Studies)
Course Code	NSHSPS5726
Course Title	Psychic Work: Paradox and Process
Course type (core/compulsory/ elective/any other – please specify)	Skill based course
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Academic Year of Launch	2009
Course Revision (if any) (year)	2026
Academic Council Minutes for Course/Revision	
Semester	Semester 2
Number of Credits	2

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
   The course overlaps with several courses in MA Psychology that offer a nuanced take psychological processes like _Listening, Communicating and Relating‘, _Psychodynam Psychotherapy‘ and _Childhood, Identity and Society‘. It can serve as a link to deepen a consolidate insights into the nature of psyche as theorized in depth psychology and as se in clinical settings as well as relational life contexts.

2. Specific requirements on the part of students who can be admitted to this course: (P requisites; prior knowledge level; any others – please specify)
   No specific prerequisite but a grounding in psychoanalytical tradition and familiarity w psychoanalytic thinkers like Freud and Winnicott will be welcome.

3. No. of students to be admitted (with justification if lower than the usual cohort size proposed): As per AUD norms. The course is intensely experiential in nature. A smaller class cohort will make for a class room experience that is enriching.

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

5. How does the course align with AUD's vision?

AUD aspires to foster an educational environment that is academically stimulating and rigorous while bridging academic excellence with socially engaged knowledge and practice. The course makes for insights into lived realities and the complexity of psychological processes as they unfold in personal and interpersonal domains. It will promote in the student an appreciation of psychological complexity as encountered in the lived everyday emphasizing the unfolding nature of psychic processes and the active role of listening to self and others as well. This will help students carry an empathic sensibility in engaging with human lives and realities in a diversity of contexts.

6. How does the course link to the specific programme(s) in which it is offered?
The course serves as an occasion to gather and consolidate insights into the processual nature of the psychic life including processes like dreaming, listening and creativity. Through such an engagement the course is intended to foster in the student the capacity to bear states of contradictions, confusions as well as creative flow. This is critical to the vision of the MA Psychology programme which draws its sensibility from psychoanalytic and psychosocial traditions of immersive and experience near work.

Course Description: The course explores the nature of psychic activity as inherently active and creative. It traces how living experience unfolds often making for paradoxes in experience which the course views as creative tension – between solitude and relationality, between containment and chaos, between communication and silence, between dreaming and interruption of experience. It explores how the psyche strives to manifest its highest potential by transforming contradictions that belong to the seeming or real opposition between external reality and inner life into states of becoming.

Course Objectives:

1. To develop a theoretically nuances and experience laden appreciation of the psyche, not only as a coherent structure but an ongoing process constituted by paradoxes and creative tension between opposing pulls.
2. To appreciate the interwoven relationship between solitude, relationality and emotional truth.
3. To appreciate dreaming as a form of psychic work rather than mere nocturnal event.
4. To appreciate the self as an unfolding process.
5. To cultivate a deeper awareness of one‘s relationship with the outside and the nonhuman world leading to an empathic and shared sense of the social environment.

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. *Mention 4-6 course outcomes.*

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

CO1	Articulate his/her understanding of the psyche as processual, creative and carries potential for transformation in resolving seeming and real paradoxes of life.
CO2	Describe the psychological significance of dreaming in psychic digestion of affect.
CO3	Understand the emergent nature of self and psyche that unfolds through experience.

CO4	Understand and articulate one‘s relationship with rest and solitude by moving between text and experience.
CO5	Describe one‘s affective ties with the outside world and situate oneself in proximal ties leading to an enhanced sense of connection and vitality in the world.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	2	2	3	2	3	2	3	2	3	2	3	2	3
CO2	2	2	2	2	3	2	2	2	2	3	2	2	3	2
CO3	3	3	2	2	3	3	2	3	3	3	2	3	3	2
CO4	2	2	3	3	2	3	2	3	2	2	3	2	2	3
CO5	3	2	3	3	2	3	3	3	3	3	2	3	3	3
AVERAGE	2.6	2.2	2.4	2.6	2.4	2.8	2.2	2.8	2.4	2.8	2.2	2.6	2.6	2.6

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
2	0	0	2

	Modules and Readings
Module 1 (Lecture Hours = 6)	Module Name: To communicate or not communicate: Solitude, truth and relationality *Module description* Taking up Winnicott‘s writing, the unit explores the paradoxical nature of the psychic creativity: the condition solitude is another‘s presence just as the capacity to communicate meaningfully is through the preservation of a self that is essentially incommunicado. The unit explores the movement between these poles as the music inherent to life. **Readings with page numbers:** ● Winnicott, D.W. (1965). Communicating and not communicating leading to a study of certain opposites. In *The maturational processes and the facilitating environment: Studies in the theory of emotional development* (pp. 179-192). Lonon, UK: The Hogarth Press

	• Winnicott, D.W. (1965). The capacity to be alone. In *The maturational processes and the facilitating environment: Studies in the theory of emotional development* (pp. 29-36). Lonon, UK: The Hogarth Press **Suggested Readings:** • Winnicott, D.W. (1965). Ego distortion in terms of true self and false self. In *The maturational processes and the facilitating environment: Studies in the theory of emotional development* (pp. 140-152). Lonon, UK: The Hogarth Press
Module 2 (Lecture Hours = 6)	Module Name: Dreaming into Being: Chaos to containment in Bion *Module description* Taking its title from the central text it studies, the unit explores the nature of the psyche through a sustained engagement with Bion‘s theory of dreaming. A radicalization of Freud‘s thought, Bion opines how it is through the act of dreaming that the mind constitutes itself in digesting the chaos of affect. From within this perspective, the unit explores how psyche unfolds through dreaming placing at the centre the paradox how one dreams the undreamt. **Readings with page numbers:** • Grotstein, J.S. (2007). What does it mean to dream? Bion‘s theory of dreaming. In *A beam of intense darkness: Wilfred Bion"s legacy to psychoanalysis* (pp. 259-289). London, UK: Karnac. • Ogden, T.H. (2005). This art of psychoanalysis: Dreaming undreamt dreams and interrupted cries. In *This art of psychoanalysis: Dreaming undreamt dreams and interrupted cries* (pp.1-18). London, UK:Routlege. **Suggested Readings:** • Ogden, T.H. (2005). Reading Bion. In *This art of psychoanalysis: Dreaming undreamt dreams and interrupted cries* (pp.77-92). London, UK:Routlege. • Grotstein, J.S. (2007). Become. In *A beam of intense darkness: Wilfred Bion"s legacy to psychoanalysis* (pp. 305-307). London, UK: Karnac. • Grotstein, J.S. (2007). The container and the contained. In *A beam of intense darkness: Wilfred Bion"s legacy to psychoanalysis* (pp. 151 - 167). London, UK: Karnac. • Kakar, S. (2011). Introduction. In Kakar, S. (Ed.), *On dreams and dreaming: Boundaries of consciousness* (pp. xi-xxi). Viking, Penguin Books.
Module 3 (Lecture Hours = 6)	• Module Name: Self as container, self as flow: Meditations on the self *Module description*

	The unit through bringing Western psychoanalysis and Buddhist thoughts meditates on tgeh nature of the self. Western psychoanalysis takes the self as its therapeutic horizon: the goal is a more coherent, resilient, better-integrated self. Buddhism begins from the opposite premise: the conviction that the self as ordinarily conceived — as a substantial, continuous, unified agent — is a construction, an illusion. The unit straddles this paradox as creative tension and in the process meditates on the different routes into subjectivity. **Readings with page numbers:** ● Epstein, M. (1996). The psychodynamics of meditation. In *Thoughts without a thinker: Psychotherapy from a Buddhist perspective* (pp.129-155). Richmond, UK: Duckworth **Suggested Readings:** ● Epstein, M. (1998). Breaking into pieces without falling apart: A Buddhist perspective on wholeness. New York, NY: Harmony books. ● Kakar, S. (2024). The Indian jungle: Psychoanalysis and non-western civilizations. Oxfordshire, UK: Karnac.
Module 4 (Lecture Hours = 6)	Module Name: Rest and the non human world *Module description* Whereas psychoanalysis repeatedly underscores the impact of human figures around, the concluding unit explores experiences of the self, in particular of rest, in the non human world. It explores how the nonhuman is experienced not as an absolute other but is intimately woven into textures of experience. A widening of perspective allows for a meditation on the psyche‘s relationship with the outside world. **Readings with page numbers:** ● Searles, H. F. (1979). The infant‘s subjective oneness with his nonhuman environment. In *The Nonhuman environment in normal development and schizophrenia* (pp. 29-53). New York, NY: International Universities Press, Inc. ● Ogden, T.H. (1989). The autistic-continguous mode of generating experience. In *The primitive edge of experience* (pp. 30 – 46).`1 London, UK: Jason Aronson Inc. **Suggested Readings:** ● Kakar, S. (2024). The Indian jungle: Psychoanalysis and non-western civilizations. Oxfordshire, UK: Karnac. ● Roy, S. (2024). Plant thinkers of twentieth century Bengal. Oxford University Press.

Assessment (Including Skills to be tested as per NCrF):

1. Response Essay – synthesizing text and personal experience (30 Marks)
This assignment is designed to test the student's ability to engage closely and critically with the theoretical content from the initial modules.

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Cognitive, affective, self reflective	Outcomes relating to grasping conceptual foundations and situating them in lived experience	Knowledge comprehension Synthesis and application

2. Reading based presentations in a group (30 Marks)
This assignment focuses on the student's ability to engage with material and present ideas with cohesion while also giving a chance for peer learning.

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Higher order comprehension Critical analysis Original elaboration of ideas	Outcomes relating to conceptual grasp and imbibing more complex vocabulary, situating and analysis ideas	Performance task, clinical case presentation, Integration, thematic elaboration and application of idea in lived stories and experience

End Term Exam (40 Marks)
The End-term exam tests the student's ability to integrate learning across the entire course

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Cumulative learning, Intertextual linkages and meta-synthesis Original interpretations Identification knowledge of gaps in	Outcomes relating to deep understanding of conceptual ideas and comprehensive application based analysis	Long reflective answers Short answers

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated, and the revised proposal should be submitted to the Academic Council with due recommendations.

2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved by the Board of Studies

Recommendation of the Board of Studies: Passed by the Board of Studies

Signature of the Dean of the School

Skill Based Course : Academic Writing in Psychosocial Studies

COURSE DESCRIPTION	
School/Centre proposing the course	School of Human Studies
Programme(s)	MA Psychology (Psychosocial Clinical Studies)
Course Code	NSHSPS5833
Course Title	Academic Writing in Psychosocial Studies
Course type (core/compulsory/ elective/any other – please specify)	Skill Based
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA 1 year
Academic Year of Launch	2026
Course Revision (if any) (year)	NA
Academic Council Minutes for Course/Revision	NA
Semester	Semester 2
Number of Credits	2

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

8. The course may connect to the research methodology courses offered in AUD; it is a workshop course on academic reading and writing, central processes in research.

9. Specific requirements on the part of students who can be admitted to this course: (Pre- requisites; prior knowledge level; any others – please specify) : 1st semester courses in the MA Psychology programme

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

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

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

AUD is committed to pursuing education, research and extension work that promotes social justice, excellence and equity. As a writing course that fosters the capacity for critical thinking, reading and writing in the psychosocial tradition, the course contributes to the vision of AUD.

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

The MA Psychology (Psychosocial Clinical Studies) programme at AUD inculcates in students a capacity to engage with human subjectivity in all its fulness and diversity especially as they are lived in relation to power and politics and cultural manifestations of the same in India. Learning to conceptualize and theorize the same is an essential component of the programme. This course enables in students the capacity to express the same through reading and writing in the research processes they are engaged in.

Course Description:

The course aims to instil in students the capacity the think (and feel) through a curiosity about the psychosocial worlds that are made by and make them, to come to a *written representation* of the same. A representation grounded in the intellectual and practice traditions explored in the psychosocial clinical studies programme. This course will be allied with the Dissertation course of the programme.

Learning to write starts with learning to read what others write. Students first learn to read written texts in these traditions, examine readings of various styles and traditions (theoretical expositions, empirical studies, clinical case studies, film analyses) taking these apart for their style, form, place of voice, styles of argument. Then they take part in writing exercises linked to their Dissertation.

Course Objectives:

i) To develop in students an appreciation of the centrality of interpretation to grasp and represent inner and outer worlds

ii) To learn to read and recognize writing conventions in different epistemological traditions that are explored in the programme

iii) To learn to represent the world as they observe and experience it from the vantage point/s of their personal and intellectual histories through academic writing

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. *Mention 4-6 course outcomes.*

At the end of the course students will be able to:

CO1	The ability to translate one's research interest/intellectual explorations into an articulation
CO2	The capacity to read for style/convention, form and content
CO3	The capacity to dialogue between one's location (personal, social, intellectual) and various authors' locations.

	PO 1	PO 2	PO 3	PO4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5 P7	PS0 6	
CO1	3	1	2	2	3	2	1	1	2	1	2	3	3	2
CO2	3	2	2	2	2	3	1	1	2	1	2	3	2	1
CO3	2	1	2	2	2	2	1	1	2	1	2	2	2	1
CO4														
Average	2.6	1.3	2	2	2.3	2.3	1	1	2	1	2	2.6, 2.3	, 1.3	

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
2	0	0		2

	Modules and Readings: The course will move through **3** modules in the workshop mode**.** The class will be divided into smaller groups that will work through the semester learning in the class to ideate**,** read**,** write and to discuss and review these**-** both their own and their peers' processes of ideating**,** reading**,** and writing**.** Each student**/**group will present to the whole class**/**their group exemplary work related to the reading**/**writing**/**reviewing tasks for each week
Module 1 (Lecture Hours =) 8 hours	**Module I: Ideating (and writing)** i) Working towards ―objectives‖ of research**/**chapter**/**paper What is the research subject or area**?** Writing task**:** a single paragraph as starting thoughts**.** ii) First articulations of ―relevance of study"**/** reflexivity and positionality**.** Why does the student want to work on this area**/**subject**?** Writing task**:** One to two pages of the personal relevance of the research**,** its link to one's own biography and social, historical contexts wherein the study is located.

	iii) Methods- Initial thoughts What are the ways in which this question can be posed and answered-first thoughts on methods. Writing task: Bullet points iv) Methodology- First tracings of an intellectual journey Who or what has influenced the emergence of these ideas- any book, article, a broad theoretical tradition or a field of practice – such as clinical or political movement traditions. Writing task: Two to three pages v) Building a Bibliography/Data Base Are there texts that the student thinks they ought to use – give full citations. (Text includes books/articles/documents – both scholarly, journalistic, in the art and entertainment realm- films that they have seen, music that they have listened to,...interviews conducted/proposed to conduct, policy documents, any cultural text, basically) Essential Reading: **1.** Mason, J. (2002). In *Qualitative researching* (2nd ed.). SAGE Publications Ltd. (pp. 1-23)
Module 2 (Lecture Hours =) 6 hours	**Module II: Reading (and writing)** i) Reading – How to select the texts one wants to read in the area proposed**.** Writing task**:** Listing articles along with the rationale of why they have been chosen for review**.** ii) How to distinguish scholarly vs non**-**scholarly sources**;** how to critically analyze information sources**.** iii) How to read an article**/**book**?** How to take notes**?** How to retain arguments**?** Politics of not understanding or misreading of texts**.** How understanding is political**.**

	iv) From the Descriptive to the Conceptual – Distinguishing an argument from elaborations. v) Reading for styles of writing- philosophical, empirical study based, experiential, clinical, critical theoretical. (Place of reflexivity and positioning in the writing; how theory is integrated into narrative) Task: discussion of exemplar papers vi) The ethics of representing participants and power relations in text. Task: discussion of exemplar papers. Essential Readings: **1.** Pritchard, A. (2008). Reading for academic purposes. In *Studying and Learning at University* (pp. 37–52). SAGE Publications. **2.** Wyatt, F. (1986). The narrative in psychoanalysis: Psychoanalytic notes on storytelling, listening, and interpreting. In T. R. Sarbin (Ed.), *Narrative psychology: The storied nature of human conduct* (pp. 193–210). Praeger Publishers/Greenwood Publishing Group **3.** Clifford, James. Writing Culture: Poetics and Politics of Ethnography. London, University of California Press, 1986 **4.** Alcoff, L. (1991). The Problem of Speaking for Others. *Cultural Critique*, *20*, 5–32. https://doi.org/10.2307/1354221 Suggested Readings **:** **1.** Eric Henderson 2015. The Active Reader: Strategies for academic reading and writing, Oxford Univ Press, Oxford.

Module 3 (Lecture Hours =) 8 hours	Module 3: Writing up Data i) Summary of the chapters/articles one single page, *without* the student's frontal analysis. ii) The student's analytical review following proper citations in three pages. iii) Assessment of each other's writing. Ethics and mechanics of peer reviewing – The Art and Craft of Constructive Criticism. Task: Presentation by peer of the review. iv) Turning qualitative data into compelling narratives. Task: Drafting analytic sections using sample data. v) Writing as a way of thinking and analysing. Task: Reflections on the writing process Essential Readings: Ogden, T.H. (2005), On psychoanalytic writing. The International Journal of Psychoanalysis, 86: 15-29. https://doi.org/10.1516/VW6M-4T04-BLMW-8X8B Govrin, A. (2025). Responsible creativity: combining clinical report and literary writing in the psychodynamic case study. *Psychoanalytic Psychotherapy*, *39*(1), 20–39. https://doi.org/10.1080/02668734.2024.2414207 Suggested Readings: 1. Howard S. Becker 2007. Writing for Social Scientists, 2nd edition, Univ of Chicago Press, Chicago. 2. Anthony Weston 2000. A Rule Book for Arguments, 3rd edition, Hackett Publishing, Indianapolis, USA

Assessment (Including Skills to be tested as per NCrF):

1. **Group Presentation (50 Marks)**

Group presentation where students read together exemplar texts of different kinds (clinical case studies, philosophical texts, ethnography based writing, cultural studies texts).

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested	Examples
• Genre-specific conventions of writing in clinical, ethnographic • , and cultural studies traditions • Key psychosocial concepts: subjectivity • , narrative, affect, power, discourse, and • context	• Ability to identify and compare forms of • knowledge production across genres (clinical vs ethnographic vs cultural studies) • Ability to • analyze • how writing construct • s the	• Close reading of dense and stylistically different texts • Genre analysis (structure, tone, argument, narrative movement) • Interpreting implicit assumptions (about self, other, culture, pathology) • Collaborative discussion and synthesis	• Examining how a cultural studies text frames subjectivity through discourse and power rather than individual pathology • Comparing how emotion/affect is represented differently across genres (e.g., symptom vs lived experience vs cultural expression) • Reflecting on the ethical tensions in representing another's life (e.g., confidentiality in clinical writing vs visibility in ethnography)

• Differences between clinical narration (case formulation, transference, interpretation) and ethnographic/cultural analysis (thick description, positionality, representation) Ethical questions in writing about others (voice, authority, confidentiality, translation of experience)	• subject (patient, participant, cultural figure) Develop sensitivity to voice, positionality, and power in writing practices Begin to translate reading into writing strategies for one's own work Engage collaboratively in meaning-making through shared reading	• Oral presentation (clarity, coherence, ability to foreground key insights) Reflexive thinking (locating one's own interpretive stance)	•

2. Peer Review of End Semester Writing Samples (50 Marks)

Peer Review of a Writing Sample of either a conceptual framework (for research work) or building a narrative around fieldwork data.

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested	Examples
• Understanding of theoretical frameworks in psychosocial and critical psychology (e.g., subjectivity, affect, discourse, power, relationality) • Knowledge of how arguments are structured in conceptual • writing (clarity of concepts, coherence, theoretical grounding) • Awareness of ethnographi • c and narrative conventions in representing fieldwork (contextualizat io n, voice, reflexivity) • Ethical consideration	• Ability • to critically engage with and evaluate peer writing in relation to theoretical and methodological expectations • Ability to identify • strengths and gaps in argument, structure, and conceptual clarity • Develop sensitivit y to voice, • positionality, and power in representing self and others • Ability to offer constructive, theoretically informed feedback that supports revision • Strengthen one's own writing through reflective engagement with others' work	• Analytical reading of extended writing (conceptua l and narrative forms) • Evaluating coherence between theor y, method, and representati o n • Identifying issues • in argumentat ion, structure, and clarity • • Providing con structive, actionable feedback (not just critique) • Reflexive awareness of one's own interpretive position • Written	• Reviewing a peer's conceptual framework to assess whether key concepts are clearly defined, appropriately sourced, and coherently linked • Identifying gaps where theoretical claims are not adequately supported or where concepts are used inconsistently • Commenting on a fieldwork narrative's use of voice (e.g., overly authoritative vs sufficiently reflexive) • Suggesting ways to better situate field data within social, cultural, and political contexts • Noting ethical concerns (e.g., anonymization, representation of vulnerable subjects) • Offering specific revisions (e.g., restructuring paragraphs, clarifying conceptual transitions, deepening reflexive engagement)

s in writing about lived experience (representatio n, confidentiality, positionality)		communica tio n (clarity, precision, sensitivity in feedback)	

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: Passed by the Board of Studies

Signature of the Dean of the School

Research: Dissertation - II

COURSE DESCRIPTION	
School/Centre proposing the course	School of Human Studies
Programme(s)	M.A. in Psychology
Course Code	NSHSPS5822
Course Title	Dissertation- II
Course type (core/compulsory/ elective/any other – please specify)	Research and compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	M.A
Academic Year of Launch	2009
Course Revision (if any) (year)	2026
Academic Council Minutes for Course/Revision	
Semester	2
Number of Credits	6

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

The AUD has a vision of education that fosters engaged scholarship, field immersion, critical thinking, and empathetic, reflective involvement with society. The research dissertation component of the MA Psychology, Psychosocial Clinical Studies is aligned with the University's vision outlined above. The dissertation component of the Master's psychology programme takes into account students' learning over the two years of their graduate-level studies at the university. It requires a student's cumulative understanding and brings together learning from core courses and Electives. The dissertation is premised on the budding researcher‘s ability to conceptualise a problem, explore it with adequate theoretical ideas, methodological processes and tools and analytical skills in an ethical manner. requiring students to actively draw on their conceptual, methodological, and analytical training. The Master’s level research dissertation is a capstone integrating an assimilation of knowledge across the Master‘s programme into an original, creative and engaged research project. At AUD most Master‘s level programmes have a similar capstone course called a dissertation. The research dissertation of the MA Psychology (Psychosocial Clinical Studies programme speaks closely to several other dissertation courses in the School of Letters, School of Education, School of Design, Culture and Creative Expressions etc.

3. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify) : All students of the MA. Psychology takes up a dissertation.

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

5. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long course (builds on Dissertation - I in semester 1)

6. How does the course align with AUD's vision?

As already stated, the AUD has an ethical, involved and critical perspective to offer and inculcate in its students. The dissertation course aligns closely with the vision of AUD by integrating experiential and interdisciplinary learning, critical inquiry, capacity for self-reflection and socially engaged research. It brings together experience and knowledge from the entire M.A. programme and guides students in producing an original piece of research that reflects the university's emphasis on intellectual competence and situated knowledge creation. Its focus on the psychological, psychosocial, psychoanalytical and experience-near orientations, also critical perspectives intersectional approaches, reflexive writing, and the articulation of one‘s scholarly voice also supports AUD‘s commitment to ethical, soci0-experientally relevant scholarship and the development of compassionate, informed and critically engaged researchers and scholars who have a special eye to regard the nuances of intersubjective experiential processes in research even as they bring to the fore voices from the peripheries and margins of social-emotional life.

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

The dissertation course is intrinsically linked to the M.A. programme as its capstone component, drawing together the experiential, theoretical, methodological, and analytical training developed across earlier courses. It requires students to mobilise key frameworks from the psychosocial clinical perspective. One of the salient aspects is a reflective and inward turn towards the researcher‘s subjectivity and positionality, even as it, knowingly or unknowingly guides the choice of questions to be pursued and method to be chosen. The programme also holds intersectionality, postcolonial studies, gender sensitivity and a regard for marginal experiences as its foundational premises. The dissertation course builds on the learnings in particular from the field immersion and the Research Methods course(s) in a bid to prepare students to undertake independent, creative and original research work. Students learn to use research methods and apply them to the area of work they have chosen. This course consolidates programme-specific learning outcomes— immersive and self-reflective, experiential/ intersubjective perspectives, critical thinking, interdisciplinary analysis, and relationally oriented scholarship—while enabling students to demonstrate intellectual coherence, sensitivity to subjectivity & different subject positioning, methodological rigour, and a distinct academic voice within the field.

Course Description:

The Dissertation course serves as the capstone of the M.A. Psychology programme, enabling students to undertake an original research project that synthesizes their experiential, theoretical,

methodological, and analytical learning. 'Dissertation' - II is the second of the two continuous dissertation courses to be undertaken by the student in semester 2 (preceded by 'Dissertation - I' in semester 1) of the 1 year MA Programme. The particular aim of this course is to help students complete a research project and produce a written dissertation that brings all prior steps and processes together. In this particular course students learn to engage in the process of meaning-making vis-à-vis field engagement , analysis and reflexive understanding. The course culminates into a final coherent research dissertation , which is followed by viva voce.

As stated earlier, the students are assigned to work closely with a supervisor based on the similarity of research interest between the supervisor and the supervisee, and a reader from the faculty. (who also serves as an internal examiner). This exercise is undertaken at the beginning of the third semester, after students share their preliminary research proposals. The research methods courses in semesters 1 and 2 help students select an appropriate method of data collection and analysis that comes close to answering their research questions. In addition, regular supervision sessions with the supervisor and time-to-time feedback and evaluation from the reader help students make meaning of the field experience and view it through various theoretical lenses.

Course Objectives:

- To enable students to design and complete an original research project grounded in psychological, psychosocial, clinical and interdisciplinary frameworks.
- To cultivate academic writing as a form of intellectual labour, emphasising clarity, coherence, and analytical-experiential depth.
- To encourage students to use alternative, creative means of expressing their engagement with the lived realities of humans via field immersion or other forms of engaged inquiry in addition to theoretical and academic analysis, as represented in a research treatise.
- To encourage the disciplined use of subjectivity and intersubjectivity as facilitative processes in meaning making; also a reflexive and critical engagement with fieldwork and feedback, treating revision as a process of deepening and refining thought.
- To develop the capacity to articulate and defend one's research through presentations and viva voce.
- To foster intellectual independence and to appreciate relational and interdependent forms of knowledge building, scholarly voice, and confidence as emerging researchers in the field who are responsive to life at the margins and can especially work with egalitarian visions of participatory and analytical research.

Course Outcomes:
At the end of the course, students will be able to

CO1	Complete an original, independent research project using appropriate psychological, psychosocial, clinical and interdisciplinary frameworks that value the voice of human experience, including unconscious nuances in communication, mutuality in research, and the researcher‘s reflexivity and/or theoretical immersion into texts as data sources.
CO2	Engage in field work and/or secondary sources honoring the voice of experience and/or theoretical knowledge base in philosophical/critical/literary traditions as well as diverse forms like art, poetry, and cinema, to explore the psychological complexity of human lives in a bid to complete an empirical work or treatise
CO3	Articulate nuances of intrapsychic and intersubjective lives through a sustained reflection on life narratives as engaged with in the field or encountered in a text, and develop life profiles, psychobiographies or narrative based sketches by demonstrating competence in emphatically analyzing the same in a bid to reach meaning and understanding of lived phenomena.
CO4	Complete a research dissertation that demonstrates ethical representation, analytical depth, clarity of writing, and scholarly rigor.
CO5	Present key themes, understandings and arguments of their research and defend the same in an oral viva and academic discussion.

CO–PO–PSO Mapping Table

CO/PO, PSO	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	**3**	**2**	**2**	**1**	**3**	**2**	**1**	**2**	**3**	**2**	**2**	**3**	**3**	**2**
CO2	**3**	**2**	**2**	**1**	**3**	**2**	**1**	**2**	**3**	**3**	**2**	**3**	**3**	**2**
CO3	**3**	**3**	**2**	**2**	**3**	**3**	**1**	**3**	**2**	**3**	**2**	**2**	**3**	**2**
CO4	**2**	**3**	**3**	**2**	**3**	**3**	**1**	**3**	**3**	**3**	**2**	**2**	**3**	**3**
CO5	**3**	**2**	**3**	**3**	**3**	**3**	**2**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
AVG	**2.8**	**2.4**	**2.4**	**1.8**	**3.0**	**2.6**	**1.2**	**2.4**	**2.8**	**2.8**	**2.4**	**2.8**	**3.0**	**2.4**

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
0	**6**	**0**	**6**

Module 1 **(Hours = 20)**	**From Proposal to Research Architecture** This module focuses on translating the approved proposal into a workable dissertation structure. Students move from conceptual and methodological clarity to envisioning their research process, engaging with the field and immersing themselves in listening to human experience via primary/secondary or theoretical sources. They develop an overall framework and envision the process ahead, formulating the overall research architecture. **Readings with page numbers:** Richardson, L., & St. Pierre, E. A. (2005). Writing: A method of inquiry. In N. K. Denzin & Y. S. Lincoln (Eds.), The SAGE handbook of qualitative research (3rd ed., pp. 959–978). SAGE. pp. 959-978 **Suggested Readings** Kamler, B., & Thomson, P. (2006). Helping doctoral students write: Pedagogies for supervision. Routledge. (Ch. 1–2, pp. 1–48) Wolcott, H. F. (2009). Writing up qualitative research (3rd ed.). SAGE. (pp. 1–50) Becker, H. S. (2007). Writing for social scientists: How to start and finish your thesis, book, or article (2nd ed.). University of Chicago Press. Hollway, W., & Jefferson, T. (2013). *Doing qualitative research differently: A psychosocial approach* (2nd ed.). Sage Publications. Smith, L. T. (2012). Decolonizing methodologies: Research and indigenous peoples (2nd ed.). Zed Books. *pp. 1-40 (Ch.1: 'Imperialism, History, Writing, and Theory')* Tuhiwai Smith, L., Tuck, E., & Yang, K. W. (Eds.). (2019). Indigenous and decolonising studies in education. Routledge. *pp. 1-23 (Introduction)*

Module 2 (Hours = 20)	**Deepening Lived Experience (s): Analysis and Discussion** The module serves as the core of reflection and writing in students' research journey. Writing is considered as an ethical, committed act, also one that does aesthetic justice to the life world of the other. Attention is also given to voice, tone, and the articulation of literary and scholarly intent. The focus is on transforming data, texts, or case studies into insightful formulations and understanding. Students learn to understand life experiences vis-à-vis their reflexive positioning and theoretical insights, how they influence the research process and are also transformed by it. **Readings with Page Numbers** Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77–101. https://doi.org/10.1191/1478088706qp063oa pp.77-101. Silverman, D. (2013). Doing qualitative research (4th ed.). SAGE. *pp. 215–260 (Ch. 13–15: 'Analysing data', 'Developing analysis', & 'Writing up')*

	Suggested Readings Charmaz, K. (2014). Constructing grounded theory (2nd ed.). SAGE. (Ch. 8: 'Writing the Draft', pp. 243–283) Wolcott, H. F. (2009). Writing up qualitative research (3rd ed.). SAGE. (Ch. 3– 4, pp. 51–110) Murray, R., & Moore, S. (2006). The handbook of academic writing: A fresh approach. Open University Press. *pp. 50–130 (Ch. 4–7: structuring arguments, evidence and analysis)*

Module 3 (Hours = 20)	**Closing the dissertation: Synthesis and Conclusion** The final module aims to instill in the student an appreciation of immersive thinking and rethinking as they learn to close the dissertation, braiding insights from their field experiences into lived narratives with theoretical gleanings in a summative statement that situates their work within disciplinary matrices. They articulate what they have found, what they have carried, what has transformed and what carries the potential for further deepening both in living experiences as well as contribution to disciplinary knowledge. Writing here becomes a tool for intellectual and affective digestion of a process lived deeply over time. **Readings with page numbers** Oberoi Vahali, H. (2021). *Lives in exile: Exploring the inner world of Tibetan refugees*. Routledge. Oberoi Vahali, H. (2003) "From a researcher's notebook: scattered thoughts on Research and Researching", Psychological Studies, 49.

	Suggested Readings Holbrook, A., Bourke, S., Fairbairn, H., & Lovat, T. (2007). Examiner comment on the literature review in Ph.D. theses. Studies in Higher Education, 32(3), 337–356. https://doi.org/10.1080/03075070701346899 Kamler, B., & Thomson, P. (2006). Helping doctoral students write: Pedagogies for supervision. Routledge. (Ch. 7–8: 'Writing conclusions' & 'Writing for publication', pp. 141–192)

Assessment (Including Skills to be tested as per NCrF):

1. Written Dissertation Document (Internal examiner) : 30 marks

The dissertation will be evaluated by the internal examiner on the basis of overall organization of the literature review, presentation of key research ideas, suitability of methodological choices made, nuance and clarity of analysis, synthesis between lived narratives and critical thought, originality of voice and perspective.

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Understanding of psychosocial and interdisciplinary theoretical frameworks relevant to the research topic Knowledge of key debates and scholarship informing the synopsis argument Awareness of research methodologies and ethical considerations in preparation towards knowledge production	Ability to progressively develop and refine research questions and arguments through drafts Capacity to apply appropriate methodologies and integrate feedback into the research process Demonstration of coherence, rigour, independent and relational thought	Academic writing, drafting, and revision as iterative intellectual practices Critical engagement with feedback and reflexive thinking in research development Time management, research planning, and consistency in meeting submission milestones

2. Written Dissertation Document (Supervisor assessment): 40 marks

The dissertation will be evaluated by the supervisor on the basis of overall organization of the literature review, presentation of key research ideas, suitability of methodological choices made, nuance and clarity of analysis, synthesis between lived narratives and critical thought, originality of voice and perspective. The process of carrying the research, gestating core ideas, development of narratives and text and sustaining an engagement over time will be kept in mind.

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Depth of engagement with psychosocial clinical , and interdisciplinary frameworks. Comprehensive understanding of relevant scholarship of knowledge of appropriate research methodologies and ethical research practices	Ability to design and a coherent and original research dissertation. Capacity to construct a sustained, well-supported academic work.	Advanced academic writing, structuring, and argumentation across c Critical analysis and interpretation of data, texts, or case studies Synthesis of theory, method, and analysis into a polished, cohesive synopsis.

3. Viva (30 Marks)

The viva evaluation will be based on the supervisor's and internal examiner's assessment.This component evaluates the student's ability to orally present, articulate, and defend their dissertation before the supervisor and the internal examiner. It assesses clarity of argument, depth of understanding of the research topic, and the ability to situate the work within relevant psychosocial clinical, critical and interdisciplinary frameworks. Students are expected to respond thoughtfully to questions, reflect on their methodological choices and research process, and demonstrate intellectual confidence, coherence, and critical engagement in discussing their work.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Depth of understanding of the research topic, key concepts, and theoretical frameworks Clarity about relevant scholarly debates and positioning of the dissertation within them Awareness of methodological choices, limitations, and ethical considerations	Ability to clearly articulate and defend the research questions, arguments, and findings Capacity to reflect critically on the research process, including revisions and challenges Demonstration of intellectual independence and coherence in presenting the overall project	Oral communication and academic presentation skills Critical thinking and ability to respond to questions, critique, and counter-arguments Reflexive engagement and clarity in explaining methodological and analytical decisions

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated, and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses, which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through. The Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved by the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

School of Letters (SOL)

Dr. B. R. Ambedkar University Delhi
School of Letters (SOL)

Minutes of the 16th Meeting of the Board of Studies (BOS)

Held on Friday, 20th May at 11:00 AM

Committee Room-II

Kashmere Gate Campus in Hybrid Mode

The 16th Meeting of the Board of Studies (BOS), School of letters (SOL) was held on 20 May 2026 at 11:00 AM in Committee Room — II, Kashmere Gate, Campus in Hybrid Mode.

The following members were present during the meeting:

Professor, Satyaketu Sankrit,- Chairperson

Professor Kartik Dave, Professor and Dena, School of Management (SOM)
(erstwhile SBPPSE)

Professor. Parimala Rao, Professor English, Zakir Hussain Centre of Educational
Studies, JNU, New Delhi (online)

Professor, Simona Sawheny, Professor of Literature, IIT Delhi (online)

Prof. Diamond Oberoi Vaihali, Associate Professor, English

Dr. Krishna Kalyan Dixit, Associate Professor, SoL

Dr. Shad Naved, Assistant Professor, CLTS

Dr. Mahendra Prajapati, Assistant Professor, Hindi

Dr. Bhoomika Meiling, Assistant Professor, English

Dr. Sapna Dudeja, Assistant Professor, SUS, English

Dr. Kopal, Assistant Professor, SUS, English

Dr. Monal Dewle, Assistant Professor, SoL

Agenda of the meetings was as follows:

ITEM 1

Presentation of the One-Year and Two-Year MA Programme in English *Presented by the Programme Coordinator, MA English and MA CLTS*

ITEM 2

Presentation of Newly Introduced Courses — MA English *Presented by respective faculty members*

Faculty members from both the MA English and MA CLTS programmes will present newly introduced courses for the approval of the board. Each course will be presented with its full course proposal, including rationale, course outcomes, CO-PO-PSO mapping, unit structure, reading list, assessment plan, and pedagogy in alignment with UGC LOCF guidelines.

ITEM 3

Reporting of Conversion of Existing Courses as per UGC LOCF Guidelines *Reported by Programme Coordinators — MA English and MA CLTS*

ITEM 4

Any Other Item with the Permission of the Chair

Minutes

1. The Programme Coordinator, MA English and MA CLTS presented the restructured one-year and two-year MA English programme for the consideration of the Board. The presentation covered:

- Programme Outcomes (POs) and Programme Specific Outcomes (PSOs)
- Semester-wise course distribution for the one-year and two-year tracks
- Credit structure (48 for One Year MA and 90 for Two Years MA) and course categories — Core Courses, Discipline Specific Electives, Ability Enhancement Courses, and Value Added Courses, etc.

The Board approved of the programme structure with no modifications.

2. Faculty members from both the MA English programme presented newly introduced courses for the approval of the Board. Each course was presented with its full course proposal including rationale, course outcomes, CO-PO-PSO mapping, unit structure, reading list, assessment plan, and pedagogy in alignment with UGC LOCF guidelines.

The Board approved of the programme structure with a few modifications, especially in course readings.

3. The Board was apprised of the conversion of existing courses in both the MA English and MA CLTS programmes into the UGC Learning Outcomes-based Curriculum Framework (LOCF) format. The report covered:

- Courses that have been fully converted to LOCF format, including the articulation of Course Outcomes, Bloom's Taxonomy alignment, CO-PO-PSO mapping matrices, and revised assessment plans

The Board approved of the courses presented with a few modifications.

Since there was no other agenda, the meeting was concluded, thanking all members for their inputs.

Prof. Satyaketu Sankrit

Dean, School of Letters

Dr. B. R. Ambedkar University Delhi

Course Description

School/Centre proposing the course	School of Letters
Programme(s)	Master of Arts in English
Course Code	
Course Title	Archival Research Practicum
Course type (core/compulsory/ elective/any other – please specify)	Practicum
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Academic Year of Launch	2026
Course Revision (if any) (year)	
Academic Council Minutes for Course/Revision	
Semester	I
Number of Credits	2

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

As a Practicum course, it overlaps with similar practicum courses across the university. Within School of Letters, the MA programme in Comparative Literature and Translation Studies has a significant practicum element.

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 SOL 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 practicum courses are designed to engage students with critical issues related to art, culture, literature, and their material histories. Through direct engagement with archival institutions and collections, the course seeks to familiarize students with the preservation, organization, and interpretation of cultural and literary records. The course promotes experiential learning and engaged scholarship by enabling students to explore the ways in which archives contribute to the production of literary, cultural, and historical knowledge.

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

Archives play a crucial role in literary and cultural research. Manuscripts, periodicals, letters, photographs, oral histories, recordings, government documents, and other archival materials constitute important primary sources for the study of literature and culture. This practicum seeks to familiarize students with archival practices and resources, enabling them to understand how literary and cultural histories are preserved, accessed, and interpreted. The course complements the analytical and theoretical training provided in the MA English programme by introducing students to the practical dimensions of research.

Course Description:

This practicum introduces students to archival research and the role of archives in literary and cultural inquiry. Students will undertake a sustained engagement with a physical or digital archive over the course of the semester. Through observation, documentation, and interaction with archival collections and personnel, students will learn how archives are organized, catalogued, accessed, and used in research.

Students will be encouraged to explore archival materials related to literature, language, culture, history, performance, media, or other allied fields. Archival materials may include manuscripts, periodicals, photographs, letters, oral histories, folk songs, audio-visual recordings, digital collections, and other forms of cultural documentation. The practicum seeks to develop familiarity with archival methods while fostering an understanding of the role of archives in the preservation and production of cultural memory and knowledge.

Course Objectives:

The course will:

- Introduce students to archival institutions and practices.
- Familiarize students with methods of accessing and using archival resources.
- Develop an understanding of archival collections relevant to literary and cultural studies.
- Provide practical exposure to research processes involving primary source materials.
- Encourage reflection on the relationship between archives, memory, culture, and knowledge production.

Course Outcomes: At the end of the course students will be able to:

CO1	Understand the functions and organization of archival institutions.
CO2	Identify and access archival resources relevant to literary and cultural studies.
CO3	Demonstrate familiarity with archival catalogues, finding aids, and research procedures.
CO4	Describe and evaluate archival materials as potential sources for research.
CO5	Reflect critically on the role of archives in preserving and shaping literary, cultural, and historical knowledge.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO1	3	3	2	2	3	2	2	2	1	1	1	2	3	3	1
CO2	3	3	2	2	3	2	3	2	1	1	1	2	3	3	1
CO3	3	3	2	2	3	2	3	2	1	1	1	2	3	3	1
CO4	3	3	2	2	3	2	3	2	1	1	1	2	3	3	1
CO5	3	3	2	2	3	2	3	2	1	1	1	2	3	3	1
Total	15	15	10	10	15	10	14	10	5	5	5	10	15	15	5

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
		2		**2**

Overall Structure: The course requires students to spend a minimum of 24 hours in the field over the semester. Students may work with a physical or digital archive approved by the course coordinator. They will document their engagement with the archive, its collections, and its research processes.

Students may choose to focus on one or more of the following areas:

- Literary magazines and periodicals
- Publishing and print culture
- Folk songs and oral traditions

Folk culture and performance traditions
• Theatre archives
• Partition and migration
• Women’s writing and women’s periodicals
• Dalit writing and social movements
• Delhi history and urban culture
• Popular literature and pulp fiction
• Cinema and visual culture
• Translation and multilingual literary cultures
• Children’s literature
• Newspapers and periodicals
• Personal papers, letters, diaries and memoirs
• Cultural organizations and literary associations

Suggested Archival Repositories

Students may choose from archives such as:

National Archives of India. Ministry of Culture, Government of India.
Nehru Memorial Museum and Library. New Delhi.
Delhi Archives. Government of NCT of Delhi.
Indira Gandhi National Centre for the Arts (IGNCA). New Delhi.
Sahapedia. Digital archives and cultural heritage resources.
Archive of Indian Music. Digital archive of historical sound recordings.
The British Library: Endangered Archives Programme. Digital collections and preservation resources.
National Film Archive resources and related digital repositories
Archives and Research Centre for Ethnomusicology (ARCE), New Delhi
Archive of Indian Music
North East India Indigenous People's Archive (NEIIPA)
Rupayan Sansthan Archives / Arna Jharna Archive, Jodhpur
Other approved physical or digital archives relevant to the student’s interests

Students will ordinarily work with a single archive over the course of the semester, though supplementary materials from other archives may be consulted where relevant. Students are expected to engage primarily with a physical archive.

Digital archives may be used as supplementary resources where relevant. In exceptional circumstances, and with the approval of the course coordinator, a digital archive may be used as the principal site of engagement.

Suggested Readings and Resources

Farge, Arlette. *The Allure of the Archives*. Translated by Thomas Scott-Railton, Yale UP, 2013.

Derrida, Jacques. *Archive Fever: A Freudian Impression*. Translated by Eric Prenowitz, U of Chicago P, 1996.

Stoler, Ann Laura. *Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense*. Princeton UP, 2009.

Joshi, Priya. *In Another Country: Colonialism, Culture, and the English Novel in India*. Columbia UP, 2002.

Burton, Antoinette, editor. *Archive Stories: Facts, Fictions, and the Writing of History*. Duke UP, 2005.

Steedman, Carolyn. *Dust: The Archive and Cultural History*. Rutgers UP, 2002.

Gupta, Abhijit, and Swapan Chakravorty, editors. *Print Areas: Book History in India*. Permanent Black, 2004. Published in collaboration with the Department of English, Jadavpur University.

Dhingra, Kanupriya. *Old Delhi's Parallel Book Bazaar*. Cambridge UP, 2024.

Pedagogy:

Students will undertake independent archival engagement and documentation. The practicum emphasizes observation, documentation, familiarization with archival procedures, and reflection on the use of archival materials in literary and cultural research.

Assessment (Including Skills to be tested as per NCrF):

1. Journal (50 %)

Students will maintain a journal documenting their visits and engagement with the archive. The journal may include visit records (registration and access procedures), observations, notes on collections consulted, descriptions of archival materials, handling and consultation protocols, interactions with archive personnel, observations regarding preservation and storage practices and photographic documentation where permitted.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Archival procedures, collections, documentation practices	Knowledge Outcome: Understanding archival institutions and their organization Methodological Outcome:	Observation Documentation Data collection Reflection

	Recording and documenting archival engagement	Information organization

Research Report (50 %)

Students will submit a portfolio containing descriptions of selected archival materials, an account of the archive's organization and access procedures, and a reflective report discussing how archival resources may be used in literary and cultural research.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Archival collections, research processes, and use of primary sources	Knowledge Outcome: Understanding the relevance of archives to literary and cultural research Methodological Outcome: Identifying, describing, and interpreting archival materials	Analysis Critical thinking Research documentation Written communication Application of archival knowledge

Signature of Course Coordinator(s)

Dr. Kopal

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of

the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

Course Description

School/Centre proposing the course	School of Letters
Programme(s)	Master of Arts in English
Course Code	
Course Title	Field Visit to a Book Shop/ Publishing House
Course type (core/compulsory/ elective/any other – please specify)	Practicum
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Academic Year of Launch	2026
Course Revision (if any) (year)	
Academic Council Minutes for Course/Revision	
Semester	I
Number of Credits	2

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

As a Practicum course, it overlaps with similar practicum courses across the university. Within School of Letters, the MA programme in Comparative Literature and Translation Studies has a significant practicum element.

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 SOL 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 practicum courses are designed to engage students with critical issues related to art, culture, and performance and their connection with the study of literature. With a focus on the exploration of the field and an understanding of sites crucial to cultural and literary production and propagation, the course seeks to provide a hands on experience to the students. It participates in the vision of AUD to encourage engaged scholarship and learning.

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

This course seeks to engage students in understanding the print market and the place of literature within that market. Since it seeks to make students aware about the process of production/sale of literary material, it is deeply linked with the programme itself. Many of our courses, especially those dealing with print capitalism and the popular, often posit questions regarding the process of making and selling of books. This course seeks to provide contemporaneous and relevant answers to these question.

Course Description:

The practicum is meant to familiarize students with the ways in which the literary print market operates. Through a detailed study of any one bookshop or a publishing house, students are expected to draw their own conclusions about what is published, how it is published, how it is categorised and displayed and ultimately how literary material gets sold. By tracing patterns and observing data, they are expected to reach an understanding of the relationship between literature and its marketplace.

Course Objectives:

The course will provide an opportunity to link theory with practical learning. Students will be familiarized with concepts such as print capitalism, literary production and popular consumption of literary texts.

Course Outcomes: At the end of the course students will be able to:

CO1	Students will link theoretical literary studies and the professional book trade.
CO2	They will be able to understand the process of Curation of literary material and the factors behind it.
CO3	They will be able to assess institutions foster literary communities
CO4	They will gain hands on exposure to bookstore/publishing house operations to build practical, career-ready competencies.
CO5	They will develop an understanding of the contemporary trends in literature.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	2	2	3	2	2	2	1	1	1	2	3	3	1
CO2	3	3	2	2	3	2	3	2	1	1	1	2	3	3	1
CO3	3	3	2	2	3	2	2	2	1	1	1	2	3	3	1
CO4	3	3	2	2	3	2	2	2	1	1	1	2	3	3	1
CO5	3	3	2	2	3	2	3	2	1	1	1	2	3	3	1
Total	15	15	10	10	15	10	12	10	5	5	5	10	15	15	5

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
		2		**2**

Overall Structure: The Course Requires students to spend a minimum of 2 hours per week throughout the semester i.e. 24 hours in the field. They will attach themselves to any one book shop or publishing house and spend this time studying the engagement of the chosen institution with literary material. The students may choose to work on specific themes or departments or even genres to make their research report more focussed.

Pedagogy:

Students will be undergoing field visit which will provide them exposure towards the market orientation of literary production.

Suggested Readings: Selections from the following books may be used to provide students with directions for the field interaction as well as to guide their writing for assessments.

Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism.* London and New York: Verso, 1983.

McLuhan, Marshall. *The Gutenberg Galaxy: The Making of Typographic Man*. Toronto: University of Toronto Press, 1962.

Finkelstein, David and Alistair McCleery. *The Book History Reader* .New York: Routledge, 2007.

Brouillette, Sarah B. *Postcolonial Writers and the Global Literary Marketplace*. London: Palgrave Macmillan, 2011.

Chakravorty, Swapan and Abhijit Gupta. Eds. *Print Areas: Book History in India*. New Delhi: Permanent Black, 2004.

Assessment (Including Skills to be tested as per NCrF):

1. Journal (50 %)

This assignment requires them to write and maintain a journal (with geo-tagged photographs) of their visits to the field and their interaction with professionals in the field.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Maintaining, recording and analysis of data.	Observation and Data Collection Conceptual Application	Analysis Writing

Research Report (50 %)

Students will be expected to submit a research report at the end of the semester which would involve a critical reading of the data from the field and forming linkages with the theoretical concepts they have studied in class.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Core Concepts Analysis of Data	Knowledge Outcome: Linking knowledge from the class with that from the field. Methodological Outcome: Executing a small-scale focussed research with data from the field.	Analysis Critical thinking

Signature of Course Coordinator(s)

Dr. Bhoomika Meiling

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

Course Description

School/Centre proposing the course	School of Letters
Programme(s)	Master of Arts in English
Course Code	
Course Title	Dissertation: For 'Research Only' Students
Course type (core/compulsory/ elective/any other – please specify)	Dissertation
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Academic Year of Launch	2026
Course Revision (if any) (year)	None
Academic Council Minutes for Course/Revision	
Semester	3 and 4 (MA, 2 yrs), 1 and 2 (MA, 1 yr)
Number of Credits	24 (12 credits in each semester)

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

This course overlaps with all the Dissertation courses at AUD.

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

None

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

As per SOL norms

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

Semester long (12 credits in Semster 3/1 and 12 Credits in Semester 4/2)

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

AUD promotes and emphasizes on developing critical abilities to enhance research competencies in the students and the Dissertation component in the MA programmes augments this aim of the University.

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

The dissertation is a part of the MA English programmes and it will draw from the courses offered in these programmes. Students will identify the areas of their interest and research from amongst the taught courses across the one year and two year MA English programmes.

Course Description:

The MA English dissertation is designed to direct the students across the dynamics of research. The students will be encouraged to select areas for research which are new and in which 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 academic exposure. They can as well explore other areas which interest them. The dissertation can be written on literary themes, forms, genres, authors, components of literary history, literary concepts, literary historiography 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, folklore, 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, culture 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 18000 words and the maximum will be around 22000 words excluding citations and references.

Course Objectives: The objective of the Course is to

- Develop skills of reading, writing, analysing and researching
- Initiate the students into the research process
- Teach students to apply research methods
- Inculcate research skills and the ability to access basic tools related to research
- Ensure that the MA dissertation is an important step in the journey of the researchers which will cater to their higher academic research aspirations

Course Outcomes: At the end of the course students will:

CO1	Demonstrate knowledge of new areas of research and this will facilitate them into conducting further research at higher levels
CO2	Develop ability to access and appreciate diversity of research practices, methods and tools .

CO3	Develop competence to do focused and comprehensive research in a short period of time
CO4	Develop skills related to reading, writing, analysing and researching
CO5	Know how to apply research methods to their particular research topics.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs) & Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	3	3	3	2	3	3	3	2	2	3	3	3	2
CO2	2	2	2	2	2	2	3	1	1	1	1	1	1	3	1
CO3	2	2	2	2	2	2	3	1	1	1	1	3	3	3	1
CO4	3	3	3	3	3	3	3	2	2	2	2	3	3	3	2
CO5	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Total	12	12	12	12	12	11	14	9	9	8	8	12	12	14	8

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
	A minimum of 2 and a maximum of 4 (Put in by Supervisor and Supervisee)	**At least 4** (Put in by the students For Field work, Library and Archive work)		**A minimum of 6 hrs for students**

Modules and Readings

Not Applicable

The Course will proceed with regular intervention by faculty and the research panel for each student. While the supervisor will spend 2 to 4 hours per week regularly with the students, the 2 work-in-progress presentations, the Pre-submission Viva (non-graded) and the viva voce examination will ensure the participation of the research panel in the progress of the student.

Assessment (Including Skills to be tested as per NCrF):

SEMESTER 3 of 2yr MA or SEMESTER 1 of 1yr MA

1. Proposal-writing (40%)

This assessment will take place **mid- Semester 3 of 2 yr MA or Semester 1 of 1 yr MA**. Students will develop proposals on their own and present to the faculty at the beginning of the semester. A Supervisor will be assigned to them after this process. A proper, stream lined proposal will then be written by the students in consultation with the supervisor. The proposal will be graded by the supervisor for its innovative nature, originality, relevance and quality of writing and organizing preliminary research.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Understanding of Research Methods and their applicability Ability to do research and research writing independently	Identification of a research gap Designing a valid methodology Review of Existing Research	Reflective Thinking Reading and collection of preliminary data Organizing and writing

2. Work-in-Progress Presentation 1 (20%)

This assessment will take place **at the end of Semester 3 of 2 yr MA or Semester 1 of 1 yr MA**. Students will be expected to present to the panel (Comprising supervisor and at least two English Faculty and if possible, an external expert working in a similar area of research) their progress through the semester and the draft of any one chapter of their dissertation.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**

Ability to follow the research design and do research writing Ability to communicate the relevance of research writing done over the entire semester	Critical Thinking Research Writing Time Management	Writing of a chapter Making an effective presentation

3. Process of Research and Research Writing (40%)

This component will be graded entirely by the supervisor based on the submitted chapter (at least one full chapter) and the overall performance of the student. The supervisor will take into account regularity of the student in submitting drafts, sincerity in applying corrections and editing of the draft as suggested by the supervisor, observing ethics of research, observing protocol related to plagiarism and AI usage, observing best practices in case of use of ethnographic methods and field work, respecting boundaries when human subjects are involved, following the MLA style sheet rigorously, meeting all deadlines and making timely submissions. A substantial part of the grade given will assess the student on the quality of writing, originality, answering the research questions and general adherence to the research proposal as well as the MLA style sheet.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Ability to follow the research design, ethics and norms. Ability to write without plagiarising and use of AI.	Critical Thinking Research Writing Time Management	Writing of an original Dissertation Following Research Ethics and Norms

SEMESTER 4 of 2yr MA or SEMESTER 2 of 1yr MA

1. Work-in-Progress Presentation 2 (20%)

This assessment will take place **Mid Semester 3 of 2 yr MA or Mid Semester 1 of 1 yr MA**. Students will be expected to present to the panel (Comprising supervisor and at least two English Faculty and if possible, an external expert working in a similar area of research) their progress since the WIP 1 and the draft of any one chapter (other than the one presented in WIP 1) of their dissertation.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Ability to follow the research design and do research writing Ability to communicate the relevance of research writing done over the stipulated period	Critical Thinking Research Writing Time Management	Writing of a chapter Making an effective presentation

2. Viva Voce Examination (20%)

This assessment will take place at the **End of Semester 3 of 2 yr MA or End of Semester 1 of 1 yr MA**. Students will be expected to present to the panel the conclusions and findings from their research. They will be expected to answer questions specific and relevant to their research project.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Ability to follow the research design and do research writing Ability to communicate the relevance of research writing done over the stipulated period	Critical Thinking Research Writing Time Management	Writing of a chapter Making an effective presentation

3. Process of Research and Writing (60%)

This component will be graded entirely by the supervisor based on the submitted dissertation and the overall performance of the student. The supervisor will take into account regularity of the student in submitting drafts, sincerity in applying corrections and editing of the draft as suggested by the supervisor, observing the time line of writing and research set by the supervisor, observing ethics of research, observing protocol related to plagiarism and AI usage, observing best practices in case of use of ethnographic methods, respecting boundaries when human subjects are involved, following the MLA style sheet rigorously, meeting all deadlines and making timely submissions. A substantial part of the grade given will assess the student on the quality of writing, originality, answering the research questions and general adherence to the research proposal as well as the MLA style sheet.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Ability to follow the research design, ethics and norms. Ability to write without plagiarising and use of AI.	Critical Thinking Research Writing Time Management	Writing of an original Dissertation Following Research Ethics and Norms

Signature of Course Coordinator(s)

Dr. Bhoomika Meiling

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and

the revised proposal should be submitted to the Academic Council with due recommendations.

2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

Course Description

School/Centre proposing the course	School of Letters
Programme(s)	Master of Arts in English
Course Code	
Course Title	Dissertation: For 'Research and Course Work' Students
Course type (core/compulsory/ elective/any other – please specify)	Dissertation
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Academic Year of Launch	2026
Course Revision (if any) (year)	None
Academic Council Minutes for Course/Revision	
Semester	3 and 4 (MA, 2 yrs), 1 and 2 (MA, 1 yr)
Number of Credits	16 (8 credits in each semester)

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

This course overlaps with all the Dissertation courses at AUD.

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

None

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

As per SOL norms

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

Semester long (8 credits in Semster 3/1 and 8 Credits in Semester 4/2)

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

AUD promotes and emphasizes on developing critical abilities to enhance research competencies in the students and the Dissertation component in the MA programmes augments this aim of the University.

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

The dissertation is a part of the MA English programmes and it will draw from the courses offered in these programmes. Students will identify the areas of their interest and research from amongst the taught courses across the one year and two year MA English programmes.

Course Description:

The MA English dissertation is designed to direct the students across the dynamics of research. The students will be encouraged to select areas for research which are new and in which 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 academic exposure. They can as well explore other areas which interest them. The dissertation can be written on literary themes, forms, genres, authors, components of literary history, literary concepts, literary historiography 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, folklore, 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, culture 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 14000 words and the maximum will be around 16000 words excluding citations and references.

Course Objectives: The objective of the Course is to

- Develop skills of reading, writing, analysing and researching
- Initiate the students into the research process
- Teach students to apply research methods
- Inculcate research skills and the ability to access basic tools related to research
- Ensure that the MA dissertation is an important step in the journey of the researchers which will cater to their higher academic research aspirations

Course Outcomes: At the end of the course students will:

CO1	Demonstrate knowledge of new areas of research and this will facilitate them into conducting further research at higher levels
CO2	Develop ability to access and appreciate diversity of research practices, methods and tools

	.
CO3	Develop competence to do focused and comprehensive research in a short period of time
CO4	Develop skills related to reading, writing, analysing and researching
CO5	Know how to apply research methods to their particular research topics.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	3	3	3	2	3	3	3	2	2	3	3	3	2
CO2	2	2	2	2	2	2	3	1	1	1	1	1	1	3	1
CO3	2	2	2	2	2	2	3	1	1	1	1	3	3	3	1
CO4	3	3	3	3	3	3	3	2	2	2	2	3	3	3	2
CO5	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Total	12	12	12	12	12	11	14	9	9	8	8	12	12	14	8

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
	A minimum of 2 and a maximum of 4 (Put in by Supervisor and Supervisee)	**At least 4** (Put in by the students For Field work, Library and Archive work)		**A minimum of 6 hrs for students**

Modules and Readings

Not Applicable

The Course will proceed with regular intervention by faculty and the research panel for each student. While the supervisor will spend 2 to 4 hours per week regularly with the students, the 2 work-in-progress presentations, the Pre-submission Viva (non-graded) and the viva voce examination will ensure the participation of the research panel in the progress of the student.

Assessment (Including Skills to be tested as per NCrF):

SEMESTER 3 of 2yr MA or SEMESTER 1 of 1yr MA

1. Proposal-writing (40%)

This assessment will take place **mid- Semester 3 of 2 yr MA or Semester 1 of 1 yr MA**. Students will develop proposals on their own and present to the faculty at the beginning of the semester. A Supervisor will be assigned to them after this process. A proper, stream lined proposal will then be written by the students in consultation with the supervisor. The proposal will be graded by the supervisor for its innovative nature, originality, relevance and quality of writing and organizing preliminary research.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Understanding of Research Methods and their applicability Ability to do research and research writing independently	Identification of a research gap Designing a valid methodology Review of Existing Research	Reflective Thinking Reading and collection of preliminary data Organizing and writing

2. Work-in-Progress Presentation 1 (20%)

This assessment will take place **at the end of Semester 3 of 2 yr MA or Semester 1 of 1 yr MA**. Students will be expected to present to the panel (Comprising supervisor and at least two English Faculty and if possible, an external expert working in a similar area of research) their progress through the semester and the draft of any one chapter of their dissertation.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**

Ability to follow the research design and do research writing Ability to communicate the relevance of research writing done over the entire semester	Critical Thinking Research Writing Time Management	Writing of a chapter Making an effective presentation

3. Process of Research and Research Writing (40%)

This component will be graded entirely by the supervisor based on the submitted chapter (at least one full chapter) and the overall performance of the student. The supervisor will take into account regularity of the student in submitting drafts, sincerity in applying corrections and editing of the draft as suggested by the supervisor, observing ethics of research, observing protocol related to plagiarism and AI usage, observing best practices in case of use of ethnographic methods and field work, respecting boundaries when human subjects are involved, following the MLA style sheet rigorously, meeting all deadlines and making timely submissions. A substantial part of the grade given will assess the student on the quality of writing, originality, answering the research questions and general adherence to the research proposal as well as the MLA style sheet.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Ability to follow the research design, ethics and norms. Ability to write without plagiarising and use of AI.	Critical Thinking Research Writing Time Management	Writing of an original Dissertation Following Research Ethics and Norms

SEMESTER 4 of 2yr MA or SEMESTER 2 of 1yr MA

1. Work-in-Progress Presentation 2 (20%)

This assessment will take place **Mid Semester 3 of 2 yr MA or Mid Semester 1 of 1 yr MA**. Students will be expected to present to the panel (Comprising supervisor and at least two English Faculty and if possible, an external expert working in a similar area of research) their progress since the WIP 1 and the draft of any one chapter (other than the one presented in WIP 1) of their dissertation.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Ability to follow the research design and do research writing Ability to communicate the relevance of research writing done over the stipulated period	Critical Thinking Research Writing Time Management	Writing of a chapter Making an effective presentation

2. Viva Voce Examination (20%)

This assessment will take place at the **End of Semester 3 of 2 yr MA or End of Semester 1 of 1 yr MA**. Students will be expected to present to the panel the conclusions and findings from their research. They will be expected to answer questions specific and relevant to their research project.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Ability to follow the research design and do research writing Ability to communicate the relevance of research writing done over the stipulated period	Critical Thinking Research Writing Time Management	Writing of a chapter Making an effective presentation

3. Process of Research and Writing (60%)

This component will be graded entirely by the supervisor based on the submitted dissertation and the overall performance of the student. The supervisor will take into account regularity of the student in submitting drafts, sincerity in applying corrections and editing of the draft as suggested by the supervisor, observing the time line of writing and research set by the supervisor, observing ethics of research, observing protocol related to plagiarism and AI usage, observing best practices in case of use of ethnographic methods, respecting boundaries when human subjects are involved, following the MLA style sheet rigorously, meeting all deadlines and making timely submissions. A substantial part of the grade given will assess the student on the quality of writing, originality, answering the research questions and general adherence to the research proposal as well as the MLA style sheet.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Ability to follow the research design, ethics and norms. Ability to write without plagiarising and use of AI.	Critical Thinking Research Writing Time Management	Writing of an original Dissertation Following Research Ethics and Norms

Signature of Course Coordinator(s)

Dr. Bhoomika Meiling

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.

2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

COURSE DESCRIPTION	
School/Centre proposing the course	School of Letters
Programme(s)	MA English
Course Code	
Course Title	Reading Performance: Viewing Theatre as a Critical Practice
Course type (core/compulsory/ elective/any other – please specify)	Practicum Course
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Academic Year of Launch	2026
Course Revision (if any) (year)	
Academic Council Minutes for Course/Revision	
Semester	1
Number of Credits	2

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
   The course connects with three other MA courses – Modern Indian Drama , Theatre and Modern World drama and Twentieth Century American Drama. However, unlike these courses that are embedded in the dramatic texts, this course is inclined towards watching theatrical performances and writing critically about them.

2. Specific requirements on the part of students who can be admitted to this course:
   Interest in drama, theatre and performance.

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

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
   Practicum course for 2 credits

5. How does the course link with the vision of AUD?
   The course links with the vision of AUD by promoting critical, interdisciplinary and socially engaged learning in the Humanities. It enables students to study theatre as both an artistic and social practice, connected with questions of culture, identity, language, power and representation. By combining performance viewing, reflection and academic writing, the course supports AUD's commitment to experiential learning, democratic knowledge production and socially responsive scholarship.

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

   The course links with the MA English programme at AUD by strengthening students'

understanding of drama as a performed and embodied form, not merely as a written text. It extends literary study into theatre, performance, spectatorship and cultural analysis. By training students to watch, document, analyse and write academically on theatre, the course supports the MA English programme's emphasis on critical inquiry, interdisciplinary learning, research skills and academic writing**.** It also enables students to connect dramatic texts with performance practices, social contexts, audience response and questions of representation, thereby enriching their engagement with English literary and cultural studies.

Course Description: This 2-credit MA course introduces students to theatre as a live, visual, embodied and collaborative art form. It trains them to move beyond reading drama as a written text and engage with performance through observation, documentation, analysis and interpretation. Students will learn to examine basics of key elements such as movement, space, scenography, costume, lighting, sound, etc besides the textual elements like plot, action , character and conflict. The course also guides students in transforming performance observations into a structured academic paper. By combining theatre viewing with research, critical reflection and scholarly writing, the course strengthens students' skills in performance analysis, argument-building, citation and academic expression.

7. Course Objectives:

1. To introduce students to theatre as a live, visual, embodied and collaborative art form.
2. To train students to watch, observe and document theatrical performances critically.
3. To familiarise students with key elements of performance such as acting, movement, space, lighting, sound, costume and scenography.
4. To help students relate performance to text, context, audience response and directorial interpretation.
5. To develop students' ability to write a structured academic paper based on theatre viewing, research and critical analysis.

8. Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. *Mention 4-6 course outcomes.*

At the end of the course students will be able to:

CO1	Demonstrate an understanding of theatre as a live, visual, spatial and performative art form.
CO2	Analyse key elements of performance such as, movement, space, costume, lighting, sound and scenography.
CO3	Interpret a theatrical performance in relation to text, context, audience and directorial choices.
CO4	Apply relevant critical and theoretical concepts to the study of theatre and performance.
CO5	Develop a well-structured academic paper based on theatre viewing, performance analysis and research.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	3	3	3	3	3	2	3	2	2	3	3	3	3	1

CO 2	3	3	3	3	3	3	2	3	2	2	2	3	3	3	1
CO 3	3	3	3	3	3	3	2	2	3	2	2	2	2	3	1
CO 4	3	3	2	3	2	3	2	3	3	2	2	3	2	3	1
CO 5	3	2	3	3	3	3	2	3	3	2	3	3	3	3	1
	15	14	14	15	14	15	10	14	13	10	12	14	10	15	5

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
		2		2

Overall Structure: This course requires students to spend 2 hours per week in understanding theatre as a critical practice which is more than the textual script. Students may engage themselves with a theatre group and understand the dynamics of performance making including the production process. It will help them understand how meaning is created through acting, voice, gesture, movement, costume, lighting, sound, space and audience response.

Students shall eventually watch a full-fledged performance and write critically about it with respect to the understanding gained through the process. Following readings would also guide them in understanding the nature and dynamics of theatre and help them in documenting theatre as a critical and creative practice.

Readings:

Brockett, Oscar, et al. *The Essential Theatre*. 11th Edition. Boston: Cengage, 2017.

Balme, Christopher B. "Spectators and Audiences." *The Cambridge Introduction to Theatre Studies*, Cambridge University Press, 2008. pp. 34-46.

_____. "Space and Spectators". Decolonizing the Stage: Theatrical Syncretism and Post-Colonial Drama. Oxford: Clarendon Press, 1999. pp. 227-269.

Hayman, Ronald. *How to Read a Play*. New York: Grove Press, 1977.

Styan, John L. *The Elements of Drama.* New York: Cambridge University Press, 1960.

Bennett, Susan. *Theatre Audiences: A Theory of Production and Reception*, Routledge, 1997.

McAuley, Gay. " Introduction: Space as Theatrical Signifier." *Space in Performance: Making Meaning in Theatre*. Ann Arbor: University of Michigan Press, 1999. pp. 1-35.

Shepherd, Simon, and Mick Wallis. "Performance Studies: Some Basic Concepts." *Drama/Theatre/Performance*. Oxford: Routledge, 2004. pp. 116-133.

_____. "Recent Mappings of Drama–Theatre–Performance". *Drama/Theatre/Performance*. Oxford: Routledge, 2004. pp. 151-164.

Aston, Elaine, and George Savona. "Semiotics of Performance." *Theatre as Sign-System*. London and New York: Routledge, 1991. pp. 99-122.

Howard, Pamela. *What Is Scenography?* London: Routledge, 2002.

Bablet, Denis. *Stage Design in the Twentieth Century.* New York: Amiel, 1976.

Cardullo, Bert, ed. *What Is Dramaturgy?* New York: Peter Lang, 1995.

Emery, Joy S. *Stage Costume Techniques*, 2nd ed. Englewood Cliffs, NJ: Prentice Hall, 1992.

Leonard, John A. *Theatre Sound.* New York: Routledge, 2001.

Assessment (Including Skills to be tested as per NCrF): The assessment will largely take into account the work-in-progress assignments and reports of the students presented at regular intervals during the course. A comprehensive research paper will have to be submitted at the end of the semester. The paper must demonstrate ample theoretical or philosophical grasp of the fundamental questions raised during the scholar's interaction with the concerned faculty member. The course coordinator may device other assessment situations as they may deem fit for the researcher to cover rest of the assessment.

1. Performance Viewing Journal / Field Notes (50%)

This assignment focuses on:

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Knowledge of theatre as a live, visual and spatial form; basic elements of performance such as acting, movement, space, costume, light, sound and audience response.	Ability to observe, document and describe key features of a theatrical performance with accuracy and critical awareness.	Observation, note-making, performance documentation, descriptive analysis and use of theatre vocabulary.

2. End-Semester Academic Paper (50%):

This assignment focusses on

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Advanced understanding of theatre/performance analysis, relevant critical frameworks, research context and academic writing conventions.	Ability to develop a structured, research-based academic paper on a theatrical performance using evidence, theory and proper citation.	Research, academic writing, critical synthesis, citation/documentation, analytical depth and independent argumentation.

Dr. Vikram Singh Thakur

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

School of Letters

15th BOS Meeting minutes

15वीं अध्ययन मंडल की बैठक का कार्यवृत्त (BoS)

दिनाँक – 12/05/2026 को साहित्य अध्ययन पीठ द्वारा 15वीं अध्ययन मंडल बैठक का आयोजन पूर्वाह्न 11:00 बजे से किया गया | 15वीं अध्ययन मंडल बैठक के मुख्य विषय थे :-

1. UGCF, FYUP की संशोधित कार्यक्रम संरचना के अनुरूप बी.ए. (हिन्दी) के सभी सेमेस्टर के संशोधित एवं नवनिर्मित पाठ्यक्रमों की प्रस्तुति
2. एम.ए द्विवर्षीय कार्यक्रम एवं एम.ए. एक वर्षीय कार्यक्रम की संरचना अनुरूप सभी सेमेस्टर के पाठ्यक्रमों की प्रस्तुति
3. पीएच. डी (हिंदी) कोर्स वर्क से सम्बंधित संशोधित पाठ्यक्रमों की प्रस्तुति
4. संशोधित LOCF रूपरेखा के अनुसार सभी बीए, एमए एवं पीएच.डी पाठ्यक्रमों की प्रस्तुति

बैठक में बाह्य विशेषज्ञ के रूप में विशेष रूप से प्रो.आनंद वर्धन शर्मा (हिंदी, बीएचयू) एवं प्रो. अंजुमन आरा (हिंदी विभाग,रावेनशॉ विश्वविद्यालय, उड़ीसा) शामिल हुए | विश्वविद्यालय की तरफ से बीओएस अध्यक्ष के रूप में प्रो. सत्यकेतु सांकृत (अधिष्ठाता, साहित्य अध्ययन पीठ) एवं अन्य सदस्यों के रूप में प्रो. गोपालजी प्रधान, प्रो.डायमंड ओबेरॉय वहाली, डॉ.कृष्ण कल्याण दीक्षित (डिप्टी डीन , एसओएल), डॉ.शाद नावेद, डॉ. महेंद्र प्रजापति, डॉ.गीता पांडेय, डॉ. निकिता जैन, डॉ. अनंत विजय पालीवाल, डॉ. रुबीना सैफी, डॉ.विजय यादव एवं डॉ.सुनील कुमार यादव मुख्य रूप से शामिल थे |

सर्वप्रथम साहित्य अध्ययन पीठ के अधिष्ठाता प्रो. सत्यकेतु सांकृत (अध्यक्ष, बीओएस) ने बैठक की औपचारिक शुरुआत सदस्यों के परिचय के साथ की और विषय से सम्बंधित मुद्दों को विशेषज्ञों और सदस्यों के समक्ष प्रस्तुत किया | इसके पश्चात् संशोधित रूपरेखा के अनुरूप बी.ए (हिंदी), एम.ए.(हिन्दी) द्विवर्षीय एवं एक वर्षीय तथा पीएच.डी से सम्बंधित सभी पाठ्यक्रमों को बाह्य विशेषज्ञों के समक्ष प्रस्तुत किया गया:-

बीए हिन्दी पाठ्यक्रम :-

1. हिन्दी कहानी (Core) – **BA 1ST SEM, 4 CREDIT**
2. हिन्दी सिनेमा और साहित्य **(MINOR)- BA 1ST SEM, 4 CREDIT**

3. हिन्दी साहित्य और मानवाधिकार (VAC) - BA 1ST SEM, 4 CREDIT

4. हिन्दी नाटक एवं एकांकी (Core) - BA 2nd SEM, 4 CREDIT

5. हिन्दी सिनेमा और भारतीय ज्ञान परम्परा (MINOR)- BA 2ND SEM, 4 CREDIT

6. हिन्दी निबंध एवं अन्य गद्य विधाएं (Core)- BA 3rd SEM, 4 CREDIT

7. हिन्दी सिनेमा और लोक (MINOR)- BA 3RD SEM, 4 CREDIT

8. आधुनिक भारतीय स्त्री चिन्तन (VAC)-BA , 4 CREDIT (2nd year)

9. हिन्दी सिनेमा और फिल्म पत्रकारिता (MINOR)- BA 4TH SEM, 4 CREDIT

10. हिन्दी सिनेमा और अनुवाद (MINOR)- BA 5TH SEM, 4 CREDIT

11. हिन्दी सिनेमा और समकालीन विमर्श -(MINOR)- BA 6TH SEM, 4 CREDIT

12. हिन्दी सिनेमा और गीत (MINOR/EL)- BA:7th sem, MA :1st Sem of 2 year prog. 4 Credit

13. संगोष्ठी पत्र -I : BA, 7TH Sem, 4CREDIT

14. लघु शोध प्रबंध -I: BA 7TH Sem, 4 Credit

15. हिन्दी और वैश्विक सिनेमा : प्रमुख प्रवृत्तियां- (MINOR/EL)- BA:7th sem, MA :1st Sem of 2 year prog. 4 Credit

16. संगोष्ठी पत्र -II, BA Hindi 8th Sem, 8 Credit

17. लघु शोध प्रबंध -II, BA Hindi 8th Sem, 8th Credit

एम.ए हिन्दी पाठ्यक्रम

18. कृत्रिम बुद्धिमत्ता: हिन्दी भाषा और साहित्य (DSE/EL) – MA: 2nd Sem of 2 year prog. 4 credit

19. हिन्दी कथा साहित्य (Core) – MA 1st and 3rd Sem, 4 Credit

20. शोध प्रबंध लेखन (Core) - MA 1st and 3rd Sem, 4 Credit

21. हिन्दी नाटक (Core) - MA 2nd and 4th Sem, 4 Credit

22. लघु शोध प्रबंध (Compulsory) - MA 2nd and 4th Sem, 4 Credit

पीएच.डी संशोधित पाठ्यक्रम

1. अनुसन्धान एवं प्रक्रिया
2. प्रायोगिक पक्ष और समीक्षा
3. साहित्य सिद्धांतों का अध्ययन
4. हिन्दी साहित्य की वैचारिक संरचना

***संशोधित LOCF रूपरेखा के अनुसार सभी बीए, एमए एवं पीएच.डी पाठ्यक्रमों की सूची अलग से संलग्न है।**

प्रस्तावित पाठ्यक्रमों पर विचार-विमर्श के बाद उपस्थित सभी बाह्य विशेषज्ञों एवं सदस्यों ने अपनी संस्तुति प्रदान की।

प्रस्तावित सुझाव :-

1. पीएच.डी पाठ्यक्रमों में सहायक पाठ्य सामग्री में कुछ विशेष पुस्तकें शामिल करने का सुझाव दिया गया।
2. बीए हिन्दी कार्यक्रम के लिए सिनेमा आधारित माइनर पाठ्यक्रमों में कई फिल्मों जैसे - 'पार', 'खामोशी', हिन्दी में बनी देवदास फ़िल्म के सभी वर्ज़न, 'बुद्धा कॉलेपस्ड आउट ऑफ़ शेम', 'लेकिन' 'रुदाली' आदि फिल्मों को शामिल करने का सुझाव बाह्य विशेषज्ञ प्रो. आनंद वर्धन के द्वारा दिया गया।
3. प्रो. अंजुमन आरा ने 'कृत्रिम बुद्धिमत्ता : हिन्दी भाषा और साहित्य' पाठ्यक्रम की सराहना करते हुए इसे वर्तमान शिक्षा पद्धति के लिए आवश्यक माना।
4. प्रो. डायमंड ओबेरॉय वहाली ने बीए कार्यक्रम के लिए प्रस्तावित सिनेमा पर आधारित 8 माइनर पाठ्यक्रमों की सराहना करते हुए यह सुझाव पेश किया कि इन सभी पाठ्यक्रमों को एक निश्चित थीम के अंतर्गत प्रस्तुत करना चाहिए।

बैठक का समापन प्रो. सत्यकेतु सांकृत द्वारा धन्यवाद ज्ञापन के साथ किया गया।

प्रो. सत्यकेतु सांकृत

अधिष्ठाता, साहित्य अध्ययन केंद्र

डॉ. बी. आर. अम्बेडकर विश्वविद्यालय दिल्ली

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School of Letters, MA (Hindi) Programme

Dr. B.R.Ambedkar University Delhi

Course Details

as per

Learning Outcome Based Curriculum Framework (LOCF)/
Outcome Based Education Curriculum Framework

शोध प्रस्ताव लेखन
एम.ए. (हिन्दी), अनिवार्य
Monsoon Semester

School: स्कूल ऑफ़ लेटर्स (साहित्य अध्ययन पीठ)

1.**कार्यक्रम विवरण (Programme Description:** एम.ए. हिन्दी कार्यक्रम को डॉ. बी. आर. अम्बेडकर विश्वविद्यालय, दिल्ली की समावेशी, आलोचनात्मक एवं अंतर्विषयी शैक्षणिक दृष्टि के अनुरूप निर्मित किया गया है। यह कार्यक्रम राष्ट्रीय शिक्षा नीति की अनुशंसाओं पर आधारित है, जिसमें शिक्षण-अधिगम प्रक्रिया को परिणाम-आधारित एवं विद्यार्थी-केंद्रित बनाए जाने पर बल दिया गया है। कार्यक्रम का उद्देश्य विद्यार्थियों में हिन्दी भाषा एवं साहित्य के गहन अध्ययन, आलोचनात्मक दृष्टि तथा सामाजिक-सांस्कृतिक संवेदनशीलता का विकास करना है, ताकि वे साहित्यिक पाठों का व्यापक परिप्रेक्ष्य में विश्लेषण कर सकें। पाठ्यक्रम में साहित्य, भाषा-विज्ञान, भारतीय भाषाओं,मनोविज्ञान जैसे अंतर्विषयी क्षेत्रों का समावेश किया गया है। यह कार्यक्रम दो अकादमिक वर्षों में विभाजित किया गया है—प्रथम वर्ष में 42 क्रेडिट, जो आधारभूत एवं सैद्धांतिक समझ के विकास पर केंद्रित हैं; तथा द्वितीय वर्ष के साथ, एम.ए. 1 वर्षीय कार्यक्रम को 48 क्रेडिट के पाठ्यक्रमों के अनुरूप समायोजित किया गया है | कुल 90 क्रेडिट के इस कार्यक्रम में कोर एवं वैकल्पिक पाठ्यक्रमों के साथ शोध प्रबंध, मौखिक परीक्षा एवं इंटर्नशिप का प्रावधान है, जो विद्यार्थियों को शोध एवं व्यावसायिक क्षेत्रों के लिए सक्षम बनाता है |.

2. **PROGRAMME EDUCATION OBJECTIVES (PEOs)**

PEOs are broad, long-term statements that describe the professional achievements and career progression expected from graduates within four to five years after completing the program. Mention at least 4-5 PEOs.

The learning objectives of the MA, Hindi program students are:

PEO No.	Education Objective

PEO1	हिंदी भाषा एवं साहित्य के अध्ययन के माध्यम से अंतर्विषयी समझ विकसित करना, जिससे विद्यार्थी सैद्धांतिक, ऐतिहासिक, सामाजिक, सांस्कृतिक एवं आलोचनात्मक दृष्टिकोणों के साथ सम्यक् संवाद स्थापित कर सकें।
PEO2	विद्यार्थियों में चिंतनशील एवं आलोचनात्मक दृष्टि का विकास करना, जिससे वह साहित्य, भाषा एवं समाज से संबंधित विमर्शों, प्रवृत्तियों एवं नीतियों का विश्लेषण कर सकें।
PEO3	अनुसंधान, अन्वेषण एवं मूल्यांकन की क्षमताओं का विकास करना, जिससे विद्यार्थी व्यवस्थित अध्ययन, विश्लेषण एवं नवाचार के माध्यम से ज्ञान के क्षेत्र में सार्थक योगदान दे सकें।
PEO4	विद्यार्थियों को व्यावहारिक रूप से सक्षम बनाना, जिससे वह शिक्षण, लेखन, संपादन, संप्रेषण एवं अन्य संबंधित क्षेत्रों में प्रभावी भूमिका का निर्वाह कर सकें।
PEO5	विद्यार्थियों को सामाजिक उत्तरदायित्व, नैतिक मूल्यों एवं बहुसांस्कृतिक संवेदनशीलता के साथ समाज में सक्रिय सहभागिता एवं नेतृत्व के लिए सक्षम बनाना।

3. **GRADUATE ATTRIBUTES**

Graduate attributes are measurable skills, behaviours, and attitudes acquired by students through coursework, field/internship-based placements, co-curricular activities, and campus experiences. These attributes may go beyond disciplinary perspectives and reflect holistic personal and professional development, as well as learners' development as good citizens.

Sl. No.	Attributes	Description
1	Professional / Disciplinary knowledge – (व्यावसायिक / विषयगत ज्ञान)	विद्यार्थी हिन्दी साहित्य की विभिन्न विधाओं का सम्यक् ज्ञान अर्जित कर उन्हें सामाजिक-सांस्कृतिक संदर्भों में विश्लेषित एवं व्याख्यायित करने के साथ-साथ अपनी आलोचनात्मक, संप्रेषणात्मक एवं अकादमिक दक्षताओं का व्यावसायिक क्षेत्रों

		में प्रभावी रूप से प्रयोग कर सकेंगे।
2	Clinical / Technical / Laboratory / practical skills- (अनुसंधान एवं विश्लेषणात्मक कौशल)	विद्यार्थी साहित्यिक पाठों का सूक्ष्म एवं आलोचनात्मक विश्लेषण कर सकेंगे एवं विभिन्न पाठों के मध्य तुलनात्मक अध्ययन प्रस्तुत कर अपनी एक आलोचनात्मक दृष्टि विकसित कर सकेंगे।
3	Communication skill (संप्रेषण कौशल)	विद्यार्थी अपने विचारों एवं निष्कर्षों को लिखित एवं मौखिक रूप में सुव्यवस्थित, प्रभावी एवं तार्किक ढंग से अभिव्यक्त एवं व्याख्यायित कर सकेंगे।
4	Cooperation/ Teamwork (सहभागिता)	विद्यार्थी समूह में कार्य करते हुए सक्रिय सहभागिता प्रदर्शित कर सकेंगे, सहयोगात्मक अधिगम को प्रोत्साहित करते हुए सामूहिक निर्णय-प्रक्रिया में प्रभावी योगदान दे सकेंगे।
5	Professional ethics- (व्यावसायिक नैतिकता)	विद्यार्थी साहित्य एवं समाज के अध्ययन के आधार पर सामाजिक एवं सांस्कृतिक मूल्यों का विवेकपूर्ण मूल्यांकन कर, नैतिक एवं उत्तरदायी निर्णय लेने में सक्षम हो सकेंगे।
6	Research / Innovation-related skills (शोध एवं नवाचार संबंधी कौशल)	विद्यार्थी शोध समस्याओं की पहचान कर सकेंगे, उपयुक्त अनुसंधान विधियों का प्रयोग करते हुए गुणवत्तापूर्ण शोध कार्य संपन्न कर सकेंगे तथा तर्कसंगत निष्कर्ष प्रस्तुत कर सकेंगे।
7	Critical thinking and problem solving (आलोचनात्मक चिंतन एवं समस्या समाधान)	विद्यार्थी जटिल साहित्यिक एवं सामाजिक समस्याओं का विश्लेषण कर सकेंगे तथा उनके व्यावहारिक एवं युक्तिसंगत समाधान प्रस्तुत कर सकेंगे।
8	Reflective	विद्यार्थी आत्मचिंतन के माध्यम से अपने

	thinking (चिंतनशील दृष्टि)	अधिगम एवं अनुभवों का मूल्यांकन कर सकेंगे तथा सम्यक् एवं तर्कसंगत दृष्टिकोण विकसित कर सकेंगे।
9	Information/digital literacy (सूचना एवं डिजिटल साक्षरता)	विद्यार्थी विभिन्न डिजिटल संसाधनों एवं सूचना प्रौद्योगिकी उपकरणों का प्रभावी उपयोग कर, ज्ञान-सृजन एवं प्रसार की प्रक्रिया में सक्रिय योगदान दे सकेंगे।
10	Multi-cultural competence (बहुसांस्कृतिक समझ)	विद्यार्थी विभिन्न संस्कृतियों एवं भाषाई विविधताओं की सूक्ष्म समझ विकसित करने में सक्षम हो सकेंगे तथा तुलनात्मक और बहुसांस्कृतिक दृष्टिकोण को आलोचनात्मक रूप से आत्मसात कर सकेंगे।
11	Leadership readiness/qualities (नेतृत्व क्षमता)	विद्यार्थी सामाजिक-सांस्कृतिक समझ के आधार पर नेतृत्व क्षमता का प्रभावी निर्वहन करते हुए सुविचारित एवं उत्तरदायी निर्णय ले सकेंगे तथा मार्गदर्शन प्रदान कर सकेंगे।
12	Lifelong learning (आजीवन अधिगम)	विद्यार्थी सतत अधिगम की प्रवृत्ति विकसित कर सकेंगे, नवीन ज्ञान का अर्जन करते हुए उसे व्यक्तिगत एवं व्यावसायिक जीवन में प्रभावी रूप से प्रयुक्त कर सकेंगे।

4. YEAR OF LAUNCH OF THE PROGRAMME : 2021

5. PROGRAMME OUTCOMES

Programme Outcomes define the knowledge, skills, and attitudes that students should possess upon completing the programme

PO No.	Attribute	Competency
PO1	व्यावहारिक ज्ञान (Professional Knowledge)	विद्यार्थी हिन्दी साहित्य के विभिन्न विधाओं एवं प्रवृत्तियों का सुदृढ़ ज्ञान अर्जित कर सकेंगे तथा उसे सामाजिक-सांस्कृतिक संदर्भों में व्याख्यायित एवं विश्लेषित करते हुए व्यावहारिक परिप्रेक्ष्य में प्रभावी रूप से प्रयुक्त कर सकेंगे।

PO2	तकनीकी कौशल (Technical Skills)	विद्यार्थी साहित्यिक पाठों का सूक्ष्म एवं गहन विश्लेषण करते हुए तुलनात्मक अध्ययन प्रस्तुत करने तथा सुसंगत एवं परिष्कृत आलोचनात्मक दृष्टिकोण विकसित करने की तकनीकी दक्षता अर्जित कर सकेंगे।
PO3	नैतिक मूल्य एवं व्यावसायिकता (Ethical Values & Professionalism)	विद्यार्थी साहित्य एवं समाज के अध्ययन के आधार पर सामाजिक मूल्यों का विवेकपूर्ण मूल्यांकन करते हुए तर्कसंगत प्रतिपादन कर नैतिक निर्णय लेने में सक्षम होंगे।
PO4	संप्रेषण कौशल (Communication)	विद्यार्थी अपने विचारों एवं निष्कर्षों को लिखित एवं मौखिक रूप में स्पष्ट, तार्किक एवं प्रभावी ढंग से प्रस्तुत एवं व्याख्यायित कर सकेंगे।
PO5	प्रमाणाधारित अधिगम (Evidence-based Learning)	विद्यार्थी प्रारंभिक शोध प्रक्रियाओं का प्रयोग करते हुए स्रोतों का विश्लेषण कर साक्ष्य-आधारित निष्कर्ष प्रस्तुत कर सकेंगे
PO6	आजीवन अधिगम (Lifelong Learning)	विद्यार्थी सतत अधिगम की प्रवृत्ति विकसित करते हुए नवीन ज्ञान अर्जित कर उसे व्यक्तिगत एवं व्यावसायिक संदर्भों में प्रभावी रूप से अनुप्रयुक्त कर सकेंगे।
PO7	नेतृत्व एवं मार्गदर्शन (leadership and mentorship)	विद्यार्थी समूह में कार्य करते हुए सहयोगात्मक दृष्टिकोण अपनाकर नेतृत्व क्षमता का प्रदर्शन कर सकेंगे तथा निर्णय-प्रक्रिया में सक्रिय भूमिका निभा सकेंगे।

6. PROGRAMME SPECIFIC OUTCOME

Programme-specific outcomes are those unique to a particular academic programme. They highlight the specialised competencies and knowledge areas relevant to the programme's core subjects. *Ideally, there should be five to six PSOs for each programme*.

PSO No.	**Competency**

PSO1	विद्यार्थी हिन्दी भाषा की संरचना, व्याकरण एवं प्रयोग की सूक्ष्मताओं का ज्ञान अर्जित कर शुद्ध एवं प्रभावी भाषा-प्रयोग में दक्षता विकसित कर सकेंगे।
PSO2	विद्यार्थी हिन्दी साहित्य के विभिन्न काल एवं विधाओं की विशिष्टताओं को समझते हुए उनके विकास-क्रम का सम्यक् अनुशीलन कर सकेंगे।
PSO3	विद्यार्थी साहित्यिक पाठों की अंतर्वस्तु एवं शिल्पगत विशेषताओं का विश्लेषण कर उनकी सौंदर्यबोधात्मक एवं वैचारिक व्याख्या कर सकेंगे।
PSO4	विद्यार्थी हिन्दी साहित्य को भारतीय समाज, संस्कृति एवं समकालीन विमर्शों के संदर्भ में समग्र रूप से समझने की दृष्टि विकसित कर सकेंगे।
PSO5	विद्यार्थी अनुवाद, संपादन एवं सृजनात्मक लेखन की प्रक्रियाओं का अभ्यास करते हुए भाषा के व्यावहारिक रूपों में दक्षता अर्जित कर सकेंगे।
PSO6	र्थी प्रारंभिक अनुसंधान कौशलों के माध्यम से संदर्भ-सामग्री का चयन, संगठन एवं समुचित उपयोग कर अकादमिक लेखन प्रस्तुत कर सकेंगे।

PROGRAMME STRUCTURE (MA Hindi)

1st Sem

Course Code	Course Type	Course Title	Weightage Distribution	Load Allocation (L T P)	Credits
HN117	CORE	अनुवाद: सिद्धांत और प्रयोग	25% 25% 50%	LECTURE+ PRACTICAL	4
HN115	CORE	हिंदी रंगमंच	25% 25% 50%	LECTURE	4
HN109	CORE	भारतीय ज्ञान परम्परा:अव	25% 25%	LECTURE	4

		धारणा और सिद्धांत	50%		
TBD	ELECTIVE	हिन्दी सिनेमा और गीत (माइनर)	25% 25% 50%	LECTURE	4
HN302	DSE	जनसंचार की अवधारणा और विकास	25%25% 50%	LECTURE	4
HN303	DSE	रचनात्मक लेखन	25%25% 50%	LECTURE	4

2nd Sem

Course Code	Course Type	Course Title	Weightage	Load Allocation	Credits
TBD	Core	भारतीय एवं पाश्चात्य काव्यशास्त्र	25%25% 50%	LECTURE	4
HN111	Core	भारतीय ज्ञान परम्परा : व्यवहार और वैचारिकी	25%25% 50%	LECTURE	4
TBD	Elective-2	हिन्दी और वैश्विक सिनेमा: प्रमुख प्रवृत्तियां (या किसी अन्य स्कूल से)	25%25% 50%	LECTURE	4
TBD	Elective-3	लोक साहित्य या प्रवासी साहित्य	25%25% 50%	LECTURE	4

TBD	**DSE**	**कृत्रिम बुद्धिमत्ता : हिन्दी भाषा और साहित्य या भारतीय साहित्य**	**25%25% 50%**	**LECTURE**	**4**
TBD	**Comuplsory**	**इंटर्नशिप**	**50% 50%**	**Practical**	**2**
Total Credits in MA one year					**42**

3rdSem

Course Code	Course Type	Course Title	Weightage	Load allocation	Credits
TBD	**Core**	**आदिकालीन मध्यकालीन हिन्दी कविता**	**25%25% 50%**	**LECTURE**	**4**
TBD	**Core**	**हिन्दी कथा साहित्य**	**25%25% 50%**	**LECTURE**	**4**
HN107	**Core**	**हिन्दी आलोचना**	**25%25% 50%**	**LECTURE**	**4**
HN206	**Compulsory**	**शोध प्रविधि**	**25%25% 50%**	**LECTURE +PRACTICAL**	**4**
TBD	**Compulsory**	**शोध प्रस्ताव लेखन**	**50% 50%**	**LECTURE +PRACTICAL**	**4**
HN307 OR HN310	**Elective/GE**	**दिल्ली और साहित्य या हिंदी का वैचारिक जगत (या किसी अन्य**	**25%25% 50%**	**LECTURE**	**4**

		स्कूल से)			

4th Sem

Course Code	Course Type	Course Title	Weightage	Load allocation	Credits
TBD	**Core**	**हिन्दी नाटक**	**25%25% 50%**		**4**
HN105	**Core**	**भाषा विज्ञान**	**25%25% 50%**		**4**
TBD	**Core**	**आधुनिक हिन्दी कविता**	**25%25% 50%**		**4**
HN309 OR HN311	**DSE**	**बाल साहित्य या साहित्य का समाजशास्त्र**	**25%25% 50%**		**4**
TBD	**Compulsory**	**Dissertation Writing & Presentation**	**50% 50%**	**Practical**	**8**
Total Credits in MA 2nd Year					**48**
Grand Total for all 4 semesters					**42+48=90**

Course Description

School/Centre proposing the	School of Letters (साहित्य

course	अध्ययन पीठ)
Programme(s)	एम.ए (हिन्दी)
Course Coordinator(s)	
Course Code	
Course Title	शोध प्रस्ताव लेखन
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PG
Academic Year of Launch	2026
Academic Council Minutes for Course/Revision	
Semester	
Number of Credits	4

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: None (Pre-requisites; prior knowledge level; any others – please specify)
3. No. of students to be admitted (with justification if lower than the usual cohort size is proposed): विश्वविद्यालय नियमानुसार
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?
6. How does the course link to the specific programme(s) in which it is offered?

पाठ्यक्रम विवरण (Course Description)

यह पाठ्यक्रम परास्नातक स्तर के विद्यार्थियों को हिन्दी साहित्य एवं संबंधित क्षेत्रों में अनुसंधान प्रस्ताव (Research Proposal) तैयार करने की प्रक्रिया से परिचित कराने के उद्देश्य से निर्मित है। इसके अंतर्गत शोध समस्या की पहचान, साहित्य समीक्षा, अनुसंधान डिज़ाइन, पद्धतियाँ, संदर्भ प्रणाली तथा अकादमिक लेखन के मानकों का अध्ययन कराया जाएगा।

यह पाठ्यक्रम विद्यार्थियों में आलोचनात्मक चिंतन, शोध अभिरुचि एवं साक्ष्य-आधारित विश्लेषण की क्षमता विकसित करता है, जिससे वे स्वतंत्र रूप से एक सुव्यवस्थित एवं तर्कसंगत अनुसंधान प्रस्ताव तैयार कर सकें।

पाठ्यक्रम उद्देश्य (Course Objectives)

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. Mention 4-6 course outcomes. At the end of the course, students will be able to:

CO1 :	यह परिणाम विद्यार्थियों को अनुसंधान की मूलभूत अवधारणाओं, प्रकृति, उद्देश्य तथा विभिन्न प्रकारों की समझ विकसित करने में सक्षम बनाता है, जिससे वे अनुसंधान को विभिन्न संदर्भों में व्याख्यायित एवं वर्गीकृत कर सकें।
CO2:	यह परिणाम विद्यार्थियों को शोध समस्या की पहचान, चयन एवं सीमांकन करने तथा उसे उपयुक्त सैद्धांतिक एवं पद्धतिगत ढांचे में व्यवस्थित करते हुए प्रारंभिक अनुसंधान रूपरेखा तैयार करने में सक्षम बनाता है।
CO3:	यह परिणाम विद्यार्थियों को उपलब्ध साहित्य का आलोचनात्मक अध्ययन करने, विभिन्न स्रोतों का तुलनात्मक विश्लेषण करने तथा शोध अंतराल की पहचान करने में सक्षम बनाता है।
CO4:	यह परिणाम विद्यार्थियों को विभिन्न अनुसंधान पद्धतियों एवं डेटा संग्रहण की विधियों का प्रयोग करने तथा प्राप्त आंकड़ों का प्रारंभिक विश्लेषण एवं व्याख्या करने में सक्षम बनाता है।
CO5:	यह परिणाम विद्यार्थियों को अनुसंधान प्रस्ताव के विभिन्न घटकों का मूल्यांकन करने, उसकी संरचना को समझने तथा एक प्रभावी एवं तर्कसंगत प्रस्ताव की गुणवत्ता का आकलन करने में सक्षम बनाता है।
CO6:	यह परिणाम विद्यार्थियों को स्वतंत्र रूप से एक सुव्यवस्थित एवं अकादमिक मानकों के अनुरूप अनुसंधान प्रस्ताव का निर्माण करने तथा उसे लिखित एवं मौखिक रूप में प्रभावी ढंग से प्रस्तुत करने में सक्षम बनाता है।

पाठ्यक्रम परिणामों (COs) का कार्यक्रम परिणामों (POs) एवं कार्यक्रम विशिष्ट परिणामों (PSOs) के साथ मानचित्रण

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	1	1	2	2	1	2	2	2	1	1	2
CO2	3	3	1	1	3	2	1	2	2	2	1	1	3
CO3	2	3	1	1	3	1	1	1	2	3	1	1	3
CO4	2	3	2	1	3	1	1	1	1	3	1	1	3
CO5	2	2	3	2	3	2	2	1	1	2	2	1	3
CO6	2	2	2	3	3	3	2	2	1	2	2	2	3
Average	2.3	2.5	1.7	1.5	2.8	1.8	1.3	1.5	2.2	2.2	1.7	1.2	2.3

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content :

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hours/Week
4	**2**			

	Modules and Readings In this section, provide the name of the modules along with a brief description and references (Core and Suggested)
मॉड्यूल 1 (Lecture Hours =) 16	**शोध समस्या की पहचान एवं विषय चयन – प्रायोगिक पक्ष** यह मॉड्यूल शोध की प्रारंभिक प्रक्रिया के व्यावहारिक पक्ष पर केंद्रित है, जिसमें शोध के विभिन्न क्षेत्रों की पहचान, उपयुक्त

	विषय का चयन, शोध प्रश्नों का निर्माण तथा समस्या के सीमांकन की प्रक्रिया व्यावहारिक रूप से करवाई जाएगी । इसके माध्यम से विद्यार्थी एक सुव्यवस्थित एवं शोधयोग्य विषय निर्धारित करने में सक्षम हो पाएंगे। **निर्धारित विषय:** • हिन्दी साहित्य में शोध के विविध क्षेत्र: काव्य, कथा, नाटक, विमर्श आदि • शोध प्रश्न (Research Questions) निर्माण • शोध समस्या का चयन एवं सीमांकन निर्धारण • विषय अनुरूप परिकल्पना (Hypothesis) निर्माण • शोध के उद्देश्य निर्धारण **Suggested Readings:** • सी. आर. कोठारी, शोध पद्धति: विधियाँ और तकनीकें (Research Methodology), न्यू एज इंटरनेशनल (हिंदी अनुवाद उपलब्ध) • आर. पी. पाठक, अनुसंधान विधि, रावत प्रकाशन • राम आहूजा, सामाजिक अनुसंधान की विधियाँ, रावत प्रकाशन **Online Resources** ▯ https://epgp.inflibnet.ac.in ▯ https://egyankosh.ac.in
माड्यूल 2 (Lecture Hours =) 16	**साहित्य समीक्षा एवं अनुसंधान डिज़ाइन का निर्माण** इस मॉड्यूल में साहित्य समीक्षा की प्रक्रिया, स्रोतों के चयन एवं मूल्यांकन तथा शोध अंतराल की पहचान समझ विकसित करते हुए अनुसंधान डिज़ाइन और सैम्पलिंग तकनीकों की समझ विकसित कर विद्यार्थियों को शोध की संरचना तैयार करने के लिए सक्षम बनाया जाएगा। **निर्धारित विषय:** • साहित्य समीक्षा की प्रक्रिया

	• स्रोतों का चयन एवं मूल्यांकन • शोध अंतराल (Research Gap) की पहचान • अनुसंधान डिज़ाइन • सैम्पलिंग तकनीक **Suggested Readings:** • जॉन डब्ल्यू. क्रेसवेल, अनुसंधान डिज़ाइन (Research Design), सेज (हिंदी अनुवाद) • के. एन. शर्मा, शोध प्रविधि, रावत प्रकाशन • उमेश चंद्र, अनुसंधान के मूल तत्त्व, **Online Resources** https://shodhganga.inflibnet.ac.in https://ndl.iitkgp.ac.in
माड्यूल3 (Lecture Hours =) 16	**शोध पद्धतियाँ एवं पाठ-विश्लेषण** इस मॉड्यूल के माध्यम से विद्यार्थी विभिन्न शोध पद्धतियों, विशेषतः पाठ-विश्लेषण तथा विमर्श-आधारित अध्ययन की व्यावहारिक समझ विकसित करेंगे। विद्यार्थी शोध विषय के अनुरूप सामग्री चयन, डेटा संग्रहण, संदर्भ-संकलन, नोट्स निर्माण तथा गुणात्मक अनुसंधान की प्रक्रियाओं का अभ्यास कर सकेंगे। साथ ही वे विभिन्न सैद्धांतिक ढाँचों का उपयोग करते हुए साहित्यिक पाठों का विश्लेषण, व्याख्या और तुलनात्मक अध्ययन करने में सक्षम होंगे तथा एक व्यवस्थित शोध रूपरेखा तैयार कर सकेंगे। **निर्धारित विषय:** • हिन्दी साहित्य में शोध पद्धतियाँ: पाठ-विश्लेषण (Textual Analysis), विमर्श आधारित अध्ययन (Feminist, Dalit, Cultural etc.) • गुणात्मक अनुसंधान पद्धति • सैद्धांतिक ढांचा (Theoretical Framework) • डेटा संग्रहण के तरीके (सर्वेक्षण, साक्षात्कार, अवलोकन) • डेटा विश्लेषण की मूलभूत विधियाँ • ICT एवं डिजिटल टूल्स का उपयोग **Suggested Readings:**

	• गोपीचंद नारंग, संरचनावाद, उत्तरसंरचनावाद और प्राच्य काव्यशास्त्र, साहित्य अकादमी • बच्चन सिंह, आधुनिक हिंदी आलोचना के बीज शब्द, वाणी प्रकाशन • नामवर सिंह, आलोचना के बहाने, राजकमल **Online Resources** ▯ https://www.jstor.org ▯ https://archive.org
माड्यूल 4 (Lecture Hours =) 16	**अनुसंधान प्रस्ताव लेखन एवं प्रस्तुतीकरण - प्रायोगिक पक्ष** इस मॉड्यूल में शोध प्रस्ताव की संरचना, लेखन शैली, संदर्भ प्रणाली (MLA/APA) तथा अकादमिक नैतिकता पर ध्यान केंद्रित किया गया है। इसके माध्यम से विद्यार्थी एक सुव्यवस्थित, तर्कसंगत एवं अकादमिक मानकों के अनुरूप शोध प्रस्ताव तैयार करने और प्रस्तुत करने की क्षमता विकसित कर सकेंगे। **निर्धारित विषय:** • शोध प्रस्ताव की संरचना • शोध प्रारूप निर्माण • संदर्भ प्रणाली (MLA/APA) • प्लेज़रिज़्म एवं अकादमिक नैतिकता का पालन **Suggested Readings:** • उषा खंडेलवाल, शोध लेखन मार्गदर्शिका **Online Resources** ▯ https://owl.purdue.edu ▯ https://www.zotero.org

Assessment (Including Skills to be tested as per NCRF):

1. Research Proposal writing / Assignment-1 (50 Marks)

This assignment is designed to test the student's ability to engage closely and critically with the theoretical content from the initial modules.

Tested Substantive Knowledge	Tested Learning	Specific Skills Tested	Examples

	Outcomes		
संज्ञानात्मक(Cognitive), भावात्मक (affective) और आत्म-चिंतनशील (self-reflective)	बुनियादी तथ्यों, अवधारणाओं तथा जानकारी के अर्थ को समझने और समझाने से संबंधित परिणाम।	ज्ञान, बोध, विश्लेषण, संश्लेषण, अनुप्रयोग	गृह-कार्य चर्चा प्रस्तुति

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested	Examples
उच्च स्तरीय चिंतन, आलोचनात्मक तर्क एवं नवाचार	अनुप्रयोग, विश्लेषण, संबंध स्थापित करने तथा भिन्नताओं की पहचान से संबंधित अधिगम परिणाम	केस अध्ययन, वाद-विवाद, रूपरेखा निर्माण, प्रदर्शन आधारित कार्य	पुस्तक समीक्षा, प्रतिवेदन लेखन

2. Research Proposal presentation / Assignment-2 (50 Marks)

The end-of-term exam tests the student's ability to integrate learning across the entire course….

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested	Examples
संचयी अधिगम, कमियों की पहचान करने की क्षमता, और समाधान-केंद्रित दृष्टिकोण/कौशल प्रदर्शित करने	विश्लेषण, मूल्यांकन और सृजन से संबंधित परिणाम	लघु और दीर्घ उत्तरीय प्रश्न, एक मौलिक रिपोर्ट तैयार करना, एक तर्कसंगत विचार प्रस्तुत करने में सक्षम	सत्रांत लिखित परीक्षा (सभी मॉड्यूलों का व्यापक मूल्यांकन)

की योग्यता का मूल्यांकन करें।		होना, तथा आलोचना और एक संरचना का निर्माण करना।	

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated, and the revised proposal should be submitted to the Academic Council with due recommendations.

2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the of Studies of the respective Schools. The electives shared between more than one programme should have been approved by the Board of Studies

Recommendation of the Board of Studies: Passed by the Board of Studies

Signature of the Dean of the School

School of Letters, MA (Hindi) Program

Dr. B.R.Ambedkar University Delhi

Course Details

as per

Learning Outcome Based Curriculum Framework (LOCF)/ Outcome Based Education Curriculum Framework

लघु शोध प्रबन्ध
एम.ए. (हिन्दी), अनिवार्य
द्वितीय एवं चतुर्थ सत्र

School: स्कूल ऑफ़ लेटर्स (साहित्य अध्ययन पीठ)

1. **कार्यक्रम विवरण (Programme Description: एम.ए. हिन्दी कार्यक्रम को डॉ. बी. आर. अम्बेडकर विश्वविद्यालय, दिल्ली की समावेशी, आलोचनात्मक एवं अंतर्विषयी शैक्षणिक दृष्टि के अनुरूप निर्मित किया गया है। यह कार्यक्रम राष्ट्रीय शिक्षा नीति की अनुशंसाओं पर आधारित है, जिसमें शिक्षण-अधिगम प्रक्रिया को परिणाम-आधारित एवं विद्यार्थी-केंद्रित बनाए जाने पर बल दिया गया है। कार्यक्रम का उद्देश्य विद्यार्थियों में हिन्दी भाषा एवं साहित्य के गहन अध्ययन, आलोचनात्मक दृष्टि तथा सामाजिक-सांस्कृतिक संवेदनशीलता का विकास करना है, ताकि वे साहित्यिक पाठों का व्यापक परिप्रेक्ष्य में विश्लेषण कर सकें। पाठ्यक्रम में साहित्य, भाषा-विज्ञान, भारतीय भाषाओं,मनोविज्ञान जैसे अंतर्विषयी क्षेत्रों का समावेश किया गया है। यह कार्यक्रम दो अकादमिक वर्षों में विभाजित किया गया है—प्रथम वर्ष में 42 क्रेडिट, जो आधारभूत एवं सैद्धांतिक समझ के विकास पर केंद्रित हैं; तथा द्वितीय वर्ष के साथ, एम.ए. 1 वर्षीय कार्यक्रम को 48 क्रेडिट के पाठ्यक्रमों के अनुरूप समायोजित किया गया है। कुल 90 क्रेडिट के इस कार्यक्रम में कोर एवं वैकल्पिक पाठ्यक्रमों के साथ शोध प्रबंध, मौखिक परीक्षा एवं इंटर्नशिप का प्रावधान है, जो विद्यार्थियों को शोध एवं व्यावसायिक क्षेत्रों के लिए सक्षम बनाता है।**

2. **PROGRAMME EDUCATION OBJECTIVES (PEOs)**

PEOs are broad, long-term statements that describe the professional achievements and career progression expected from graduates within four to five years after completing the program. *Mention at least 4-5 PEOs*.

The learning objectives of the MA, Hindi program students are:

PEO No.	Education Objective
PEO1	हिंदी भाषा एवं साहित्य के अध्ययन के माध्यम से अंतर्विषयी समझ विकसित करना, जिससे विद्यार्थी सैद्धांतिक, ऐतिहासिक, सामाजिक, सांस्कृतिक एवं आलोचनात्मक दृष्टिकोणों के साथ सम्यक् संवाद स्थापित कर सकें।
PEO2	विद्यार्थियों में चिंतनशील एवं आलोचनात्मक दृष्टि का विकास करना, जिससे वह साहित्य, भाषा एवं समाज से संबंधित विमर्शों, प्रवृत्तियों एवं नीतियों का विश्लेषण कर सकें।
PEO3	अनुसंधान, अन्वेषण एवं मूल्यांकन की क्षमताओं का विकास करना, जिससे विद्यार्थी व्यवस्थित अध्ययन, विश्लेषण एवं नवाचार के माध्यम से ज्ञान के क्षेत्र में सार्थक योगदान दे सकें।
PEO4	विद्यार्थियों को व्यावहारिक रूप से सक्षम बनाना, जिससे वह शिक्षण, लेखन, संपादन, संप्रेषण एवं अन्य संबंधित क्षेत्रों में प्रभावी भूमिका का निर्वाह कर सकें।

PEO5	विद्यार्थियों को सामाजिक उत्तरदायित्व, नैतिक मूल्यों एवं बहुसांस्कृतिक संवेदनशीलता के साथ समाज में सक्रिय सहभागिता एवं नेतृत्व के लिए सक्षम बनाना।

3. GRADUATE ATTRIBUTES

Graduate attributes are measurable skills, behaviours, and attitudes acquired by students through coursework, field/internship-based placements, co-curricular activities, and campus experiences. These attributes may go beyond disciplinary perspectives and reflect holistic personal and professional development, as well as learners' development as good citizens.

Sl. No.	Attributes	Description
1	Professional / Disciplinary knowledge –(व्यावसायिक / विषयगत ज्ञान)	विद्यार्थी हिन्दी साहित्य की विभिन्न विधाओं का सम्यक् ज्ञान अर्जित कर उन्हें सामाजिक-सांस्कृतिक संदर्भों में विश्लेषित एवं व्याख्यायित करने के साथ-साथ अपनी आलोचनात्मक, संप्रेषणात्मक एवं अकादमिक दक्षताओं का व्यावसायिक क्षेत्रों में प्रभावी रूप से प्रयोग कर सकेंगे।
2	Clinical / Technical / Laboratory / practical skills- (अनुसंधान एवं विश्लेषणात्मक कौशल)	विद्यार्थी साहित्यिक पाठों का सूक्ष्म एवं आलोचनात्मक विश्लेषण कर सकेंगे एवं विभिन्न पाठों के मध्य तुलनात्मक अध्ययन प्रस्तुत कर अपनी एक आलोचनात्मक दृष्टि विकसित कर सकेंगे।
3	Communication skill (संप्रेषण कौशल)	विद्यार्थी अपने विचारों एवं निष्कर्षों को लिखित एवं मौखिक रूप में सुव्यवस्थित, प्रभावी एवं तार्किक ढंग से अभिव्यक्त एवं व्याख्यायित कर सकेंगे।
4	Cooperation/ Teamwork (सहभागिता)	विद्यार्थी समूह में कार्य करते हुए सक्रिय सहभागिता प्रदर्शित कर सकेंगे, सहयोगात्मक अधिगम को प्रोत्साहित करते हुए सामूहिक निर्णय-प्रक्रिया में प्रभावी योगदान दे सकेंगे।
5	Professional ethics- (व्यावसायिक नैतिकता)	विद्यार्थी साहित्य एवं समाज के अध्ययन के आधार पर सामाजिक एवं सांस्कृतिक मूल्यों का विवेकपूर्ण मूल्यांकन कर, नैतिक एवं उत्तरदायी निर्णय लेने में सक्षम हो सकेंगे।
6	Research / Innovation-related skills (शोध एवं नवाचार	विद्यार्थी शोध समस्याओं की पहचान कर सकेंगे, उपयुक्त अनुसंधान विधियों का प्रयोग करते हुए गुणवत्तापूर्ण शोध कार्य संपन्न कर सकेंगे तथा तर्कसंगत निष्कर्ष

	संबंधी कौशल)	प्रस्तुत कर सकेंगे।
7	Critical thinking and problem solving (आलोचनात्मक चिंतन एवं समस्या समाधान)	विद्यार्थी जटिल साहित्यिक एवं सामाजिक समस्याओं का विश्लेषण कर सकेंगे तथा उनके व्यावहारिक एवं युक्तिसंगत समाधान प्रस्तुत कर सकेंगे।
8	Reflective thinking (चिंतनशील दृष्टि)	विद्यार्थी आत्मचिंतन के माध्यम से अपने अधिगम एवं अनुभवों का मूल्यांकन कर सकेंगे तथा सम्यक् एवं तर्कसंगत दृष्टिकोण विकसित कर सकेंगे।
9	Information/digital literacy (सूचना एवं डिजिटल साक्षरता)	विद्यार्थी विभिन्न डिजिटल संसाधनों एवं सूचना प्रौद्योगिकी उपकरणों का प्रभावी उपयोग कर, ज्ञान-सृजन एवं प्रसार की प्रक्रिया में सक्रिय योगदान दे सकेंगे।
10	Multi-cultural competence (बहुसांस्कृतिक समझ)	विद्यार्थी विभिन्न संस्कृतियों एवं भाषाई विविधताओं की सूक्ष्म समझ विकसित करने में सक्षम हो सकेंगे तथा तुलनात्मक और बहुसांस्कृतिक दृष्टिकोण को आलोचनात्मक रूप से आत्मसात कर सकेंगे।
11	Leadership readiness/qualities (नेतृत्व क्षमता)	विद्यार्थी सामाजिक-सांस्कृतिक समझ के आधार पर नेतृत्व क्षमता का प्रभावी निर्वहन करते हुए सुविचारित एवं उत्तरदायी निर्णय ले सकेंगे तथा मार्गदर्शन प्रदान कर सकेंगे।
12	Lifelong learning (आजीवन अधिगम)	विद्यार्थी सतत अधिगम की प्रवृत्ति विकसित कर सकेंगे, नवीन ज्ञान का अर्जन करते हुए उसे व्यक्तिगत एवं व्यावसायिक जीवन में प्रभावी रूप से प्रयुक्त कर सकेंगे।

4. YEAR OF LAUNCH OF THE PROGRAMME 2020

5. PROGRAMME OUTCOMES

Programme Outcomes define the knowledge, skills, and attitudes that students should possess upon completing the programme

PO No.	Attribute	Competency
PO1	व्यावहारिक ज्ञान (Professional Knowledge)	विद्यार्थी हिन्दी साहित्य के विभिन्न विधाओं एवं प्रवृत्तियों का सुदृढ़ ज्ञान अर्जित कर सकेंगे तथा उसे सामाजिक-सांस्कृतिक संदर्भों में व्याख्यायित एवं विश्लेषित करते हुए व्यावहारिक परिप्रेक्ष्य में प्रभावी रूप से प्रयुक्त कर सकेंगे।
PO2	तकनीकी कौशल (Technical Skills)	विद्यार्थी साहित्यिक पाठों का सूक्ष्म एवं गहन विश्लेषण करते हुए तुलनात्मक अध्ययन प्रस्तुत करने तथा सुसंगत एवं परिष्कृत आलोचनात्मक दृष्टिकोण विकसित करने की तकनीकी दक्षता अर्जित कर सकेंगे।
PO3	नैतिक मूल्य एवं व्यावसायिकता (Ethical Values & Professionalism)	विद्यार्थी साहित्य एवं समाज के अध्ययन के आधार पर सामाजिक मूल्यों का विवेकपूर्ण मूल्यांकन करते हुए तर्कसंगत प्रतिपादन कर नैतिक निर्णय लेने में सक्षम होंगे।
PO4	संप्रेषण कौशल (Communication)	विद्यार्थी अपने विचारों एवं निष्कर्षों को लिखित एवं मौखिक रूप में स्पष्ट, तार्किक एवं प्रभावी ढंग से प्रस्तुत एवं व्याख्यायित कर सकेंगे।
PO5	प्रमाणाधारित अधिगम (Evidence-based Learning)	विद्यार्थी प्रारंभिक शोध प्रक्रियाओं का प्रयोग करते हुए स्रोतों का विश्लेषण कर साक्ष्य-आधारित निष्कर्ष प्रस्तुत कर सकेंगे
PO6	आजीवन अधिगम (Lifelong Learning)	विद्यार्थी सतत अधिगम की प्रवृत्ति विकसित करते हुए नवीन ज्ञान अर्जित कर उसे व्यक्तिगत एवं व्यावसायिक संदर्भों में प्रभावी रूप से अनुप्रयुक्त कर सकेंगे।
PO7	नेतृत्व एवं मार्गदर्शन (leadership and mentorship)	विद्यार्थी समूह में कार्य करते हुए सहयोगात्मक दृष्टिकोण अपनाकर नेतृत्व क्षमता का प्रदर्शन कर सकेंगे तथा निर्णय-प्रक्रिया में सक्रिय भूमिका निभा सकेंगे।

6. PROGRAMME SPECIFIC OUTCOME

Programme-specific outcomes are those unique to a particular academic programme. They highlight the specialised competencies and knowledge areas relevant to the programme's core subjects. *Ideally, there should be five to six PSOs for each programme*.

PSO No.	Competency
PSO1	विद्यार्थी हिन्दी भाषा की संरचना, व्याकरण एवं प्रयोग की सूक्ष्मताओं का ज्ञान अर्जित कर शुद्ध एवं प्रभावी भाषा-प्रयोग में दक्षता विकसित कर सकेंगे।
PSO2	विद्यार्थी हिन्दी साहित्य के विभिन्न काल एवं विधाओं की विशिष्टताओं को समझते हुए उनके विकास-क्रम का सम्यक् अनुशीलन कर सकेंगे।
PSO3	विद्यार्थी साहित्यिक पाठों की अंतर्वस्तु एवं शिल्पगत विशेषताओं का विश्लेषण कर उनकी सौंदर्यबोधात्मक एवं वैचारिक व्याख्या कर सकेंगे।
PSO4	विद्यार्थी हिन्दी साहित्य को भारतीय समाज, संस्कृति एवं समकालीन विमर्शों के संदर्भ में समग्र रूप से समझने की दृष्टि विकसित कर सकेंगे।
PSO5	विद्यार्थी अनुवाद, संपादन एवं सृजनात्मक लेखन की प्रक्रियाओं का अभ्यास करते हुए भाषा के व्यावहारिक रूपों में दक्षता अर्जित कर सकेंगे।
PSO6	विद्यार्थी प्रारंभिक अनुसंधान कौशलों के माध्यम से संदर्भ-सामग्री का चयन, संगठन एवं समुचित उपयोग कर अकादमिक लेखन प्रस्तुत कर सकेंगे।

7. PROGRAMME STRUCTURE (MA Hindi)

1st Sem

Course Code	Course Type	Course Title	Weightage Distribution	Load Allocation (L T P)	Credits
HN117	**CORE**	अनुवाद: सिद्धांत और प्रयोग	**25% 25% 50%**	**LECTURE+ PRACTICAL**	**4**

HN115	**CORE**	हिंदी रंगमंच	**25% 25% 50%**	**LECTURE**	**4**
HN109	**CORE**	भारतीय ज्ञान परम्परा:अवधारणा और सिद्धांत	**25% 25% 50%**	**LECTURE**	**4**
TBD	**ELECTIVE**	हिन्दी सिनेमा और गीत (माइनर)	**25% 25% 50%**	**LECTURE**	**4**
HN302	**DSE**	जनसंचार की अवधारणा और विकास	**25%25% 50%**	**LECTURE**	**4**
HN303	**DSE**	रचनात्मक लेखन	**25%25% 50%**	**LECTURE**	**4**

2nd Sem

Course Code	Course Type	Course Title	Weightage	Load Allocation	Credits
TBD	**Core**	भारतीय एवं पाश्चात्य काव्यशास्त्र	**25%25% 50%**	**LECTURE**	**4**
HN111	**Core**	भारतीय ज्ञान परम्परा : व्यवहार और वैचारिकी	**25%25% 50%**	**LECTURE**	**4**
TBD	**Elective-2**	हिन्दी और वैश्विक सिनेमा: प्रमुख प्रवृत्तियां (या किसी अन्य स्कूल से)	**25%25% 50%**	**LECTURE**	**4**

TBD	**Elective-3**	लोक साहित्य या प्रवासी साहित्य	**25%25% 50%**	**LECTURE**	**4**
TBD	**DSE**	कृत्रिम बुद्धिमत्ता : हिन्दी भाषा और साहित्य या भारतीय साहित्य (कोई एक)	**25%25% 50%**	**LECTURE**	**4**
TBD	**Comuplsory**	इंटर्नशिप	**50% 50%**	**Practical**	**2**
Total Credits in MA one year					**42**

3rdSem

Course Code	Course Type	Course Title	Weightage	Load allocation	Credits
TBD	**Core**	आदिकालीन मध्यकालीन हिन्दी कविता	**25%25% 50%**	**LECTURE**	**4**
TBD	**Core**	हिन्दी कथा साहित्य	**25%25% 50%**	**LECTURE**	**4**
HN107	**Core**	हिन्दी आलोचना	**25%25% 50%**	**LECTURE**	**4**
HN206	**Compulsory**	शोध प्रविधि	**25%25% 50%**	**LECTURE +PRACTICAL**	**4**
TBD	**Compulsory**	शोध प्रस्ताव लेखन	**50% 50%**	**LECTURE +PRACTICAL**	**4**

HN307 **OR HN310**	**Elective/GE**	दिल्ली और साहित्य या हिंदी का वैचारिक जगत (या किसी अन्य स्कूल से)	**25%25% 50%**	**LECTURE**	**4**

4th Sem

Course Code	**Course Type**	**Course Title**	**Weightage**	**Load allocation**	**Credits**
TBD	**Core**	हिन्दी नाटक	**25%25%** **50%**		**4**
HN105	**Core**	भाषा विज्ञान	**25%25%** **50%**		**4**
TBD	**Core**	आधुनिक हिन्दी कविता	**25%25%** **50%**		**4**
HN309 **OR HN311**	**DSE**	बाल साहित्य या साहित्य का समाजशास्त्र	**25%25%** **50%**		**4**
TBD	**Compulsory**	**Dissertation Writing & Presentation**	**50% 50%**	**Practical**	**8**
Total Credits in MA 2nd Year					**48**
Grand Total for all 4 semesters					**42+48=90**

Course Description

School/Centre proposing the course	School of Letters (साहित्य अध्ययन पीठ)
Programme(s)	एम.ए. (हिन्दी)
Course Coordinator(s) & Teams	प्रो.सत्यकेतु सांकृत, डॉ.निकिता जैन
Course Code	--
Course Title	लघु शोध प्रबंध
Course type (core/compulsory/ elective/any other – please specify)	compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PG
Academic Year of Launch	2020
Academic Council Minutes for Course/Revision	
Semester	द्वितीय एवं चतुर्थ

Number of Credits	8

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: None (Pre-requisites; prior knowledge level; any others – please specify)

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

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? यह पाठ्यक्रम डॉ. बी.आर. अंबेडकर विश्वविद्यालय, दिल्ली के अंतरानुशासनिक, समालोचनात्मक एवं अनुसन्धान केन्द्रित दृष्टिकोण के अनुरूप है, जो विद्यार्थियों में स्वतंत्र चिंतन, ज्ञान-निर्माण तथा सामाजिक-सांस्कृतिक संदर्भों के प्रति संवेदनशील अकादमिक दृष्टि का विकास करता है।
6.
7. How does the course link to the specific programme(s) in which it is offered? यह पाठ्यक्रम बी.ए. चतुर्थ वर्ष में विकसित शोध की समझ को आगे बढ़ाते हुए प्रस्ताव-लेखन की प्रक्रिया से सुसंगत रूप में जुड़ता है तथा शोध-प्रक्रिया के प्रारंभिक प्रशिक्षण को सुदृढ़ करता है। इसके माध्यम से विद्यार्थी विषय-चयन, समस्या-निर्धारण एवं शोध-रूपरेखा निर्माण की क्षमता विकसित करते हुए एम.ए. स्तर के उन्नत एवं स्वतंत्र अनुसंधान के लिए तैयार होते हैं।

पाठ्यक्रम विवरण (Course Description)

एम.ए. हिंदी कार्यक्रम के अंतर्गत *'लघु शोध प्रबंध'* पाठ्यक्रम, स्नातक (बी.ए. चतुर्थ वर्ष) के उपरांत शोध का अगला उन्नत चरण है, जिसका उद्देश्य विद्यार्थियों में स्वतंत्र अनुसंधान की क्षमता का विकास करना है। यह पाठ्यक्रम पूर्णतः शोध-आधारित है | प्रस्तुत पाठ्यक्रम में विद्यार्थियों को अपनी इच्छानुसार चयनित विषय पर, शोध मानकों के अनुरूप 'लघु शोध प्रबंध' का लेखन कार्य करना होगा | इसमें विद्यार्थियों को हिंदी साहित्य के विविध क्षेत्रों जैसे -कथा साहित्य, काव्य, नाटक, आलोचना, हिन्दी भाषा, मीडिया, सिनेमा, प्रवासी साहित्य, समकालीन विमर्श आदि में से किसी एक उपयुक्त विषय का चयन कर लगभग 10,000 से 12,000 शब्दों के बीच एक *लघु शोध प्रबंध* तैयार करना होगा। यह लघु शोध प्रबंध निर्धारित शोध-पद्धति, विश्लेषण तथा प्रस्तुति के मानकों के अनुरूप तैयार किया जाना अपेक्षित है, जिससे विद्यार्थियों में शोध लेखन की क्षमता, तार्किकता और अनुसंधानपरक दृष्टि का सुदृढ़ विकास हो सके।

पाठ्यक्रम का प्रमुख उद्देश्य विद्यार्थियों को अनुसंधान के आधारभूत ढांचे से परिचित कराते हुए उन्हें उच्च स्तरीय शोध (जैसे एम.फिल./पीएच.डी.) के लिए तैयार करना है। इसके माध्यम से विद्यार्थी विषय-चयन, समस्या-निर्धारण, परिकल्पना निर्माण, स्रोतों के समुचित उपयोग, विश्लेषणात्मक दृष्टि के प्रति अपनी एक समझ बना पाएंगे |

यह पाठ्यक्रम कुल 8 क्रेडिट में प्रस्तावित है जिसमें से 4 क्रेडिट लघु शोध प्रबंध के लेखन के लिए तथा 4 क्रेडिट मौखिक प्रस्तुति के लिए निर्धारित किए गए हैं। मौखिकी के अंतर्गत विद्यार्थी अपने शोध कार्य की प्रस्तुति देंगे, जिसमें उनके लघु शोध प्रबंध को विषय -विशेषज्ञों

द्वारा अनुसन्धान पद्धति के कई मानकों पर विश्लेषित किया जाएगा।

पाठ्यक्रम उद्देश्य (Course Objectives)

1. विद्यार्थियों में पठन, लेखन, विश्लेषण एवं अनुसंधान से संबंधित अकादमिक कौशलों का विकास करना, ताकि वे जटिल साहित्यिक विषयों का गहन अध्ययन कर सकें।
2. विद्यार्थियों को शोध-प्रक्रिया के विभिन्न चरणों - विषय-चयन, समस्या-निर्धारण, परिकल्पना निर्माण एवं शोध-रूपरेखा से परिचित कराना।
3. विद्यार्थियों को विविध शोध-पद्धतियों के आलोचनात्मक एवं संदर्भानुकूल प्रयोग में दक्ष बनाना, जिससे वे अपने विषय का गहन एवं सुसंगत विश्लेषण कर सकें।
4. विद्यार्थियों में शोध-सामग्री के चयन, स्रोतों के मूल्यांकन तथा उनके सुसंगठित एवं प्रभावी उपयोग की क्षमता विकसित करना।
5. विद्यार्थियों को उच्चतर अकादमिक अनुसंधान की दिशा में उन्मुख करना, जिससे वे भविष्य में उन्नत शोध कार्यों (जैसे - पीएच.डी.) के लिए तैयार हो सकें।

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. Mention 4-6 course outcomes. At the end of the course, students will be able to:

CO1: विद्यार्थी शोध-प्रक्रिया के विभिन्न चरणों एवं उसकी मूलभूत अवधारणाओं को समझ सकेंगे।

CO2: विद्यार्थी विविध शोध-क्षेत्रों की प्रकृति को समझते हुए उपयुक्त शोध-विषय का चयन कर सकेंगे।

CO3: विद्यार्थी सीमित समयावधि में चयनित विषय पर केंद्रित एवं समग्र शोध कार्य संपादित कर सकेंगे।

CO4: विद्यार्थी पठन, लेखन एवं विश्लेषण कौशलों का प्रयोग करते हुए साहित्यिक सामग्री का आलोचनात्मक विश्लेषण कर सकेंगे।

CO5: विद्यार्थी शोध के विविध उपकरणों एवं स्रोतों का प्रभावी उपयोग कर सकेंगे।

CO6: विद्यार्थी अपने शोध-विषय के अनुरूप विभिन्न शोध-पद्धतियों का समुचित अनुप्रयोग कर सकेंगे |

पाठ्यक्रम परिणामों (COs) का कार्यक्रम परिणामों (POs) एवं कार्यक्रम विशिष्ट परिणामों (PSOs) के साथ मानचित्रण

CO/ PO/	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO5	PSO 6

PSO													
CO1	3	2	1	2	1	1	1	3	2	2	2	1	1
CO2	3	3	2	2	1	1	1	3	3	2	2	1	1
CO3	3	3	2	2	2	1	1	3	3	3	2	2	2
CO4	3	3	3	2	2	1	1	3	3	3	3	2	2
CO5	2	3	2	2	3	2	1	2	3	2	2	3	2
CO6	3	3	3	3	2	2	2	3	3	3	3	2	3
Average	**2.83**	**2.83**	**2.17**	**2.17**	**1.83**	**1.33**	**1.17**	**2.83**	**2.83**	**2.50**	**2.33**	**1.83**	**1.83**

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hours/Week
			8	8

Modules and Readings

In this section, provide the name of the modules along with a brief description and references (Core and Suggested)

माड्यूल विवरण :-

प्रत्येक विद्यार्थी को अपने लघु शोध प्रबंध हेतु एक उपयुक्त विषय का चयन करना अनिवार्य होगा। विषय के अंतिम चयन के पश्चात् संबंधित संकाय सदस्य अथवा शोध-निर्देशक द्वारा प्राथमिक एवं द्वितीयक स्रोतों सहित एक चयनित एवं सुव्यवस्थित पठन-सूची (Reading List) प्रदान की जाएगी, जिससे विद्यार्थी सीमित, प्रासंगिक एवं उपयोगी अध्ययन-सामग्री के आधार पर अपने शोध को एक निश्चित दिशा दे सकें। इस प्रक्रिया के माध्यम से विद्यार्थियों को न केवल विषय के साथ आलोचनात्मक संलग्नता विकसित करने में सहायता मिलेगी, बल्कि वे एक सुदृढ़ एवं सुव्यवस्थित लघु शोध प्रबंध तैयार करने में भी सक्षम हो सकेंगे। शोध-निर्देशन की प्रक्रिया के अंतर्गत विद्यार्थियों को नियमित रूप से प्रति सप्ताह निर्धारित समय के अनुसार शोध-निर्देशक का सक्रिय परामर्श एवं मार्गदर्शन प्राप्त होगा, जिससे शोध-कार्य की निरंतर प्रगति सुनिश्चित की जा सके। शोध-विषय के चयन तथा प्रस्ताव लेखन (Proposal -writing) की प्रक्रिया पूर्ववर्ती सेमेस्टर में प्रारंभ की जाएगी, जबकि वास्तविक शोध लेखन कार्य अंतिम सेमेस्टर में किया जाएगा।

शोध-कार्य की प्रगति के मूल्यांकन हेतु कार्य-प्रगति प्रस्तुति (Work-in-Progress Presentation) का आयोजन अंतिम सेमेस्टर के मध्य में किया जाएगा, जिससे विद्यार्थियों के अनुसंधान की शोध गुणवत्ता का सम्यक आकलन किया जा सके। इसके उपरांत विद्यार्थी अंतिम सेमेस्टर के अंत तक अपना पूर्ण लघु शोध प्रबंध निर्धारित

	शैक्षणिक मानकों के अनुरूप जमा करेंगे। प्रस्तुत शोध-प्रबंध के समग्र मूल्यांकन के लिए मौखिकी (Viva Voce) आयोजित की जाएगी, जिसमें शोध-निर्देशक के साथ हिंदी संकाय के सदस्य सम्मिलित होंगे। जहाँ संभव होगा, वहाँ शोध-विषय से संबंधित विशेषज्ञता रखने वाले विश्वविद्यालय के अन्य स्कूल के एक बाह्य परीक्षक को भी सम्मिलित किया जा सकता है, जिससे मूल्यांकन की निष्पक्षता, पारदर्शिता एवं अकादमिक गुणवत्ता सुनिश्चित हो सके। इस प्रकार यह पाठ्यक्रम विद्यार्थियों को चरणबद्ध, निर्देशित एवं सुदृढ़ अनुसंधान-अनुभव प्रदान करते हुए उन्हें उच्चतर अकादमिक शोध की दिशा में उन्मुख करने का कार्य करेगा।

Assessment (Including Skills to

be tested as per NCrF):

1. Dissertation writing - (50%Marks)

This dissertation is designed to assess the student's ability to undertake independent research, engage critically with selected sources, and produce a coherent and well-structured academic work.

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested	Examples
संज्ञानात्मक(Cognitive), भावात्मक (affective) और आत्म-चिंतनशील (self-reflective)	बुनियादी तथ्यों, अवधारणाओं तथा जानकारी के अर्थ को समझने और समझाने से संबंधित परिणाम।	ज्ञान, बोध, विश्लेषण, संश्लेषण, अनुप्रयोग	गृह-कार्य चर्चा प्रस्तुति

2 Viva -Voce (50 Marks)

The viva voce tests the student's ability to integrate learning across the entire course and to present and defend their dissertation with clarity, coherence, and analytical rigor.

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested	Examples
संचयी अधिगम, समग्र समझ तथा शोध-कार्य के विभिन्न आयामों को एकीकृत करने की क्षमता का मूल्यांकन	विश्लेषण, मूल्यांकन और सृजन से संबंधित परिणाम	मौखिक प्रस्तुति, तर्कसंगत प्रतिपादन, आलोचनात्मक प्रतिक्रिया देने की क्षमता, तथा शोध-कार्य का औचित्य स्पष्ट करने की योग्यता	मौखिकी (Viva Voce) – शोध प्रबंध की प्रस्तुति

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated, and the revised proposal should be submitted to the Academic Council with due recommendations.

2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the of Studies of the respective Schools. The electives shared between more than one programme should have been approved by the Board of Studies

Recommendation of the Board of Studies: Passed by the Board of Studies

Signature of the Dean of the School

School of Letters, MA (Hindi) Program

Dr. B.R.Ambedkar University Delhi

Course Details

as per

Learning Outcome Based Curriculum Framework (LOCF)/ Outcome Based Education Curriculum Framework

हिन्दी नाटक
एम.ए. (हिन्दी),अनिवार्य
द्वितीय एवं चतुर्थ

School: स्कूल ऑफ़ लेटर्स (साहित्य अध्ययन पीठ)

1. कार्यक्रम विवरण (Programme Description: एम.ए. हिन्दी कार्यक्रम को डॉ. बी. आर. अम्बेडकर विश्वविद्यालय, दिल्ली की समावेशी, आलोचनात्मक एवं अंतर्विषयी शैक्षणिक दृष्टि के अनुरूप निर्मित किया गया है। यह कार्यक्रम राष्ट्रीय शिक्षा नीति की अनुशंसाओं पर आधारित है, जिसमें शिक्षण-अधिगम प्रक्रिया को परिणाम-आधारित एवं विद्यार्थी-केंद्रित बनाए जाने पर बल दिया गया है। कार्यक्रम का उद्देश्य विद्यार्थियों में हिन्दी भाषा एवं साहित्य के गहन अध्ययन, आलोचनात्मक दृष्टि तथा सामाजिक-सांस्कृतिक संवेदनशीलता का विकास करना है, ताकि वे साहित्यिक पाठों का व्यापक परिप्रेक्ष्य में विश्लेषण कर सकें। पाठ्यक्रम में साहित्य, भाषा-विज्ञान, भारतीय भाषाओं,मनोविज्ञान जैसे अंतर्विषयी क्षेत्रों का समावेश किया गया है। यह कार्यक्रम दो अकादमिक वर्षों में विभाजित किया गया है—प्रथम वर्ष में **42** क्रेडिट, जो आधारभूत एवं सैद्धांतिक समझ के विकास पर केंद्रित हैं; तथा द्वितीय वर्ष के साथ, एम.ए. 1 वर्षीय कार्यक्रम को 48 क्रेडिट के पाठ्यक्रमों के अनुरूप समायोजित किया गया है। कुल **90** क्रेडिट के इस कार्यक्रम में कोर एवं वैकल्पिक पाठ्यक्रमों के साथ शोध प्रबंध, मौखिक परीक्षा एवं इंटर्नशिप का प्रावधान है, जो विद्यार्थियों को शोध एवं व्यावसायिक क्षेत्रों के लिए सक्षम बनाता है।

2. PROGRAMME EDUCATION OBJECTIVES (PEOs)

PEOs are broad, long-term statements that describe the professional achievements and career progression expected from graduates within four to five years after completing the program. *Mention at least 4-5 PEOs*.

The learning objectives of the MA, Hindi program students are:

PEO No.	Education Objective
PEO1	हिंदी भाषा एवं साहित्य के अध्ययन के माध्यम से अंतर्विषयी समझ विकसित करना, जिससे विद्यार्थी सैद्धांतिक, ऐतिहासिक, सामाजिक, सांस्कृतिक एवं आलोचनात्मक दृष्टिकोणों के साथ सम्यक् संवाद स्थापित कर सकें।

PEO2	विद्यार्थियों में चिंतनशील एवं आलोचनात्मक दृष्टि का विकास करना, जिससे वह साहित्य, भाषा एवं समाज से संबंधित विमर्शों, प्रवृत्तियों एवं नीतियों का विश्लेषण कर सकें।
PEO3	अनुसंधान, अन्वेषण एवं मूल्यांकन की क्षमताओं का विकास करना, जिससे विद्यार्थी व्यवस्थित अध्ययन, विश्लेषण एवं नवाचार के माध्यम से ज्ञान के क्षेत्र में सार्थक योगदान दे सकें।
PEO4	विद्यार्थियों को व्यावहारिक रूप से सक्षम बनाना, जिससे वह शिक्षण, लेखन, संपादन, संप्रेषण एवं अन्य संबंधित क्षेत्रों में प्रभावी भूमिका का निर्वाह कर सकें।
PEO5	विद्यार्थियों को सामाजिक उत्तरदायित्व, नैतिक मूल्यों एवं बहुसांस्कृतिक संवेदनशीलता के साथ समाज में सक्रिय सहभागिता एवं नेतृत्व के लिए सक्षम बनाना।

3. GRADUATE ATTRIBUTES

Graduate attributes are measurable skills, behaviours, and attitudes acquired by students through coursework, field/internship-based placements, co-curricular activities, and campus experiences. These attributes may go beyond disciplinary perspectives and reflect holistic personal and professional development, as well as learners' development as good citizens.

Sl. No.	Attributes	Description
1	Professional / Disciplinary knowledge - (व्यावसायिक / विषयगत ज्ञान)	विद्यार्थी हिन्दी साहित्य की विभिन्न विधाओं का सम्यक् ज्ञान अर्जित कर उन्हें सामाजिक-सांस्कृतिक संदर्भों में विश्लेषित एवं व्याख्यायित करने के साथ-साथ अपनी आलोचनात्मक, संप्रेषणात्मक एवं अकादमिक दक्षताओं का व्यावसायिक क्षेत्रों में प्रभावी रूप से प्रयोग कर सकेंगे।
2	Clinical / Technical / Laboratory / practical skills- (अनुसंधान एवं विश्लेषणात्मक कौशल)	विद्यार्थी साहित्यिक पाठों का सूक्ष्म एवं आलोचनात्मक विश्लेषण कर सकेंगे एवं विभिन्न पाठों के मध्य तुलनात्मक अध्ययन प्रस्तुत कर अपनी एक आलोचनात्मक दृष्टि विकसित कर सकेंगे।
3	Communication skill (संप्रेषण कौशल)	विद्यार्थी अपने विचारों एवं निष्कर्षों को लिखित एवं मौखिक रूप में सुव्यवस्थित, प्रभावी एवं तार्किक ढंग से अभिव्यक्त एवं व्याख्यायित कर सकेंगे।

4	Cooperation/ Teamwork (सहभागिता)	विद्यार्थी समूह में कार्य करते हुए सक्रिय सहभागिता प्रदर्शित कर सकेंगे, सहयोगात्मक अधिगम को प्रोत्साहित करते हुए सामूहिक निर्णय-प्रक्रिया में प्रभावी योगदान दे सकेंगे।
5	Professional ethics- (व्यावसायिक नैतिकता)	विद्यार्थी साहित्य एवं समाज के अध्ययन के आधार पर सामाजिक एवं सांस्कृतिक मूल्यों का विवेकपूर्ण मूल्यांकन कर, नैतिक एवं उत्तरदायी निर्णय लेने में सक्षम हो सकेंगे।
6	Research / Innovation-related skills (शोध एवं नवाचार संबंधी कौशल)	विद्यार्थी शोध समस्याओं की पहचान कर सकेंगे, उपयुक्त अनुसंधान विधियों का प्रयोग करते हुए गुणवत्तापूर्ण शोध कार्य संपन्न कर सकेंगे तथा तर्कसंगत निष्कर्ष प्रस्तुत कर सकेंगे।
7	Critical thinking and problem solving (आलोचनात्मक चिंतन एवं समस्या समाधान)	विद्यार्थी जटिल साहित्यिक एवं सामाजिक समस्याओं का विश्लेषण कर सकेंगे तथा उनके व्यावहारिक एवं युक्तिसंगत समाधान प्रस्तुत कर सकेंगे।
8	Reflective thinking (चिंतनशील दृष्टि)	विद्यार्थी आत्मचिंतन के माध्यम से अपने अधिगम एवं अनुभवों का मूल्यांकन कर सकेंगे तथा सम्यक् एवं तर्कसंगत दृष्टिकोण विकसित कर सकेंगे।
9	Information/digital literacy (सूचना एवं डिजिटल साक्षरता)	विद्यार्थी विभिन्न डिजिटल संसाधनों एवं सूचना प्रौद्योगिकी उपकरणों का प्रभावी उपयोग कर, ज्ञान-सृजन एवं प्रसार की प्रक्रिया में सक्रिय योगदान दे सकेंगे।
10	Multi-cultural competence (बहुसांस्कृतिक समझ)	विद्यार्थी विभिन्न संस्कृतियों एवं भाषाई विविधताओं की सूक्ष्म समझ विकसित करने में सक्षम हो सकेंगे तथा तुलनात्मक और बहुसांस्कृतिक दृष्टिकोण को आलोचनात्मक रूप से आत्मसात कर सकेंगे।

11	Leadership readiness/qualities (नेतृत्व क्षमता)	विद्यार्थी सामाजिक-सांस्कृतिक समझ के आधार पर नेतृत्व क्षमता का प्रभावी निर्वहन करते हुए सुविचारित एवं उत्तरदायी निर्णय ले सकेंगे तथा मार्गदर्शन प्रदान कर सकेंगे।
12	Lifelong learning (आजीवन अधिगम)	विद्यार्थी सतत अधिगम की प्रवृत्ति विकसित कर सकेंगे, नवीन ज्ञान का अर्जन करते हुए उसे व्यक्तिगत एवं व्यावसायिक जीवन में प्रभावी रूप से प्रयुक्त कर सकेंगे।

4. YEAR OF LAUNCH OF THE PROGRAMME 2020

5. PROGRAMME OUTCOMES

Programme Outcomes define the knowledge, skills, and attitudes that students should possess upon completing the programme

PO No.	Attribute	Competency
PO1	व्यावहारिक ज्ञान (Professional Knowledge)	विद्यार्थी हिन्दी साहित्य के विभिन्न विधाओं एवं प्रवृत्तियों का सुदृढ़ ज्ञान अर्जित कर सकेंगे तथा उसे सामाजिक-सांस्कृतिक संदर्भों में व्याख्यायित एवं विश्लेषित करते हुए व्यावहारिक परिप्रेक्ष्य में प्रभावी रूप से प्रयुक्त कर सकेंगे।
PO2	तकनीकी कौशल (Technical Skills)	विद्यार्थी साहित्यिक पाठों का सूक्ष्म एवं गहन विश्लेषण करते हुए तुलनात्मक अध्ययन प्रस्तुत करने तथा सुसंगत एवं परिष्कृत आलोचनात्मक दृष्टिकोण विकसित करने की तकनीकी दक्षता अर्जित कर सकेंगे।
PO3	नैतिक मूल्य एवं व्यावसायिकता (Ethical	विद्यार्थी साहित्य एवं समाज के अध्ययन के आधार पर सामाजिक मूल्यों का विवेकपूर्ण मूल्यांकन करते हुए तर्कसंगत प्रतिपादन कर नैतिक निर्णय लेने में

	Values & Professionalism)	सक्षम होंगे।
PO4	संप्रेषण कौशल (Communication)	विद्यार्थी अपने विचारों एवं निष्कर्षों को लिखित एवं मौखिक रूप में स्पष्ट, तार्किक एवं प्रभावी ढंग से प्रस्तुत एवं व्याख्यायित कर सकेंगे।
PO5	प्रमाणाधारित अधिगम (Evidence-based Learning)	विद्यार्थी प्रारंभिक शोध प्रक्रियाओं का प्रयोग करते हुए स्रोतों का विश्लेषण कर साक्ष्य-आधारित निष्कर्ष प्रस्तुत कर सकेंगे
PO6	आजीवन अधिगम (Lifelong Learning)	विद्यार्थी सतत अधिगम की प्रवृत्ति विकसित करते हुए नवीन ज्ञान अर्जित कर उसे व्यक्तिगत एवं व्यावसायिक संदर्भों में प्रभावी रूप से अनुप्रयुक्त कर सकेंगे।
PO7	नेतृत्व एवं मार्गदर्शन (leadership and mentorship)	विद्यार्थी समूह में कार्य करते हुए सहयोगात्मक दृष्टिकोण अपनाकर नेतृत्व क्षमता का प्रदर्शन कर सकेंगे तथा निर्णय-प्रक्रिया में सक्रिय भूमिका निभा सकेंगे।

6. PROGRAMME SPECIFIC OUTCOME

Programme-specific outcomes are those unique to a particular academic programme. They highlight the specialised competencies and knowledge areas relevant to the programme's core subjects. *Ideally, there should be five to six PSOs for each programme*.

PSO No.	**Competency**

PSO1	विद्यार्थी हिन्दी भाषा की संरचना, व्याकरण एवं प्रयोग की सूक्ष्मताओं का ज्ञान अर्जित कर शुद्ध एवं प्रभावी भाषा-प्रयोग में दक्षता विकसित कर सकेंगे।
PSO2	विद्यार्थी हिन्दी साहित्य के विभिन्न काल एवं विधाओं की विशिष्टताओं को समझते हुए उनके विकास-क्रम का सम्यक् अनुशीलन कर सकेंगे।
PSO3	विद्यार्थी साहित्यिक पाठों की अंतर्वस्तु एवं शिल्पगत विशेषताओं का विश्लेषण कर उनकी सौंदर्यबोधात्मक एवं वैचारिक व्याख्या कर सकेंगे।
PSO4	विद्यार्थी हिन्दी साहित्य को भारतीय समाज, संस्कृति एवं समकालीन विमर्शों के संदर्भ में समग्र रूप से समझने की दृष्टि विकसित कर सकेंगे।
PSO5	विद्यार्थी अनुवाद, संपादन एवं सृजनात्मक लेखन की प्रक्रियाओं का अभ्यास करते हुए भाषा के व्यावहारिक रूपों में दक्षता अर्जित कर सकेंगे।
PSO6	विद्यार्थी प्रारंभिक अनुसंधान कौशलों के माध्यम से संदर्भ-सामग्री का चयन, संगठन एवं समुचित उपयोग कर अकादमिक लेखन प्रस्तुत कर सकेंगे।

7. PROGRAMME STRUCTURE (MA Hindi)

1st Sem

Course Code	Course Type	Course Title	Weightage Distribution	Load Allocation (L T P)	Credits
HN117	**CORE**	अनुवाद: सिद्धांत और प्रयोग	**25% 25% 50%**	**LECTURE+ PRACTICAL**	**4**
HN115	**CORE**	हिंदी रंगमंच	**25% 25% 50%**	**LECTURE**	**4**
HN109	**CORE**	भारतीय ज्ञान परम्परा:अवधारणा और सिद्धांत	**25% 25% 50%**	**LECTURE**	**4**

TBD	**ELECTIVE**	हिन्दी सिनेमा और गीत (माइनर)	**25% 25% 50%**	**LECTURE**	**4**
HN302	**DSE**	जनसंचार की अवधारणा और विकास	**25%25% 50%**	**LECTURE**	**4**
HN303	**DSE**	रचनात्मक लेखन	**25%25% 50%**	**LECTURE**	**4**

2nd Sem

Course Code	Course Type	Course Title	Weightage	Load Allocation	Credits
TBD	**Core**	भारतीय एवं पाश्चात्य काव्यशास्त्र	**25%25% 50%**	**LECTURE**	**4**
HN111	**Core**	भारतीय ज्ञान परम्परा : व्यवहार और वैचारिकी	**25%25% 50%**	**LECTURE**	**4**
TBD	**Elective-2**	हिन्दी और वैश्विक सिनेमा: प्रमुख प्रवृत्तियां (या किसी अन्य स्कूल से)	**25%25% 50%**	**LECTURE**	**4**
TBD	**Elective-3**	लोक साहित्य या प्रवासी साहित्य	**25%25% 50%**	**LECTURE**	**4**
TBD	**DSE**	कृत्रिम बुद्धिमत्ता : हिन्दी भाषा और साहित्य या	**25%25% 50%**	**LECTURE**	**4**

		भारतीय साहित्य (कोई एक)			
TBD	**Comuplsory**	इंटर्नशिप	**50% 50%**	**Practical**	**2**
Total Credits in MA one year					**42**

3rdSem

Course Code	**Course Type**	**Course Title**	**Weightage**	**Load allocation**	**Credits**
TBD	**Core**	आदिकालीन मध्यकालीन हिन्दी कविता	**25%25% 50%**	**LECTURE**	**4**
TBD	**Core**	हिन्दी कथा साहित्य	**25%25% 50%**	**LECTURE**	**4**
HN107	**Core**	हिन्दी आलोचना	**25%25% 50%**	**LECTURE**	**4**
HN206	**Compulsory**	शोध प्रविधि	**25%25% 50%**	**LECTURE +PRACTICAL**	**4**
TBD	**Compulsory**	शोध प्रस्ताव लेखन	**50% 50%**	**LECTURE +PRACTICAL**	**4**
HN307 OR HN310	**Elective/GE**	दिल्ली और साहित्य या हिंदी का वैचारिक जगत (या किसी अन्य	**25%25% 50%**	**LECTURE**	**4**

		स्कूल से)			

4th Sem

Course Code	Course Type	Course Title	Weightage	Load allocation	Credits
TBD	**Core**	हिन्दी नाटक	**25%25%** **50%**		**4**
HN105	**Core**	भाषा विज्ञान	**25%25%** **50%**		**4**
TBD	**Core**	आधुनिक हिन्दी कविता	**25%25%** **50%**		**4**
HN309 **OR** **HN311**	**DSE**	बाल साहित्य या साहित्य का समाजशास्त्र	**25%25%** **50%**		**4**
TBD	**Compulsory**	**Dissertation Writing & Presentation**	**50%** **50%**	**Practical**	**8**
Year		**Total Credits in MA 2nd**			**48**
semesters		**Grand Total for all 4**			**42+48=90**

Course Description

School/Centre proposing the course	School of Letters (साहित्य अध्ययन पीठ)
Programme(s)	एम.ए. (हिन्दी)
Course Coordinator(s)	**डॉ.गीता पांडेय, डॉ.निकिता जैन**
Course Code	--
Course Title	**हिन्दी नाटक**
Course type (core/compulsory/ elective/any other - please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PG
Academic Year of Launch	2026
Academic Council Minutes for Course/Revision	

Semester	द्वितीय एवं चतुर्थ
Number of Credits	4

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: None (Pre-requisites; prior knowledge level; any others - please specify)

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

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? यह पाठ्यक्रम विद्यार्थियों में आलोचनात्मक दृष्टि, रंग-संवेदना तथा सामाजिक-सांस्कृतिक समझ का विकास करता है। नाटक और रंगमंच के अध्ययन के माध्यम से विद्यार्थी साहित्य, समाज और प्रदर्शन कला के अंतर्संबंधों को समझते हुए विश्लेषणात्मक एवं सृजनात्मक क्षमता अर्जित करते हैं। इस प्रकार यह पाठ्यक्रम बहुविषयक अध्ययन, सामाजिक संवेदनशीलता और लोकतांत्रिक बौद्धिकता संबंधी डॉ. बी. आर. अम्बेडकर विश्वविद्यालय दिल्ली की शैक्षिक दृष्टि से संबद्ध है।

6. How does the course link to the specific programme(s) in which it is offered? यह पाठ्यक्रम एम.ए. हिंदी कार्यक्रम के विद्यार्थियों को हिन्दी नाटक और रंगमंच की प्रमुख प्रवृत्तियों, सिद्धांतों तथा समकालीन रंग-चेतना से परिचित कराता है। इसके माध्यम से विद्यार्थी नाट्य-पाठों का आलोचनात्मक अध्ययन, रंग-दृष्टि का विश्लेषण तथा साहित्य और समाज के अंतर्संबंधों की व्याख्या करने की क्षमता अर्जित कर सकेंगे, जो उच्च अध्ययन एवं शोध के लिए आवश्यक आधार प्रदान करता है।

पाठ्यक्रम विवरण (Course Description)

यह पाठ्यक्रम विद्यार्थियों को हिन्दी नाटक की अवधारणा, सिद्धांत, प्रवृत्तियों तथा रंग-दृष्टि से परिचित कराने के उद्देश्य से निर्मित है। इसके अंतर्गत स्वतंत्रता-पूर्व एवं स्वतंत्रता-पश्चात् हिन्दी नाटक की प्रमुख प्रवृत्तियों, सामाजिक-सांस्कृतिक संदर्भों, नाट्य-शिल्प तथा रंगमंचीय पक्षों का अध्ययन कराया जाएगा। पाठ्यक्रम में चयनित नाटकों के माध्यम से राष्ट्रीय चेतना, सामाजिक -राजनीतिक यथार्थ तथा समकालीन संवेदनाओं का विश्लेषण किया जाएगा। साथ ही प्रायोगिक कार्य के अंतर्गत नाटक के प्रस्तुति-पक्ष, अभिनय, मंच-संरचना एवं रंग-प्रयोग की समझ विकसित की जाएगी, जिससे विद्यार्थियों में नाट्य-अध्ययन के प्रति आलोचनात्मक, विश्लेषणात्मक तथा रंग-संवेदनात्मक दृष्टि का विकास हो सके।

पाठ्यक्रम उद्देश्य (Course Objectives)

- विद्यार्थियों को हिन्दी नाटक की प्रमुख प्रवृत्तियों, सिद्धांतों से परिचित कराना।
- विद्यार्थियों में नाट्य-पाठों के आलोचनात्मक एवं विश्लेषणात्मक अध्ययन की क्षमता विकसित करना।
- हिन्दी नाटक और रंगमंच के अंतर्संबंधों की समझ विकसित करना।
- विद्यार्थियों को सामाजिक, सांस्कृतिक एवं वैचारिक संदर्भों के परिप्रेक्ष्य में नाटकों का अध्ययन करने हेतु प्रेरित करना।
- विद्यार्थियों को समकालीन हिन्दी नाटक की प्रयोगधर्मी प्रवृत्तियों से परिचित कराना।
- विद्यार्थियों में नाटक की प्रस्तुति, एवं समीक्षात्मक दृष्टि का विकास करना।

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. Mention 4-6 course outcomes. At the end of the course, students will be able to:

CO1: विद्यार्थी हिन्दी नाटक की प्रमुख अवधारणाओं, प्रवृत्तियों एवं रंग-दृष्टि की व्याख्या कर सकेंगे।

CO2: विद्यार्थी हिन्दी नाटकों का सामाजिक, सांस्कृतिक एवं वैचारिक संदर्भों में विश्लेषण कर सकेंगे।

CO3: विद्यार्थी नाट्य-पाठों की शिल्पगत एवं संरचनात्मक विशेषताओं का मूल्यांकन कर सकेंगे।

CO4: विद्यार्थी हिन्दी नाटक और रंगमंच के अंतर्संबंधों को समझ एवं व्याख्यायित कर सकेंगे।

CO5: विद्यार्थी समकालीन हिन्दी नाटक की प्रयोगधर्मी प्रवृत्तियों एवं रंग-चेतना का समीक्षात्मक अध्ययन कर सकेंगे।

CO6: विद्यार्थी नाटकों की प्रस्तुति, मंचन एवं रंग-संवेदना से संबंधित व्यावहारिक पक्षों का विश्लेषण कर सकेंगे।

पाठ्यक्रम परिणामों (COs) का कार्यक्रम परिणामों (POs) एवं कार्यक्रम विशिष्ट परिणामों (PSOs) के साथ मानचित्रण

CO/PO /PSO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO 6
CO1	2	2	1	1	1	1	1	3	2	2	1	1	1
CO2	3	2	1	1	1	1	1	1	3	2	2	1	1
CO3	3	3	2	2	2	1	1	1	2	3	2	1	2
CO4	2	3	2	2	1	1	1	1	2	3	3	1	1
CO5	2	2	3	2	2	2	1	1	1	2	3	1	2
CO6	2	2	1	3	3	2	1	2	1	2	1	2	3
Average	2.33	2.33	1.67	1.83	1.67	1.33	1.00	1.50	1.83	2.33	2.00	1.17	1.67

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hours/Week
4				4

	Modules and Readings In this section, provide the name of the modules along with a brief description and references (Core and Suggested)

मॉड्यूल1 **(Lecture Hours =)** **16 Hours**	**मॉड्यूल 1 : हिन्दी नाटक : अवधारणा, सिद्धांत, और रंग-दृष्टि** इस मॉड्यूल के अंतर्गत विद्यार्थियों को नाटक की अवधारणा, उसके प्रमुख तत्वों तथा भारतीय एवं पाश्चात्य नाट्य-सिद्धांतों से परिचित कराया जाएगा। साथ ही नाटक, रंगमंच और प्रदर्शन के अंतर्संबंधों तथा आधुनिक हिन्दी नाटक की प्रमुख प्रवृत्तियों की समझ विकसित की जाएगी, जिससे विद्यार्थियों में नाट्य-अध्ययन के प्रति आलोचनात्मक एवं विश्लेषणात्मक दृष्टि का विकास हो सके। **निर्धारित विषय :-** 1. **नाटक की अवधारणा एवं प्रमुख तत्व** 2. **भारतीय एवं पाश्चात्य नाट्य-सिद्धांत/अवधारणा** 3. **भारतीय नाट्य की प्रमुख प्रवृत्तियाँ** a. **बंगाली नाटक** b. **गुजराती नाटक** c. **मराठी** **सहायक पाठ्य सामग्री** ➢ हिन्दी नाटक : उद्भव और विकास, दशरथ ओझा ➢ हिन्दी नाटक : स्वरुप और विकास, रामकुमार वर्मा ➢ भारतीय नाटक साहित्य https://ia800603.us.archive.org/19/items/in.ernet.dli.2015.309172/2015.309172.Bharitiya-Natak_text.pdf
माड्यूल 2 **(Lecture Hours =)** **16 Hours**	**माड्यूल 2: स्वतंत्रता-पूर्व हिन्दी नाटक : प्रवृत्तियाँ और रंग दृष्टि** इस मॉड्यूल के अंतर्गत स्वतंत्रता-पूर्व हिन्दी नाटक की प्रमुख प्रवृत्तियों एवं शिल्पगत विशेषताओं का अध्ययन कराया जाएगा। राष्ट्रीय, ऐतिहासिक, सामाजिक एवं सांस्कृतिक संदर्भों के आधार पर हिन्दी नाटकों की वैचारिक एवं कलात्मक संरचना का विश्लेषण किया जाएगा। **निर्धारित विषय :** ● **स्वतंत्रता-पूर्व हिन्दी नाटक की प्रमुख प्रवृत्तियाँ** ➢ **राष्ट्रीय एवं ऐतिहासिक प्रवृत्तियाँ :-** [चंद्रगुप्त - जयशंकर प्रसाद :नाट्य शिल्प, रंगदृष्टि, संरचनात्मक विशेषताएं आदि] ➢ **सामाजिक एवं सांस्कृतिक प्रवृत्तियाँ:-**[सिन्दूर की होली - लक्ष्मीनारायण मिश्र:नाट्य शिल्प, रंगदृष्टि, संरचनात्मक विशेषताएं आदि]

	सहायक पुस्तकें एवं सामग्री : ○ सिन्दूर की होली – Hindisamay.com ○ लक्ष्मीनारायण मिश्र की नाट्य कला https://www.hindwi.org/aalochna/lakshminarayan-mishr-ki-naty-kala-devraj-upadhyay-aalochna ○ सिंदूर की होली नाटक समीक्षा https://abhivyakti755583453.wordpress.com/2021/01/12/%E0%A4%AA%E0%A5%A6-%E0%A4%B2%E0%A4%95%E0%A5%8D%E0%A4%B7%E0%A5%8D%E0%A4%AE%E0%A5%80-%E0%A4%A8%E0%A4%BE%E0%A4%B0%E0%A4%BE%E0%A4%AF%E0%A4%A3-%E0%A4%AE%E0%A4%BF%E0%A4%B6%E0%A5%8D%E0%A4%B0-%E0%A4%95 ○ जयशंकर प्रसाद रंगदृष्टि: नाटक के लिए रंगमंच, महेश आनंद, राजकमल प्रकाशन, नई दिल्ली , संस्करण -1998 ○ जयशंकर प्रसाद की रंग दृष्टि का मूल्यांकन https://lndcollege.co.in/r&d/2019-2020.pdf
माड्यूल 3 (Lecture Hours =) **16 hours**	**मॉड्यूल 3: स्वतंत्रता-पश्चात् हिन्दी नाटक का बदलता स्वरुप** इस मॉड्यूल के अंतर्गत स्वतंत्रता-पश्चात् हिन्दी नाटक की प्रमुख प्रवृत्तियों एवं रंग-दृष्टि का अध्ययन कराया जाएगा। बदलते सामाजिक-सांस्कृतिक परिवेश, मानवीय संबंधों, संवेदनाओं तथा समकालीन विमर्शों के संदर्भ में हिन्दी नाटकों की वैचारिक एवं रंग-संबंधी विशेषताओं का विश्लेषण किया जाएगा। **निर्धारित विषय :** • **स्वतंत्रता-पश्चात् हिन्दी नाटक का बदलता स्वरुप** ➢ मध्यवर्गीय चेतना एवं मानवीय संवेदनाएं [अंजो दीदी: उपेन्द्रनाथ अश्क-नाट्य कला, विषय वस्तु, शिल्प आदि] ➢ नवीन युगबोध के विविध पक्ष [रसगन्धर्व या एकतारे की आंख: मणिमधुकर-नाट्य कला, विषय-वस्तु, शिल्प आदि ।] **सहायक पाठ्य सामग्री एवं ग्रन्थ :-** ○ अंजो दीदी https://www.hindwi.org/ebooks/anjo-didi-upendranath-ashk-ebooks ○ अंजो दीदी नाटक में मनोविज्ञान http://puneresearch.com/media/data/issues/5ed5ddd1465a3.pdf ○ मणिमधुकर की नाट्य कला https://krishnajakhar.blogspot.com/2013/09/blog-post_2365.html

	○ रसगन्धर्व https://epustakalay.com/book/52106-ras-gandharv-by-mani-madhukar/
माड्यूल 4 (Lecture Hours =) 16 hours	**माड्यूल 4: प्रायोगिक कार्य** इस मॉड्यूल के अंतर्गत विद्यार्थियों को नाटक के व्यावहारिक एवं रंगमंचीय पक्षों से परिचित कराया जाएगा। अभिनय, संवाद, मंच-संरचना तथा प्रस्तुति की प्रक्रियाओं को समझाते हुए चयनित नाटक के आधार पर प्रायोगिक कार्य कराया जाएगा, जिससे विद्यार्थियों में रंग-संवेदना एवं प्रस्तुति-कौशल का विकास हो सके। **निर्धारित विषय :** **आगरा बाज़ार- हबीब तनवीर : अभिनय, संवाद, मंच-संरचना एवं प्रस्तुति** **सहायक पाठ्य सामग्री :-** ○ आगरा बाज़ार नाटक की लोकोन्मुखता https://www.apnimaati.com/2014/02/blog-post_1431.html ○ आगरा बाज़ार : रंग विमर्श https://rangwimarsh.blogspot.com/2014/09/agra-bazar.html ○ आगरा बाज़ार नाटक https://www.hindisamay.com/content/3177/1/%E0%A4%B9%E0%A4%AC%E0%A5%80%E0%A4%AC-%E0%A4%A4%E0%A4%A8%E0%A4%B5%E0%A5%80%E0%A4%B0-%E0%A4%A8%E0%A4%BE%E0%A4%9F%E0%A4%95-%E0%A4%86%E0%A4%97%E0%A4%B0%E0%A4%BE-%E0%A4%AC%E0%A4%BE%E0%A4%9C%E0%A4%BE%E0%A4%B0.cspx

Assessment (Including Skills to

be tested as per NCrF):

1. Response Essay/PPT/Assignment-1 (25Marks)

This assignment is designed to test the student's ability to engage closely and critically with the theoretical content from the initial modules.

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested	Examples

संज्ञानात्मक(Cognitive), भावात्मक (affective) और आत्म-चिंतनशील (self-reflective)	बुनियादी तथ्यों, अवधारणाओं तथा जानकारी के अर्थ को समझने और समझाने से संबंधित परिणाम।	ज्ञान, बोध, विश्लेषण, संश्लेषण, अनुप्रयोग	गृह-कार्य चर्चा प्रस्तुति

2. Midterm Exam/PPT/Assignment-2/Project (25 Marks)

This assignment focuses on the...

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**	**Examples**
उच्च स्तरीय चिंतन, आलोचनात्मक तर्क एवं नवाचार	अनुप्रयोग, विश्लेषण, संबंध स्थापित करने तथा भिन्नताओं की पहचान से संबंधित अधिगम परिणाम	केस अध्ययन, वाद-विवाद, रूपरेखा निर्माण, प्रदर्शन आधारित कार्य	पुस्तक समीक्षा, प्रतिवेदन लेखन

End Term Exam (50 Marks)

The end-of-term exam tests the student's ability to integrate learning across the entire course....

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**	**Examples**
संचयी अधिगम, कमियों की पहचान करने की क्षमता, और समाधान-केंद्रित दृष्टिकोण/कौशल प्रदर्शित करने की योग्यता का मूल्यांकन करें।	विश्लेषण, मूल्यांकन और सृजन से संबंधित परिणाम	लघु और दीर्घ उत्तरीय प्रश्न, एक मौलिक रिपोर्ट तैयार करना, एक तर्कसंगत विचार प्रस्तुत करने में सक्षम होना, तथा आलोचना और एक संरचना का निर्माण करना।	सत्रांत लिखित परीक्षा (सभी मॉड्यूलों का व्यापक मूल्यांकन)

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated, and the revised proposal should be submitted to the Academic Council with due recommendations.

2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the of Studies of the respective Schools. The electives shared between more than one programme should have been approved by the Board of Studies

Recommendation of the Board of Studies: Passed by the Board of Studies

Signature of the Dean of the School

Appendix-10

School of Heritage Research and Management

Minutes of the 4th Board of Studies Meeting, 6/4/26

The list of members present for the 4th BOS of SHRM:

Sl.no	Name of the Faculty	Signature
1.	Prof. Rukmini Sen (Chairperson), Dean SHRM	Present
2.	Prof. Seema Bawa (External Expert)	Present
3.	Prof. Achal Pandya (External Expert)	Present
4.	Prof. Anupa Pande (External Expert)	Present
5.	Prof. Dhirendra Datt Dangwal	Present (Online)
6.	Dr. Urfat Anjem Mir (AC member to BOS)	Present (Online)
7.	Dr Sunita Singh	Present
8.	Dr. Shalini Awasthi	Present
9.	Dr. Sima Yadav (Special Invitee)	Present
10.	Dr. Anand Burdhan (Special Invitee)	Present

Leave of Absence : Prof Nilabh Sinha (External), Prof Amit Mukherjee (External), Dr. Renu Ghosh

Opening Remarks of the Chairperson & Dean SHRM:

At the outset, the Dean (SHRM) extended a warm welcome to all the members and apprised them of the activities undertaken by SHRM during the past year. The first Alumni Meet was organized on 28th November 2025, which was attended by approximately 50 ex-students, and 15 current students.

SHRM students undertook internships with organizations such as the Delhi Development Authority (DDA), the Archaeological Survey of India, and the Heritage Society. Four PhD scholars successfully cleared and received NET/JRF.

During the year, students participated in a capacity-building programme on academic writing in heritage. They also attended a two-week heritage field exposure at Udaipur. The Dean further apprised the members of the ongoing research work of the PhD scholars.

Agenda

1. To consider the detailed course outlines of 3rd and 4th semester of MA in Archaeology and Heritage Management Programme to be offered from Monsoon Semester 2026

2. To consider the detailed course outlines of 3rd and 4th semester of MA in Conservation, Museology and Heritage Management Programme to be offered from Monsoon Semester 2026
3. To consider the proposal of the first year courses of 4-Year BA Programme under NEP 2020

Agenda 1:

The following courses of MA Archaeology and Heritage Management of 3rd and 4th Semester that were placed for consideration:

Agenda.1	Course Titles	Semester
	i. Pre-history and Paleo Sciences (4 credits) ii. Trade Routes and Cultural Interactions (4 credits) iii. Palaeography and Epigraphy (4 credits) iv. Heritage Tourism Management: Practice and Planning (4 credits) v. Heritage Research Writing (4 credits) Field Work and Documentation (2 credits)	3rd semester courses At the end of third semester
	i. Historical Archaeology (4 credits) ii. Numismatics (4 credits) iii. Proto-history and Harappan Civilization (4 credits) iv. Studying Delhi: Heritage, History, Civilisation (4 credits) v. Excavation Training or Excavated Site Field Exposure (2 credits) vi. MOOC course (2 credits) Intellectual Property Law vii. Dissertation Submission (6 credits)	4th semester courses

Discussion:

a) Revisions were suggested on courses Paleography and Epigraphy and Numismatics, which were shared through email circulation immediately after the BOS and approved
b) Minor revisions were suggested on Studying Delhi: Heritage, History and Civilization
c) Preparing Annotated Bibliography was suggested as an evaluation component in Heritage Research Writing

Decision: The BOS approved all the courses of 3rd and 4th semesters listed above, after revisions

Agenda 2:

The following courses of MA Conservation, Museology and Heritage Management of 3rd and 4th Semester that were placed for consideration:

Agenda.2	Courses	Semester
	i. Heritage Tourism Management: Practice and Planning (4 credits) ii. Heritage Monuments and Conservation Practices (4 credits) iii. Heritage Cities: Landscape and Ecology (4 credits) iv. Museum: Theory and Practice (4 credits) v. Heritage Research Writing (4 credits) Field Work and Documentation (2 credits)	3rd semester courses At the end of third semester
	i. Studying Delhi: Heritage, History and Civilization (4 credits) ii. Intangible Cultural Heritage: Histories and Contexts (4 credits) iii. Museum: Methods and Techniques (4 credits) iv. Conservation of Objects: Manuscripts, Ceramics, Metals, Textiles, Audiovisual (4 credits) v. Conservation Training at NRLC (2 credits) vi. MOOC Course (2 credits) Intellectual Property Law vii. Dissertation Submission (6 credits)	4th semester courses

Discussions:

a) Minor revisions were suggested to Intangible Cultural Heritage: Histories and Contexts
b) Certain readings like Julia Shaw, Diana Eck, work on Hampi by Verghese, work on Lucknow by Veena Oldenburg were suggested for the course on Heritage Cities

Decision: The BOS approved all the courses of 3rd and 4th semesters listed above, after revisions

Agenda 3: BA in Museology, Culture and Heritage Management (4 Years)

Need for a 4-year BA Programme at SHRM

There are a few public universities in India, viz., Sayaji Rao Gaekwad University Baroda, Indian Institute of Heritage, University of Calcutta, Banaras Hindu University and Aligarh Muslim University where 'Museology' is taught at MA level as an academic discipline. However, no such university has an undergraduate programme on Museology.

Interestingly, 'Museology' has emerged as a 'cultural science' that deals with major aspects of tangible and intangible heritages. It is an interdisciplinary subject that includes all major aspects of heritage management and conservation. In present day social science research, the significance of museums collection as authentic source for cultural-historical research has remarkably increased.

New Museology is a discipline with a comprehensive cultural-social and historical dimension. Museology is a methodological science too where in museographic techniques pertaining to heritage management and conservation of heritage, archaeological relics and natural history objects is taught.

With this as background, SHRM proposes a 4 year programme from academic year 2026 on Museology, Culture and Heritage Management. Dr. B. R. Ambedkar University Delhi has adopted the 4-year Undergraduate model as per National Education Policy 2020 in a robust manner. SHRM currently does not offer any BA programme. It is a felt need to start an interdisciplinary BA programme which focuses on three connected strands:

a) Indian Culture, with its plural dimensions in art, aesthetics, architecture, festivals, cuisine

b) Museums as a site of Collection and Curation of cultural artifacts, both tangible and intangible

c) Heritage Management of the cultural resources that make India unique

BA programme in the School will benefit the pool from which MA students can be attracted as well as create the much needed vibrancy in the School that BA students bring, fresh out of School education.

Rationality for the proposed programme in the current context

India with its five thousand years old enduring cultural legacy has a vast collection of natural-cultural and art historically significant objects of different epochs and dynastic eras. Thousands of prehistoric and Harappan sites have yielded innumerable cultural objects and relics that are being preserved by Indian museums. There are more than eight hundred art and archaeological museums in India. The total number of government and semi government museums including science centres, natural history museums and museums of anthropology goes up to eleven hundred. India has many more private museums and art galleries having rich collections of artefacts and ecofacts. There have emerged several new museums and eco museums in the recent past.

The current government in India is keen about developing five iconic sites, viz., Rakhigarhi, Hastinapur, Adichchanallur, Lothal and Shivsagar as grand museums. The Hon'ble Prime Minister has already proclaimed for the formation of the Museum named Yuge-Yugeen Bharat; museum of enduring India.

These initiatives have ameliorated scope for museum training and employment in India.

Functional Requirement for the proposed programme

With the evolution of Heritage Management and Museum studies as a subject of immense significance as a cultural science all over the globe, the prospect for museum based research has increased. Since museum studies require a body of technical learning like, photography, modelling, exhibition, designing, display methods, multimedia presentations, thematic reorganisation, multi-media installations, and chemical conservation, it is treated as a

cultural science with laboratory and electronic based practices aiming conservation of heritage and cultural communication.

With rapid growth in the global art market, the development of museums, heritage centres, cultural informatic laboratories, and science centres have sharply increased that has resulted in a larger requirement of trained museologists, heritage managers and cultural conservators.

The emerging trends in social science research has made museum based empirical study an integral part of qualitative research. Even schools and colleges are keen about opening museum corners and heritage centres. With commencement of courses on Indian Knowledge System from school to university level, the museum based research has gained vital significance.

The NCERT has emphasised the need for introducing heritage based curriculum for that liaisoning with museums has been declared as an inevitable for enhancing practical knowledge of students. Moreover, 'Heritage Economics' has also emerged as a new discipline that requires proper attention in terms of inclusion of relevant topics related to it in museological discourse.

Benefits of proposed BA programme

i. A Bachelors programme titled **Museology, Culture and Heritage Management** will offer students an opportunity for foundational as well comprehensive study on cultural heritages of India and their management.
ii. An exclusive programme on this will broaden the concept of art, architecture, indigenous technologies and natural heritages of the students following up the BA programme in this discipline.
iii. This programme will create a pool of trained students who will enter into the Post-graduate programme with broad vision and fundamental training in handling, caring and curating art objects.
iv. As there is no other university where this discipline is taught with a thoroughly scientific approach, this will cultivate awareness among a larger group of students pursuing courses in history.
v. It is a programme with professional orientation that will generate possibilities for employment in the field of museums, and archives.
vi. After the BA programme, students aspiring for higher education in foreign universities may join universities like Glasgow, Smithsonian, Metropolitan Museum of Art, University of Leicester, etc, for post-graduation and research.
vii. Training in museums, heritage management, cultural conservation, archaeological sites management, curation and management, management and marketing for art galleries will open new vistas for research and employment for students in India and abroad and will fulfil the national level requirement for museum curators, conservators and designers.

Basic Features of the BA programme as per NEP:

- Total credits will be 168+
- Research track and Course Work track both will be present
- Compulsory internship of 6 credits

- Multidisciplinary Major (as followed in the SSH model of the University) 4 year framework
- All the sources for Museum Studies will create the Minor basket, to help students to engage with History, Anthropology, Archaeology, Conservation, Architecture

Sem	DSC (credits)	Minor (credits)	AEC (credits)	SEC (credits)	Total Credits
I	**DSC1**– Introduction to Museology & Museum Studies (4) **DSC2** – Introduction to Cultural Heritage of India (4)	**Minor 1** – Introduction to World Heritage (4)	**AEC1** – English Academic Proficiency* (4)	**SEC1** – Heritage Documentation & Field Recording (4)	20
II	**DSC3** – History of Museums (Global & Indian) (4) **DSC4** – Introduction to Material Culture (4)	**Minor 2** – Introduction to Social and Cultural Anthropology (4)	**AEC2** – Hindi Arambhik or Hindi Madhyamik or Byabaharik (4)**	**SEC2** – Digital Archiving & Museum Informatics (4)	20

DSC – Discipline Specific Core
Minor – Minor Courses
AEC – Ability Enhancement Courses
SEC – Skills Enhancement Courses
*For those who need, there will be an additional English Proficiency Course (which will be tested at the beginning of the semester)
**Students have to take any one of these courses, depending upon the level of Hindi language proficiency that they have

Discussion: BOS members appreciated the launching of a 4 year BA programme, commenting on the absolute need of skilled professionals in an interdisciplinary area of Museology and Heritage Management, which this programme aims to fulfill.

Decision: The above listed course titles were approved.

The meeting ended with a vote of thanks.

Dr. B.R. Ambedkar University Delhi

School of Liberal Studies

13th Board of Studies Meeting

Date: 15 June 2026
Time: 2:00 pm

Venue: Hybrid/Committee Room-3, Kashmere Gate campus

Meeting minutes of the 13th Board of Studies, School of Liberal Studies

Members present:

1. Professor Rukmini Sen, Dean, School of Liberal Studies (Chairperson)
2. Professor Nita Mathur, Professor of Sociology, School of Social Science, Indira Gandhi National Open University
3. Professor Surender Kumar, Department of Economics, Delhi School of Economics, University of Delhi
4. Professor Rekha Saxena, Department of Political Science, University of Delhi
5. Professor Dhirendra Dangwal, Professor, School of Liberal Studies (SLS)
6. Professor Tanuja Kothiyal, Professor, School of Liberal Studies (SLS)
7. Professor Sanjay Kumar Sharma, Professor, School of Liberal Studies (SLS)
8. Dr. Jyotirmoy Bhattacharya, Associate Professor, School of Liberal Studies (SLS)
9. Dr. Makkalanban, Associate Professor, School of Undergraduate Studies (SUS)
10. Dr. Gunjan Sharma, Associate Professor, School of Education Studies (SES)
11. Dr. Pratima, Associate Professor, School of Human Studies (SHS)
12. Dr. Pallavi Chakravarty, Assistant Professor, School of Liberal Studies (SLS)
13. Dr Priyasha Kaul, Deputy Dean, School of Liberal Studies (Special Invitee)
14. Dr Bidhan Chandra Dash, Programme Coordinator, MA Sociology (Special Invitee)
15. Dr Dhiraj Kumar Nite, Programme Coordinator, MA History (Special Invitee)
16. Dr Indervir Singh, Programme Coordinator, MA Economics (Special Invitee)

Regrets

1. Professor Kartik Dave, Professor, School of Management (SOM)
2. Professor Geetha Venkataraman, Professor, School of Liberal Studies (SLS)

Opening Remarks by the Dean, SLS

At the outset, the Dean SLS extended a warm welcome to all members of the newly re-constituted Board of Studies (BOS) as well as the special invitees and after ascertaining the quorum, the agenda items were taken up for consideration and deliberation.

Dean SLS introduced the ongoing Masters programmes of the School of Liberal Studies. She added how field exposure and Dissertation have been an intrinsic components of SLS MA programmes

Agenda Items:

The following agenda items were deliberated by the 13th SLS Board of Studies:

1: Consideration and approval of the one- year MA Economics (48 credits) and two-year MA Economics (90 credits) programme structures

(i) Dr Jyotirmoy Bhattacharya presented the programme structure of the one-year (48 credits) MA Economics programme to be launched from the 2026-27 academic year.

(ii) Dr Jyotirmoy Bhattacharya presented the programme structure of the revised two-year (90 credits) MA Economics programme

The following suggestions were made by the members:

- To introduce a Research Methodology core course
- To remove the separate core Development Economics course and to teach Indian Economy from a development perspective.
- To replace the Social Welfare course with a Welfare Economics course that also emphasizes theoretical and conceptual aspects

In response:

- The Development Economics course has been removed. Its contents will be integrated with the courses on Indian Economy and Growth. In the Growth course content on technological progress and structural change will be introduced as suggested by the board.
- The Social Welfare course is being removed as a course. Content on policies will be integrated with the Indian Economy course. Elective courses on Welfare Economics and Public Policy and Institutions will be designed that emphasize conceptual aspects.
- In addition the programme has increased Dissertation from 18 to 20 credits

Resolution: The Board approved the programme structure of the one- year MA Economics (48 credits) and two-year MA Economics (90 credits) programmes

2: Consideration and approval of the following courses for one- year MA Economics and two-year MA Economics programmes

(i) Dr Jyotirmoy Bhattacharya presented the following MA Economics course outlines:

1. Microeconomics
2. Macroeconomics
3. Econometrics
4. Causal inference and policy evaluation
5. Spatial Econometrics
6. Labour Economics
7. Internship
8. Guided Study in Economics
9. MA Dissertation
10. Research Methods in Economics
11. Computing and AI for Economics

Resolution: The Board approved the courses, for the MA Economics programmes.

3. Consideration and approval of the SWAYAM MOOC courses for the one- year MA Economics (48 credits) and two-year MA Economics (90 credits) programmes

1. Artificial Intelligence for Economics by Prof. Adway Mitra, Prof. Dripto Bakshi, Prof. Palash Dey https://onlinecourses.nptel.ac.in/e-learning/preview/noc26_cs118

2. Economics of Banking and Finance Markets by Prof. Sukumar Vellakkal https://onlinecourses.nptel.ac.in/e-learning/preview/noc26_ec20
3. Economics of Health and Health Care by Prof. Angan Sengupta https://onlinecourses.nptel.ac.in/e-learning/preview/noc26_mg151
4. Economics Of Innovation by Prof. Ruchi Sharma https://onlinecourses.nptel.ac.in/e-learning/preview/noc26_ec17
5. Advanced R Programming for Data Analytics in Business by Prof. Abhinava Tripathi https://onlinecourses.nptel.ac.in/e-learning/preview/noc26_mg122
6. Introductory Course in Real Analysis by Prof. P. D Srivastava https://onlinecourses.nptel.ac.in/e-learning/preview/noc26_ma131
7. Real Analysis II by Prof. Jaikrishnan J https://onlinecourses.nptel.ac.in/e-learning/preview/noc26_ma127
8. Principles of Behavioral Economics by Prof. Sujata Kar https://onlinecourses.nptel.ac.in/e-learning/preview/noc26_mg119
9. Economics of Health and Education by Prof. Rajshree Bedamatta https://onlinecourses.nptel.ac.in/e-learning/preview/noc26_hs219
10. Academic Writing by Dr Ajay Semalty, HNB Garhwal University (A Central University) Srinagar Garhwal (Uttarakhand) https://onlinecourses.swayam2.ac.in/cec24_ge17/preview
11. Exploring Survey Data on Health care, by Prof. Pratab C. Mohanty, IIT Roorkee, https://onlinecourses.nptel.ac.in/noc24_hs27/preview
12. Programming, Data Structures And Algorithms Using Python, By Prof. Madhavan Mukund, Chennai Mathematical Institute

Resolution: The Board approved the aforementioned SWAYAM MOOC courses for the MA Economics programmes.

4. Consideration and approval of the one- year MA History (48 credits) and two-year MA History (90 credits) programme structures

(i) Dr Dhiraj Nite presented the programme structure of the one-year (48 credits) MA History programme to be launched from the 2026-27 academic year.

(ii) Dr Dhiraj Nite presented the programme structure of the revised two-year (90 credits) MA History programme

Resolution: The Board approved the programme structure of the one- year MA History (48 credits) and two-year MA History (90 credits) programmes

5. Consideration and approval of the MA History courses

(i) Dr Dhiraj Nite presented the following MA History course outlines:
Core courses:

1. Problems of Historical Knowledge
2. State in Indian History
3. Power, Culture and Marginality
4. Making of the Modern World
5. Guided Secondary literature review 1 (dissertation)

Elective courses:

6. Partitions in South Asia
7. Environmental History of South Asia
8. Indian National Movement
9. Oral Epics in India: Exploring History and Identity
10. India's Economy and Colonial Rule
11. Comparative History of Labour Relations and Wellbeing, 1600s-2000s
12. History and the Aboriginal Past
13. Making of Modern Punjab

Resolution: The Board approved the aforementioned courses for the MA History programmes

6. Consideration and approval of the one- year MA Political Science (48 credits) and two-year MA Political Science (90 credits) programme structures

(i) Dr Makkalanban presented the programme structure of the one-year (48 credits) MA Political Science programme to be launched from the 2026-27 academic year.

(ii) Dr Makkalanban presented the programme structure of the revised two-year (90 credits) MA Political Science programme

Resolution: The Board approved the programme structures of the one- year MA Political Science (48 credits) and two-year MA Political Science (90 credits) programmes

7. Consideration and approval of the following courses of one- year and two-year MA Political Science:

(i) Dr Makkalanban presented the following MA Political Science course outlines:

a. Modern Political Systems: Constitution and Practice (UK, USA, France, Switzerland, China)
b. Research Methods in Political Science (core)
c. Advocacy and Activism in Human Rights (core)
d. Governance and Public Administration (elective)
e. Democracy, Politics and Electoral System
f. Public Policy Analysis (elective)
g. Understanding Geopolitics (elective)

The Board suggested:

a) Addition of components from the global south to the 'Modern Political Systems: Constitution and Practice (UK, USA, France, Switzerland, China)' course
b) Greater engagement with the topics of federalism and elections in the 'Democracy, Politics and Electoral System' course

c) Addition of sections on BRICS and the African Union in module 2 of the 'Understanding Geopolitics' course
d) Adding more contemporary readings to all the courses
e) Introducing courses on Indian Constitution, Gender, Politics and State and Political Philosophy

It was suggested that the first semester courses of MA Political Science which was approved by the previous BOS may be shared with the current BOS for perusal and any necessary advice.

Resolution: The Board approved the courses, with minor revisions as indicated, for the MA Political Science programme.

8. Consideration and approval of the one- year MA Sociology (48 credits) and two-year MA Sociology (90 credits) programme structures

(i) Dr Bidhan Dash presented the programme structure of the one-year (48 credits) MA Sociology programme to be launched from the 2026-27 academic year.

(ii) Dr Bidhan Dash presented the programme structure of the revised two-year (90 credits) MA Sociology programme

Resolution: The Board approved the programme structures of the one- year MA Sociology (48 credits) and two-year MA Sociology (90 credits) programmes

9. Consideration and approval of the first semester courses of one- year and two-year MA Sociology programmes

(i) The following MA Sociology course outlines were presented:

a. Academic Reading and Writing
b. Sociological Research Methods
c. Organisational Exposure
d. Dissertation: Research Design and Proposal Development

Resolution: The Board approved the aforementioned courses as core courses of the one-year MA Sociology and two-year MA Sociology programmes

10. Consideration and in-principle approval of the following elective courses for the one- year and two-year MA Sociology programmes

a. Food and Society
b. Demography and Society
c. Sociology of Work
d. Sociology of Organisations
e. Sociology of Agriculture
f. Sociology of Work and Health
g. Health and Society

h. Culture, Health and Well Being
i. Sociology of Disaster and Risk Mitigation
j. Medical Anthropology
k. Media and Digital World
l. Cinema and Society in India
m. Sociology of Digital Life
n. Science, Technology and Society
o. Peace and Justice Studies in South Asia
p. Globalisation, Transnationalism and Diaspora
q. Studying Life Narratives
r. Transnational Feminisms
s. Economy, Polity and Society
t. Faith, Religion and Society

The Board recommended changing the title of the 'Food and Society' course to 'Food, Culture and Society'.

It was further suggested developing dedicated elective courses, in future, in areas such as Consumption Studies, Environment and Climate Justice, and Quantitative Data Analysis.

Resolution: The Board approved the aforementioned courses as elective courses for the one- year MA Sociology (48 credits) and two-year MA Sociology (90 credits) programmes

The meeting concluded with a vote of thanks by the Dean SLS

COURSE DESCRIPTION	
School/Centre proposing the course	School of Liberal Studies (SLS)
Programme(s)	MA Political Science
Course Code	TBD
Course Title	Research Methods for Political Science
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PG
Academic Year of Launch	2026
Course Revision (if any) (year)	
Academic Council Minutes for Course/Revision	
Semester	
Number of Credits	4

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

Yes, The course connects with core and elective papers in Political Science, Public Policy, Governance, International Relations, and Area Studies by providing students with theoretical and practical research skills. It complements dissertation, fieldwork, internship, and project-based courses under NEP 2020 by strengthening academic writing, data analysis, research design, and interdisciplinary inquiry.

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)
   Not Required

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?

The course builds critical thinking, analytical reasoning, and evidence-based engagement with public issues, aligning with AUD's emphasis on interdisciplinary, socially relevant, professionally competent and intellectually stimulating education.

6. How does the course link with the specific programme(s) where it is being offered? The course equips MA Political Science students with essential research competencies required for dissertations, policy analysis, field studies, academic writing, and advanced interdisciplinary research under NEP 2020.

Course Description:

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

Course Objectives:

a. To acquaint students with the philosophical foundations of political inquiry.
b. To develop skills in framing research questions and designing political research.
c. To familiarize students with data collection methods and analytical tools.
d. To nurture critical engagement with sources, data, and evidence.

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. *Mention 4-6 course outcomes.*

At the end of the course students will be able to:

CO1	Understand the logic of political research.
CO2	Design a basic research proposal.
CO3	Differentiate between qualitative and quantitative methods.
CO4	Conduct literature reviews and collect relevant data.
CO5	Practice ethical standards in social science research.

Mapping of Course Outcomes (COs) to Programme Outcomes (Pos) & Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	2	3	3	2	3	3	1	2	1
CO2	2	3	3	3	3	2	3	3	3	3	3	2
CO3	3	2	3	2	2	2	3	3	1	3	2	1

CO4	3	3	2	2	2	2	2	3	1	3	3	3
CO5	2	3	3	3	3	2	3	3	3	3	3	2
Average	2.6	2.6	2.6	2.0	2.6	2.0	2.4	3.0	1.8	2.7	2.2	1.9

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
2	1	1		4 Hours/Week

	Modules and Readings
Module 1 (Lecture Hours = 12)	Module 1: Introduction to Political Research This module introduces the scope and philosophical foundations of research in Political Science. It examines the nature of inquiry, types of knowledge, and major debates on objectivity, values, and scientific methods. Students will explore key questions about how political knowledge is constructed and evaluated. By the end, they will gain a critical understanding of different research approaches and the philosophical issues that influence political analysis and methodology. Readings with page numbers: 1. Berlin, I. (1978). *The purpose of philosophy. In Concepts and categories: Philosophical essays* (pp. 1–11). Viking Press. 2. Bhargava, R. (2010). *What is political theory?* In R. Bhargava & A. Acharya (Eds.), Political theory: An introduction (pp. 2–17). Pearson. 3. Roxani Krystalli, (2023). Teaching and Learning Reflexivity in the World Politics Classroom*, International Political Sociology*, 17, 1–17. 4. Farhana Sulthana, (2007). Reflexivity, Positionality and Participatory Ethics: Negotiating Fieldwork Dilemmas in International Research, *ACME: An International E-Journal for Critical Geographies*, 6 (3), 374-385. 5. Almond, G. A. (1988). Separate tables: Schools and sects in political science. *PS: Political Science & Politics*, 21(4), 828–842. 6. Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Pearson. 7. King, G., Keohane, R. O., & Verba, S. (1994). *Designing social inquiry: Scientific inference in qualitative research*. Princeton University Press.

	Suggested Reading: 1. Alvesson, Mats & Skoldberg, Kaj, *Reflexive Methodology*, Sage Publication Ltd. 2000.
Module 2 (Lecture Hours = 12)	Module 2: Research Design and Formulating Questions This module aims to train students in designing a clear and viable research project in Political Science. It focuses on developing strong research questions and formulating hypotheses. Students will learn to identify and define variables and understand their role in building and testing theories. By exploring the essential components of research design, the module equips learners with the skills needed to plan and structure effective political research projects with clarity and academic rigor. Readings with page numbers: 1. Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The craft of research* (3rd ed., pp. 40–70). University of Chicago Press. 2. Burnham, P., Gilland, K., Grant, W., & Layton-Henry, Z. (2008). *Research methods in politics* (2nd ed., pp. 19–37). Palgrave Macmillan. 3. Gerring, J. (2001). *Social science methodology: A criterial framework* (Chap. 4). Cambridge University Press. 4. Nachmias, C., & Nachmias, D. (2007). *Research methods in the social sciences* (7th ed., pp. 160–175). Worth Publishers. 5. Punch, K. F. (2006). *Developing effective research proposals* (2nd ed., pp. 50–65). SAGE. Training on writing research proposals. Suggested Reading: 1. Dr. V.K Dube, *Research Methodology in Political Science*, Omega Publications, New Delhi, 2015.
Module 3 (Lecture Hours = 12)	Module 3: Methods and Techniques of Data Collection This module introduces students to key tools for collecting data in Political Science. It covers both qualitative and quantitative methods, including interviews, surveys, case studies, participant observation, and archival research. Students will learn when and how to use these tools effectively in different types of research projects. Readings with page numbers: 1. Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed., pp. 15–35). SAGE. 2. Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed., Chap. 1). SAGE.

	3. Bernard, H. R. (2017). *Research methods in anthropology: Qualitative and quantitative approaches* (6th ed., Chaps. 7–8). Rowman & Littlefield. 4. Becker, H. S. (1986). *Writing for social scientists: How to start and finish your thesis, book, or article* (pp. 1–20). University of Chicago Press. 5. Babbie, E. (2013). *The practice of social research* (13th ed., Chap. 9). Cengage Learning. 6. Fowler, F. J. (2014). *Survey research methods* (5th ed., Chaps. 2–3). SAGE. 7. Field Survey/Interview/Observation and Exposure to Sansad Bhavan, NHRC, NITI Ayog, NCW, NCSC, NCST, DDA, CVC etc. Suggested Reading: 1. Dr. O.R. Krishnaswami (1999), *Methodology of Research in Social Sciences*, Himalaya Publishing House, Mumbai
Module 4 (Lecture Hours = 12)	Module 4: Data Analysis and Interpretation This module equips students to interpret political research data and present findings effectively. It covers coding, thematic analysis, descriptive statistics, and basic data visualization. Students learn to identify patterns, organize information, and use visuals like charts and tables to communicate results clearly and accurately in research presentations or reports. Readings with page numbers: 1. Bryman, A. (2016). *Social research methods* (5th ed., Chap. 13). Oxford University Press. 2. Silverman, D. (2015). *Interpreting qualitative data* (5th ed., Chap. 5). SAGE. 3. Agresti, A., & Finlay, B. (2009). *Statistical methods for the social sciences* (4th ed., Chaps. 1–2). Pearson. 4. Hands-on exercises with Excel/SPSS. Suggested Reading: 1. Kothari, C. R. (2004), *Research Methodology: Methods and Technology,* New Age Publishers.
Module 5 (Lecture Hours = 10)	Module 5: Ethics, Writing, and Research Proposal This module fosters responsible research practices and builds foundational academic writing skills. It explores key ethical issues such as consent, plagiarism, and integrity. Students will also learn how to structure and write a brief research proposal, developing clarity, coherence, and purpose in their academic writing and research planning. Readings with page numbers:

	1. American Political Science Association. (2012). *A guide to professional ethics in political science*. APSA. 2. Ramachandran, R. (1993). *Ethics in social science research.* Economic and Political Weekly, 28(20), 963–965. 3. Turabian, K. L. (2018). *A manual for writers of research papers, theses, and dissertations* (9th ed., Chaps. 5). University of Chicago Press. 4. Turabian, K. L. (2018). *A manual for writers of research papers, theses, and dissertations* (9th ed., Chaps. 6). University of Chicago Press. Suggested Reading: 1. Ghosh, B.N., (2003) *Scientific Method and Social Research*, New Delhi, Sterling publishers.
Practical/tutorial Component if any (Lecture Hours = 2)	Activities/ short project/field visits Visit to Constitutional Bodies/Government institutions etc

Assessment (Including Skills to be tested as per NCrF):

1. Research Paper (30 Marks)

This assignment is designed to test the student's ability to engage closely and critically with the theoretical content from the initial modules.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Module 1 and 2	CO1 and CO2	Textual analysis, critical reading of primary sources, and academic writing.

2. Research Paper Presentation (30 Marks)

This assignment focuses on the subject knowledge of research paper

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Module 3	CO1, CO2 and CO3	Comparative analysis, conceptual clarity and historical contextualization and presentation skills.

End Term Exam (40 Marks)

The End term exam tests the student's ability to integrate learning across the entire course….

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Entire Modules	CO3, CO4 and CO5	Synthesizing diverse viewpoints, applying ancient wisdom to contemporary issues and evaluative argumentation.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.

2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

COURSE DESCRIPTION	
School/Centre proposing the course	School of Liberal Studies (SLS)
Programme(s)	MA Political Science
Course Code	TBD
Course Title	Advocacy and Activism in Human Rights
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PG
Academic Year of Launch	2026
Course Revision (if any) (year)	
Academic Council Minutes for Course/Revision	
Semester	Third Semester
Number of Credits	4

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

   Yes, The course "Advocacy and Activism in Human Rights" overlaps with programmes and papers in Political Science, Sociology, Public Policy, Law, Gender Studies, Development Studies, and Social Work at Ambedkar University Delhi. It complements courses on constitutionalism, governance, democracy, social justice, gender studies, international relations, and public administration by integrating theoretical understanding with advocacy practices, institutional mechanisms, and rights-based activism.

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)
   Not Required

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?

The course promotes critical inquiry, social justice, democratic citizenship, constitutional values, and inclusive engagement, aligning with the interdisciplinary and socially responsive vision of Ambedkar University Delhi.

6. How does the course link with the specific programme(s) where it is being offered? The course strengthens Political Science and related social science programmes through critical understanding of rights discourse, constitutional values, governance institutions, advocacy strategies, and democratic participation.

Course Description:

The MA-level Human Rights course offers an in-depth exploration of the philosophical foundations, historical evolution, and legal frameworks of human rights at national and international levels. It critically examines key debates, institutions like the UN and regional bodies, and mechanisms for enforcement and protection. The course addresses contemporary challenges including civil liberties, minority rights, gender justice, refugees, and digital rights. Through case studies, students analyze human rights violations and responses, engaging with ethical, legal, and political dimensions. The program equips students with analytical and advocacy skills, preparing them for careers in academia, law, public policy, NGOs, and international organizations.

Course Objectives:

1. Understand the nature and significance of human rights.
2. Understand the theories of human rights.
3. Create sensitization on human rights related issues.
4. Speak on the rights and voice against the exploitation.
5. Helps to familiarize with the key areas in Human Rights, the course, the books, authors and other academic engagements in the field of human rights.
6. Familiarize the Human rights commissions and organizations which are associated with the domain of Human Rights.
7. Learning about the plight of human rights violations which is state sponsored as well as violations of state.
8. Delineating into the constitutional provisions of fundamental rights directive principles.
9. Prepare to be the torch bearer of human rights protection

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. *Mention 4-6 course outcomes.*

At the end of the course students will be able to:

CO1	Understand major theoretical approaches and philosophical foundations of human rights.
CO2	Analyse international human rights conventions and constitutional provisions relating to rights protection in India.
CO3	Evaluate the role of national and international human rights institutions in safeguarding democratic freedoms and justice.

CO4	Assess human rights concerns affecting women, children, minorities, Scheduled Castes, and Scheduled Tribes.
CO5	Critically examine contemporary challenges to human rights including terrorism, poverty, inequality, environmental degradation, and gender exploitation.

Mapping of Course Outcomes (COs) to Programme Outcomes (Pos) & Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	2	1	2	2	3	3	1	2	1
CO2	2	3	3	3	2	2	3	3	3	1	3	2
CO3	3	2	2	2	2	2	3	3	1	1	2	1
CO4	3	3	2	2	2	2	2	3	1	1	3	3
CO5	3	2	2	2	2	2	2	3	1	1	2	1
Average	2.6	2.6	2.2	2.0	1.4	2.0	2.2	3.0	1.8	1.2	2.2	1.6

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
3	1	-	-	4 Hours/Week

	Modules and Readings
Module 1 (Lecture Hours = 12)	Module 1: Foundations and Theories of Human Rights This module introduces the philosophical and theoretical foundations of human rights. It examines major perspectives including Natural Rights Theory, Legal Rights Theory, Social Welfare Theory, Evolutionary Theory, and Economic Rights approaches. Readings with page numbers: 1. Donnelly, J. (2013). *Universal Human Rights in Theory and Practice* (3rd ed., pp. 7–42). Cornell University Press. 2. Freeman, M. (2017). *Human Rights* (3rd ed., pp. 15–61). Polity Press. Gewirth, A. (1982). *Human Rights: Essays on Justification and Applications* (pp. 1–38). University of Chicago Press.

	3. Sen, A. (2004). *Elements of a Theory of Human Rights*. *Philosophy & Public Affairs, 32*(4), 315–356. 4. Vincent, R. J. (1986). *Human Rights and International Relations* (pp. 9–33). Cambridge University Press. Suggested Readings: 1. Boersema David, Philosophy of Human Rights: Theory and Practice, Taylor and Francis 201
Module 2 (Lecture Hours = 12)	Module 2: Human Rights in International Law and the Indian Constitution This module focuses on the institutional and constitutional framework of human rights at global and national levels. It examines the Universal Declaration of Human Rights (UDHR), International Covenant on Civil and Political Rights (ICCPR), and International Covenant on Economic, Social and Cultural Rights (ICESCR). The module also analyses the Preamble, Fundamental Rights, and Directive Principles of State Policy within the Indian Constitution. Readings with page numbers: 1. Basu, D. D. (2018). *Introduction to the Constitution of India* (pp. 65–145). LexisNexis. 2. Haksar, N. (1999). *Human Rights and the Indian Constitution* (pp. 22–74). Oxford University Press. 3. United Nations. (1948). *Universal Declaration of Human Rights* (Articles 1–30). United Nations Publications. 4. United Nations. (1966a). *International Covenant on Civil and Political Rights* (pp. 1–27). United Nations Publications. Suggested Readings: 1. United Nations. (1966b). *International Covenant on Economic, Social and Cultural Rights* (pp. 1–25). United Nations Publications.
Module 3 (Lecture Hours = 12)	Module 3: International and National Human Rights Institutions This module studies the role of the United Nations High Commissioner for Human Rights (UNHCHR), Amnesty International, National Human Rights Commission (NHRC), State Human Rights Commissions (SHRCs), Human Rights Courts, National Commission for Women, and National Commission for Minorities in promoting and protecting human rights. Readings with page numbers: 1. Amnesty International. (2022). *Annual Report 2021/22* (pp. 1–40). Amnesty International Publications. 2. Baxi, U. (2002). *The Future of Human Rights* (pp. 120–168). Oxford University Press. 3. National Human Rights Commission of India. (2021). *NHRC Annual Report* (pp. 5–52). Government of India. Suggested Reading:

	1. O'Flaherty, M. (2015). *Human Rights Law and Practice* (pp. 85–126). Thomson Reuters.
Module 4 (Lecture Hours = 12)	Module 4: Human Rights and Vulnerable Sections of Society This module examines human rights issues relating to socially and economically vulnerable groups. It analyses the rights of women, children, minorities, Scheduled Castes, and Scheduled Tribes within the framework of equality, justice, dignity, and constitutional protection. Readings with page numbers: 1. Agnes, F. (2011). *Law and Gender Inequality* (pp. 55–110). Oxford University Press. 2. Kumar, A. (2019). *Human Rights of Vulnerable Groups in India* (pp. 30–92). Regal Publications. 3. Nussbaum, M. (2000). *Women and Human Development* (pp. 11–70). Cambridge University Press. Suggested Readings: 1. Clapham, A. (2015). *Human rights: A very short introduction* (2nd ed.). Oxford University Press.
Module 5 (Lecture Hours = 10)	Module 5: Contemporary Challenges to Human Rights This module examines issues such as terrorism, dictatorship, poverty, inequality, environmental degradation, and gender exploitation. The module encourages critical understanding of how global political, economic, and social processes affect human dignity, justice, and democratic freedoms. Readings with page numbers: 1. Alston, P., & Robinson, M. (2005). *Human Rights and Development* (pp. 24–67). Oxford University Press. 2. Chomsky, N. (2003). *Hegemony or Survival* (pp. 101–154). Metropolitan Books 3. Sen, A. (1999). *Development as Freedom* (pp. 87–110). Oxford University Press. 4. Shiva, V. (2005). *Earth Democracy* (pp. 1–48). South End Press. Suggested Readings:
Practical/tutorial Component if any (Lecture Hours = 2)	Activities/ short project/field visits Visit to Constitutional Bodies/Government institutions etc NHRC visit

Assessment (Including Skills to be tested as per NCrF):

1. Research Paper (30 Marks)

This assignment is designed to test the student's ability to engage closely and critically with the theoretical content from the initial modules.

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Module 1 and 2	CO1 and CO2	Textual analysis, critical reading of primary sources, and academic writing.

2. Research Paper Presentation (30 Marks)

This assignment focuses on the…

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Module 3	CO1, CO2 and CO3	Comparative analysis, conceptual clarity and historical contextualization and presentation skills.

End Term Exam (40 Marks)

The End term exam tests the student's ability to integrate learning across the entire course….

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Entire Modules	CO3, CO4 and CO5	Synthesizing diverse viewpoints, applying ancient wisdom to contemporary

		issues and evaluative argumentation.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

COURSE DESCRIPTION	
School/Centre proposing the course	School of Liberal Studies (SLS)
Programme(s)	MA Political Science
Course Code	TBD
Course Title	Governance and Public Administration
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PG
Academic Year of Launch	2026
Course Revision (if any) (year)	
Academic Council Minutes for Course/Revision	
Semester	Third Semester
Number of Credits	4

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

Yes, the course Public Administration significantly connects with and complements several other courses offered in political science and governance programmes at Ambedkar University Delhi. It overlaps with subjects such as Indian Government and Politics, Political Theory, Public Policy, Governance Studies, International Political Economy etc. The course provides foundational knowledge of administrative systems, decision-making, leadership, budgeting and governance reforms, which supports advanced interdisciplinary learning. It also strengthens analytical and applied skills relevant to civil services preparation, policy analysis, institutional studies, and public sector management within the broader social sciences curriculum.

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)
   Not Required

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?
   The course promotes critical understanding of governance, democratic accountability, public service, and social responsibility, aligning with Ambedkar University Delhi's interdisciplinary and socially engaged vision.

6. How does the course link with the specific programme(s) where it is being offered?
   The course strengthens core competencies in political science, governance, policy analysis, and administration, supporting programme objectives related to public institutions, leadership, and civil services preparation.

Course Description:

This course introduces students to the principles, theories, and practices of Public Administration. It examines administrative thought, organizational behaviour, comparative administration, governance, decision-making, and financial administration. The course develops analytical understanding of public institutions and administrative processes while preparing students for careers in governance, policy analysis, and civil services.

Course Objectives:

1. To introduce students to the meaning, scope, and evolution of Public Administration.
2. To familiarize students with major administrative theories and thinkers.
3. To develop understanding of organizational behaviour, leadership, and decision-making processes.
4. To examine comparative and contemporary approaches in administration and governance.
5. To provide knowledge of financial administration, budgeting, and public accountability mechanisms.

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. *Mention 4-6 course outcomes.*

At the end of the course students will be able to:

CO1	Understand the meaning, scope, and evolution of Public Administration and its relevance in governance
CO2	Apply concepts of leadership, motivation, communication, and decision-making in administrative contexts
CO3	Critically analyse comparative administrative systems and contemporary governance approaches including NPM and Good Governance
CO4	Evaluate principles and processes of financial administration, budgeting, and public accountability

Mapping of Course Outcomes (COs) to Programme Outcomes (Pos) & Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	2	1	3	2	3	3	1	2	1

CO2	2	3	3	3	2	2	3	3	3	1	3	2
CO3	3	2	2	2	2	2	3	3	1	1	2	1
CO4	3	3	2	2	2	2	2	3	1	1	3	3
Average	2.6	2.6	2.2	2.0	1.4	2.0	2.4	3.0	1.8	1.2	2.2	1.6

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
3	1			4 Hours/Week

	Modules and Readings
Module 1 (Lecture Hours = 12)	Module Name: Growth of Public Administration Meaning, scope and significance of Public Administration - Wilson's vision of Public Administration - Evolution of the discipline and its present status - New Public Administration; Public Choice Approach - Challenges of Liberalization, Privatization, Globalization - Good Governance: concept and application - New Public Management Readings with page numbers: 1. Avasthi, A., & Maheshwari, S. R. (2017). *Public administration* (48th ed., pp. 1–42). Agra: Laxmi Narain Agarwal Educational Publishers. 2. Basu, R. (2012). *Public administration: Concepts and theories* (pp. 3–58). New Delhi: Sterling Publishers. 3. Bhattacharya, M. (2008). *New horizons of public administration* (6th ed., pp. 15–78). New Delhi: Jawahar Publishers & Distributors. 4. Wilson, W. (1887). The study of administration. *Political Science Quarterly, 2*(2), 197–222. 5. Shafritz, J. M., Russell, E. W., & Borick, C. P. (2017). *Introducing public administration* (9th ed., pp. 25–96). New York: Routledge. Suggested Readings: 1. Avasthi, A. and Maheswari, S.R, *Public Administration*, Agra: LaxmiNarain Agarwal, 2017.
Module 2 (Lecture Hours = 12)	Module Name: Administrative Theories Scientific Management – Classical Theory - Weber's bureaucratic model – its critique and post- Weberian Developments; Dynamic Administration (Mary Parker Follett) - Human Relations School (Elton Mayo and others) - Functions of the Executive (C.I. Barnard); Simon's decision- making theory - Participative

	Management (R. Likert, C. Argyris, D. McGregor) – Decision Making Approach (Herbert A. Simon) -Ecological Approach (F.W. Riggs) Readings with page numbers: 1. Prasad, D. R., Prasad, V. S., Satyanarayana, P., & Parthasarathi, Y. (2010). *Administrative thinkers* (2nd ed., pp. 1–145). New Delhi: Sterling Publishers. 2. Weber, M. (1947). *The theory of social and economic organization* (pp. 328–356). New York: Free Press. 3. Mayo, E. (1933). *The human problems of an industrial civilization* (pp. 55–120). New York: Macmillan. 4. Simon, H. A. (1997). *Administrative behavior* (4th ed., pp. 1–65). New York: Free Press. Suggested Readings: 1. Ravindra Prasad,D, V.S.Prasad, P. Satyanarayana, Y.Pardhasaradhi, *Administrative Thinkers*, Sterling Publishers, 2010.
Module 3 (Lecture Hours = 12)	Module Name: Administrative Behavior Process and techniques of decision-making – Communication, Morale; Motivation Theories – content, process and contemporary; Theories of Leadership: Traditional and Modern. Readings with page numbers: 1. Simon, H. A. (1997). *Administrative behaviour* (4th ed., pp. 72–154). New York: Free Press. 2. Robbins, S. P., & Judge, T. A. (2019). *Organizational behaviour* (18th ed., pp. 97–248). Boston: Pearson. 3. Maslow, A. H. (1954). *Motivation and personality* (pp. 35–91). New York: Harper & Row. 4. Yukl, G. (2013). *Leadership in organizations* (8th ed., pp. 18–126). Boston: Pearson. 5. McGregor, D. (1960). *The human side of enterprise* (pp. 33–58). New York: McGraw-Hill. Suggested Readings: 1. Dhameja, A., & Mishra, S., *Public Administration: Approaches and Applications.* Pearson Education India, 2016.
Module 4 (Lecture Hours = 12)	Module Name: Comparative Public Administration Historical and sociological factors affecting administrative systems; Administration and politics in different countries; Current status of Comparative Public Administration Readings with page numbers: 1. Riggs, F. W. (1961). *The ecology of public administration* (pp. 1–78). Bombay: Asia Publishing House. 2. Heady, F. (2001). *Public administration: A comparative perspective* (6th ed., pp. 3–94). New York: Marcel Dekker.

	3. Ferrel Heady. (1996). *Comparative public administration* (pp. 45–122). New York: St. Martin's Press. 4. Avasthi, A., & Maheshwari, S. R. (2017). *Public administration* (pp. 310–348). Agra: Laxmi Narain Agarwal Educational Publishers. Suggested Readings:
Module 5 (Lecture Hours = 10)	Module Name: Financial Administration Monetary and fiscal policies; Public borrowings and public debt-Budgets – types and forms; Budgetary process; Financial accountability; Accounts and Audit - Models of policy-making and their critique; Processes of conceptualization, planning, implementation, monitoring, evaluation and review and their limitations; State theories and public policy formulation Readings with page numbers: 1. Avasthi, A., & Maheshwari, S. R. (2017). *Public administration* (pp. 425–482). Agra: Laxmi Narain Agarwal Educational Publishers. 2. Arora, R. K., & Goyal, R. (2013). *Indian public administration* (pp. 278–345). New Delhi: Vishwa Prakashan. 3. Tyagi, B. P. (2014). *Public finance* (pp. 210–336). Meerut: Jai Prakash Nath & Co. 4. Sapru, R. K. (2011). *Public policy: Formulation, implementation and evaluation* (2nd ed., pp. 25–146). New Delhi: Sterling Publishers. Suggested Readings: 1. Bhattacharya, Mohit, *New Horizons of Public Administration*, New Delhi: Jawahar Publishers and Distributors, 2008.
Practical/tutorial Component if any (Lecture Hours = 2)	Activities/ short project/field visits Visit to Constitutional Bodies/Government institutions etc

Assessment (Including Skills to be tested as per NCrF):

1. Research Paper (30 Marks)

This assignment is designed to test the student's ability to engage closely and critically with the theoretical content from the initial modules.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**

Module 1 and 2	CO1 and CO2	Textual analysis, critical reading of primary sources, and academic writing.

2. Research Paper Presentation (30 Marks)

This assignment focuses on the presentation skills and research work

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Module 3	CO1, CO2 and CO3	Comparative analysis, conceptual clarity and historical contextualization and presentation skills.

End Term Exam (40 Marks)

The End term exam tests the student's ability to integrate learning across the entire course….

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Entire Modules	CO3, CO4 and CO5	Synthesizing diverse viewpoints, applying ancient wisdom to contemporary issues and evaluative argumentation.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.

2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

COURSE DESCRIPTION	
School/Centre proposing the course	School of Liberal Studies (SLS)
Programme(s)	MA Political Science
Course Code	TBD
Course Title	Democracy, Politics and Electoral System
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PG
Academic Year of Launch	2026
Course Revision (if any) (year)	
Academic Council Minutes for Course/Revision	
Semester	
Number of Credits	4

1. Does the course connect to build on or overlap with any other courses offered in AUD?
   The course complements Political Theory, Indian Government and Politics, Public Administration, International Relations, Media Studies, Governance Studies, and Public Policy courses by examining democratic institutions, electoral processes, political communication, and governance challenges.
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)
   Not Required

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?
   The course aligns with the vision of Ambedkar University Delhi by promoting critical thinking, democratic citizenship, social justice, political awareness, and interdisciplinary understanding of governance, inclusion, media, and public accountability.

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

The course strengthens Political Science programmes by providing students with conceptual and practical understanding of democracy, electoral politics, governance, political economy, media, and social justice issues. It supports advanced study, policy analysis, research, and public leadership competencies relevant to contemporary democratic systems.

Course Description:

This course examines the functioning of democracy, politics, and electoral systems with special reference to India. It explores political accountability, electoral ethics, political economy, media and democracy, national security, federalism, and social justice. The course also analyses development models, digital governance, and the role of marginalized groups in democratic participation and representation.

Course Objectives:

1. To examine the structure and functioning of democratic and electoral systems in India.
2. To analyse contemporary political, economic, and governance challenges affecting democracy.
3. To understand the role of media, digital communication, and political narratives in elections.
4. To evaluate issues of national security, federalism, and democratic stability.
5. To explore social justice, inclusion, and development models within democratic governance

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. *Mention 4-6 course outcomes.*

At the end of the course students will be able to:

CO1	Students will understand key concepts and practices of democracy and electoral politics.
CO2	Students will critically analyse corruption, political leadership, and governance challenges.
CO3	Students will evaluate the influence of media and digital platforms on democratic processes.
CO4	Students will assess issues related to federalism, security, and inter-state relations in India.
CO5	Students will interpret the relationship between democracy, social justice, and inclusive development.

Mapping of Course Outcomes (COs) to Programme Outcomes (Pos) & Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	3	1	3	3	3	3	1	2	1
CO2	2	3	3	3	2	2	3	3	3	1	3	2

CO3	3	2	2	3	2	3	3	3	3	3	2	1
CO4	3	3	2	3	2	2	3	3	3	3	3	3
CO5	3	3	2	3	2	3	3	3	3	3	3	3
Average	2.9	2.6	2.5	3.0	1.7	2.5	3.0	3.0	2.3	2.5	2.2	1.9

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
3	1			4 Hours/Week

	Modules and Readings
Module 1 (Lecture Hours = 12)	Module I: Electoral Ethics, Accountability and Leadership Nature and dimensions of political corruption in democratic systems, institutions of accountability with special reference to Lokpal and anti-corruption mechanisms; criminalization of politics and electoral participation of candidates with criminal records; dynasty politics and hereditary leadership in India; personality cults and populist leadership. Readings with page numbers 1. Chandra, K. (2004). *Why ethnic parties succeed: Patronage and ethnic head counts in India* (pp. 102–148). Cambridge University Press. 2. Kothari, R. (1970). *Politics in India* (pp. 56–94). Orient Blackswan. 3. Jayal, N. G. (2001). *Democracy and the state: Welfare, secularism and development in contemporary India* (pp. 115–149). Oxford University Press. 4. Mehta, P. B. (2003). *The burden of democracy* (pp. 73–118). Penguin Books India. Suggested Readings: 1. Vaishnav, M. (2017). *When crime pays: Money and muscle in Indian politics* (pp. 1–72). Yale University Press.
Module 2 (Lecture Hours = 12)	Module II: Political Economy of Democracy and Electoral Governance Economic dimensions of democratic politics; inflation, subsidies, welfare politics and electoral populism. Economic growth and development debates in India; liberalization, crony capitalism, corporate influence in elections, campaign finance, and the parallel economy in democratic systems. Readings with page numbers

	1. Bardhan, P. (1984). *The political economy of development in India* (pp. 25–78). Oxford University Press. 2. Frankel, F. R. (2005). *India's political economy, 1947–2004* (pp. 387–451). Oxford University Press. 3. Kohli, A. (2004). *State-directed development: Political power and industrialization in the global periphery* (pp. 245–301). Cambridge University Press. 4. Rudolph, L. I., & Rudolph, S. H. (1987). *In pursuit of Lakshmi: The political economy of the Indian state* (pp. 173–228). Orient Longman. 5. Jenkins, R. (1999). *Democratic politics and economic reform in India* (pp. 1–67). Cambridge University Press. Suggested Readings: 1. .Dutt & Sundaram.K P.M., *Indian Economy* S. Chand and Company Ltd, New Delhi, 2016.
Module 3 (Lecture Hours = 12)	Module III: Media, Digital Democracy and Electoral Communication Freedom of speech and expression in democratic society, role of media in electoral politics and public opinion formation. Party politics and media narratives; ownership patterns, corporate control, and business interests in media; social media, internet politics, misinformation, fake news and political propaganda. Readings with page numbers 1. Thussu, D. K. (2000). *International communication: Continuity and change* (pp. 151–189). Arnold Publishers. 2. Jeffrey, R. (2000). *India's newspaper revolution: Capitalism, politics and the Indian-language press* (pp. 84–136). Oxford University Press. 3. Chakravartty, P., & Roy, S. (2013). *Media pluralism redux: Towards new frameworks of comparative media studies "beyond the West"* (pp. 349–370). Political Communication, 30(3). 4. Manuel, P. (2012). *India's communication revolution: From bullock carts to cyber marts* (pp. 95–142). Oxford University Press. Suggested Readings: 1. Udupa, S. (2018). *Gaali cultures: The politics of abusive exchange on social media*. *New Media & Society, 20*(4), 1506–1522.
Module 4 (Lecture Hours = 12)	Module IV: National Security, Federalism and Democratic Stability Cross-border terrorism and national security challenges in democratic state, Left Wing Extremism and internal security, civilian-military relations in constitutional democracies, inter-state conflicts and federal tensions in India; river water disputes and politics of resource sharing; debates on river-linking projects and their implications for democracy, governance, and regional politics. Readings with page numbers 1. Subrahmanyam, K. (2005). *India's security perspectives* (pp. 55–102). ABC Publishing House.

	2. Chadda, M. (2005). *Ethnicity, security and separatism in India* (pp. 66–124). Oxford University Press. 3. Singh, P. (2016). *The Naxalite movement in India* (pp. 97–155). Rupa Publications. 4. Iyer, R. R. (2009). *Water and the laws in India* (pp. 215–276). Sage Publications. Suggested Readings: 1. Brass, P. R. (1994). *The politics of India since independence* (pp. 210–264). Cambridge University Press
Module 5 (Lecture Hours = 10)	Module V: Social Justice, Inclusion and Models of Democratic Development Democratic politics of gender, caste, tribe, and child rights in India; political participation and representation of women, Dalits, and tribal communities; welfare governance and inclusive democracy; comparative perspectives on development models including Kerala Model, Gujarat Model, and Tamil Nadu (Dravidian) Model and e-governance. Readings with page numbers 1. Dreze, J., & Sen, A. (2013). *An uncertain glory: India and its contradictions* (pp. 97–168). Princeton University Press. 2. Omvedt, G. (1994). *Dalits and the democratic revolution* (pp. 45–109). Sage Publications. 3. Pai, S. (2002). *Dalit assertion and the unfinished democratic revolution* (pp. 132–188). Sage Publications. 4. Kurian, N. J. (2000). Widening regional disparities in India: Some indicators. *Economic and Political Weekly, 35*(7), 538–550. Suggested Readings: 1. Frankel, F. R., & Rao, M. S. A. (Eds.). (1989). *Dominance and state power in modern India* (pp. 321–384). Oxford University Press.
Practical/tutorial Component if any (Lecture Hours = 2)	Activities/ short project/field visits Visit to Government Offices etc

Assessment (Including Skills to be tested as per NCrF):

1. Research Paper (30 Marks)

This assignment is designed to test the student's ability to engage closely and critically with the theoretical content from the initial modules.

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Module 1 and 2	CO1 and CO2	Textual analysis, critical reading of primary sources, and academic writing.

2. Research Paper Presentation (30 Marks)

This assignment focuses on the subject knowledge

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Module 3	CO1, CO2 and CO3	Comparative analysis, conceptual clarity and historical contextualization and presentation skills.

End Term Exam (40 Marks)

The End term exam tests the student's ability to integrate learning across the entire course

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Entire Modules	CO3, CO4 and CO5	Synthesizing diverse viewpoints, applying ancient wisdom to contemporary issues and evaluative argumentation.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.

2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

COURSE DESCRIPTION	
School/Centre proposing the course	School of Liberal Studies (SLS)
Programme(s)	MA Political Science
Course Code	TBD
Course Title	Public Policy Analysis
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PG
Academic Year of Launch	2026
Course Revision (if any) (year)	
Academic Council Minutes for Course/Revision	
Semester	
Number of Credits	4

1. Does the course connect to build on or overlap with any other courses offered in AUD?
   The course overlaps with Public Administration, Governance Studies, Political Theory, Development Studies, Economics, Public Finance, and Research Methodology courses through its focus on policy formulation, implementation, evaluation, and governance processes.
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)
   Not Required

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?
   The course aligns with the vision of Ambedkar University Delhi by promoting critical inquiry, interdisciplinary learning, evidence-based governance, democratic accountability, and socially responsive public policy analysis.

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

The course strengthens Political Science and Governance programmes by developing analytical understanding of policy processes, institutional decision-making, programme evaluation, and policy implementation. It equips students with conceptual and practical skills necessary for research, governance, public administration, and policy-oriented careers.

Course Description:

This course introduces students to the interdisciplinary field of Policy Science and its application in governance and public administration. It examines the nature, scope, and approaches to public policy analysis, policy formulation, implementation, and evaluation. The course explores models of policy-making, institutional structures, accountability mechanisms, and the role of political actors, bureaucracy, and research institutions in shaping public policy. It also analyses major public policies in India relating to economy, industry, education, agriculture, trade, energy, and environment. Emphasis is placed on evidence-based policy analysis, democratic governance, and the contribution of social sciences in addressing contemporary policy challenges.

Course Objectives:

1. To introduce students to the concepts, approaches, and significance of Policy Science.
2. To examine models and methods of public policy analysis and policy-making.
3. To understand institutional mechanisms involved in policy formulation and evaluation.
4. To analyse the role of political, administrative, and social actors in public policy processes.
5. To evaluate major public policies in India and their implications for governance and development

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. *Mention 4-6 course outcomes.*

At the end of the course students will be able to:

CO1	Students will understand the theoretical foundations and scope of Policy Science.
CO2	Students will analyse different models and approaches to public policy formulation and implementation.
CO3	Students will evaluate institutional mechanisms of policy accountability and programme assessment.
CO4	Students will critically examine the role of legislature, bureaucracy, parties, and pressure groups in policy-making.
CO5	Students will interpret major public policies in India using policy analysis frameworks and interdisciplinary perspectives.

Mapping of Course Outcomes (COs) to Programme Outcomes (Pos) & Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	2	2	3	2	2	3	1	2	1
CO2	2	3	3	3	2	2	3	3	3	1	3	2

CO3	2	2	2	2	2	3	3	2	3	1	2	1
CO4	2	3	2	3	2	2	2	3	3	1	3	3
CO5	2	3	2	2	2	3	2	3	3	1	3	3
Average	2.0	2.6	2.5	2.2	2.0	2.5	2.4	2.6	2.3	1.2	2.2	1.9

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
2	1		1	4 Hours/Week

	Modules and Readings
Module 1 (Lecture Hours = 12)	Module I: Foundations and Approaches to Policy Science Nature, scope, and significance of Policy Science, evolution and interdisciplinary character of policy studies, Approaches to Policy Science in institutional, behavioural, systems, and interdisciplinary approaches; organization and institutional structures for policy formulation and governance. Readings with page numbers 1. Dye, T. R. (2017). *Understanding public policy* (pp. 3–48). Pearson Education. 2. Anderson, J. E. (2015). *Public policymaking* (pp. 1–39). Cengage Learning. 3. Sapru, R. K. (2017). *Public policy: Formulation, implementation and evaluation* (pp. 17–58). Sterling Publishers. Suggested Readings: 1. Dror, Y. (1968). *Public policymaking reexamined* (pp. 1–56). Chandler Publishing Company.
Module 2 (Lecture Hours = 12)	Module II: Models and Methods of Public Policy Analysis Concept and significance of public policy analysis, rational model, economic rational model, incremental model, systems model, and optimal model. Policy-making instruments and techniques; research methods in policy analysis; evidence-based policy-making and data-driven governance. Readings with page numbers 1. Dunn, W. N. (2018). *Public policy analysis* (pp. 45–126). Routledge. 2. Simon, H. A. (1997). *Administrative behavior* (pp. 75–118). Free Press. 3. Lindblom, C. E. (1959). The science of "muddling through." *Public Administration Review, 19*(2), 79–88.

	4. Dror, Y. (1971). *Design for policy sciences* (pp. 112–158). Elsevier. Suggested Readings: 1. Parsons, W. (1995). *Public policy: An introduction to the theory and practice of policy analysis* (pp. 245–298). Edward Elgar Publishing.
Module 3 (Lecture Hours = 12)	Module III: Policy Evaluation, Accountability and Governance Assessment Concepts and methods of policy evaluation, accountability and performance , monitoring and evaluation, programme evaluation, Institutions in India including NITI Aayog and planning mechanisms. Readings with page numbers 1. Vedung, E. (2017). *Public policy and program evaluation* (pp. 21–88). Routledge. 2. Sapru, R. K. (2017). *Public policy: Formulation, implementation and evaluation* (pp. 209–268). Sterling Publishers. 3. Planning Commission, Government of India. (2014). *Programme evaluation organisation reports* (pp. 15–72). Government of India Publications. Suggested Readings: 1. Weiss, C. H. (1998). *Evaluation* (pp. 1–74). Prentice Hall. 2. Palumbo, D. J. (1987). *The politics of program evaluation* (pp. 92–144). Sage Publications.
Module 4 (Lecture Hours = 12)	Module IV: Institutions and Actors in Public Policy-Making Role of legislature, executive, and judiciary in policy-making, bureaucracy and administrative agencies, research institutions and think tanks in policy analysis; role of political parties, pressure groups, civil society, media, and public opinion in shaping public policy in India. Readings with page numbers 1. Meier, K. J., & Hill, G. C. (2005). *Bureaucracy in the twenty-first century* (pp. 51–96). Johns Hopkins University Press. 2. Thomas, C. S. (2004). *Research guide to U.S. and international interest groups* (pp. 19–66). Praeger Publishers Suggested Readings: 1. Jenkins, W. I. (1978). *Policy analysis: A political and organizational perspective* (pp. 55–132). Martin Robertson. 2. Easton, D. (1965). *A systems analysis of political life* (pp. 112–184). Wiley. 3. Almond, G. A., & Powell, G. B. (1966). *Comparative politics: A developmental approach* (pp. 75–129). Little, Brown and Company.
Module 5 (Lecture Hours = 10)	Module V: Public Policies in India: Sectoral Perspectives Economic policy and development planning in India, New Industrial Policy and economic reforms; power and energy policy, National Education Policy and human development, trade and agricultural policies, environmental policy and sustainable development. Readings with page numbers

	1. Maheshwari, S. R. (2011). *Public administration in India* (pp. 287–364). Orient Blackswan. 2. Dreze, J., & Sen, A. (2013). *An uncertain glory: India and its contradictions* (pp. 97–176). Princeton University Press. 3. Government of India. (2020). *National Education Policy 2020* (pp. 1–66). Ministry of Education. Suggested Readings: 1. Kohli, A. (2004). *State-directed development* (pp. 221–286). Cambridge University Press. 2. Gadgil, M., & Guha, R. (1995). *Ecology and equity: The use and abuse of nature in contemporary India* (pp. 135–218). Routledge.
Practical/tutorial Component if any (Lecture Hours = 2)	Activities/ short project/field visits Visit to Government Institutions/Archives etc

Assessment (Including Skills to be tested as per NCrF):

1. Research Policy Paper (30 Marks)

This assignment is designed to test the student's ability to engage closely and critically with the theoretical content from the initial modules.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Module 1 and 2	CO1 and CO2	Textual analysis, critical reading of primary sources, and academic writing.

2. Research Paper Presentation (30 Marks)

This assignment focuses on the research paper presentation skills

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**

Module 3	CO1, CO2 and CO3	Comparative analysis, conceptual clarity and historical contextualization and presentation skills.

End Term Exam (40 Marks)

The End term exam tests the student's ability to integrate learning across the entire course

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Entire Modules	CO3, CO4 and CO5	Synthesizing diverse viewpoints, applying ancient wisdom to contemporary issues and evaluative argumentation.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.

2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

COURSE DESCRIPTION	
School/Centre proposing the course	School of Liberal Studies (SLS)
Programme(s)	MA Political Science
Course Code	TBD
Course Title	Understanding Geopolitics
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PG
Academic Year of Launch	2026
Course Revision (if any) (year)	
Academic Council Minutes for Course/Revision	
Semester	
Number of Credits	4

1. Does the course connect to build on or overlap with any other courses offered in AUD?
   The course overlaps with International Relations, Strategic Studies, Foreign Policy Analysis, Security Studies, Political Geography, Global Governance, and International Political Economy through its focus on power, territory, strategy, and global order.
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)
   Not Required

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?
   The course aligns with the vision of Ambedkar University Delhi by encouraging interdisciplinary, critical, and globally informed understanding of international power relations, strategic affairs, security, and geopolitical transformations.
6. How does the course link with the specific programme(s) where it is being offered?
   The course strengthens Political Science and International Relations programmes by developing advanced analytical understanding of global power politics, strategic

competition, regional conflicts, diplomacy, and emerging geopolitical challenges. It supports research, policy analysis, strategic studies, and careers in diplomacy, governance, and international institutions.

Course Description:

This course examines the theoretical foundations and contemporary dynamics of geopolitics and global strategic affairs. It explores the relationship between geography, power, territory, resources, technology, and international politics in shaping global order. The course analyses classical and contemporary geopolitical theories, great power rivalry, maritime and Indo-Pacific politics, energy security, cyber geopolitics, and emerging strategic challenges. Special emphasis is placed on India's geopolitical environment, China's rise, regional conflicts, global governance, and evolving security architectures. The course integrates theoretical perspectives with contemporary case studies to provide students with advanced understanding of geopolitical strategy and international power relations.

Course Objectives:

1. To introduce students to classical and contemporary theories of geopolitics.
2. To analyse the relationship between geography, power, strategy, and international politics.
3. To examine contemporary geopolitical conflicts, alliances, and strategic rivalries.
4. To understand India's geopolitical position and strategic challenges in regional and global contexts.
5. To evaluate emerging dimensions of geopolitics including cyber security, energy politics, and technological competition.

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. *Mention 4-6 course outcomes.*

At the end of the course students will be able to:

CO1	Students will understand major geopolitical theories and strategic concepts.
CO2	Students will analyse global power structures and contemporary geopolitical developments.
CO3	Students will critically examine regional conflicts, alliances, and strategic competition.
CO4	Students will evaluate India's geopolitical interests and foreign policy strategies.
CO5	Students will interpret emerging global security and strategic challenges using geopolitical frameworks.

Mapping of Course Outcomes (COs) to Programme Outcomes (Pos) & Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	2	1	3	2	3	3	1	2	1
CO2	2	3	3	3	2	2	3	3	3	1	3	2
CO3	3	2	2	2	2	3	3	3	3	1	2	1

CO4	3	3	2	3	2	2	2	3	3	1	3	3
CO5	3	3	2	2	2	3	2	3	3	1	3	3
Average	2.9	2.6	2.5	2.2	1.7	2.5	2.4	3.0	2.3	1.2	2.2	1.9

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
3	1	-	-	4 Hours/Week

	Modules and Readings
Module 1 (Lecture Hours = 12)	Module I: Foundations and Theories of Geopolitics Nature, scope, and evolution of geopolitics; relationship between geography and power; classical geopolitical theories Mackinder, Mahan, Spykman, Haushofer; critical and contemporary geopolitics; geopolitics and global order; strategic culture, territoriality, borders, and geostrategy. Readings with page numbers 1. Flint, C., & Taylor, P. J. (2021). *Political geography: World-economy, nation-state and locality* (7th ed., pp. 45–118). Routledge. 2. Toal, G. (2019). *Near abroad: Putin, the West and the contest over Ukraine and the Caucasus* (pp. 22–87). Oxford University Press. 3. Black, J. (2023). *Geopolitics and the quest for dominance* (pp. 11–76). Indiana University Press. Suggested Readings: 1. Cohen, S. B. (2015). *Geopolitics: The geography of international relations* (3rd ed., pp. 1–68). Rowman & Littlefield. 2. Dodds, K. (2019). *Geopolitics: A very short introduction* (2nd ed., pp. 1–94). Oxford University Press.
Module 2 (Lecture Hours = 12)	Module II: Great Power Politics and Global Strategic Competition Rise and transformation of global power structures; United States, China, Russia, and the European Union in contemporary geopolitics; Cold War and post-Cold War strategic order; multipolarity and balance of power; strategic alliances, NATO, QUAD, AUKUS, and emerging geopolitical blocs. Readings with page numbers 1. Allison, G. (2017). *Destined for war: Can America and China escape Thucydides's trap?* (pp. 29–114). Houghton Mifflin Harcourt. 2. Khanna, P. (2019). *The future is Asian* (pp. 55–144). Simon & Schuster.

	3. Brands, H., & Gaddis, J. L. (2021). *The new Cold War: America, China, and the echoes of history* (pp. 41–119). Foreign Affairs, 100(6). 4. Kaplan, R. D. (2018). *The return of Marco Polo's world: War, strategy, and American interests in the twenty-first century* (pp. 87–172). Random House. Suggested Readings: 1. Westad, O. A. (2019). *The cold war: A world history* (pp. 523–612). Basic Books.
Module 3 (Lecture Hours = 12)	Module III: Indo-Pacific Geopolitics and India's Strategic Environment Concept and strategic significance of the Indo-Pacific; maritime geopolitics and sea power; South Asian geopolitics; India-China relations and border disputes; Indian Ocean strategy; Belt and Road Initiative; neighbourhood policy and regional strategic competition in Asia. Readings with page numbers 1. Medcalf, R. (2020). *Indo-Pacific empire: China, America and the contest for the world's pivotal region* (pp. 1–102). Manchester University Press. 2. Tellis, A. J. (2022). *Striking asymmetries: Nuclear transitions in Southern Asia* (pp. 115–208). Carnegie Endowment for International Peace. 3. Rajagopalan, R. P. (2023). *India's strategic choices: China and the balance of power in Asia* (pp. 39–122). HarperCollins India. Suggested Readings: 1. Brewster, D. (2018). *India and China at sea: Competition for naval dominance in the Indian Ocean* (pp. 61–136). Oxford University Press. 2. Pant, H. V. (Ed.). (2020). *India's national security: Challenges and strategies* (pp. 73–154). Observer Research Foundation.
Module 4 (Lecture Hours = 12)	Module IV: Energy, Technology and Emerging Dimensions of Geopolitics Energy security and resource geopolitics; oil politics and strategic chokepoints; cyber geopolitics and digital sovereignty; artificial intelligence and technological rivalry; space geopolitics and satellite security; climate change, environmental security, and geopolitics of critical minerals. Readings with page numbers 1. Yergin, D. (2020). *The new map: Energy, climate, and the clash of nations* (pp. 15–134). Penguin Press. 2. Farrell, H., & Newman, A. L. (2023). *Underground empire: How America weaponized the world economy* (pp. 52–146). Henry Holt. 3. Kello, L. (2017). *The virtual weapon and international order* (pp. 75–148). Yale University Press. 4. Bremmer, I., & Kupchan, C. (2022). *Risk and instability in the global technology order*. *Foreign Affairs, 101*(4), 28–41. Suggested Readings
Module 5 (Lecture Hours = 10)	Module V: Conflict, Security and Global Governance Geopolitics of terrorism and regional conflicts; West Asia, Ukraine, and Indo-Pacific security challenges; nuclear strategy and deterrence; international

	organizations and global governance; humanitarian intervention and strategic diplomacy; future trends in global strategic affairs and geopolitical transformation. Readings with page numbers 1. Acharya, A. (2018). *The end of American world order* (2nd ed., pp. 44–126). Polity Press. 2. Freedman, L. (2019). *The future of war: A history* (pp. 201–298). PublicAffairs. 3. Nye, J. S. (2020). *Do morals matter? Presidents and foreign policy from FDR to Trump* (pp. 77–166). Oxford University Press. Suggested Readings:
Practical/tutorial Component if any (Lecture Hours = 2)	Activities/ short project/field visits Visit to Government/ Archives etc

Assessment (Including Skills to be tested as per NCrF):

1. Research Paper (30 Marks)

This assignment is designed to test the student's ability to engage closely and critically with the theoretical content from the initial modules.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Module 1 and 2	CO1 and CO2	Textual analysis, critical reading of primary sources, and academic writing.

2. Research Paper Presentation (30 Marks)

This assignment focuses on the presentation skill and work

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**

Module 3	CO1, CO2 and CO3	Comparative analysis, conceptual clarity and historical contextualization and presentation skills.

End Term Exam (40 Marks)

The End term exam tests the student's ability to integrate learning across the entire course

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Entire Modules	CO3, CO4 and CO5	Synthesizing diverse viewpoints, applying ancient wisdom to contemporary issues and evaluative argumentation.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.

2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

COURSE DESCRIPTION	
School/Centre proposing the course	School of Liberal Studies
Programme(s)	MA Economics (One-Year and Two-Year Programme)
Course Code	
Course Title	Microeconomics
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PG
Academic Year of Launch	2026-27
Course Revision (if any) (year)	
Academic Council Minutes for Course/Revision	
Semester	1
Number of Credits	04

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This is a foundational course that will connect to several other courses offered in subsequent semesters.
2. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify)
   Understanding of class 12 level mathematics along with the minimum eligibility requirement to be admitted to MA in Economics at AUD.
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
   As per the norms of the school.
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
   As per course scheduling norms for MA economics program. Semester long, classroom taught course.
5. How does the course link with the vision of AUD?
   AUD envisions a graduate with certain minimum understanding of how the society and economy functions. This course contributes the basic core knowledge and understanding required towards development of students in a postgraduate programme in economics.
6. How does the course link with the specific programme(s) where it is being offered?
   The course Microeconomics is an essential component of the economics programme. The purpose of the course is to give students a thorough understanding of the fundamental concepts of economics that are used to analyse the behaviour of individual decision makers, both consumers and producers, within the larger economic system. This course contributes in creating the basic analytical framework for other core and elective courses of the MA Economics programme that are offered in subsequent semesters.

Course Description: This course develops core microeconomic theory covering consumer choice, production and cost, and decision-making under uncertainty. It examines market equilibrium and welfare, including limits of collective choice via Arrow's impossibility theorem. It further analyzes market failures,

including externalities and public goods, and evaluates policy and institutional responses. The course culminates in the Coase theorem, emphasizing the role of property rights, bargaining, and transaction costs.

Course Objectives:

1. To present preference-based models of consumer behaviour and derive demand from constrained optimization.
2. To analyze production sets, returns to scale, and derive cost and profit functions, introducing Shephard's and Hotelling's lemmas.
3. To introduce expected utility, lotteries, and measures of risk attitudes for economic choice.
4. To understand Pareto efficiency, and the fundamental welfare theorems.
5. To study externalities and public goods, and evaluate policy and bargaining solutions culminating in the Coase theorem.

Course Outcomes: At the end of the course students will be able to:

CO1	Formulate and solve utility maximization problems and examine the properties of preference relations.
CO2	Derive demand, cost, profit, and expenditure functions, and verify their key properties.
CO3	Evaluate lotteries and characterize risk attitudes using expected utility frameworks.
CO4	Apply equilibrium analysis and welfare results, including insights from Arrow's impossibility theorem.
CO5	Examine externalities and public goods, and evaluate taxation, regulation, and bargaining solutions, including the Coase theorem.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	1	2	2	2	2	3	2	3	2	2	2
CO2	3	3	1	2	2	2	2	3	2	3	2	2	2
CO3	3	3	1	2	2	2	2	3	2	3	2	2	2
CO4	3	3	1	2	2	2	2	3	2	3	3	2	2
CO5	3	3	2	2	3	2	2	3	3	3	3	3	2
Average	3.0	3.0	1.2	2.0	2.2	2.0	2.0	3.0	2.2	3.0	2.4	2.2	2.0

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:				
L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
4	0	0		04

	Modules and Readings
Module 1 (Lecture Hours = 16)	Module 1: Consumer Theory and Choice Preferences, utility representation, and consumer optimization. Introduces duality through indirect utility and expenditure functions, along with Hicksian and Marshallian demand. Examines revealed preference theory and Slutsky decomposition to analyze behavioural consistency and responses to price and income changes. Readings with page numbers: Geoffrey A. Jehle and Philip J. Reny (2011) Advanced Microeconomic Theory, 3rd ed. Pearson. Ch – 1, 2 Hal R. Varian (1992) Microeconomic Analysis, 3rd ed. W. W. Norton & Co, Ch – 7, 8 Suggested reading: A. Mas-Colell, M. Whinston, J. Green (1995) Microeconomic Theory, OUP, Ch – 1, 2, 3, 4
Module 2 (Lecture Hours = 12)	Module 2: Producer Theory and Market Supply Examines production technology and production sets, with emphasis on returns to scale. Develops cost and profit functions and studies their properties. Introduces Shephard's lemma and Hotelling's lemma. Readings with page numbers: Geoffrey A. Jehle and Philip J. Reny (2011) Advanced Microeconomic Theory, 3rd ed. Pearson. Ch – 3 Hal R. Varian (1992) Microeconomic Analysis, 3rd ed. W. W. Norton & Co, Ch – 1, 2, 3, 4, 5 Suggested reading: A. Mas-Colell, M. Whinston, J. Green (1995) Microeconomic Theory, OUP, Ch – 5, 10
Module 3 (Lecture Hours = 12)	Module 3: Decision-Making under Uncertainty Introduces choice under risk using expected utility theory. Covers simple and compound lotteries, axiomatic foundations of preferences, and measures of risk aversion. Analyzes

	certainty equivalents, risk premia, and basic applications such as insurance and portfolio decisions. Readings with page numbers: Geoffrey A. Jehle and Philip J. Reny (2011) Advanced Microeconomic Theory, 3rd ed. Pearson. Ch – 2 Hal R. Varian (1992) Microeconomic Analysis, 3rd ed. W. W. Norton & Co, Ch – 11 Suggested reading: A. Mas-Colell, M. Whinston, J. Green (1995) Microeconomic Theory, OUP, Ch – 6
Module 4 (Lecture Hours = 12)	Module 4: General Equilibrium and Welfare Economics Develops exchange economies, Pareto efficiency, and competitive equilibrium. Presents the fundamental welfare theorems and discusses their assumptions. Introduces limits of aggregation and social choice through Arrow's impossibility theorem. Readings with page numbers: A. Mukherji (1990) An Introduction to General Equilibrium Analysis, OUP, Ch – 1, 2, 5 A. Feldman, R. Serrano (2006) Welfare Economics and Social Choice Theory, Springer, Ch – 2, 3, 5, 9 Suggested reading: A. Mukherji (1990) An Introduction to General Equilibrium Analysis, OUP, Ch – 3, 4 A. Mas-Colell, M. Whinston, J. Green (1995) Microeconomic Theory, OUP, Ch – 15, 16, 17, 18, 21
Module 5 Practical/tutor (Lecture Hours = 12)	Module 5: Market Failure and Institutional Responses Examines externalities and public goods as sources of market failure. Evaluates policy tools such as taxes and regulation. Concludes with the Coase theorem, highlighting the role of property rights, bargaining, and transaction costs in achieving efficient outcomes. Readings with page numbers: A. Mukherji (1990) An Introduction to General Equilibrium Analysis, OUP, Ch – 5 A. Feldman, R. Serrano (2006) Welfare Economics and Social Choice Theory, Springer, Ch – 7, 8 R. Coase (1960) The Problem of Social Cost, JLE, Vol-3, pp- 1-44 Suggested reading: A. Mas-Colell, M. Whinston, J. Green (1995) Microeconomic Theory, OUP, Ch – 11

Assessment (Including Skills to be tested as per NCrF):
Midterm Exam (50 Marks)

This assignment focuses on the…

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Understanding of consumer preferences, utility maximization, duality, revealed preference, and Slutsky decomposition; production technology, cost and profit functions, and firm behaviour; and expected utility theory, lotteries, and risk aversion. Students may also demonstrate conceptual understanding of Hicksian and Marshallian demand, Shephard's lemma, Hotelling's lemma, certainty equivalents, and risk premium. (Modules 1, 2, & 3).	CO1, CO2, CO3,	Ability to formulate and solve optimization problems using constrained maximization and minimization techniques; derive demand, expenditure, cost, and profit functions; apply Slutsky decomposition; verify convexity, homogeneity, and duality properties; compute certainty equivalents and risk premium; and interpret economic behaviour mathematically, graphically, and through comparative statics under certainty and uncertainty.

End Term Exam (50 Marks)
The End term exam tests the student's ability to integrate learning across the entire course….

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Understanding of consumer and producer theory, including preferences, utility, production technology, and duality; demand, expenditure, cost, and profit functions; decision-making under uncertainty through expected utility theory and risk aversion; exchange economies, Pareto efficiency, competitive equilibrium, welfare theorems, and Arrow's impossibility theorem; and market failure arising from externalities and public goods. Students may also demonstrate knowledge of taxation, regulation, bargaining solutions, property rights, transaction costs, and the Coase theorem.	CO1, CO2, CO3, CO4, CO5	Ability to formulate and solve optimization problems in consumption and production; derive and interpret demand, expenditure, cost, and profit functions; apply Slutsky decomposition and comparative statics; evaluate lotteries and calculate certainty equivalents and risk premium; analyze competitive equilibrium and welfare outcomes; assess Pareto efficiency and social choice problems; and critically evaluate policy responses to externalities and public goods using taxation, regulation, and bargaining frameworks, including applications of the Coase theorem.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

COURSE DESCRIPTION	
School/Centre proposing the course	School of Liberal Studies
Programme(s)	MA Economics (One-Year and Two-Year Programme)
Course Code	
Course Title	Macroeconomics
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PG
Academic Year of Launch	2026-27
Course Revision (if any) (year)	
Academic Council Minutes for Course/Revision	
Semester	1
Number of Credits	4

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

The course builds on undergraduate microeconomics, macroeconomics and mathematical methods, and complements postgraduate courses in microeconomics, econometrics, mathematical economics, public economics, monetary economics and development economics. It does not substantially duplicate these courses.

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

Knowledge of microeconomics, macroeconomics and mathematical methods equivalent to undergraduate courses in these subjects.

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

As per norms.

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

As per norms.

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

The course advances AUD's commitment to socially engaged liberal education by equipping students to analyse macroeconomic phenomena and policy choices that shape inequality and public welfare. Its emphasis on theory, evidence and computation supports critical, interdisciplinary inquiry into contemporary economic challenges.

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

The course is a core component of the MA Economics programme. It gives students the masters-level macroeconomic foundations needed for advanced electives, dissertation work and policy-oriented research.

Course Description:

This course introduces students to modern macroeconomic analysis using a dynamic stochastic general-equilibrium approach. It combines training in the methods of dynamic macroeconomics with a study of major macroeconomic frameworks, progressing from basic benchmark models to models used in contemporary policy analysis. The course focuses on methods for the study of business cycle fluctuations. Growth theory is the subject of another course.

Course Objectives:

The course aims to develop students' ability to formulate dynamic macroeconomic problems, solve them and assess them against empirical evidence. Through hands-on experience students shall learn to analyse and assess macroeconomic models quantitatively using appropriate mathematical and computational methods. Through this course they will become familiar with the major frameworks of macroeconomic analysis and their evolution so that they can learn to appreciate macroeconomics as a living, evidence-driven subject.

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. Mention 4-6 course outcomes.

At the end of the course students will be able to:

CO1	*Formulate macroeconomic questions in intertemporal, stochastic and general-equilibrium terms, and explain why these methods are central to modern macroeconomics.*
CO2	*Characterise the optimisation and equilibrium conditions of macroeconomic models using appropriate methods, and explain their economic implications*
CO3	*Use dynamic programming, linear rational-expectations methods and numerical simulation tools such as Dynare to analyse dynamic macroeconomic models.*
CO4	*Model uncertainty, asset pricing and business-cycle fluctuations using the real-business-cycle framework, and assess its empirical performance.*
CO5	*Analyse price rigidity, monetary policy transmission, financial frictions and the financial*

	accelerator in contemporary macroeconomic models.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	2	2	2	3	2	2	3	3	1	3	1	2	3
CO2	3	2	2	3	3	2	2	3	3	1	3	1	2	2
CO3	3	3	2	3	3	2	2	3	3	1	3	1	2	2
CO4	3	2	2	3	3	2	2	3	3	1	3	1	2	2
CO5	3	2	2	3	3	2	2	3	3	1	3	1	2	2
Average	3.0	2.2	2.0	2.8	3.0	2.0	2.0	3.0	3.0	1.0	3.0	1.0	2.0	2.2

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
4	0	0	0	4

	Modules and Readings
Module 1 (Lecture Hours = 12)	Module Name: **The Intertemporal Framework for Macroeconomics** Why macroeconomic problems demand dynamic, stochastic, general equilibrium models - the one-period, two-period and infinite-horizon consumption-savings problem - dynamic competitive equilibrium in a representative agent model Readings with page numbers: Niepelt, D. (2019) *Macroeconomic Analysis*, MIT Press. Ch. 2, 3.1 Alogoskoufis, G. (2019) *Dynamic Macroeconomics*, MIT Press. Ch. 2, 4 Suggested Readings: Woodford, M. (1999). "Revolution and evolution in twentieth-century macroeconomics", preprint De Vroey, M. (2016) *A History of Macroeconomics From Keynes to Lucas and Beyond*, Cambridge University Press
Module 2 (Lecture Hours = 12)	Module Name: **Mathematical and Computational Methods** The terminology of dynamic programming – the Bellman equation and its connection to the Euler equation - review of eigenvalues and eigenvectors - solving linear rational-

	expectations models - introduction to Dynare or similar tools for numerical solution of rational-expectations models. Readings with page numbers: Niepelt, D. (2019) *Macroeconomic Analysis*, MIT Press. Appendix A, B Alogoskoufis, G. (2019) *Dynamic Macroeconomics*, MIT Press. Appendix B, D, E The Dynare Reference Manual, https://www.dynare.org/manual/ Suggested Readings: Miao, J. (2020) *Economic Dynamics in Discrete Time*, 2nd ed., MIT Press
Module 3 (Lecture Hours = 12)	Module Name: **Uncertainty and the Real Business Cycle (RBC) Model** The consumption-saving problem with uncertainty – consequences of the Euler equation for asset pricing – the RBC model - empirical performance of the RBC model - numerical simulations. Readings with page numbers: Niepelt, D. (2019) *Macroeconomic Analysi*s, MIT Press. Ch. 4-6 Alogoskoufis, G. (2019) *Dynamic Macroeconomics*, MIT Press. Ch 9,10 Suggested Readings: Hoover, K.D. et al (1998) *Real Business Cycles: A Reader*, Routledge Rebelo, S. (2005). "Real business cycle models: Past, present, and future." Scandinavian Journal of Economics, 107(2), 217-238
Module 4 (Lecture Hours = 14)	Module Name: **Price Stickiness and the New Keynesian Model** Empirical evidence on price stickiness - Calvo pricing and the new-Keynesian Phillips curve - monetary policy in the basic three-equation New Keynesian model - numerical simulations - empirical assessment of New Keynesian Phillips curve Readings with page numbers: Galí J. (2015) *Monetary Policy, Inflation and the Business Cycl*e, 2nd ed., Princeton University Press, Ch 3-4 Suggested Readings: Galí, J. (2018). "The state of New Keynesian economics: A partial assessment." *Journal of Economic Perspectives*, 32(3), 87-112 Nakamura, E., & Steinsson, J. (2013). "Price rigidity: Microeconomic evidence and macroeconomic implications." *Annual Review of Economics*, 5, 133-163. Woodford, M. (2003) *Interest and Prices: Foundations of a Theory of Monetary Policy*, Princeton University Press

Module 5 (Lecture Hours = 14)	Module Name: **Financial Frictions** Asymmetric informational in credit markets - leverage and the financial accelerator - financial intermediation and its macroeconomic consequences. Readings with page numbers: Niepelt, D. (2019) *Macroeconomic Analysi*s, MIT Press. Ch. 4-6 Alogoskoufis, G. (2019) *Dynamic Macroeconomics*, MIT Press. Ch. 19 Bernanke, B. S., Gertler, M., & Gilchrist, S. (1999). "The financial accelerator in a quantitative business cycle framework." In J. B. Taylor & M. Woodford (Eds.), *Handbook of macroeconomics* (Vol. 1C, pp. 1341-1393). Elsevier. Gertler, M., & Kiyotaki, N. (2010). "Financial intermediation and credit policy in business cycle analysis." In B. M. Friedman & M. Woodford (Eds.), *Handbook of Monetary Economics* (Vol. 3, pp. 547-599). Suggested Readings: Freixas, X., & Rochet, J.-C. (2023). *Microeconomics of Banking* (3rd ed.). MIT Press.

Assessment (Including Skills to be tested as per NCrF):

1. Computational/empirical project (20 Marks)

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Dynamic macroeconomic methods; benchmark intertemporal models; computational application.	CO1-CO5	Numerical/econometric analysis Academic Writing

2. Midterm Exam (40 Marks)

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Intertemporal choice, dynamic equilibrium, mathematical and computational solution methods,	CO1-CO3	Ability to communicate an intuitive understanding of macroeconomic models and to

uncertainty and RBC foundations.		apply them to novel situations. Ability to mathematically analyse macroeconomic models.

End Term Exam (40 Marks)

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
RBC model, New Keynesian model, monetary policy, financial frictions and macro-financial linkages.	CO1-CO5	Ability to communicate an intuitive understanding of macroeconomic models and to apply them to novel situations. Ability to mathematically analyse macroeconomic models.



Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

COURSE DESCRIPTION	
School/Centre proposing the course	School of Liberal Studies
Programme(s)	MA Economics (One-Year and Two-Year Programme)
Course Code	
Course Title	Econometrics
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PG
Academic Year of Launch	2026-27
Course Revision (if any) (year)	
Academic Council Minutes for Course/Revision	
Semester	1
Number of Credits	4

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

   The course builds on Econometrics (offered in the 1st semester) MA students at AUD.

2. Specific requirements on the part of students who can be admitted to this course:

   Knowledge of mathematics (especially Linear Algebra and Calculus), statistics, and Introductory econometrics is required.

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

   As per SLS norms.

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

   It is a semester-long course to be offered in the first semester

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

   The course aligns seamlessly with AUD's vision of cultivating postgraduate Economics students proficient in tools and techniques used in data analysis. It forms a foundational element in the one-year postgraduate programme in Economics, delivering essential econometric knowledge and skills.

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

   The course equips students with both econometric theory and its practical application using real-world data and software like Stata/R. It develops the analytical tools and techniques necessary for rigorous empirical investigation of economic problems.

Course Description:

It provides students with a rigorous foundation in econometric theory and applied data analysis. The course begins with the multiple linear regression model in matrix form, progressing through inference, specification testing, instrumental variables, binary choice models, and panel data methods. Conceptual development is paired with hands-on estimation using Stata/R, with applications drawn from Indian and international datasets. The course equips students to critically read empirical research and independently conduct applied econometric analysis.

Course Objectives:

1. To develop a rigorous understanding of the multiple linear regression model in matrix form and the finite and asymptotic properties of the OLS estimator.
2. To train students in hypothesis testing, functional form specification, and diagnosis of classical assumption violations including heteroskedasticity, autocorrelation, and omitted variable bias.
3. To introduce instrumental variable estimation as a strategy for addressing endogeneity and establishing causal identification.
4. To equip students with binary choice models for analysing discrete outcomes using maximum likelihood estimation.
5. To introduce panel data methods for exploiting repeated observations and controlling for unobserved individual heterogeneity.
6. To build practical competence in Stata/R for econometric estimation, inference, and presentation of empirical results.

Course Outcomes:

At the end of the course students will be able to:

CO1	Derive and apply the OLS estimator in matrix form and explain the finite

	sample and asymptotic properties of the OLS estimator.
CO2	Conduct hypothesis tests, select appropriate functional forms, and detect and address heteroskedasticity, autocorrelation, multicollinearity, and omitted variable bias.
CO3	Explain the sources of endogeneity, apply IV estimation and 2SLS, and evaluate instrument validity.
CO4	Estimate and interpret binary choice models (LPM, logit, probit) and compute average marginal effects.
CO5	Apply fixed effects and random effects estimators, and select the appropriate panel estimator using the Hausman test.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO 3	PSO 4	PSO 5
CO1	2	3	1	2	1	1	1	2	3	2	1	2
CO2	2	3	2	2	2	1	1	2	3	2	2	2
CO3	2	3	3	2	2	2	1	2	3	2	2	3
CO4	2	3	2	2	2	2	1	2	3	2	2	2
CO5	2	3	3	2	2	1	1	2	3	2	2	3
CO6	2	3	3	3	2	2	2	2	3	3	2	3
Average	2.0	3.0	2.3	2.2	1.8	1.5	1.2	2.0	3.0	2.2	1.8	2.5

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
4				60 hours

	Modules and Readings
Module 1 (Lecture Hours = 16)	**Module Name:** Multiple Linear Regression — Matrix Approach, OLS Estimation, and Properties This module introduces the multiple linear regression model in matrix form.

	Topics include matrix algebra for OLS estimation, interpretation of coefficients, finite sample properties of the OLS estimator (unbiasedness, efficiency, Gauss-Markov theorem), and asymptotic properties (consistency, asymptotic normality). The classical linear model assumptions are stated and discussed rigorously. **Required Readings:** • Greene, W. H. (2018). *Econometric Analysis* (8th ed.) — Chapters 1–4. • Davidson, R., & MacKinnon, J. G. (2004). *Econometric Theory and Methods* — Chapters 1–2. • Wooldridge, J. M. (2019). *Introductory Econometrics* (7th ed.) — Chapters 1–4, Appendices D–E. **Suggested Readings:** • Goldberger, A. S. (1991). *A Course in Econometrics* — Chapters 1–5.
Module 2 (Lecture Hours = 14)	**Module Name:** Linear Regression Inference — Hypothesis Testing, Functional Forms, and Specification Errors This module covers inference in the linear regression model. Topics include t-tests and F-tests, restricted least squares, variable transformations and functional forms (logarithms, quadratics, interactions, dummy variables), the RESET test for misspecification, multicollinearity, heteroskedasticity and autocorrelation (detection and remedies), omitted variable bias, and measurement error. **Required Readings:** • Greene, W. H. (2018). *Econometric Analysis* (8th ed.) — Chapters 5–6. • Davidson, R., & MacKinnon, J. G. (2004). *Econometric Theory and Methods* — Chapters 3–4. • Wooldridge, J. M. (2019). *Introductory Econometrics* (7th ed.) — Chapters 5–9. **Suggested Readings:** • Cameron, A. C., & Trivedi, P. K. (2005). *Microeconometrics: Methods and Applications* — Chapter 4. • Angrist, J. D., & Pischke, J.-S. (2009). *Mostly Harmless Econometrics* — Chapter 3.

Module 3 (Lecture Hours = 12)	**Module Name: Instrumental Variable Regression** This module addresses endogeneity arising from omitted variables, measurement error, and simultaneity. Topics include the instrumental variables (IV) estimator, two-stage least squares (2SLS), conditions for instrument validity (relevance and exogeneity), weak instrument diagnostics (first-stage F-statistic), and the Sargan-Hansen overidentification test. Applications include returns to schooling and demand estimation. **Required Readings:** • Wooldridge, J. M. (2010). *Econometric Analysis of Cross Section and Panel Data* (2nd ed.) — Chapters 5–6. • Angrist, J. D., & Pischke, J.-S. (2009). *Mostly Harmless Econometrics* — Chapter 4. • Wooldridge, J. M. (2019). *Introductory Econometrics* (7th ed.) — Chapter 15. **Suggested Readings:** • Angrist, J. D., & Krueger, A. B. (1991). Does compulsory school attendance affect schooling and earnings? *Quarterly Journal of Economics*, 106(4), 979–1014.
Module 4 (Lecture Hours = 10)	**Module Name:** Binary Choice Models This module introduces models for binary dependent variables. Topics include the linear probability model (LPM) and its limitations, maximum likelihood estimation, the logit and probit models, interpretation of coefficients, and computation of average marginal effects (AMEs). Applications include labour force participation and programme take-up. **Required Readings:** • Wooldridge, J. M. (2010). *Econometric Analysis of Cross Section and Panel Data* (2nd ed.) — Chapter 15. • Wooldridge, J. M. (2019). *Introductory Econometrics* (7th ed.) — Chapters 17.1–17.3. • Gelman, A., & Hill, J. (2006). *Data Analysis Using Regression and Multilevel/Hierarchical Models* — Chapter 3. **Suggested Readings:** • Greene, W. H. (2018). *Econometric Analysis* (8th ed.) — Chapter 17.

	• Long, J. S. (1997). *Regression Models for Categorical and Limited Dependent Variables* — Chapter 3.
Module 5(Lecture Hours = 8)	**Module Name: Panel Data Methods** This module introduces panel data methods for analysing repeated observations on individuals, firms, or regions. Topics include the structure and advantages of panel data, pooled OLS and its limitations, the first-difference estimator, the fixed effects (within) estimator, the random effects estimator, and the Hausman specification test for model selection. Applications draw on firm-level and district-level Indian datasets. **Required Readings:** • Wooldridge, J. M. (2010). *Econometric Analysis of Cross Section and Panel Data* (2nd ed.) — Chapters 10–11. • Greene, W. H. (2018). *Econometric Analysis* (8th ed.) — Chapter 11. **Suggested Readings:** • Cameron, A. C., & Trivedi, P. K. (2005). *Microeconometrics: Methods and Applications* — Chapter 21.

Assessment (Including Skills to be tested as per NCrF):

1. Midterm Exam (50% Weightage)

The midterm exam tests students' understanding of the regression framework covering Modules 1 and 2.

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Matrix form OLS estimation, Gauss-Markov theorem, finite and asymptotic properties	CO1	Derivation of OLS estimators in matrix form; verification of classical assumptions
t-tests, F-tests, restricted least squares	CO2	Hypothesis testing; interpretation of test statistics
Functional forms, dummy variables, RESET test	CO2	Model specification; detection of functional misspecification
Heteroskedasticity, autocorrelation, multicollinearity, omitted variable bias	CO2	Application of diagnostic tests; selection of appropriate remedy

2. End Term Exam (50% Weightage)

The end term exam tests students' ability to integrate learning across Modules 3, 4, and 5.

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Endogeneity, IV estimation, 2SLS, weak instrument diagnostics	CO3	Identification of endogeneity sources; evaluation of instrument validity
LPM, logit, probit, maximum likelihood estimation, marginal effects	CO4	Estimation and interpretation of binary choice models; computation of AMEs
Panel data structure, fixed effects, random effects, Hausman test	CO5	Selection of appropriate panel estimator; interpretation of within variation
Empirical application across methods	CO6	Critical evaluation of identification assumptions; structured presentation of results

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

COURSE DESCRIPTION	
School/Centre proposing the course	School of Liberal Studies
Programme(s)	MA Economics
Course Code	
Course Title	Causal Inference and Policy Evaluation
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Academic Year of Launch	2026–27
Course Revision (if any) (year)	
Academic Council Minutes for Course/Revision	
Semester	2/4
Number of Credits	4

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

Yes. It builds on Econometrics (Semester I, MA Economics) course.

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

Econometrics (Semester I, MA Economics) or its equivalent

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

As per norms.

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

As per norms.

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

The course aligns with AUD's vision of using critical, socially engaged scholarship to inform public policy. It trains students to ask whether — and how — policies and programmes actually cause the outcomes attributed to them, equipping them to engage rigorously with debates on poverty, inequality, health, education, and other domains central to AUD's mission.

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

Causal inference and impact evaluation are now core competencies for MA Economics graduates working in research, public policy, development, and the social sector. The course provides a unified framework — research design, identification, estimation, and interpretation It directly supports PSO2 (econometric techniques), PSO3 (software), PSO4 (development and policy), PSO5 (independent research), and PSO6 (real-world policy application)..

This course introduces students to the modern toolkit of causal inference and its application to the evaluation of public policies and development programmes. The course begin with an Introduction to Research Design and Causality. The course moves from the logic of research design (counterfactuals, identification, causal diagrams) to the leading empirical methods — regression with controls, matching, randomised experiments, fixed effects, event studies, difference-in-differences (including recent staggered-design advances), instrumental variables, regression discontinuity, and synthetic control. Each method is taught alongside hands-on implementation in R/Stata using real-world data from development, health, education, and labour economics.

Course Objectives:

1. *Equip students with the conceptual vocabulary of causal inference — counterfactuals, potential outcomes, treatment effects, and identification.*
2. Train students to draw and reason with causal diagrams (DAGs) and to use them to choose a research design.
3. Develop hands-on competence in the main empirical methods — regression, matching, fixed effects, difference-in-differences, instrumental variables, and regression discontinuity — using R and Stata.
4. Build the ability to critically evaluate published impact-evaluation studies and policy claims.
5. Enable students to conduct an independent policy-evaluation project from question formulation to estimation and interpretation
Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. Mention 4-6 course outcomes.
At the end of the course students will be able to:

CO1	*Articulate causal research questions using counterfactual reasoning and potential outcomes, and distinguish identification from estimation.*
CO2	*Construct and interpret causal diagrams (DAGs) to identify back-door and front-door paths and to choose an appropriate research design.*
CO3	*Implement regression with controls, matching, and simulation-based methods in R/Stata to estimate treatment effects.*
CO4	*Apply panel-data methods — fixed effects, event studies, and difference-in-differences*

	(including staggered designs) — to evaluate policies using real-world data.
CO5	*Implement and critically interpret instrumental-variables and regression-discontinuity designs for policy evaluation.*
CO6	*Design and execute an independent empirical project that applies appropriate causal-inference techniques to evaluate a programme or policy, and communicate the findings to specialist and non-specialist audiences.*

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	3	1	2	2	3	2	1	3	2	1	3	1	2	3
CO2	3	1	1	2	3	3	2	3	1	2	3	1	1	3
CO3	2	3	2	2	1	1	2	2	3	3	3	2	2	1
CO4	2	3	3	2	2	2	2	2	3	3	3	3	3	1
CO5	3	2	2	2	3	3	1	3	2	1	3	1	2	3
C06	2	2	3	3	3	3	3	2	2	2	3	3	3	3
Average	2.5	2.0	2.2	2.2	2.5	2.3	1.8	2.5	2.2	2.0	3.0	1.8	2.2	2.3

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
4	0	0	0	4

Main Textbooks and Reference Materials:

Primary textbook

- [TE] Huntington-Klein, N. (2021). The Effect: An Introduction to Research Design and Causality. Chapman & Hall/CRC. https://theeffectbook.net

Parallel core textbooks (used alongside TE in every module):

- [MT] Cunningham, S. (2021). Causal Inference: The Mixtape. Yale University Press. https://mixtape.scunning.com
- [MHE] Angrist, J. D., & Pischke, J. S. (2009). Mostly Harmless Econometrics: An Empiricist's Companion. Princeton University Press.

Additional reference texts (for depth and supplementary reading):

- Morgan, S. L., & Winship, C. (2014). Counterfactuals and Causal Inference: Methods and Principles for Social Research, 2nd ed. CUP.
- Pearl, J. (2009). Causality: Models, Reasoning, and Inference, 2nd ed. CUP.

- Baker et al.(2026). Difference-in-differences designs: A practitioner's guide. Journal of Economic Literature, 64(2), 498-557.

	Modules and Readings
Module 1 (Lecture Hours = 16)	Module Name: **Foundations of Causal Inference — Research Design, Identification, and Causal Diagrams** Topics & Readings (with chapter / page numbers): • Week 1 — Designing research; what is a research question? Correlation vs. causation. [The Effect (TE), Ch. 1–2; Cunningham (Mixtape, MT), Ch. 1; Angrist & Pischke (Mostly Harmless Econometrics, MHE), Ch. 1] • Week 2 — Describing variables and relationships; the potential-outcomes (Rubin) framework. [TE, Ch. 3–4; MT, Ch. 4 (Potential Outcomes Causal Model); MHE, Ch. 2] • Week 3 — Identification: what does it mean to identify a causal effect? Selection on observables vs. unobservables; SUTVA. [TE, Ch. 5; MT, Ch. 4] • Week 4 — Causal diagrams (DAGs); drawing DAGs; back-door paths, colliders, and how to close them. [TE, Ch. 6–8; MT, Ch. 3 (DAGs); Pearl (2009), Ch. 1] Suggested Readings: • Pearl, J. (2009). Causality: Models, Reasoning, and Inference, 2nd ed., CUP, Ch. 1–3. • Morgan, S. L., & Winship, C. (2014). Counterfactuals and Causal Inference, 2nd ed., CUP, Ch. 1–3. •
Module 2 (Lecture Hours = 8)	Module Name: **From Identification to Estimation — Treatment Effects, Regression, Matching, and Randomised Experiments** Topics & Readings (with chapter/page numbers): • Week 5 — Front-door paths; treatment-effect parameters (ATE, ATT, ATU, CATE, LATE); heterogeneity. [TE, Ch. 9–10; MHE, Ch. 3 MT, Ch. 4] • Week 6 — Randomised Control Trials (RCTs) — the gold standard: design, randomisation, balance, power. [TE, Ch. 11; MT, Ch. 2; MHE, Ch.2] **Applied readings**: Muralidharan, K., & Sundararaman, V. (2011). "Teacher Performance Pay: Experimental Evidence from India." *JPE*, 119(1). Banerjee, A., Duflo, E., Glennerster, R., & Kinnan, C. (2015). "The Miracle of Microfinance? Evidence from a Randomized Evaluation." *AEJ: Applied Economics*, 7(1), 22–53. • Week 7 — Regression for causal questions: 'regression anatomy'; conditional independence; saturated regression; bad controls. [TE, Ch. 13; MHE, Ch. 3; MT, Ch. 2] • Week 8 — Matching and propensity-score methods; covariate balance; simulation, bootstrap, and Monte Carlo for sensitivity. [TE, Ch. 14–15; MT, Ch. 5]

	Applied Readings: Caliendo, M., & Kopeinig, S. (2005). *Some practical guidance for the implementation of propensity score matching* (IZA Discussion Paper No. 1588). Institute for the Study of Labor (IZA). Surabhi, M., & Viswanathan, B. (2025). Sustaining Nutri-Cereal Consumption in Rural Areas: Role of Access to Free Grains, SSRN Working Paper 286/2025. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=5379625
Module 3 (Lecture Hours = 12)	Module Name: **Panel Methods for Policy Evaluation — Fixed Effects, Event Studies, and Difference-in-Differences** Topics & Readings (with chapter / page numbers): • Week 9 — Fixed-effects models: one-way and two-way FE; within-estimator intuition; clustered standard errors. [TE, Ch. 16; MHE, Ch. 5; MT, Ch. 8 (Panel Data)] • Week 10 — Event studies and dynamic treatment effects; testing parallel pre-trends. [TE, Ch. 17; MT, Ch. 9] • Week 11 — Difference-in-Differences: canonical 2×2 DID; parallel-trends assumption; placebo and falsification tests. [TE, Ch. 18; MT, Ch. 9 (Difference-in-Differences); MHE, Ch. 5;] • Week 12 — Staggered DID and recent advances: [TE, Ch. 18; MT, Ch. 9; Roth, Sant'Anna, Bilinski & Poe (2023); Backer et.al (2026)] **Applied Readings:** Mitra, A., & Mukherji, R. (2026). Class, caste and conspicuous consumption in India. *Economica*, *93*(370), 439-467. Alderman, H., Haddad, L., Headey, D. D., & Smith, L. (2014). Association between economic growth and early childhood nutrition. *The Lancet Global Health*, *2*(9), e500. Deshpande, A., & Ramachandran, R. (2025). Discriminatory social norms and early childhood development. *Journal of Economic Behavior & Organization*, *238*, 107245. Muralidharan, K., & Prakash, N. (2017). Cycling to school: Increasing secondary school enrollment for girls in India. *American Economic Journal: Applied Economics*, *9*(3), 321-350. Suggested Readings: • Bertrand, M., Duflo, E., & Mullainathan, S. (2004). How much should we trust differences-in-differences estimates? QJE, 119(1), 249–275. • Card, D., & Krueger, A. B. (1994). Minimum wages and employment: New Jersey vs. Pennsylvania. AER, 84(4), 772–793. • Roth, J., Sant'Anna, P. H. C., Bilinski, A., & Poe, J. (2023). What's trending in difference-in-differences? J. of Econometrics.

	• Callaway, B., & Sant'Anna, P. H. C. (2021). Difference-in-differences with multiple time periods. J. of Econometrics, 225(2), 200–230. • Goodman-Bacon, A. (2021). Difference-in-differences with variation in treatment timing. J. of Econometrics. • DID resources: https://asjadnaqvi.github.io/DiD/
Module 4 (Lecture Hours = 4)	Module Name: **Quasi-Experimental Methods 1 — Instrumental Variables**, Topics & Readings (with chapter / page numbers): • Week 13 — Instrumental Variables: relevance, exclusion, monotonicity; LATE interpretation; weak instruments; Bartik / shift-share. [TE, Ch. 19; MHE, Ch. 4; MT, Ch. 7)] **Applied readings:** Angrist, J. D., & Krueger, A. B. (1991). Does compulsory school attendance affect schooling and earnings?. *The quarterly journal of economics*, *106*(4), 979-1014. Duflo, E., & Pande, R. (2007). Dams. *The Quarterly Journal of Economics*, *122*(2), 601-646. Suggested Readings: • Angrist, J. D., Imbens, G. W., & Rubin, D. B. (1996). Identification of causal effects using instrumental variables. JASA, 91(434), 444–455. • Imbens, G. W., & Lemieux, T. (2008). Regression discontinuity designs: A guide to practice. J. of Econometrics, 142, 615–635. • Lee, D. S., & Lemieux, T. (2010). Regression discontinuity designs in economics. JEL, 48(2), 281–355. • Cattaneo, M. D., Idrobo, N., & Titiunik, R. (2020). A Practical Introduction to Regression Discontinuity Designs. CUP Elements. • Abadie, A., Diamond, A., & Hainmueller, J. (2010). Synthetic control methods for comparative case studies. JASA, 105(490), 493–505. • Abadie, A. (2021). Using synthetic controls: Feasibility, data requirements, and methodological aspects. JEL, 59(2), 391–425. • Andrews, I., Stock, J. H., & Sun, L. (2019). Weak instruments in IV regression: Theory and practice. Annual Review of Economics, 11, 727–753. • Duflo, E., Glennerster, R., & Kremer, M. (2007). Using randomization in development economics research: A toolkit. Handbook of Development Economics, 4, 3895–3962.
Module 5 (Lecture Hours = 8)	Module Name: **Quasi-Experimental Methods 2 Regression Discontinuity, Synthetic Control, and Threats to Inference** • Week 14 — Regression Discontinuity: sharp and fuzzy designs; bandwidth and bias-variance trade-off; manipulation tests. [TE, Ch. 20; MHE, Ch. 6; MT, Ch. 6 (Regression Discontinuity)] • Week 15 — Synthetic Control and other methods (bunching, partial identification); threats 'under the rug' (measurement error, missing data, p-hacking, external validity, replication). [TE, Ch. 21–22; MT, Ch. 10 (Synthetic Control)]

	Applied readings: Angrist, J. D., & Lavy, V. (1999). Using Maimonides' rule to estimate the effect of class size on scholastic achievement. *The Quarterly journal of economics*, *114*(2), 533-575. Li, S., Linn, J., & Spiller, E. (2013). Evaluating "Cash-for-Clunkers": Program effects on auto sales and the environment. *Journal of Environmental Economics and management*, *65*(2), 175-193. Asher, S., & Novosad, P. (2020). Rural roads and local economic development. *American economic review*, *110*(3), 797-823.

Assessment (Including Skills to be tested as per NCrF):

1. Midterm Exam (50 Marks)

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Research design, Counterfactuals, identification, DAGs, back-door / front-door identification, treatment-effect, regression with controls, matching, simulation	CO1, CO2, CO3	Critical reading; causal-diagram construction; written argument; ability to distinguish identification from estimation. Diagrammatic reasoning; selection of identification strategy; interpretation of R/Stata output; numerical problem solving.

2. Empirical Project / End-Term Exam (40 Marks)

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Panel methods, DID (including staggered designs), IV, RD, sensitivity / robustness, and threats to inference	CO3, CO4, CO5, CO6	Research-question formulation; data acquisition and cleaning; software implementation (R/Stata); writing for specialist and policy

		audiences; reproducibility; oral communication.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

COURSE DESCRIPTION	
School/Centre proposing the course	School of Liberal Studies
Programme(s)	MA Economics (One-Year and Two-Year Programme)
Course Code	
Course Title	Spatial Econometrics
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PG
Academic Year of Launch	2026-27
Course Revision (if any) (year)	
Academic Council Minutes for Course/Revision	
Semester	
Number of Credits	4

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

The course builds on the MA Economics quantitative sequence, specifically Econometrics and Research Methods. It methodologically overlaps with electives like Time Series, Cross Section and Panel Data Econometrics. Additionally, it adds a spatial dimension to core concepts in Development Economics and the Indian Economy to analyse regional inequality and clustering.

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)

Students are expected to have a working knowledge of intermediate-level econometrics and basic statistics.

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

As per SLS norms.

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

Semester-long course, classroom teaching with practical laboratory sessions for spatial data visualization and model estimation.

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

The course integrates geography and social interaction into economic analysis to move beyond traditional boundaries. It addresses contemporary challenges like regional inequality and urbanization in India. By encouraging students to critique mechanical modeling, it fosters the "critical awareness" central to AUD's liberal arts mission.

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

The course fulfills the programme's objective of providing rigorous training in advanced quantitative techniques. By focusing on "spillover effects" and "policy evaluation," it prepares graduates for professional careers in policy research and development finance.

Course Description:

This course explores the role of geography and spatial interaction in economic processes. It examines how outcomes are influenced by neighboring regions via spillover effects and spatial dependence. Students will master ESDA, spatial weights matrices, and models like Spatial Lag, Error, and Durbin. Combining theory with hands-on analysis in GeoDa and Stata, the course applies these tools to Indian district-level data to study regional inequality, industrial clustering, and urbanization.

Course Objectives:

The course aims to:

1. Introduce students to the importance of spatial interaction and geographic dependence in economic analysis.
2. Develop an understanding of spatial data structures, spatial autocorrelation, and exploratory spatial data analysis techniques.
3. Familiarize students with the theoretical foundations and estimation of major spatial econometric models.
4. Train students in the use of GeoDa and Stata for spatial data visualization, diagnostic testing, and spatial econometric estimation.
5. Enable students to critically evaluate spatial econometric methods and their applicability in empirical economic research.
6. Encourage the application of spatial econometric techniques to contemporary economic and policy issues in India.

Course Outcomes:

At the end of the course students will be able to:

CO1	Explain the importance of spatial interaction, geographic dependence, and spatial

	heterogeneity in economic analysis.
CO2	Construct and interpret spatial weights matrices and measures of spatial autocorrelation such as Moran's I and LISA statistics.
CO3	Conduct exploratory spatial data analysis using GeoDa and Stata for spatial visualization and diagnostic analysis.
CO4	Estimate and interpret spatial econometric models including Spatial Lag, Spatial Error, and Spatial Durbin models.
CO5	Critically evaluate the appropriateness, limitations, and policy relevance of spatial econometric techniques in empirical research.
CO6	Apply spatial econometric methods to analyze Indian regional and district-level economic data and interpret spatial spillover effects.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	1	2	3	1	2	3	1	1	2	1
CO2	2	3	2	2	1	1	2	1	3	3	1	2
CO3	1	3	3	2	1	1	3	1	3	3	1	2
CO4	3	3	3	2	2	1	2	3	3	2	2	3
CO5	3	2	2	3	3	2	3	2	2	2	3	2
CO6	2	3	3	3	3	2	3	2	3	2	3	3
Average	2.3	2.5	2.3	2.3	2.2	1.3	2.5	2	2.5	2.2	2	2.2

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
4	2			

	Modules and Readings
Module 1: Lecture Hours: 8	**Module Name: Why Location Matters in Economics** This module introduces the conceptual foundations of spatial thinking in economics, emphasizing how geography and location shape economic outcomes. It examines how spatial

	dependence and heterogeneity violate classical econometric assumptions, exploring concepts like spatial spillovers, diffusion, and regional clustering. Applications in regional growth, housing, and policy diffusion in India are used to demonstrate the necessity of spatial econometric methods. **Required Readings:** • [AP] Anselin (1988) Spatial Econometrics: Methods and Models —Chapter 1 & 2. • [LP] LeSage and Pace (2009) Introduction to Spatial Econometrics — Chapter 1 & 2. • [AR] Anselin and Rey (2014) Modern Spatial Econometrics in Practice — Introduction chapter. **Suggested Readings:** • Anselin, L. (2010). Thirty years of spatial econometrics. *Papers in Regional Science*, 89(1), 3–25. • Aiyar, S., & Bhatta, S. D. (2020). Regional inequality in India in the 2000s. *Economic & Political Weekly*, 55(4), 45–52
Module 2: Lecture Hours: 12	**Module 2: Spatial Data and Exploratory Spatial Data Analysis (ESDA)** This module explores the structure of spatial data and the construction of spatial weights matrices (contiguity, distance, k-nearest neighbors). It covers global and local spatial autocorrelation—including Moran's I and LISA statistics—and visualization techniques for clusters and hotspots. Practical sessions utilize GeoDa to analyze Indian district-level datasets. **Required Readings:** • [LP] LeSage and Pace (2009) Introduction to Spatial Econometrics — Chapter 3 & 4. • [AR] Anselin and Rey (2014) Modern Spatial Econometrics in Practice — Chapters 1–4. • Anselin, L. (1995). Local Indicators of Spatial Association—LISA. Geographical Analysis, 27(2), 93–115. • Anselin, L. (2010). Spatial Econometrics (in Handbook of Applied Spatial Analysis, Springer) – Sections on weights and Moran's I (pp. 14–35). • GeoDa Workbook — Sections on spatial weights, Moran's I, and LISA cluster maps. **Suggested Readings:** • Ghosh, M. (2010). Spatial patterns of literacy in India. *GeoJournal*, 75(6), 513–527. • Sen, S., Banerjee, A., et al. (2025). Spatial pattern of girl child marriage and its association with poverty among empowered action group (EAG) states in India: an application of exploratory spatial data analysis. *GeoJournal*, 90(1), 1-17.

Module 3: Lecture Hours: 24	**Module 3: Spatial Econometric Models and Estimation** This module covers the specification and estimation of spatial lag, error, Durbin, and SLX models. It addresses the theoretical consequences of ignoring spatial interaction and introduces MLE and IV/GMM estimation methods. Students will focus on diagnostic testing, model selection, and the interpretation of direct, indirect, and total spillover effects using GeoDa and Stata. **Required Readings:** • [AP] Anselin (1988) Spatial Econometrics: Methods and Models — Chapters 3–5. • [LP] LeSage and Pace (2009) Introduction to Spatial Econometrics — Chapters 5–7. • Anselin, L., Bera, A. K., Florax, R., & Yoon, M. J. (1996). Simple diagnostic tests for spatial dependence. Regional Science and Urban Economics, 26(1), 77–104. • Anselin, L. (1988). Lagrange multiplier test diagnostics for spatial dependence and spatial heterogeneity. Geographical Analysis, 20(1), 1–17. • Elhorst, J. P. (2010). Applied Spatial Econometrics: Raising the bar. Spatial Economic Analysis, 5(1), 9–28. **Suggested Readings:** • Kocornik- Mina, A. (2009). Spatial Econometrics of Multiregional Growth: The Case of India. *Papers in Regional Science*, 88(2), 279–300. • StataCorp. (2023). Stata Spatial Autoregressive Models Reference Manual: Release 18. College Station, TX: Stata Press.
Module 4: Lecture Hours: 16	**Module 4: Advanced Spatial Econometrics and Applications** This module introduces spatial panel models (fixed and random effects) and offers critical perspectives on weights specification and the identification of spillovers versus correlation. Students will conclude the course with a guided empirical project using Indian district- or state-level data. This project involves spatial visualization, model estimation, interpretation of spillover effects, and a discussion of policy implications. **Required Readings:** • Elhorst, J.P. (2014). Spatial Econometrics: From Cross-Sectional Data to Spatial Panels. Springer — Chapters 1-3 • Gibbons, S., & Overman, H. G. (2012). Mostly pointless spatial econometrics? *Journal of Regional Science*, 52(2), 172–191 • [LP] LeSage and Pace (2009) Introduction to Spatial Econometrics — Chapter 8 and selected advanced sections.

	Suggested Readings: • [AR] Anselin and Rey (2014) Modern Spatial Econometrics in Practice — Selected applied chapters. • Majumder, A., Ray, R., & Santra, S. (2020). The spatial price map of India drawn using pseudo unit values. *Review of Income and Wealth*, 66(S1), S44–S63. • World Bank. (2018). *India's Spatial Development*. Washington, DC: World Bank.

Assessment:

1. Midterm Exam (30 % weightage)

This assignment is designed to test the student's ability to engage closely and critically with the theoretical content from the initial modules.

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Spatial dependence, spatial weights matrices, Moran's I, LISA statistics, spatial heterogeneity, maximum likelihood estimation of SAR and SEM models, LM diagnostic tests	CO1, CO2, CO3	Conceptual clarity, interpretation of spatial autocorrelation measures, basic calculations (Moran's I), ability to explain why OLS fails with spatial data.

2. Project Report and PPT Presentation (30 % weightage)

This assignment focuses on the empirical application of spatial econometric methods to Indian district/state-level data using GeoDa/Stata. Students submit a written report (20%) and deliver a PPT presentation (10%).

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
ESDA (Moran's I, LISA maps), spatial weights construction, model specification (SAR/SEM/SDM), direct/indirect spillover effects, policy implications, limitations of spatial methods	CO1, CO2, CO3, CO4, CO6	Data handling, software proficiency (GeoDa/Stata), writing empirical results, interpreting spillover effects, visual communication, oral presentation, defending results in Q&A

3. End Term Exam (40% weightage)

The End term exam tests the student's ability to integrate learning across the entire course, with emphasis on

Modules 3 and 4 (SDM, spillover decomposition, critical evaluation, spatial panels).

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Model selection (SAR vs SEM vs SDM), direct/indirect/total effects, interpretation of Stata/GeoDa regression output, spatial panel models (conceptual), critical evaluation of spatial econometrics (weights sensitivity, correlation vs causation), applications to Indian policy contexts	CO1, CO2, CO3, CO4, CO5, CO6	Analytical reasoning, output interpretation, case-based problem solving, critical thinking, policy-relevant writing, distinguishing genuine spillovers from spatial correlation

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

COURSE DESCRIPTION	
School/Centre proposing the course	School of Liberal Studies
Programme(s)	MA Economics (One-Year and Two-Year Programme)
Course Code	
Course Title	Labour Economics
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PG
Academic Year of Launch	2026-27
Course Revision (if any) (year)	NA
Academic Council Minutes for Course/Revision	
Semester	
Number of Credits	4

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

No

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

Students are expected to have prior knowledge of intermediate microeconomics, basic econometrics, and introductory macroeconomics. Familiarity with mathematical optimisation and regression analysis is desirable.

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

As per SLS policy.

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

Semester-long course.

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

The course encourages critical inquiry into specific issues in the labour market, such as labour market equilibrium, wage determination, labour market discrimination, informality, gendered work relations, and automation. Labour Economics provides students with theoretical and empirical tools to understand employment challenges in India and globally, thereby fostering socially responsive and research-oriented learning.

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

The course strengthens MA Economics by developing students' capacity to analyse labour market functioning, wage formation, employment dynamics, and labour institutions. It equips students for advanced research, policy work, and careers in development organisations, government, and academia by linking theory with applied labour market evidence and contemporary debates.

Course Description:

This course provides students with a rigorous theoretical and empirical understanding of labour markets with emphasis on both developed and developing economy contexts. It explores labour supply and demand, wage determination, market power, labour market segmentation, discrimination, unemployment, informality, and contemporary challenges such as platform work, automation, and artificial intelligence. The course also emphasises the interpretation of labour market data and the evaluation of labour market policies.

Course Objectives:

1. Develop a rigorous theoretical understanding of labour market behaviour and equilibrium outcomes.
2. Introduce key models of labour supply, labour demand, wage determination, and labour market adjustment.
3. Examine labour market inequality through human capital theory, segmentation, and discrimination frameworks.
4. Develop the ability to interpret labour market data and evaluate labour market policy interventions.
5. Engage critically with contemporary transformations of work, including informality, platform work, automation, and artificial intelligence.

Course Outcomes: At the end of the course, students will be able to:

CO1	Explain and apply theoretical models of labour supply, labour demand, and wage determination.
CO2	Evaluate labour market equilibrium outcomes under competitive and non-competitive market structures and assess the effects of policy interventions.
CO3	Critically analyse discrimination, segmentation, and inequality in labour markets using theoretical and empirical approaches.
CO4	Examine labour market dynamics in developing economies, with emphasis on informality, structural transformation, and policy challenges.
CO5	Interpret labour market evidence and assess the implications of technological change, automation, and artificial intelligence for employment and inequality.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	2	2	1	2	2	2	2	1	1	1
CO2	3	2	2	2	2	2	2	2	2	2	2	1	1
CO3	3	3	2	2	2	2	2	2	2	3	2	2	2
CO4	2	3	2	2	2	2	2	2	2	2	2	2	1

CO5	2	3	3	2	2	2	2	2	2	2	2	2	2
Average	2.6	2.6	2.2	2.0	2.0	1.8	2.0	2.0	2.0	2.2	1.8	1.6	1.4
1= Weak Correlation				2= Moderate Correlation						3= Strong Correlation			

Course Content:				
L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hours/Week
4	-	-	4	4

	Modules and Readings
Module 1 (Lecture Hours = 14)	Module 1: Foundations of Labour Economics: Labour Supply and Labour Demand This module introduces the analytical foundations of labour economics by developing the neoclassical framework of labour supply and labour demand. It focuses on the individual's labour-leisure choice, substitution and income effects, participation decisions, and intertemporal labour supply. On the demand side, the module examines firm-level employment decisions under profit maximisation and competitive product and labour markets. The module provides the basic conceptual tools required for analysing wage formation and employment outcomes in later modules. Essential Readings • Borjas, George J. (2016). *Labour Economics* (7th ed.). McGraw-Hill. Chapters 1–4. • Ehrenberg, Ronald G., and Robert S. Smith (2017). *Modern Labour Economics* (13th ed.). Routledge. Chapters 1–2. • Cahuc, Pierre, Stéphane Carcillo, and André Zylberberg (2014). *Labor Economics*. MIT Press. Chapters 1–2.
Module 2 (Lecture Hours = 12)	Wage Determination and Labour Market Equilibrium: Competitive and Non-Competitive Markets Building on the supply and demand framework, this module analyses wage determination and labour market equilibrium. It examines wage elasticity, labour-market adjustments, and the welfare implications of policy interventions, such as payroll taxation, mandated benefits, wage subsidies, and employment-linked transfers. The module then extends the competitive model to incorporate imperfect competition, focusing on monopsony power in labour markets, employer concentration, and the implications of non-competitive wage setting. **The module enables students to critically evaluate labour market policy debates using formal economic reasoning.** Essential Readings

	• Borjas, George J. (2016). *Labour Economics* (7th ed.). McGraw-Hill. Chapter 5. • Cahuc, Pierre, Stéphane Carcillo, and André Zylberberg (2014). *Labor Economics*. MIT Press. Chapter 9. Suggested Readings: Dennis C. Canterbury (2001). Labour and Non-Wage Benefits: An Alternative to Neoliberalism, Labour, Capital and Society, 34 (1): 26-49. Baldwin, R. (2021). *Monopsony in Labour Markets: Theory and Evidence.* Journal of Labour Economics, 39(4), 1–42. Azar, J., Marinescu, I., & Steinbaum, M. (2023). *Labour market concentration and worker outcomes: Evidence from US data.* Journal of Labour Economics, 41(3), 845–886.
Module 3 (Lecture Hours = 12)	Labour Market Discrimination and Segmentation This module examines persistent wage and employment differentials across social groups that cannot be explained solely by differences in productivity or human capital endowments. It develops economic theories of discrimination, including taste-based employer discrimination and statistical discrimination. The module also introduces labour market segmentation and occupational crowding as mechanisms generating unequal outcomes. Emphasis is placed on empirical measurement strategies, decomposition methods, and interpretation of discrimination in real-world labour markets, particularly in relation to gender, caste, and race status. Essential Readings: • Becker, G. S. (1957). *The Economics of Discrimination*. University of Chicago Press. • Arrow, K. J. (1973). The Theory of Discrimination. In O. Ashenfelter & A. Rees (Eds.), Discrimination in Labor Markets (pp. 3–33). Princeton, NJ: Princeton University • Borjas, George J. (2016). *Labour Economics* (7th ed.). McGraw-Hill. Chapter 10. • Ehrenberg, Ronald G., and Robert S. Smith (2017). *Modern Labour Economics* (13th ed.). Routledge. Chapter 6. • Cahuc, Pierre, Stéphane Carcillo, and André Zylberberg (2014). *Labor Economics*. MIT Press. Chapter 8. • Deshpande, A., Goel, D., Khanna, S. (2018). Bad Karma or Discrimination? Male-Female Wage gap among salaried Workers in India, *World Development*, 102: 331-344. Suggested Readings: • Card, D., & Krueger, A. B. (1995). *Myth and Measurement: The New Economics of the Minimum Wage.* American Economic Review, 85(2), 435–441. • Blau, F. D., & Kahn, L. M. (2017). *The Gender Wage Gap: Extent, Trends, and Explanations.* Journal of Economic Literature, 55(3), 789–865.

	• Hirsch, B. T., Jahn, E. J., & Schnabel, C. (2010). *Differences in labour supply to monopsonistic firms and the gender pay gap.* Journal of Labour Economics, 28(2), 291–330. • Becker, G. S. (1971). The Economics of Discrimination (2nd ed.). Chicago: University of Chicago Press. • Arrow, K. J. (1998). What Has Economics to Say about Racial Discrimination? *Journal of Economic Perspectives*, 12(2), 91–100. • Oaxaca, R. (1973). Male-Female Wage Differentials in Urban Labour Markets. *International Economic Review*, 14(3), 693–709. • Blinder, A. S. (1973). Wage Discrimination: Reduced Form and Structural Estimates. *Journal of Human Resources*, 8(4), 436–455.
Module 4 (Lecture Hours = 14)	Informality and Labour Market Segmentation in Developing Economies This module examines the nature, determinants, and persistence of informal employment, with particular emphasis on labour markets in developing economies such as India. It introduces conceptual and measurement issues related to informality, including the distinction between the informal sector and informal employment, and explores theoretical explanations for labour market dualism and segmentation. The module analyses how informality is linked to structural transformation, productivity differentials, rural–urban migration, and the absence of social security. The module concludes with policy debates on formalisation strategies, social protection, and the future of decent work. Essential Readings • Jan Berman (2021). Classes of labour in India: A Review Essay, *Global Labour Journal*, 12 (2): 139-149. • Akerlof, G. A., & Kranton, R. E. (2000). Economics and Identity, *Quarterly Journal of Economics*, 115 (3): 715-53. • Chen, Martha Alter (2012). The Informal Economy: Definitions, Theories and Policies. *WIEGO Working Paper No. 1*. • Fields, Gary S. (2011). *Working Hard, Working Poor: A Global Journey*. Oxford University Press. (Selected Chapters) Suggested Readings • Afridi, F., Dinkelman, T., and Mahajan, K. (2018). Why are Fewer Married Women Joining the Rural Workforce in India: A decomposition Analysis over two Decades, *Journal of Population Economics*, 31 (3): 783-818 • La Porta, Rafael, and Andrei Shleifer (2014). Informality and Development. *Journal of Economic Perspectives*, 28(3), 109–126. • Darity, W. A. (2005). Stratification Economics: The Role of Intergroup Inequality, *Journal of Economic and Finance*, 29 (2): 144-153. • Hart, Keith (1973). Informal Income Opportunities and Urban Employment in Ghana. *The Journal of Modern African Studies*, 11(1), 61–89.

	• Kanbur, Ravi (2009). Conceptualising Informality: Regulation and Enforcement. *Indian Journal of Labour Economics*, 52(1), 33–42. • Ghani, Ejaz, William R. Kerr, and Stephen D. O'Connell (2014). "Spatial Determinants of Entrepreneurship in India." *Regional Studies*, 48(6), 1071–1089.
Module 5 (Lecture Hours = 12)	**Labour Markets and Exposure to Artificial Intelligence and Automation** This module analyses the impact of Artificial Intelligence (AI), automation, and digital technologies on labour markets. It examines how AI-driven technological change affects labour demand, occupational structure, skill requirements, and wage inequality. The module introduces measures of occupational AI exposure and task-based frameworks that distinguish between routine and non-routine work. It highlights cross-country variation in AI exposure arising from differences in industrial composition, education levels, and labour market institutions. Special attention is given to distributional outcomes, including gendered impacts, employment polarisation, and the risk of displacement in low- and middle-income economies. The module also engages with contemporary policy debates on reskilling, digital labour platforms, regulation of algorithmic management, and the future of work. Essential Readings • Acemoglu, Daron, and Pascual Restrepo (2018). "Artificial Intelligence, Automation and Work." In *The Economics of Artificial Intelligence: An Agenda*. University of Chicago Press, pp. 197–236. • Autor, David H. (2015). "Why Are There Still So Many Jobs? The History and Future of Workplace Automation." *Journal of Economic Perspectives*, 29(3), 3–30. • Felten, Edward W., Manav Raj, and Robert Seamans (2019). "The Occupational Impact of Artificial Intelligence: Labour Market Evidence from the United States." *AEA Papers and Proceedings*, 109, 1–5. • Pizzinelli, C., A. Panton, M. M. Tavares, M. Cazzaniga, and L. Li (2023) "Labour Market Exposure to AI: Cross-country Differences and Distributional Implications." IMF Working Paper 23/216 Suggested Readings • Frey, Carl Benedikt, and Michael A. Osborne (2017). "The Future of Employment: How Susceptible Are Jobs to Computerisation?" *Technological Forecasting and Social Change*, 114, 254–280. • Arntz, Melanie, Terry Gregory, and Ulrich Zierahn (2016). "The Risk of Automation for Jobs in OECD Countries: A Comparative Analysis." *OECD Social, Employment and Migration Working Papers No. 189*. • ILO (2023). *Generative AI and Jobs: A Global Analysis of Potential Effects on Job Quantity and Quality*. International Labour Organization. • Pizzinelli, C., A. Panton, M. M. Tavares, M. Cazzaniga, and L. Li (2023) "Labour Market Exposure to AI: Cross-country Differences and

	Distributional Implications." IMF Working Paper 23/216.

Assessment (Including Skills to be tested as per NCrF):

1. Midterm Exam (50 Marks)

This assessment evaluates the student's understanding of foundational labour market theory and their ability to understand issues related to the demand and supply of the labour market and to labour market equilibrium.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
• Labour supply and labour demand models • Wage determination and equilibrium • Policy interventions and welfare effects • Non-competitive labour markets and monopsony	CO1, CO2	• Analytical writing and model-based reasoning • Interpretation of labour market policies using theory • Use of graphs and comparative statics • Critical evaluation of empirical claims.

End Term Exam (50 Marks)

The end-term examination evaluates the student's ability to integrate theoretical and empirical perspectives to analyse inequality, informality, and technological change in labour markets.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
• Discrimination and labour market segmentation • Informality and labour markets in developing economies • Technological change, automation and AI exposure • Policy debates on employment and social protection.	CO3, CO4, CO5	• Synthesis of concepts across modules • Policy evaluation and critical argumentation • Interpretation of data and evidence • Structured academic writing and research-oriented reasoning.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

COURSE DESCRIPTION	
School/Centre proposing the course	School of Liberal Studies
Programme(s)	MA Economics (One-Year and Two-Year Programme)
Course Code	
Course Title	Internship
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PG
Academic Year of Launch	2026-27
Course Revision (if any) (year)	
Academic Council Minutes for Course/Revision	
Semester	
Number of Credits	6

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

   Yes, similar courses are offered at UG/PG level in other schools.
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):
   NA
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):

   For MA Economics of one-year duration, the internship must be completed within the one-year programme period. For MA Economics of two-year duration, the internship must be completed within the two-year programme period. The internship can be undertaken only during semester breaks (summer/winter).

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

The internship aligns with AUD's vision of equality, social justice, excellence, and collegiality by grounding postgraduate learning in real-world ethical practice.

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

   The internship bridges MA Economics training with real-world policy and research, aligning with AUD's vision of socially engaged, rigorous, and ethical scholarship. It enables students to apply econometric and theoretical tools to development challenges, fostering analytical rigour, citizenship responsibility, and career readiness.

Course Description:

This internship provides MA Economics students with firsthand experience of economic research, policy analysis, or data-driven decision-making within a professional organisation. It aims to inculcate skills relevant to economist roles – such as econometric modelling, data interpretation, policy evaluation, and report writing – while building advanced research capabilities. The curriculum mandates a minimum of 180 hours of engagement.

Students may intern with a diverse range of organisations, including public and private enterprises, startups, government agencies, NGOs, research and incubation centres, cooperatives, or experts in relevant fields, as well as central and state ministries, regulatory bodies (e.g., RBI), international organisations (e.g., World Bank, IMF, ADB), think tanks, impact evaluation firms (e.g., J-PAL, IPA), financial institutions, and corporate strategy divisions.

Beyond employability and research acumen, the internship stresses professional ethics, data integrity, reproducibility of analysis, and intellectual honesty – enabling students to perform economic tasks as demanded by academia, public policy, and the private sector, while ensuring mutual benefit for both the intern and the host organisation.

Course Objectives:

1. To provide understanding of real-world economic policy, research, and business environments, including institutional constraints and professional demands.
2. To understand how organisations are structured for sustainable development,

strengthening entrepreneurial and policy-advisory capabilities.

3. To broaden learning through physical/digital/hybrid work modes in economic research, policy, or analytics settings with expert mentorship.
4. To sharpen research acumen using econometric tools, data analytics (Stata/R/Python), methodologies (causal inference, RCTs), ethics, and policy writing.
5. To provide exposure to emerging technologies (big data, ML, automation) and their application in economic forecasting, evaluation, and traditional sectors.
6. To foster problem-solving, decision-making, and teamwork in collaborative research cultures.
7. To cultivate social and economic justice awareness, ethical practice, and civic responsibility.

Course Outcomes:

At the end of the course students will be able to:

CO1	Analyse real-world economic policy, research, or business environments, including their challenges and opportunities.
CO2	Align professional conduct with organisational demands, culture, and ethical standards.
CO3	Apply econometric tools and research methodologies to solve complex economic problems.
CO4	Demonstrate entrepreneurial and problem-solving capabilities for sustainable progress.
CO5	Collaborate effectively in team-based research or policy settings.
CO6	Cultivate citizenship responsibility and social justice through ethical economic practice.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO 3	PSO 4	PSO 5
CO1	3	2	3	2	3	1	2	3	2	1	3	2
CO2	1	1	2	3	2	3	3	1	1	1	2	2

CO3	3	3	3	2	2	2	2	3	3	3	2	3
CO4	2	2	3	2	2	2	3	2	2	1	3	2
CO5	1	1	2	3	2	2	3	1	1	1	2	2
CO6	2	1	1	2	3	3	2	2	1	1	3	1
Average	2.0	1.7	2.3	2.3	2.3	2.2	2.5	2.0	1.7	1.3	2.5	2.0
1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation												

Guidelines for Internship Fulfilment

Step	Stage	Action Required by Student
1	Receiving an Internship Offer	Upload the internship offer letter on Google Classroom for coordinator approval.
2	Post Approval	Submit a Letter of Undertaking signed by a parent or guardian. *If availing an internal internship provided by the university:* also submit a Letter of Understanding signed by the internship supervisor.
3	Starting Internship	Within the first week of joining, submit supervisor details using the prescribed Google Form.
4	Progress Report	Submit periodic work logs every fortnight (or after every 80 hours of work) using the designated Google Form.
5	Ending Internship	Submit three documents: • Internship Report (prescribed format on Google Classroom) • Internship Certificate from host organisation (prescribed format) • Supervisor Feedback Report (prescribed format – to be filled by the internship supervisor)

Assessment (Including Skills to be tested as per NCrF):

Assessment will be continuous and will consist of reading, listening, speaking, and writing

activities. The internship will be evaluated by the Internship Supervisor at the host organisation and the Internship Coordinator(s). The coordinator(s) will interact with the Supervisor regularly to track student progress. Upon completion, the student will submit a detailed report and make a presentation, followed by a Viva Voce under the guidance of the coordinator(s).

Component	**Weightage**
Feedback from the Internship Supervisor at the Host Organisation	50%
Final evaluation (report + viva/presentation) by the Internship Coordinator(s)/Programme faculty. If the required expertise is not available within the programme faculty, a faculty member from any other school of the university may be invited. The final evaluation may allocate components between the report and the viva/presentation as deemed appropriate.	50%

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

COURSE DESCRIPTION	
School/Centre proposing the course	School of Liberal Studies
Programme(s)	MA Economics (One-year) Research Track
Course Code	(To be assigned)
Course Title	Guided Study in Economics
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PG
Academic Year of Launch	2026-27
Course Revision (if any) (year)	
Academic Council Minutes for Course/Revision	
Semester	1
Number of Credits	4

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

The course builds upon the core and elective offerings in the M.A. Economics programme by enabling students to undertake an in-depth exploration of a specialized area of economics under faculty supervision. It complements existing courses by providing opportunities for focused engagement with advanced literature, contemporary debates, research methods, and emerging areas of inquiry that may not be covered extensively within regular coursework.

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

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

As per norms.

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

As per norms.

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

AUD emphasizes critical inquiry, interdisciplinary engagement, social relevance, and research-based learning. The Guided Study course advances these objectives by enabling students to engage deeply with a selected field of economics through independent inquiry and close faculty mentorship. The course promotes intellectual autonomy, analytical rigor, and research competence while encouraging engagement with contemporary economic and policy challenges.

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

The course strengthens the research orientation of the M.A. Economics programme by providing students with an opportunity to explore specialized areas beyond the scope of regular coursework. It serves as a bridge between taught courses and advanced research by developing skills in literature review, critical analysis, research design, academic writing, and scholarly communication.

Course Description:

This course provides students with an opportunity to undertake a structured and mentor-guided exploration of a specialized area within economics. The course is designed to introduce students to contemporary research themes, theoretical debates, methodological approaches, and policy issues relevant to a selected field of inquiry. Under the supervision of a faculty mentor, students will develop foundational knowledge, engage with scholarly literature, identify key research questions, and critically examine emerging challenges and opportunities within the chosen area. The specific thematic focus of the course will be determined in consultation with the assigned mentor and may reflect the mentor's research expertise and ongoing scholarly interests.

Course Objectives:

1. Develop foundational understanding of a selected area within economics, including its key concepts, theories, and contemporary debates.
2. Foster critical engagement with scholarly literature and enable students to evaluate theoretical, empirical, and policy-oriented research in the chosen field.
3. Introduce methodological approaches and research practices commonly employed in the area of study and their applications to economic inquiry.
4. Enable students to identify and analyze emerging issues, challenges, and research gaps relevant to the selected field of economics.
5. Strengthen research, academic writing, and presentation skills through the preparation and communication of a structured literature review, research proposal, or related scholarly output.

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. Mention 4-6 course outcomes.

At the end of the course students will be able to:

CO1	Demonstrate familiarity with key concepts, theories, and literature in a specialized area of economics.
CO2	Critically review, synthesize, and evaluate scholarly research relevant to the chosen field.
CO3	Explain contemporary developments, debates, and policy issues within the area of study.
CO4	Assess theoretical and empirical contributions using appropriate analytical and methodological frameworks.
CO5	Prepare a structured literature review as well as present and defend academic arguments effectively in written and oral formats

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	2	2	2	3	2	2	3	2	2	2	2	2	2
CO2	3	2	3	3	3	3	2	3	2	2	3	2	2	2
CO3	2	2	2	2	3	2	2	2	2	2	3	2	2	2
CO4	2	3	2	3	2	2	2	2	3	3	3	2	2	2
CO5	2	3	3	3	3	3	3	2	3	3	3	3	3	3
Average	2.4	2.4	2.4	2.6	2.8	2.4	2.2	2.4	2.4	2.4	2.8	2.2	2.2	2.2

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/ Week)	Total Hour/Week
0	0	8	0	8 (120 hours)

	Modules and Readings
Module 1 (20 Hours)	Module Name: Orientation and Scoping the Field This module introduces students to the selected area of economics and familiarizes them with its intellectual foundations, key concepts, major themes, and research traditions. Students will explore the historical evolution and contemporary scope of the field, identify

	leading scholars and institutions, and develop an individualized study plan in consultation with the faculty mentor. Essential Readings: Readings will be selected by the faculty mentor according to the chosen area of study Suggested / Supplementary Readings:
Module 2 (36 Hours)	Module Name: Core Literature and Theoretical Perspectives This module engages students with the foundational and contemporary literature relevant to the chosen area of study. Through guided readings and discussions, students will examine influential theoretical frameworks, landmark contributions, competing schools of thought, and ongoing scholarly debates that shape research in the field. Essential Readings: Readings will be selected by the faculty mentor according to the chosen area of study Suggested / Supplementary Readings:
Module 3 (32 Hours)	Module Name: Methods, Evidence and Research Approaches This module introduces the methodological approaches commonly employed in the selected area of economics. Students will examine quantitative, qualitative, and mixed-method research designs, assess different sources of evidence and data, and critically evaluate the strengths and limitations of alternative methodological frameworks through selected empirical studies. Essential Readings: Readings will be selected by the faculty mentor according to the chosen area of study Suggested / Supplementary Readings:
Module 4 (24 Hours)	Module Name: Contemporary Issues, Challenges and Emerging Directions This module focuses on current debates, policy concerns, and emerging research frontiers within the chosen field. Students will critically analyze contemporary challenges and identify knowledge gaps, new research opportunities, and evolving trends that are shaping academic and policy discussions in the area. Essential Readings: Readings will be selected by the faculty mentor according to the chosen area of study Suggested / Supplementary Readings:
Module 5 (8 Hours)	Module Name: Research Synthesis and Presentation The concluding module enables students to integrate and synthesize their learning through the preparation of a literature review, research concept note, or equivalent scholarly output. Emphasis is placed on academic writing, research communication, and presentation skills, culminating in a seminar presentation and mentor-guided feedback.

	Essential Readings: Readings will be selected by the faculty mentor according to the chosen area of study **Suggested / Supplementary Readings:**

Assessment (Including Skills to be tested as per NCrF):

1. Mentor' Evaluation of Participation (20 Marks)

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Academic engagement	CO2, CO3, CO5	• Oral communication • Analytical reasoning • Scholarly engagement

2. Literature Review / Research Concept Note (40 Marks)

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Critical Thinking	CO2, CO4, CO5	Research design Critical evaluation of literature Academic writing

3. Report Submission (40 Marks)

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Academic Style of writing and formulation of propositions/hypothesis	CO1–CO5	• Independent learning • Engagement with mentoring process • Research progression

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

COURSE DESCRIPTION	
School/Centre proposing the course	School of Liberal Studies
Programme(s)	MA Economics (One-Year Programme)
Course Code	
Course Title	MA Dissertation in Economics
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PG
Academic Year of Launch	2026
Course Revision (if any) (year)	
Academic Council Minutes for Course/Revision	
Semester	2
Number of Credits	20

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
   By building on the conceptual foundations of the MA Economics curriculum, this course supports students in developing the competencies needed for pursuing advanced economics studies.
2. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify)
   As per the norms of the school.
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
   As per the norms of the school.
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
   As per course scheduling norms for MA economics program. Semester long course.
5. 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.
6. 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 MA Economics 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.

Course Description: 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.

Course 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.

Course Outcomes: At the end of the course students will be able to:	
CO1	Identify a clear and feasible research problem within an economic domain.
CO2	Conduct a systematic review of relevant theoretical and empirical literature.
CO3	Develop an appropriate research design - theoretical, empirical, qualitative, or mixed-methods.
CO4	Construct and analyse economic models or carry out investigations, as required by their topic.
CO5	Apply suitable analytical tools, reasoning, and methodological approaches to address their research question.
CO6	Present research findings coherently through structured academic writing and oral presentations.
CO7	Produce a well-argued, original dissertation demonstrating independent research competence and scholarly rigour

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:													
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6

CO1	2	1	3	2	3	2	2	2	1	1	2	3	2
CO2	3	1	3	2	3	2	2	3	1	1	2	3	2
CO3	2	2	3	2	2	2	2	2	2	2	1	3	2
CO4	3	3	3	2	2	2	2	3	3	3	2	3	3
CO5	2	3	3	2	2	2	2	2	3	3	2	3	3
CO6	2	1	2	3	2	2	2	2	1	1	1	2	2
CO7	3	3	3	3	3	3	3	3	3	2	2	3	3
Average	**2.43**	**2.00**	**2.86**	**2.29**	**2.43**	**2.14**	**2.14**	**2.43**	**2.00**	**1.86**	**1.71**	**2.86**	**2.43**
1= Weak Correlation				2= Moderate Correlation					3= Strong Correlation				

Course Content:				
L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week

	Modules
Forms of Dissertation	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 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 (3rd week of 2nd semester), 2. Progress presentation (10th week of 2nd semester) 3. Final submission and presentation (at the end of the semester)

Assessment (Including Skills to be tested as per NCrF):
Proposal: (10%)
This assignment focuses on the…

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Economic issues, theories, and research gaps, Relevant theoretical and empirical literature, Research methodologies and design principles	CO1, CO2, CO3	Problem identification and research question formulation, Literature search, review, and synthesis, Research design and methodological selection

Interim progress report (20%)

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Economic issues, theories, and research gaps, Relevant theoretical and empirical literature, Research methodologies and design principles, Economic models and analytical frameworks, Econometric, statistical, and computational methods, Academic writing and communication conventions	CO1, CO2, CO3, CO4, CO5, CO6	Problem identification and research question formulation, Literature search, review, and synthesis, Research design and methodological selection, Model construction, investigation, and analysis, Data analysis and application of analytical tools, Research writing and oral presentation

Final dissertation (70%)

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Economic issues, theories, and research gaps, Relevant theoretical and empirical literature, Research methodologies and design principles, Economic models and analytical frameworks, Econometric, statistical, and computational methods, Academic writing and communication conventions, Integrated economic research and scholarly standards.	CO1, CO2, CO3, CO4, CO5, CO6, CO7	Problem identification and research question formulation, Literature search, review, and synthesis, Research design and methodological selection, Model construction, investigation, and analysis, Data analysis and application of analytical tools, Research writing and oral presentation, independent research and dissertation preparation.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

COURSE DESCRIPTION	
School/Centre proposing the course	School of Liberal Studies
Programme(s)	MA Economics (Two-Year Programme)
Course Code	
Course Title	Computing and AI for Economics
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PG
Academic Year of Launch	
Course Revision (if any) (year)	
Academic Council Minutes for Course/Revision	
Semester	2
Number of Credits	4

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

   This course supplements the core MA Economics econometrics courses in developing the computational skills of students. However, the course is designed not to have an overlap with those courses.
2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)

   As per the AUD rules

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

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
   Semester-long course, classroom teaching and computer lab workshops

5. How does the course link with the vision of AUD?
   AUD envisions a graduate who will be effectively able to contribute to society through their skills. One of the core skills in today's world is computing, which this course seeks to train students in.

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

   This course introduces students to empirical research techniques used in economic research. It will not only enable students to undertake small research projects themselves but also understand relevant empirical research covered in other economics courses.

Course Description: *This course introduces students to programming with a focus on data analysis, machine learning and artificial intelligence. It shall cover the basic concepts of programming and their implementation in the Python programming language as well as some of the major scientific computing libraries in Python and basic machine learning models. It shall be a hand-on course focused on skill development. Economics problems will be used as illustrations throughout.*

Course Objectives:

1. Familiarise students with basic data types and control structure used in programming.
2. Familiarise students with common libraries used for multidimensional arrays, numerical linear algebra, basic numeric algorithms and plotting.
3. Familiarise students with the disciplined use of AI coding assistants — including prompt design, verification of output, and recognition of model limitations — in scientific computing for economics.
4. Enable students to use established libraries to implement basic machine learning workflows.

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. *Mention 4-6 course outcomes.*

At the end of the course students will be able to:

CO1	Demonstrate basic programming concepts including data types, control structures, and functions in Python.
CO2	Write and debug Python programs for solving quantitative economic problems.
CO3	Use Python libraries (NumPy, Pandas, Matplotlib) for data manipulation, analysis, and visualization.
CO4	Apply basic machine learning techniques for regression and classification problems.
CO5	Analyze and interpret economic data using computational tools and communicate results effectively.
CO6	Use AI coding assistants effectively and responsibly for economic computing — including writing precise prompts, critically evaluating generated code, verifying numerical results, and documenting AI-assisted work.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	1	2	1	1	2	2	1	1	1	2	2	1	2

CO2	2	3	1	2	3	2	1	2	1	3	3	1	2
CO3	2	3	1	3	3	2	1	2	2	3	3	2	2
CO4	3	3	1	2	3	2	2	3	2	3	3	2	2
CO5	2	3	3	3	3	2	2	2	2	3	3	3	3
CO6	2	3	3	2	3	3	2	2	1	2	3	2	3
Average	2.0	2.8	1.7	2.2	2.8	2.2	1.5	2.0	1.5	2.7	2.8	1.8	2.3

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week

	Modules and Readings
Module 1 (Lecture Hours = 12)	Module Name: Getting started–simple data types and variables, lists and list comprehensions, if statement Readings with page numbers: [PCC] Matthes, E. (2022). *Python Crash Course*, 3rd ed., No Starch Press https://nostarch.com/python-crash-course-3rd-edition Ch 1-5
Module 2 (Lecture Hours = 12)	Module Name: Dictionaries, Loops, Functions, File & exceptions Readings with page numbers: [PCC] Ch 6-8 & 10 [QE PP] QuantEcon Project, *Python Programming for Economic and Fiance,* *Python Programming for Economics and Finance — Python Programming for Economics and Finance (quantecon.org)* (Ch- 3 & 4)
Module 3 (Lecture Hours = 16)	Module Name: NumPy, Pandas and Matplotlib Readings with page numbers: [PDA] McKinney, W. (2022), *Python for Data Analysis,* 3rd ed. O'Reilly https://wesmckinney.com/book/ (Ch4, 5, 8 and 9) [QE PP] : Ch- 11 , 14 & 12.

Module 4 (Lecture Hours =6)	Module Name: AI-assisted scientific computing for economics — prompt design, verification, and academic integrity Readings with page numbers: Anthropic, Claude documentation: prompt engineering for code generation (current edition, public web). Selected sections. [QE Intro] companion notes on numerical verification, Chapters 16–20
Module 5 (Lecture Hours = 8)	Module Name: Introduction to supervised machine learning - Machine Learning Models for Regression – Subset Selection, and Lasso Readings with page numbers: [ISL] James, G. et al (2013) *An Introduction to Statistical Learning: with Applications in Python,* Springer, Ch 2, 3, 6
Module 6 (Lecture Hours = 8)	Module Name**:** Machine Learning Models for Classification: Logistic Regression and Tree-Based methods. Readings with page numbers: [ISL] Ch. 4, 8

Assessment (Including Skills to be tested as per NCrF):

1. Midterm Exam (50 Marks)

This assignment focuses on the…

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Python basic (data types, loops, conditions), Functions, File handling, Data structure, Basic programming logic	CO1: Programming concepts CO2: Writing simple programs	Coding and debugging, Logical problem-solving, Writing structured programs.

End Term Exam (50 Marks)

The End term exam tests the student's ability to integrate learning across the entire course in AI assisted workflow.

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
NumPy, Pandas, Matplotlib, Data analysis, Visualization, Basic Machine Learning	CO3: Uses of libraries CO4: Machine Learning CO5: Data analysis and communication CO6: Integrate leaning across the entire course in AI assisted workflow	Data handling and analysis, Visualization and interpretation Application of machine learning models to economic data Prompt design, verification of numerical results; critical evaluation of AI-generated code

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

Approval of the following MOOC courses at the SWAYAM platform to be offered in the MA Economics Programme (One-Year and Two-Year)

1. **Artificial Intelligence for Economics** by Prof. Adway Mitra, Prof. Dripto Bakshi, Prof. Palash Dey https://onlinecourses.nptel.ac.in/e-learning/preview/noc26_cs118
2. **Economics of Banking and Finance Markets** by Prof. Sukumar Vellakkal https://onlinecourses.nptel.ac.in/e-learning/preview/noc26_ec20
3. **Economics of Health and Health Care** by Prof. Angan Sengupta https://onlinecourses.nptel.ac.in/e-learning/preview/noc26_mg151
4. E**conomics Of Innovation** by Prof. Ruchi Sharma https://onlinecourses.nptel.ac.in/e-learning/preview/noc26_ec17
5. **Advanced R Programming for Data Analytics in Business** by Prof. Abhinava Tripathi https://onlinecourses.nptel.ac.in/e-learning/preview/noc26_mg122
6. **Introductory Course in Real Analysis** by Prof. P. D Srivastava https://onlinecourses.nptel.ac.in/e-learning/preview/noc26_ma131
7. **Real Analysis II** by Prof. Jaikrishnan J https://onlinecourses.nptel.ac.in/e-learning/preview/noc26_ma127
8. **Principles of Behavioral Economics** by Prof. Sujata Kar https://onlinecourses.nptel.ac.in/e-learning/preview/noc26_mg119
9. **Economics of Health and Education** by Prof. Rajshree Bedamatta https://onlinecourses.nptel.ac.in/e-learning/preview/noc26_hs219

MOOC Course 1.

Artificial Intelligence for Economics

By Prof. Adway Mitra, Prof. Dripto Bakshi, Prof. Palash Dey

https://onlinecourses.nptel.ac.in/e-learning/preview/noc26_cs118

ABOUT THE COURSE:

AI/ML are increasingly being used in various disciplines of science, technology and humanities. They have a wide scope of application in Economics, a subject which has profound influence on the workings of modern society. This course aims to inform students of the key ideas of AI/ML and how they can be applied in the domain of Economics & Finance. The course will include various use-cases based on modern research papers, while also equipping them with the necessary theoretical tools for the same. These will include relevant algorithms in Artificial Intelligence including optimization and search, Machine Learning including predictive algorithms for different types of data, Game Theory and Mechanism Design.

Week 1: Motivating Applications of AI/ML in Economics & Politics. Basic ideas of AI/ML, formulating / deciphering real life problems using these techniques. - DB

Week 2: Optimization and Search techniques (unconstrained and constrained optimization, concept of pareto-optimality, heuristic search, game tree) - AM

Week 3: Basic Predictive Algorithms (Linear Regression, Decision Trees, Random Forests, Bayesian classifier), Neural Networks, Time Series Prediction - AM

Week 4: Causality and Attribution (Shapley value analysis of predictive models, Granger Causality, Causal Graphical Models and do-Calculus, Randomized Control Trials) - AM Put-call, Hedging - DB

Week 5: Introduction to Game Theory (Cooperative and noncooperative Game Theory, dilemma problems), Bayesian Games, Mechanism Design with Economics applications - DB

Week 6: Auction Theory (Vickrey, Myerson Auctions), Case studies of auctions, advertising strategies on the internet - PD

Week 7: Case Studies: i) Learning Theory for Economics ii) Customer Behavior Analysis for Recommender Systems - PD(i) DB(ii)

Week 8: Case studies: i) Reinforcement Learning in Finance, ii) Multi-agent simulation of economic systems, Econo-physics - AM

Readings

Mullainathan, Sendhil, and Jann Spiess. 2017. "Machine Learning: An Applied Econometric Approach." *Journal of Economic Perspectives*, 31 (2): 87-106.

Athey, Susan, and Guido W. Imbens. "Machine learning methods that economists should know about." *Annual Review of Economics* 11 (2019): 685-725.

Goulet Coulombe, Philippe, et al. "How is machine learning useful for macroeconomic forecasting?." *Journal of Applied Econometrics* 37.5 (2022): 920-964.

MOOC Course 2.

Economics of Banking and Finance Markets

By Prof. Sukumar Vellakkal

https://onlinecourses.nptel.ac.in/e-learning/preview/noc26_ec20

ABOUT THE COURSE:

The course aims at providing adequate exposure to the basic concepts and policy issues related to the working of the financial markets nationally and globally. The course will cover basic economic theories related to banking and finance markets, and then will apply those to understand the working of both national and global monetary and other related economic variables. The course will follow a macroeconomic perspective and will discuss recent finance market developments and controversies. The course aim to develop the learning skills of the students in a way that they can apply their knowledge not only at the academic level but also at the managerial and leadership level in the field of financial sector.

Course Outline

Week 1: An overview of the financial system; debt (bond) markets

Week 2: Debt (bond) markets; interest rate determination

Week 3: Equity markets; basics of banking

Week 4: Banking sector

Week 5: Asymmetric information and the rationale for regulations of finance markets

Week 6: Asymmetric information; Conflicts of interest and rationale for regulations

Week 7: Rationale for regulations; financial crisis

Week 8: Financial crisis; central banking

Week 9: Central banking

Week 10: Central banking and monetary policy tools

Week 11: Effectiveness of policy

Week 12: Monetary policy tactics and strategies

Readings

A: Text Books

1. Mishkin, Frederic S., The Economics of Money, Banking and Financial Markets (AddisonWesley) Ninth Edition, 2010

2. Baye, Michael R., & D.W. Jansen, Money, Banking & Financial Markets, An Economics Approach (A.I.T.B.S.), Indian Edition, 1999.

3. Froyen, Richard T. Macroeconomics: Theory and Policies.2009

B: Other Materials

1. Websites of Regulatory and Promotional institutions: RBI (www.rbi.org); IMF data (www.imf.org/en/Data); FRED (http://research.stlouisfed.org/fred2); RBI: Handbook of Statistics On Indian Economy

2. Economic Dailies: Economic times, Business standard, Financial express, Hindu business line, The Wall Street Journal (www.wsj.com), Financial Times (www.ft.com), Bloomberg (www.bloomberg.com), and The Economist (www.economist.com)

MOOC Course 3.

Economics of Health and Health Care

By Prof. Angan Sengupta

https://onlinecourses.nptel.ac.in/e-learning/preview/noc26_mg151

ABOUT THE COURSE:

When I was doing my doctoral research in the area of Health Eonomics several people asked me that What does this Economics in Healthcare mean?" Health economics or Economics of Healthcare is a discipline of economics which is concerned with the association between health status and the related resources assessing the value, behavior, efficiency and effectiveness of various stakeholders in the production and consumption of healthcare. Pertaining to several factors Health Economics has not been studied well in India or in many other developing countries, unike the developed economies.

Learning Objectives:

1. To provide the students a broad understanding about the fundamental economic concepts in the area of health, health care and health policy.
2. To equip students with economic theories and logics in order to analyze the behavior of different economics agents at the individual, household, community and institutional (government and non-governmental) levels within the healthcare market frameworks.
3. To help them to build rationale and strategies based on the economic valuation of healthcare system and the measurement of efficiency level.
4. To learn about the shortcomings of a lowly developed economy to attain best health status and the health and development nexus.
5. To understand the healthcare financing mechanism and its evolution.

Course Content

Week 1: Introduction, Consumer Behaviour, Demand and Supply

Week 2: Elasticity of demand and supply, Theory of Production

Week 3: Theories of Cost and Grossman's Demand for Healthcare

Week 4: Market Imperfections, Healthcare Financing

Week 5: Health Insurance

Week 6: Impact Evaluation, Social Determinants of Health

Week 7: Economic Externalities, Public and Private Goods

Week 8: Population, Health and Development

Readings

• Stephen Morris, Nancy Devlin, David Parkin. Economic Analysis in Health Care. John Wiley & Sons

• Folland, Goodmand, and Stano (FSG). The Economics of Health and Health Care. 5th Edition. Pearson Prentice Hall Press

• Jay Bhattacharya, Timothy Hyde, Peter Tu. Health Economics. Palgrave MacMillan.

Additional study materials related to each topic will be shared during the respective sessions.

Journals of Interest for Health Economists

Journal of Health Economics; Health Economics; Health Economics Policy and Law; Journal of Public Health Policy; Health Policy and Planning; The European Journal of Health Economics; International Journal of Health Care Finance and Economics; Applied Health Economics; Health Policy; Social Science & Medicine; Pharmacoeconomics; Health Services Research; Journal of Health, Politics, Policy and Law; Health Affairs.

MOOC Course 4.

Economics Of Innovation

By Prof. Ruchi Sharma

https://onlinecourses.nptel.ac.in/e-learning/preview/noc26_ec17

ABOUT THE COURSE:

The rapid innovation in the modern economy has increased the rate of production of knowledge goods. This course will introduce the students to the basic concepts like public goods and externalities. Following that, the participants will learn about the innovation types, innovation systems, incentive tools like intellectual property, technology transfer, and the role of academic institutions in the innovation ecosystem. The last part will focus on how innovation contribute to economic growth.

Course Outline

Week 1: What is innovation; Innovation in the history of economics thought.

Week 2: Different types of innovation like drastic vs non-drastic innovation; disruptive innovation; user-based innovation; frugal and inclusive innovation;

Week 3: Technological innovation and the theory of firm

Week 4: Technological innovation and the theory of firm

Week 5: Innovation: A systems approach

Week 6: Intellectual property rights and innovation; Case of product patent introduction in India and its impact on innovation

Week 7: University research and public-private interaction; Case study of Silicon Valley in india

Week 8: Geography of innovation; MNCs and Internationalization of R&D

Week 9: Markets for technology and issues related to technology transfer; Financing R&D

Week 10: Innovation and economic development; Innovation and employment

Week 11: Diffusion of technology; Innovation in service sector

Week 12: Science, Technology, and Innovation policy; India's STIP 2020 (Discussion on Draft Proposal)

Readings

1. S. Scotchmer. Innovation and Incentives. Cambridge MA: MIT Press, 2004.
2. B. Hall and N. Rosenberg. Handbook of Economics of Innovation. Netherland: Elsevier,2010. Selected chapters.

3. W. D. Nordhus. Invention, Growth, and Welfare: A Theoretical Treatment of Technological Change. Cambridge, MA: MIT Press, 1969.
4. A. Arora, A. Fosfuri and A. Gambardella. Markets for Technology. Cambridge, MA: MIT Press, 2002.
5. J. Watal. Intellectual roperty Rights in the WTO and Developing Countries. New Delhi: Oxford University Press, 2001.
6. R. Basant. The Black Box: Innovation and Public Policy in India. India: Penguin Portfolio,2021
7. Atkinson, R.D. and Ezell, S.J., 2012. Innovationeconomics. Yale University Press.
8. Sources: Desai, A (1980), The origin and direction of Industrial R&D in India, Research Policy 9 (74-96)
9. Forbes, N. (1999), Technology and Indian industry: what is liberalization changing? Technovation, 19 (1999) 403–412
10. Forbes, N. (2016), India's National Innovation System: Transformed or Half-formed, No. WP/16/01, CTIER Working Papers
11. Universities in the National Innovation Systems: Emerging Innovation Landscapes in Asia-Pacific, by V.V.Krishna in Journal of Open Innovation : Technology, Market and Complexity, 2019, 5, 43; doi:10.3390/joitmc5030043
12. Basant, Rakesh (2006), IT Clusters in India, IIM Ahmadabad, Working Paper, W.P. 2006-05-02
13. Dhanora, Madan, Ruchi Sharma and M. Jose. 2020. Two-way relationship between innovation and market structure: Evidence from Indian high and medium technology firms. Economics of Innovation and New echnology.29(2):147-168.
14. Jha, S.K., Dhanaraj, C. and Krishnan, R.T 2018). Arbitrage to Global Innovation: Evolution of Multinational R&D in Emerging Markets. Management International Review,58(4): 633-661.
15. Sharma, Ruchi, A. Paswan, S. Kumar and M. Dhanora, 2018. Impact of Patent Policy Changes on R&D Expenditure by Industries in India. Journal of World Intellectual Property. 21(1-2): 52-69.

MOOC Course 5.

Advanced R Programming for Data Analytics in Business

By Prof. Abhinava Tripathi

https://onlinecourses.nptel.ac.in/e-learning/preview/noc26_mg122

ABOUT THE COURSE:

Over the next few decades, Data Science (DS), Machine-Learning (ML), and AI (Artificial Intelligence) will play a crucial role in several aspects of business decision-making and management information systems. Leaders in organizations need to capitalize on data analytics to gain a competitive advantage in the modern business landscape. The application of cutting-edge data analytics techniques implemented with R programming (and RStudio, a powerful IDE(Integrated Development Environment) will prepare the learners for business analytics workflow and make them job ready for mid-to-senior managerial positions in various business and industry settings.

In this course, you will use advanced data analytics tools to explore, clean, wrangle, visualize, and process business data to generate useful insights and make inferences from raw and unstructured data. The course will also introduce the learners to use cases from business, finance, and management areas and problem sets that require advanced techniques for processing the data and communicating the results, and providing managerial implications.

This course has been carefully designed to cater to not only business, finance, and management professionals but also those from other industries and academics that significantly rely on data-driven decision-making. The operating environment for all types of organizations (engineering and management) has become extremely dynamic and data-driven and continues to evolve at an extremely fast pace, with technological innovations at the heart of this change. Against this backdrop, DS, ML, and AI are providing new opportunities for all market participants, i.e., business leaders, policymakers, regulators, and governments. The objective of this course is to help the learners understand and apply these modern DS, ML, and AI techniques in the business, finance, and management industry. This includes solving real-life business, finance, and management problems to improve organizational decision-making.

Throughout the course, we have used three kinds of data:

1. In-built datasets: These datasets are readily available within R.
2. Publicly available data: These datasets are sourced from publicly available sources like Yahoo Finance and Google Finance.

3. Proprietary Data: Acquired by the faculty from third-party sources, this data is of a proprietary nature and can only be used by the faculty strictly for academic research purposes. The faculty is not allowed to share these datasets.

For the inbuilt datasets, students may follow the respective code (R packages) for acquiring them.

Next, for publicly available data, students are expected to obtain data on their own from the sources like Google and Yahoo Finance.

For the proprietary data, students can create dummy data on their own using R packages and practice with it. In our historical experience, learning is more effective when students type the code themselves and use datasets they have created (dummy data) or the data sourced from public sources or R packages.

Course Outline

Week 1: Advanced R programming for Data Science: Introduction and Background

Fundamentals of R: Installation and set-up, set working directory, packages, and libraries; R operators: Arithmetic, assignment, comparison, and logical operators; Working with different data types; Vector creation and manipulation; Miscellaneous functions: Sequence, repetition, sorting, generate random numbers, user-defined functions, lapply, sapply, and tapply function; Factor variables, Indexing, Data coercion, conditional statements

Week 2: Introduction to Data Visualization with R:

Basic Plotting types: Barchart, Pie Chart, Histogram, Density plot, Boxplot; Plot customization: Adding legend, Adding color in plots, Adding axis labels and chart title, Modifying axis and scales; Overlay plots in R

Week 3: Advanced Data Visualization with ggplot2:

Key components; Color, size, shape, and other aesthetic attributes; Faceting: Wrap faceting and Grid faceting;Plot geoms: Adding a smoother to a plot, Boxplots, jitterplots, histogram, frequency polygons,Time series with line and path plots; Modifying the axes; Quick plots; Correlation matrix with ggplot.

Week 4: Exploratory Data Analysis (EDA) and Data Wrangling:

Reading and writing the data, exporting, and saving a dataframe; Data handling and cleaning: Recording the variables, dealing with NAs, adding a row and column to the dataframe, wide to long data formats, merging the dataframes.

Week 5: Handling Complex Date and Time Objects:

Getting the current date and time, POSIX classes (POSIXct and POSIXlt), Parsing dates, Date and time components, Dates not in Standard Format; Operations on dates: subtract/add, finding difference, generating a sequence, truncate; Time zones; Time intervals: Interval and overlaps;
Periods and durations; Date arithmetic; Rounding the dates

Week 6: Basic Statistics with R:

Measures of central tendency, Measures of Variability, Measures of Shape; summary statistics by group; Dealing with outliers: Truncate and Winsorize.

Week 7: Probability and Stochastics with R:

Probability Distribution, Binomial Distribution, Normal Distribution, Sampling Distribution, Types of Sampling: Probability vs non-Probability

Week 8: Advanced Inferential Statistics with R:

One-sample test, two-sample test, T statistics, Z statistics, Test with Proportion, Test with variances; ANOVA: one way and two ways

Week 9: Introduction to Model Building and Evaluation: Simple and Multiple Linear Regression Modeling (SLRM):

Linearity and normality, Fitting SLRM, Storing and printing the regression results, Interpretation of the regression results, Diagnosis of the fitted model, Tests for autocorrelation and heteroscedasticity, Computation of robust standard errors, and Visualization of regression results

Week 10: Introduction to Time-series Modelling and Panel Data Methods

Time-series modelling, issues with time-series data, basic time-series properties, Introduction to pandel data, Reading & Writing Panel Data, Panel Data Manipulation, Outlier Treatment, Panel Data Visualization, Descriptive Statistics Pooled OLS, Fixed Effect Estimation, LSDV Estimation, Random Effect Estimation, Diagnostic Tests, Residual Analysis, Robust Estimation

Week 11: Advanced Non-Linear Modelling and Evaluation: Quantile Regression Method

Reading & Writing Quantile Data, Quantile Data Manipulation, Outlier Treatment, Quantile Data Visualization, Diagnostic Tests, Residual Analysis, Robust Estimation

Week 12: Advanced Classification Methods: Logit/Probit Regression Modelling

Introduction to Classification Algorithms, Linear probability models, Introduction to Logit/Probit Modelling, Thresholding and Classification Matrix, ROC Curve, Parameter Interpretation, Maximum Likelihood Estimation, and Goodness-of-Fit measures.

Readings

1. Hadley Wickham, “R for Data Science,” O’Reilly, 1st Edition
2. Robert I. Kabacoff, “R in Action: Data Analysis and Graphics with R,” Manning, 2nd Edition
3. Chris Chapman and Elea McDonnell Feit, “R for Marketing Research and Analytics,” Springer, 2nd Edition
4. John Fox and Sanford Weisberg, “An R Companion to Applied Regression,” Sage, 3rd Edition.
5. Hadley Wickham, “ggplot2 Elegant Graphics for Data Analysis,” Springer, 2nd Edition

MOOC Course 6.

Introductory Course in Real Analysis

By Prof. P. D Srivastava

https://onlinecourses.nptel.ac.in/e-learning/preview/noc26_ma131

ABOUT THE COURSE:

This is a basic course in Real Analysis which is a back bone of any course on pure & applied Mathematics and Statistics. This is a very useful course for any branch of science and engineering. The present course has been designed to introduce the subject to undergraduate/postgraduate students in science and engineering. The course contains a good introduction to each topic and an advance treatment of theory at a fairly understandable level to the students at this stage. Each concept has been explained through examples and application oriented problems.

Course Outline

Week 1: countable & uncountable sets (3 lectures);Concepts of Metric Space (1 lectures);Open ball, closed ball, limit point of a set (1 lectures)

Week 2: Some theorems on Open & closed set (1 lectures);Ordered set, least upper bound, greatest lower bound (2 lectures);Compact set & some properties of Compact set (2 lectures)

Week 3: Heine Borel Theorem (1 lecture);Weierstrass Theorem, connected set (1 lecture);Cantor Set & its properties (1 lecture);Dense set & derived set (1 lecture);Limit of sequences of real numbers & Monotone sequence (1 lecture)

Week 4: Some important limits of sequences (1 lecture);Ratio tests, Cauchy theorems on limits of sequence of real numbers (1 lectures);Fundamental theorems on limit (1 lecture);Some results on limit & Bolzano-Weierstrass Theorem (1 lecture);Criteria for convergent sequence (1 lecture)

Week 5: Criteria for Divergent sequence (1 lecture);Cauchy sequence (1 lecture);Cauchy convergence criteria for sequences (1 lecture);Infinite series of Real numbers (1 lecture); Convergence Criteria for series of positive real no. (1 lecture)

Week 6: Comparison test for series (1 lecture);Absolutely and Conditional convergent series and Tests (2 lectures);Ratio & Integral Tests for convergence of series (1 lecture);Raabe's test for convergence of series (1 lecture)

Week 7: Limit of functions & cluster point (2 lectures;Divergence criteria for limit (1 lecture);Various properties of limit of functions (1 lecture);Left & Right hand limits for functions (1 lecture)

Week 8: Limit of functions at infinity (1 lecture);Continuity functions (Cauchy's definition) (1 lecture);Continuity functions (Heine's definition) (1 lecture);Properties of continuous functions (2 lectures)

Week 9: Boundedness Theorem and Max-Min theorem (1 lecture);Location of root and Bolzano's theorem (1 lecture);Uniform continuity & related theorems (1 lecture); Absolute continuity& related theorems (1 lecture);Types of discontinuities & Continuity in a Metric Space (1 lectures);

Week 10: Types of discontinuities & Continuity in a Metric Space (1 lectures);Relation between continuity & compact sets (1 lecture);Differentiability of real valued functions (1 lecture);Local Max. – Min. Cauchy's and Lagrange's Mean value theorem (1 lecture);Rolle's Mean value theorems & Applications (1 lecture)

Week 11: Applications of Derivatives (1 lecture);Application of MVT & Darboux's theorem (1 lecture);L'Hospital Rule (1 lecture);Taylor's Theorem (1 lecture);Riemann/Riemann Steiltjes Integral (1 lecture)

Week 12: Riemann/Riemann Steiltjes Integral (1lecture);Existence of Riemann Stieltjes Integral (1 lecture);Riemann Stieltjes Integrable functions (1 lecture);Properties of Riemann Stieltjes Integral (1 lecture);Various results of Riemann Stieltjes Integral using step function (1 lecture);Some more Results on Riemann Stieltjes Integral (1 lecture)

MOOC Course 7.

Real Analysis II

By Prof. Jaikrishnan J

https://onlinecourses.nptel.ac.in/e-learning/preview/noc26_ma127

ABOUT THE COURSE:

This is the follow-up course to Real Analysis I. This time we deal with differentiation and integration of functions of several variables. First, we set the stage by studying metric spaces with special emphasis on normed vector spaces. Even here we will encounter several deep theorems like the existence of the completion of metric space, the Arzela—Ascolli theorem as well as the famous Stone—Weierstrass theorem.

We will then study the derivative as a linear map and prove the famous implicit and inverse function theorems. These theorems will naturally lead on to the definition of a manifold. We will use the language of manifolds to make precise the method of Lagrange multipliers for constrained optimization.

Finally, we will take an elementary approach to the Lebesgue integral that bypasses the more abstract and set-theoretic construction via measures. We will prove all the famous convergence theorems. We will also briefly see how our elementary construction can also be quickly obtained using the completion theorems we studied in metric spaces. The final theorem of the course is the difficult Jacobi transformation formula commonly known as change of variables for which we will give a geometric proof.

This course is designed for ambitious undergraduate students as well as beginning graduate students in mathematics. Knowledge of the content of Real Analysis I is assumed as well as content of a basic course in Linear Algebra at the undergraduate level. I will also assume the basics of an undergraduate level course on multivariable calculus as typically done in the first year of BSc./B.Tech.

INTENDED AUDIENCE: Anyone Interested Learners

Course Outline

Week 1: Metric spaces and normed linear spaces

Week 2: Compactness and completeness in metric spaces

Week 3: The Arzelà–Ascoli and Stone--Weierstrass theorems

Week 4: The derivative in several variables as a linear map I

Week 5: The derivative in several variables as a linear map II

Week 6: The inverse and implicit function theorems

Week 7: Manifolds, Tangent spaces and Lagrange multipliers

Week 8: A precis of curves and surfaces

Week 9: The definition of the Lebesgue integral

Week 10: Convergence theorems for the Lebesgue integral

Week 11: Multiple Lebesgue Integrals

Week 12: The Jacobi transformation formula for Lebesgue integrals

Readings

- Mathematical Analysis by Tom Apostol (2nd edition)
- Undergraduate Analysis by Serge Lang
- Multivariable Mathematics by Ted Shifrin

MOOC Course 8.

Principles of Behavioral Economics

By Prof. Sujata Kar

https://onlinecourses.nptel.ac.in/e-learning/preview/noc26_mg119

ABOUT THE COURSE:

Behavioral economics is a new way of studying economics where economic decision making has been more humanized which helps us better understand the world around us. It questions some of the assumptions of standard or traditional economics and complement it with concepts borrowed primarily from the domains of psychology. This course introduces important concepts of behavioral economics like mental accounting, prospect theory, present bias, inequality aversion along with the tools used for developing such ideas. Further, it also deals with the applications of these concepts in diverse settings like stock market, health care, auctions etc.

Course Outline

Weeks 1& 2: Introduction: Introduction to behavioral economics; The neoclassical tradition; Methodology – types of empirical studies; Introduction to motivation and hierarchical needs; Achievement and craftsmanship: driving forces in economic behavior; Social drivers of economic decisions

Weeks 3 & 4: The Behavioral Alternative- Choices, Preferences & Values: The standard model in neoclassical economics; Axioms and assumptions of neoclassical model; Utility; Bounded rationality & heuristics; Biases; Heuristics and framing effects; Menu effects and expectations effects; Choice architecture and Nudges

Weeks 5 & 6: Decision Making under Risk & Uncertainty: Fundamentals of probability theory; Bayesian updating and confirmation bias; Prospects and risk attitude; Axioms, violations and anomalies of EUT; Prospect theory- evaluation, value function, and weighting function; Cumulative prospect theory; Criticism of prospect theory

Weeks 7 & 8: Mental Accounting: Introduction; Hedonic Editing Hypothesis; Hedonic Framing; Acquisition and transaction utility; Applications of mental accounting; Payment decoupling & budgeting; Behavioral & classical life-cycle theories; Choice bracketing; Dynamic mental accounting; Policy implications of mental accounting

Weeks 9 & 10: Intertemporal Choice Models: Introduction; Optimal consumption in the two-period model; Projection Bias; Discounted utility model; Anomalies in the discounted utility model; Time-inconsistent behavior; Naïve Hyperbolic Discounting; Naïve Quasi-Hyperbolic Discounting

Weeks 11& 12: Strategic Interaction: Introduction; Analytical Game Theory; Sequential game & types of games; Problems with classical game theory; Introduction to behavioral games; Ultimatum & dictator Games; Ultimatum & public goods games; Trust games

Readings

1. Nick Wilkinson & Matthias Klaes /An introduction to Behavioral Economics /Palgrave Macmillan

2. Peter Diamond & Hannu Vartiainen (Ed.) /Behavioral Economics and Its Applications /Princeton

3. Edward Cartwright /Behavioral Econmics /Routledge

4. Colin F. Camerer, George Loewenstein & Matthew Rabin (Ed.) /Advances in Behavioral Economics/ Princeton

5. Peter E. Earl / Principles of Behavioral Economics: Bringing together old, new and evolutionary approaches / CUP

MOOC Course 9.

Economics of Health and Education

By Prof. Rajshree Bedamatta

https://onlinecourses.nptel.ac.in/e-learning/preview/noc26_hs219

ABOUT THE COURSE:

Economics of Health and Education will introduce students to the microeconomic foundations of health and education as economic goods. This course will lay emphasis on theory and practice. The focus of this course will be on the developing countries experience with particular reference to India. We will draw knowledge from the larger literature on human capital and human development and understand the linkages and implications. To be able to carry out empirical analyses as an outcome of this course, students will also learn about the current health and education policy of India as well as the most used databases. General lectures on public health and education in India are planned to introduce students to the debates in this field. All candidates interested in understanding the health and education sectors of developing countries such as India are encouraged to enroll.

Course Outline

Week 1: Health and education in Human Development: The role of health and education in human development achievements; health and education outcomes as critical links; investments in health and education; country performances

Week 2: Microeconomic Foundations of Health and Education-1: Demand and supply of health and education; understanding the market for health and education

Week 3: Microeconomic Foundations of Health and Education-2: Health and development; health-income linkages; Complementarities between health and education

Week 4: Health Insurance Market: The standard insurance model; Group insurance and administrative costs; Informal insurance mechanisms

Week 5: Market failures: Social objectives and market failures; Policy response; Financing public expenditures in health and education

Week 6: Returns to education: Private and social returns; Job market signaling; Returns to education in developed and developing countries; Returns to education quality

Week 7: Education and Inequality: Inequalities in educational outcomes; Inequalities by race, gender, ethnicity and immigrant status; Changes over time

Week 8: The State of Public Health in India (General lectures): Primary health; Disease burden in India; Health infrastructure and development; General lecture

Week 9: The State of Public Education in India (General lectures): Primary education; Secondary education; Higher education; Education infrastructure and development; General lecture

Week 10: Health databases in India: Discussion on different databases; Government and Scholarly Reports

Week 11: Education databases in India: Discussion on different databases; Government and Scholarly Reports

Week 12: Empirical Studies on Health and Education in India (including health and education financing): Lectures based on a literature review of selected studies.

Readings

1. Principles of Health Economics for Developing Countries, William Jack, WBI Development Studies, The World Bank, 1999.
2. The Oxford Handbook of Health Economics, OUP Oxford, 2013.
3. The Economics of Education – A Comprehensive Review (second edition), Edited by Steve Bradley and Colin Green, Elsevier Science, 2020.
4. The Economics of Education, Samuel Akinyemi, Strategic Book Publishing and Rights Co., 2013.
5. Modern Labour Economics: Theory and Public Policy, R.G. Ehrenberg and R.S. Smith, 11th edition, Addison Wesley, 2006.
6. The National Health Policy 2017
7. Annual Reports of Department of Health Research, Government of India, https://dhr.gov.in/documents/annual-reports
8. NSSO reports on Social Consumption in India
9. The New Education Policy 2020
10. The Public Report of Basic Education (PROBE), 1999
11. Serial reports of Annual State of Education (ASER)
12. District Information System for Education (DISE)- School Report Cards
13. The National Family Health Surveys

Approval of the MOOC courses approved in the existing structure for offering to the MA Economics Programme (One-Year and Two-Year)

1. **Academic Writing** by Dr Ajay Semalty, HNB Garhwal University (A Central University) Srinagar Garhwal (Uttarakhand) https://onlinecourses.swayam2.ac.in/cec24_ge17/preview
2. **Exploring Survey Data on Health care**, by Prof. Pratab C. Mohanty, IIT Roorkee, https://onlinecourses.nptel.ac.in/noc24_hs27/preview
3. **Programming, Data Structures And Algorithms Using Python**, By Prof. Madhavan Mukund, Chennai Mathematical Institute

MOOC course (1)- Academic Writing by Dr Ajay Semalty, HNB Garhwal University (A Central University) Srinagar Garhwal (Uttarakhand) https://onlinecourses.swayam2.ac.in/cec24_ge17/preview

Objectives of Course

Upon completing the course, one would be able
1. To differentiate between various kind of academic writings.
2. To identify and avoid the plagiarism.
3. To practice the basic skills of performing quality literature review.
4. To practice the basic skills of research paper, review paper and thesis writing.
5. To target the research work to suitable journal and communicate for publication
6. To practice the Time and team management.
7. To practice digital writing or develop Open Educational Resources (OER).
8. To write research proposals, conference abstract and book chapters/ book proposals.

Course layout

Course Duration 15 week
Credits : 04
Week 1
Academic & research writing: Introduction; Importance of academic writing; Basic rules of academic writing
Week 2
English in academic writing I & II; Styles of research writing
Week 3*
Plagiarism: Introduction; Tools for the detection of plagiarism; Avoiding plagiarism
Week 4*
Journal Metrics
Week 5*
Author Metrics
Week 6*
Literature review: Introduction, Source of literature; Process of literature review
Week 7*
Online literature databases; Literature management tools
Week 8
Review Paper Writing, I & II
Week 9
Research paper writing I, II, III
Week 10
Referencing and citation; Submission and; Post submission
Week 11
Thesis Writing I, II & III

Week 12
Empirical Study I, II & III
Week 13*
Challenges in Indian research & writing; Team management (mentor and collaborators); Time Management
Week 14*
Research proposal writing; Abstract/ Conference Paper/ Book/ Book Chapter writing; OERs: basic concept and licenses
Week 15*
Open Educational Resources (OERs) for learning & Research; OERs development I & II

Additional Week*
Ethics in Research: Research fraud, competing interest, authorship, slicing research, FFP, COPE guidelines.
**** The contents of these weeks (in total) cover the UGC's newly introduced subject "Research & Publication Ethics" prescribed for Pre Ph D Courses work of every subject.***

Books and references

- Ajay Semalty, Academic Writing, 2021, ISBN: 9789390211739, BS Publications, Hyderabad, India; https://bspublications.net/book_detail.php?bid=1574
- Ajay Semalty, Mona Semalty, Art of Writing and Publishing in Pharmaceutical Journals, 2021, ISBN: 9789386819994, Pharma Med Press, Hyderabad, India, https://bspublications.net/

- Judith Clare Helen Hamilton, Writing Research: Transforming Data into Text, 2003, ISBN 9780443071829, Churchill Livingstone, https://www.elsevier.com/books/writing-research/clare/978-0-443-07182-9
- Mathukutty M Monippally, Academic Writing: A Guide for Management Students and Researchers, ISBN 9788132104414, Sage Publications, New Delhi, India.
- Semalty A, Literature Search & Reference Management in Academic Writing, https://pharmastate.academy/courses/literature-search-reference-managements/
- Semalty A, Genuine Book Writing, https://docstate.academy/courses/genuine-book-writing/
- Semalty A, Systematic Review & Meta-analysis, https://docstate.academy/courses/systematic-review-meta-analysis/
- Semalty A., Systematic Review & Meta-analysis (Advanced), https://docstate.academy/courses/systematic-review-and-meta-analysis
- Semalty A., Qualitative Research And Review Writing, https://docstate.academy/courses/qualitative-analysis-and-review-writing/
- Report Writing, IGNOU, https://egyankosh.ac.in/handle/123456789/14018
- Peter, V. John, Writing a Research Paper, IGNOU, https://egyankosh.ac.in/handle/123456789/35677

- UGC, Guidance Document "Good Academic Research Practices"; Sept. 2020, https://www.ugc.ac.in/e-book/UGC_GARP_2020_Good%20Academic%20Research%20Practices.pdf
- Gupta, Anju Sahgal, Copyright and Plagiarism, https://egyankosh.ac.in/handle/123456789/72449

- Course Coordinator's Online Courses: https://pharmastate.academy/profile/ajaysemalty/
- Free lectures on Academic writing on YouTube Channel: https://cutt.ly/OKlive
- Refer further links and references which are given in each modules' conten

MOOC course (2) - Exploring Survey Data on Health care, by Prof. Pratab C. Mohanty, IIT Roorkee, https://onlinecourses.nptel.ac.in/noc24_hs27/preview

About the course:
The primary objective of this module is to enable learners to handle various large-scale complex health survey database for detailed analysis. The latest statistical software, like SPSS and STATA, will be employed in explaining these concepts, as stated in the module. This will be practically oriented. The module covers the topics from understanding health related variables and the data available, their collection, tabulation, and analysis. The data analysis will be performed on various real-life data (both quantitative and qualitative), which is crucial to any research. This also gives hands-on experience in conducting a primary survey.

Topics include familiarization with unit-level data, particularly NSSO, NFHS and IHDS. Also, collection, prerequisites, descriptive and inferential statistics, data analysis using SPSS and STATA, analysis of qualitative variables, handling longitudinal (panel) data, and health policy evaluation etc.

Course layout

Week 1: Introduction to Health Care Data
Week 2: Preparation for Field Survey on Health Care
Week 3: Testing of Sample Data
Week 4: Handling of Data Software
Week 5: Survey Data using STATA
Week 6: Analysis of Data
Week 7: Panel Survey Data
Week 8: Policy Evaluation of Health Care

Books and references

1.William H Greene: Econometric Analysis, Pearson 8th Edn.
2.Freedman & Pisani & Purves: Statistics 4th Edn
3.Cameron & Trivedi: Microeconometrics using STATA, Revised Edn.
4.Damodar Gujarati, Econometrics: By example, 2nd edition
5.Wooldridge: Econometric Analysis of Cross-section and Panel Data, MIT Press
6.Consoli, S; Recupero, D; Petkovic, M (2019), Data Science for Healthcare: Methodologies and applications
7.Drummond, M; Sculpher, M; Torrance, G (2005), Methods for the Economic Evaluation of Health Care Programmes
Other Readings during lecture ppts.

MOOC Course (3) : Programming, Data Structures And Algorithms Using Python, By Prof. Madhavan Mukund | Chennai Mathematical Institute

Objective :

ABOUT THE COURSE :

This course is an introduction to programming and problem solving in Python. It does not assume any prior knowledge of programming. Using some motivating examples, the course quickly builds up basic concepts such as conditionals, loops, functions, lists, strings and tuples. It goes on to cover searching and sorting algorithms, dynamic programming and backtracking, as well as topics such as exception handling and using files. As far as data structures are concerned, the course covers Python dictionaries as well as classes and objects for defining user defined datatypes such as linked lists and binary search trees.

Course layout

Week 1:

Informal introduction to programmin, algorithms and data structures viagcd

Downloading and installing Python

gcd in Python: variables, operations, control flow - assignments, condition-als, loops, functions

Week 2:

Python: types, expressions, strings, lists, tuples

Python memory model: names, mutable and immutable values

List operations: slices etc

Binary search

Inductive function denitions: numerical and structural induction

Elementary inductive sorting: selection and insertion sort

In-place sorting

Week 3:

Basic algorithmic analysis: input size, asymptotic complexity, O() notation

Arrays vs lists

Merge sort

Quicksort

Stable sorting

Week 4:

Dictionaries

More on Python functions: optional arguments, default values

Passing functions as arguments

Higher order functions on lists: map, lter, list comprehension

Week 5:

Exception handling

Basic input/output

Handling files

String processing

Week 6:

Backtracking: N Queens, recording all solutions

Scope in Python: local, global, nonlocal names

Nested functions

Data structures: stack, queue

Heaps

Week 7:

Abstract datatypes

Classes and objects in Python

"Linked" lists: find, insert, delete

Binary search trees: find, insert, delete

Height-balanced binary search trees

Week 8:

Effcient evaluation of recursive definitions: memoization

Dynamic programming: examples

Other programming languages: C and manual memory management

Other programming paradigms: functional programming

COURSE DESCRIPTION	
School/Centre proposing the course	School of Liberal Studies (SLS)
Programme(s)	MA Sociology
Course Code	
Course Title	Academic Reading and Writing
Course type (core/compulsory/ elective/any other – please specify)	DSC
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PG
Academic Year of Launch	Monsoon Semester 2026 (MS26)
Course Revision (if any) (year)	
Academic Council Minutes for Course/Revision	
Semester	I
Number of Credits	4 credits

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

   'Academic Reading and Writing for Sociology' envisages rigorous exposure to students with a variety of texts, fields and exercises for the purpose of generating critical reading and writing skills. The proposed course shall help cultivate nuanced understanding of sociological texts offered through other courses and practice formal academic writing through critical engagement with the methods and theory.

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)

   NA

3. No. of students to be admitted (with justification if lower than the 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 Course.

5. How does the course align with AUD's vision?

   The entire approach of this course is to provide an advanced and comprehensive skill development pertaining to academic reading and writing opportunities to the students. Academic Reading and Writing for Sociology offers due opportunities to students for immersive reading and encourages critical thinking while undertaking such tasks. The course aligns with AUD's vision of maintaining rigour in all the academic exercises and building on industry competence and skill development as a part of the same.

6. How does the course link to the specific programme(s) in which it is offered?

Academic Reading and Writing for Sociology as a core course offered to 1st semester MA Sociology course serves its purpose of developing in depth conceptual engagement, analytical reading and writing skills to facilitate independent sociological enquiry as a mandate of the program. The course builds upon the various genres of texts used in a variety of disciplines to draw relevant connections, meanings, patterns for understanding and analysing social facts.

Course Description:

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

Course Objectives:

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

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. *Mention 4-6 course outcomes.*

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

CO1	To augment the academic reading and writing skills practising through a a sociological lens.
CO2	To develop a profound understanding of the science of sociological imagination through reading and writing exercises
CO3	To be adept with sense making of different genres/formats of sociological writing : Journal Articles, books, reflective notes, movie review, book reviews, etc
CO4	To equip students with advanced engagement skills (reading and writing) through a research oriented approach
CO5	To articulate and present their understanding of sociological arguments emerging from synthesis of reviewed literature

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO2 2	PSO 3	PSO 4	PSO 5
CO1	3	2	2	3	2	2	2	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	2	1	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	2	3	2	1	3	3	2	3	3	3
CO5	3	3	3	3	3	3	3	3	3	2	3	2
Average	**3**	**2.8**	**2.6**	**3**	**2.8**	**2.4**	**2.8**	**3**	**2.6**	**2.6**	**3**	**2.8**

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
4	2		6

	Modules and Readings

Module 1 (Lecture Hours = 16 hours)	Module Name: **Learning Ethnographic Craft** The given module shall build upon the exposure and appreciation of fundamentals of ethnographic texts through careful reading and engagement with both classical and contemporary texts. Readings Clifford, James and George Marcus. 1986. *Writing Culture: The Poetics and Politics of Ethnography*. London: University of California Press. Duncan, Mc Duie-Ra. 2012. *North East migrants in Delhi: Race, Refuge and Retail*. Amsterdam University Press. Utrecht. (Page 1-66) Malinowski, B. 1922. *Argonauts of the Western Pacific: An Account of Native Enterprise and Adventure in the Archipelagoes of Melanesian New Guinea*. Routledge. Nandan, R. 2022. *Dead in Banaras: An Ethnography of Funeral Travelling*. Oxford University Press. London. Fairbairn, G. and Fairbairn, S. 2010. *Reading at University*. Open University Press. Buckingham. Goffman, Erving. 1979. *Gender Advertisements*. Red Globe Press London. London.

Module 2 (Lecture Hours = 12 hours)	Module Name: ***Understanding Words and Lives*** *Module description* *This module shall sensitize students towards analysing the given genres of sociological writing on life histories, memoirs, letters and other written testimonies which give a description of the social times remembered through the writings.* Dube, Leela. 2000. Doing Kinship and Gender: An Autobiographical account. *Economic and Political Weekly*, 35(46), 4037–4047. Stanley, L. 1995. *The Auto/biographical I: The theory and Practice of Feminist Auto/biography.* Manchester University Press. Kosambi, M. 2007. *Crossing Thresholds: Feminist Essays in Social History.* Permanent Black.

Module 3 (Lecture Hours = 16 hours)	**Module Name: Seeing the Social World** *Module Description* The present module shall help students to develop visual imagery through films, documentaries, advertisements, photo essays and practising reading and writing skills with respect to these different styles and formats of academic writing in connection to the visual. Suggested Readings: Uberoi, P. 1990. Feminine Identity and National Ethos in Indian Calendar Art. *Economic and Political Weekly,* 25(17), WS41–WS48. http://www.jstor.org/stable/4396224 Berger, J. 1972. *Ways of Seeing*. Penguin Books *Goffman, Erving. 1979. Gender Advertisements. Red Globe Press London. London.* Kalpagam, U. 1995. Cartography in Colonial India. *Economic and Political Weekly* Vol.30 (30), July. (Page 87-98)

Module 4 (Lecture Hours = 16 hours)	**Module Name: Numbers : Building Inferences** *Module description* *This section of academic reading and writing shall be dedicated to help students make sense of numbers through Census data, Time Use Survey, NSSO that are used in sociological texts and how to incorporate the numeric engagement in their writings.* *Suggested Readings* Rukmini, S. 2022. *Whole Numbers and Half truths*. Wetland Publications. William, M. May, T. 1996. Introduction to the Philosophy of Social Sciences, London: UCL Press, (Chapter-V) Babbie, E. 1998. The Practice of Social Research, London, Washington, Torento: Wardswork Publishing Company. (Chapter-III)
Module 5	**Module Name : Writing Research Paper** *Module description* *This module will be dedicated to the research paper writing covering all the crucial facets of planning a research including research questions, objectives, techniques and methods, theoretical background, literature survey, etc. It shall therefore educate the learners to the entire process of having executed a research and refine one's comprehension skills of reading and writing academic texts.* *Readings* *Bailey, S. 2005. Academic Writing. Routledge. London.*

	Becker, Howard Saul and Pamela Richards. *2007. Writing For Social Scientists. Chicago:* University of Chicago Press. *USA* Yan Zheng.2020. *Publishing journal articles: A Scientific Guide for New Authors Worldwide*. Cambridge University Press Johnson, William A. et al. 2000. *The Sociology Student Writer's Manual*. Prentice Hall. New Jersey.

Assessment (Including Skills to be tested as per NCrF):

1. Reflective Notes (30 Marks)

Reflective Notes on "Field": Assessment write ups will be invested to share reflections on the sociological texts (textual/visual) discussed in the class. Students through their notes will be expected to respond and engage on the variety of sociological researches and writings focused on the 'field' as conceptualised in a coherent manner.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
'Concept of the Field', 'Reflexive Reading and Writing' on Textual, Visual Sociological Texts	CO1 and CO2,	Critical Reading, Expressive Nuance in Writings and Sociological Imagination, Practising reflexivity

2. Commentaries : Textual and Visual : Students will be expected to share their critical inputs and commentaries (observations, rejoinders) in response to their engagement with a variety of sociological observations made on the field and the academic texts. Students will be expected to weave their arguments in structured essays inspired through multiple mediums (textual/visual) and submit their commentaries that are academically well engaged. (30%)

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Critical inputs, rejoinders to be made in different academic formats	CO2, CO3, CO4	Structured Writing practices,

End Term Exam (50 Marks)

Research Paper Writing: The last assessment component will be to write a complete a research paper exploring relevant research questions critically engaging with sociological concepts, empirical data, field and methods. Students will be expected to demonstrate their understanding of academic writing conventions and produce a write up on the same.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Integration of learning through synthesis of literature review	CO1, CO4, CO5	Research Based Writing , Knowledge of academic writing convention

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated, and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved by the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

COURSE DESCRIPTION	
School/Centre proposing the course	School of Liberal Studies (SLS)
Programme(s)	MA Sociology
Course Code	
Course Title	Academic Reading and Writing
Course type (core/compulsory/ elective/any other – please specify)	DSC
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PG
Academic Year of Launch	Monsoon Semester 2026 (MS26)
Course Revision (if any) (year)	
Academic Council Minutes for Course/Revision	
Semester	I
Number of Credits	4 credits

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

   'Academic Reading and Writing for Sociology' envisages rigorous exposure to students with a variety of texts, fields and exercises for the purpose of generating critical reading and writing skills. The proposed course shall help cultivate nuanced understanding of sociological texts offered through other courses and practice formal academic writing through critical engagement with the methods and theory.

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)

   NA

3. No. of students to be admitted (with justification if lower than the 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 Course.

5. How does the course align with AUD's vision?

   The entire approach of this course is to provide an advanced and comprehensive skill development pertaining to academic reading and writing opportunities to the students. Academic Reading and Writing for Sociology offers due opportunities to students for immersive reading and encourages critical thinking while undertaking such tasks. The course aligns with AUD's vision of maintaining rigour in all the academic exercises and building on industry competence and skill development as a part of the same.

6. How does the course link to the specific programme(s) in which it is offered?

Academic Reading and Writing for Sociology as a core course offered to 1st semester MA Sociology course serves its purpose of developing in depth conceptual engagement, analytical reading and writing skills to facilitate independent sociological enquiry as a mandate of the program. The course builds upon the various genres of texts used in a variety of disciplines to draw relevant connections, meanings, patterns for understanding and analysing social facts.

Course Description:

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

Course Objectives:

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

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. *Mention 4-6 course outcomes.*

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

CO1	To augment the academic reading and writing skills practising through a a sociological lens.
CO2	To develop a profound understanding of the science of sociological imagination through reading and writing exercises
CO3	To be adept with sense making of different genres/formats of sociological writing : Journal Articles, books, reflective notes, movie review, book reviews, etc
CO4	To equip students with advanced engagement skills (reading and writing) through a research oriented approach
CO5	To articulate and present their understanding of sociological arguments emerging from synthesis of reviewed literature

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO2 2	PSO 3	PSO 4	PSO 5
CO1	3	2	2	3	2	2	2	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	2	1	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	2	3	2	1	3	3	2	3	3	3
CO5	3	3	3	3	3	3	3	3	3	2	3	2
Average	**3**	**2.8**	**2.6**	**3**	**2.8**	**2.4**	**2.8**	**3**	**2.6**	**2.6**	**3**	**2.8**

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
4	2		6

	Modules and Readings

Module 1 (Lecture Hours = 16 hours)	Module Name: **Learning Ethnographic Craft** The given module shall build upon the exposure and appreciation of fundamentals of ethnographic texts through careful reading and engagement with both classical and contemporary texts. Readings Clifford, James and George Marcus. 1986. *Writing Culture: The Poetics and Politics of Ethnography*. London: University of California Press. Duncan, Mc Duie-Ra. 2012. *North East migrants in Delhi: Race, Refuge and Retail*. Amsterdam University Press. Utrecht. (Page 1-66) Malinowski, B. 1922. *Argonauts of the Western Pacific: An Account of Native Enterprise and Adventure in the Archipelagoes of Melanesian New Guinea*. Routledge. Nandan, R. 2022. *Dead in Banaras: An Ethnography of Funeral Travelling*. Oxford University Press. London. Fairbairn, G. and Fairbairn, S. 2010. *Reading at University*. Open University Press. Buckingham. Goffman, Erving. 1979. *Gender Advertisements*. Red Globe Press London. London.

Module 2 (Lecture Hours = 12 hours)	Module Name: ***Understanding Words and Lives*** *Module description* *This module shall sensitize students towards analysing the given genres of sociological writing on life histories, memoirs, letters and other written testimonies which give a description of the social times remembered through the writings.* Dube, Leela. 2000. Doing Kinship and Gender: An Autobiographical account. *Economic and Political Weekly*, 35(46), 4037–4047. Stanley, L. 1995. *The Auto/biographical I: The theory and Practice of Feminist Auto/biography.* Manchester University Press. Kosambi, M. 2007. *Crossing Thresholds: Feminist Essays in Social History.* Permanent Black.

Module 3 (Lecture Hours = 16 hours)	**Module Name: Seeing the Social World** *Module Description* The present module shall help students to develop visual imagery through films, documentaries, advertisements, photo essays and practising reading and writing skills with respect to these different styles and formats of academic writing in connection to the visual. Suggested Readings: Uberoi, P. 1990. Feminine Identity and National Ethos in Indian Calendar Art. *Economic and Political Weekly,* 25(17), WS41–WS48. http://www.jstor.org/stable/4396224 Berger, J. 1972. *Ways of Seeing*. Penguin Books *Goffman, Erving. 1979. Gender Advertisements. Red Globe Press London. London.* Kalpagam, U. 1995. Cartography in Colonial India. *Economic and Political Weekly* Vol.30 (30), July. (Page 87-98)

Module 4 (Lecture Hours = 16 hours)	**Module Name: Numbers : Building Inferences** *Module description* *This section of academic reading and writing shall be dedicated to help students make sense of numbers through Census data, Time Use Survey, NSSO that are used in sociological texts and how to incorporate the numeric engagement in their writings.* *Suggested Readings* Rukmini, S. 2022. *Whole Numbers and Half truths*. Wetland Publications. William, M. May, T. 1996. Introduction to the Philosophy of Social Sciences, London: UCL Press, (Chapter-V) Babbie, E. 1998. The Practice of Social Research, London, Washington, Torento: Wardswork Publishing Company. (Chapter-III)
Module 5	**Module Name : Writing Research Paper** *Module description* *This module will be dedicated to the research paper writing covering all the crucial facets of planning a research including research questions, objectives, techniques and methods, theoretical background, literature survey, etc. It shall therefore educate the learners to the entire process of having executed a research and refine one's comprehension skills of reading and writing academic texts.* *Readings* *Bailey, S. 2005. Academic Writing. Routledge. London.*

	Becker, Howard Saul and Pamela Richards. *2007. Writing For Social Scientists. Chicago:* University of Chicago Press. *USA* Yan Zheng.2020. *Publishing journal articles: A Scientific Guide for New Authors Worldwide*. Cambridge University Press Johnson, William A. et al. 2000. *The Sociology Student Writer's Manual*. Prentice Hall. New Jersey.

Assessment (Including Skills to be tested as per NCrF):

1. Reflective Notes (30 Marks)

Reflective Notes on "Field": Assessment write ups will be invested to share reflections on the sociological texts (textual/visual) discussed in the class. Students through their notes will be expected to respond and engage on the variety of sociological researches and writings focused on the 'field' as conceptualised in a coherent manner.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
'Concept of the Field', 'Reflexive Reading and Writing' on Textual, Visual Sociological Texts	CO1 and CO2,	Critical Reading, Expressive Nuance in Writings and Sociological Imagination, Practising reflexivity

2. Commentaries : Textual and Visual : Students will be expected to share their critical inputs and commentaries (observations, rejoinders) in response to their engagement with a variety of sociological observations made on the field and the academic texts. Students will be expected to weave their arguments in structured essays inspired through multiple mediums (textual/visual) and submit their commentaries that are academically well engaged. (30%)

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Critical inputs, rejoinders to be made in different academic formats	CO2, CO3, CO4	Structured Writing practices,

End Term Exam (50 Marks)

Research Paper Writing: The last assessment component will be to write a complete a research paper exploring relevant research questions critically engaging with sociological concepts, empirical data, field and methods. Students will be expected to demonstrate their understanding of academic writing conventions and produce a write up on the same.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Integration of learning through synthesis of literature review	CO1, CO4, CO5	Research Based Writing , Knowledge of academic writing convention

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated, and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved by the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

COURSE DESCRIPTION	
School/Centre proposing the course	School of Liberal Studies (SLS)
Programme(s)	MA Sociology
Course Code	TBD
Course Title	Sociological Research Methods
Course type (core/compulsory/ elective/any other – please specify)	DSC
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PG
Academic Year of Launch	Monsoon Semester 2026 (MS26)
Course Revision (if any) (year)	
Academic Council Minutes for Course/Revision	
Semester	I
Number of Credits	4 credits

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

   The course serves as a core foundational course on research methods in the discipline of sociology engaging with questions on philosophy of social research and research practices in different context. The course shall complement the understanding of all other core courses especially Academic Reading and Writing Course, Dissertation component, Sociology Lab which shall further converge towards students skill building on doing socially engaged research in a meaningful and responsible manner.

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)
   NA

3. No. of students to be admitted (with justification if lower than the 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 Course.

5. How does the course align with AUD's vision?
   A sociological research methods course aligns well with the AUD’s vision emphasizing on research based pedagogy and socially relevant knowledge production.

6. How does the course link to the specific programme(s) in which it is offered?
   The course on research methods supports all the professional objectives and attributes of the MA Sociological programme especially on the grounds of a competence building course which shall be relevant to students in multiple sectors of academia and industry. It shall equip students with the necessary conceptual, methodological and analytical tool sets to engage with the study material of the discipline as well as planning on their independent research work in dissertation course and beyond.

Course Description: This course on Sociological Research Methods aims to orient students towards reflexive thinking and critical engagement with both the social everyday and the researchable in that social. This course pursues seemingly two goals. The intellectual goal is to understand the epistemological foundations of the major research traditions in the social sciences. The practical goal is to help students develop rigorous and workable research techniques and designs for their theses and dissertations.

Course Objectives:

1) To provide a thorough understanding of the epistemological and philosophical foundation of sociological research
2) To train students to formulate researchable questions and chose appropriate research designs including operationalisation and conceptualisation
3) To enable students to have handson practice and knowledge of a range of research methods and their possible areas of application
4) To help students learn ethical practices of doing social research and engage responsibly with the representation of researched communities
5) To cultivate the nuance of sociological ways of seeing and contribute to the body of disciplinary knowledge

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. *Mention 4-6 course outcomes.*

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

CO1	Describe the various philosophical and epistemological foundations in sociological research and critically evaluate the subjective and contextual underpinnings of fact and reasoning.
CO2	Critically evaluate the research works of others and use information appropriately and ethically in the research process.
CO3	Demonstrate ability to formulate researchable questions and choose an appropriate research design
CO4	Identify and apply qualitative and quantitative data collection and analysis

	strategies appropriate to a particular topic
CO5	Interpret research findings, draw conclusions and be able to communicate the same while recognising the differentiation between empirical evidence and speculation

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO2 2	PSO 3	PSO 4	PSO 5
CO1	3	2	2	3	3	3	2	3	2	3	2	3
CO2	3	3	3	3	3	2	3	3	2	3	3	3
CO3	2	3	2	2	3	2	3	3	3	3	3	3
CO4	2	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	2	3	3	3	3	3	3	2	3
Average	**2.6**	**2.8**	**2.6**	**2.6**	**3**	**2.8**	**2.8**	**3**	**2.6**	**3**	**2.6**	**3**

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
4	2		6

	Modules and Readings

Module 1 (Lecture Hours = 16 hours)	**Module Name: Philosophy and Epistemology of Sociological Research** The first module introduces students to the philosophical and epistemological foundations of sociological research, especially the way in which different perspectives and methods have emerged in sociological research. It educates students on the debates and forms of production of knowledge, also examining the social reality and lenses (positivism, interpretivism, feminist, critical, etc) through which they can be analysed. The readings will also help students explore their own social positions and address the questions of objectivity and subjectivity in the larger background. **Suggested Readings** Blackstone, A. 2018. *Principles of Sociological Inquiry: Qualitative and Quantitative Methods*. Saylor Foundation (Chapter 2) Russell B. H. 2008. *Research Methods in Anthropology: Qualitative and Quantitative Approach,* New Delhi: Rawat Publications, (Page No. 1-27). Emile Durkhiem, *The Rules of Sociological Method*.Translated by W.D Halls. New York: Free Press. Meenakshi Thapan. Sociology in India: A View from Within. *Economic and Political Weekly*, Vol. 26, No. 19 (May 11, 1991), pp. 1229-1234 Florian Znaniecki. Controversies in Doctrine and Method. *American Journal of Sociology*, Vol. 50, No. 6 (May, 1945), pp. 514-521 Norman Denzin Presidential Address on the 'Sociological Imagination' Revisited *The Sociological Quarterly,* Vol. 31, No. 1 (Spring, 1990), pp. 1-22

Module 2 (Lecture Hours = 12 hours)	**Module Name: Making of Research Design : Operationalising Research** The module prepares students to translate their abstract ideas to concrete concepts, variables and units of research guided by the nuances of scientific empirical enquiry. It is aimed at training students to formulate their own research questions, operationalising the social phenomenon under study. The module aims to facilitate students' understanding of systematic research transforming experiences and observations to meaningful conceptual entities and measurable indicators. In the process of operationalisation, a thorough understanding of crucial research processes like causality, reliability, validity, probability, triangulation are also achieved. The questions of sampling, generalisation and methodological choices as per the research questions are also discussed. **Suggested Readings** Marshall, G., Rose, D., Newby, H., & Vogler, C. 1987. The operationalisation of class in British sociology: Theoretical and Empirical Considerations. *The British Journal of Sociology,* 38(4), 631-655 https://www.jstor.org/stable/590911 Babbie, E. 1998. *The Practice of Social Research*, London, Washington, Torento: Wardswork Publishing Company. (Chapter 4, 5) Vinay Kumar Srivastava, (ed) (2004). *Methodology and Fieldwork.* New Delhi: Oxford University Press. (Pp: 157- 190) Bryman, A. 2016. *Social Research Methods.* Oxford University Press. UK (Chapter 8, 10) Babbie, E.R. 2020. *The Practice of Social Research.* Cengage Learning. Boston. USA (Chapter 2)

Module 3 (Lecture Hours = 16 hours)	**Module Name: Qualitative Data: Research Methods and Analysis** *Module Description* : The present module discusses the nature of qualitative data; principles and perspectives guiding data collection; methods, tools and techniques facilitating the entire process. It establishes qualitative data as a means to understand the social meanings, practices, identities in the everyday social of the researcher-researched. The module further introduces students to the idea of 'field' and how to responsibly engage with the same. The entire module guides the students to the logic behind epistemological background and contribution of qualitative research data sets. Students will be learning the process of taking field notes, coding, categorization and thematic analysis as a part of qualitative data analysis both manually as well as software assisted platforms. **Suggested Readings:** Mathew B Miles and A Micheal Haberman. 1994. *Qualitative Data Analysis*. Sage Publications. (Chapter 2,3). Taylor, S.J., Bogdan, R., & DeVault, M. 2015. *Introduction to Qualitative Research Methods.* Wiley. UK (Chapter 1) Emerson, R.M., Fretz, R.I., & Shaw, L.L. 2011. *Writing Ethnographic Field Notes.* University of Chicago Press. USA. Chapter 1-3. Denzin, N.K., & Lincoln, Y.S. (Eds.). 2018. The Sage handbook of Qualitative Research (5th ed.) Sage Publications.USA (Chapter 1) Silverman, D. 2020. *Interpreting qualitative data* (6th ed.). Sage Publications. USA (Chapter 9,10) Tracy, S.J. 2013. *Qualitative Research Methods : Collecting evidence, crafting analysis, communicating impact*. Wiley Blackwell, UK. (Chapter 2,6) Saldana, J. 2021. *The coding manual for qualitative researchers*. Sage Publications. (Chapter 11-14)

Module 4	**Module Name: Quantitative Data : Research Methods and Analysis** *Module description* The present module intends to apprise students to the nature of quantitative data alongside the principles and processes for quantitative research in sociology. It helps students imagine, appreciate and build on the skills for identifying patterns, trends, inter-relationships within the contexts of varied social phenomena. The logic of numeric enquiry, measurement of variables, survey work, sampling strategies will also be taught to students through hands on exercises. The module expands on to the use of statistics through measures of central tendencies, standard deviation and correlation in their data sets. MS Excel based analysis and other relevant platforms will be taught to students helping them build both contrasting and combined strategies for mixed research design and data analysis. Suggested Readings Healey, J.F. 2009. *Statistics: A Tool for social research*. Wordsworth Cengage Learning. USA. (Chapter 2,3). Sapsford, R. 2007. *Survey Research.* London: Sage (Chapter 1) Riffe, D. Lacy S. Fico. F.G 2005. *Analyzing Media Messages: Using Quantitative Content Analysis in Research.* London: Lawrence Erlbaum Associates. (Chapter-I, II, and III) Creswell, J.W. 2009. *Data collection*. In Research Design: Qualitative, Quantitative and Mixed Methods approaches. Sage Publications (Page 117-145) Stockemer, D. 2019. *Quantitative methods for the social sciences: A practical introduction with examples in SPSS and Stata*. Springer. Chapter 2

Module 5	**Module Name : Research Ethics : Reflexivity, Positionality and Plagiarism** *Module description* The module engages with one of the most crucial dimensions of social research including the research ethics and respectful dissemination of knowledge. It creates awareness through relevant literature and examples about the practical concerns, importance of informed consent, anonymity, confidentiality and issues of representation. The module emphasises ethics as a central paradigm of sociological research rather than a procedural requirement. The module also situates the output of one's research vis a vis the questions of researchers and researched social location, identities and power relationships. The module also aims to prepare students for the responsible scholarly conduct at all the phases of research cautioning against any unlawful acts of copying, plagiarism or mis-representation. *Suggested Readings* Bourdieu, P., & Wacquant, L.J.D. 1992. *An invitation to Reflexive Sociology* (Chapter 2 and 3) Harway, D. 1988. Situated knowledges: The Science question in feminism and the privilege of partial perspective. *Feminist Studies,* 14(3), 575-599. http://www.jstor.org/stable/3178066?origin=JSTOR-pdf Wiles, R.,Crow, G., Heath, S.& Charles, V. 2008. The management of confidentiality and anonymity in social research. *International Journal of Social Research Methodology,* 11(5) 417-428. Bourke, B.2014. Positionality: Reflecting on the Research Process. *The Qualitative Report,* 19(33), 1-9. Berger, R. 2015. Now I see it, now I don't: Researcher's position and reflexivity in qualitative research. *Qualitative Research,* 15 (2). 219-234.

Module 6	**Module Name : Computer Assisted-Software Based Analysis** The present module shall be aiming at training the students in the software based analysis of data sets relevant to their understanding. It furthers discussion on how digital technological platforms usage influence and reshape the social research practices. Suggested Resources Mortelmans, D. 2024. *Doing Qualitative Research with NVivo.* Springer Chen, V.T., et al. 2024. *The Craft of Sociological Research*. Simple Publications Silver, C. and Lewin, A. (2014) *Using Software in Qualitative Research: A Step-by-Step Guide.* Sage Publications Ltd., Thousand Oaks. https://doi.org/10.4135/9781473906907 Marres, N. 2017. *Digital Sociology: The reinvention of social research*. Polity Press. Savage, M. & Burrows, R. 2007. *The coming crisis of empirical sociology*, 41(5), 885-889.

Assessment (Including Skills to be tested as per NCrF):
1. Term Paper :(30 Marks)

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Epistemologies, Philosophy of Sociological Research, Objectivity and Subjectivity	CO1, CO2	Logic of Social Research, Identifying the Researchable in the Social

2. Presentations

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Application of Research Methods in Real World Settings	CO2, CO3, CO4 and CO5	Articulations on Chosen Methods, Field Experiences and Resource Booklet

End Term Exam (50 Marks)
Research Project :

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Detailed Understanding of the entire timeline of research project, Operationalisation of concepts	CO2, CO3, C04, C05	Justifying Relevant methodologies, , Writing research

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated, and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved by the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

COURSE DESCRIPTION	
School/Centre proposing the course	School of Liberal Studies
Programme(s)	MA Sociology
Course Code	TBD
Course Title	Organisational Exposure
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Academic Year of Launch	Monsoon Semester 2011
Course Revision (if any) (year)	
Academic Council Minutes for Course/Revision	
Semester	1st
Number of Credits	4

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

This course complements the broader MA Sociology curriculum by providing students with direct exposure to organizational settings where sociological knowledge and methods are applied. It builds upon classroom-based learning While the course does not overlap substantially with any specific course, it serves as an important bridge between academic learning and professional practice by enabling students to observe the functioning of diverse institutions and engage with professionals working in research, development, governance, advocacy, media, and corporate sectors.

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)

   No requirement

3. No. of students to be admitted (with justification if lower than the usual cohort size is proposed): 50

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

   Semester-I

5. How does the course align with AUD's vision?

The course aligns closely with AUD's commitment to experiential learning, critical engagement with society, and socially relevant education. By exposing students to diverse organizational contexts, the course enables them to connect sociological knowledge with contemporary institutional practices and public issues. It promotes reflective learning, interdisciplinary engagement, and informed career exploration while strengthening the University's emphasis on socially responsive and practice-oriented higher education.

6. How does the course link to the specific programme(s) in which it is offered?

The course is an integral component of the MA Sociology programme. It introduces students to the

diverse professional spaces in which sociological knowledge, research methods, and analytical skills are applied. Through direct engagement with organizations, students develop a broader understanding of the relevance of sociology beyond academia and gain exposure to potential career pathways in research, development, policy, advocacy, media, and corporate sectors.

Course Description:

More often than not students, even after completing their Post Graduate degrees, seem to be completely in dark as far as their understanding of career choices are concerned. This is primarily because they have not been equipped with any exposure on various career choices available. The course aims to address precisely these issues. To this end we identify organizations with close interface with the discipline of Sociology. We undertake a minimum of 3 visits in a semester to organisations ranging from NGOs and international research and development agencies to media and corporate houses. In short, the aim is to acquaint the students with various career perspectives through such organisations.

Course Objectives:

- To familiarize students with diverse organisational environments where sociological knowledge is applied.
- To facilitate interactions with professionals working across academic, governmental, non-governmental, development, media, and corporate sectors.
- To enable students to understand organizational structures, cultures, and modes of functioning.
- To encourage critical reflection on the relationship between sociological knowledge and professional practice.
- To support informed career exploration and professional development.

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. *Mention 4-6 course outcomes.*

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

CO1	Demonstrate understanding of the functioning and objectives of diverse organizations.
CO2	Identify the relevance of sociological knowledge and skills in professional settings.
CO3	Analyse organizational processes through sociological perspectives.
CO4	Reflect critically on the relationship between academic learning and professional practice.
CO5	Evaluate diverse career pathways available to sociology graduates.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	2	1	1	1	1	1	2	1	1	1	1
CO2	2	2	1	2	2	1	2	2	1	2	1	1
CO3	2	1	1	2	2	1	1	2	1	2	1	1
CO4	1	1	2	2	2	2	1	1	1	2	2	1
CO5	1	1	1	2	1	2	3	1	1	1	2	2
Average	1.6	1.4	1.2	1.8	1.6	1.4	1.6	1.6	1.1	1.6	1.4	1.2

1= Weak Correlation	2= Moderate Correlation	3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
0	1	3	4

	Modules and Readings
Module 1 (Lecture Hours = 12)	**Module Name: Civil Society, Advocacy and Development Organisations** *Module description* This module introduces students to civil society organisations, non-governmental organisations, advocacy groups, and community-based initiatives. Students examine how social issues are translated into programmes, interventions, and campaigns within institutional settings. The module encourages reflection on the relationship between sociological knowledge, social action, and public engagement. **Indicative Organisations** • PRIA • ActionAid India • Oxfam India • Centre for Equity Studies • Child Rights and You (CRY) • Jagori Readings with page numbers: Edwards, Michael. 2014. *Civil Society*. 3rd ed. Cambridge: Polity Press. pp. 1–44. Lewis, David. 2014. *Non-Governmental Organizations, Management and Development*. 3rd ed. London: Routledge. pp. 1–35. Kothari, Uma. 2005. "Authority and Expertise: The Professionalisation of International Development and the Ordering of Dissent." *Antipode* 37 (3): 425–446. Suggested Readings: Banks, Nicola, David Hulme, and Michael Edwards. 2015. "NGOs, States, and Donors Revisited: Still Too Close for Comfort?" *World Development* 66: 707–718. Lewis, David, and Nazneen Kanji. 2009. *Non-Governmental Organizations and Development*. London: Routledge.
Module 2 (Lecture Hours = 12)	**Module Name: Research, Policy and Knowledge Organisations** *Module description* This module exposes students to institutions engaged in social research, public policy, data analysis, and knowledge production. Students explore how sociological methods and social science expertise contribute to policy formulation, programme evaluation, and evidence-based decision making. **Indicative Organisations** • Centre for Policy Research • NITI Aayog

	• Institute of Economic Growth • National Council of Applied Economic Research • CSDS • UNESCO India Readings with page numbers: Burawoy, Michael. 2005. "For Public Sociology." *American Sociological Review* 70 (1): 4–28. Stone, Diane. 2007. "Recycling Bins, Garbage Cans or Think Tanks? Three Myths Regarding Policy Analysis Institutes." *Public Administration* 85 (2): 259–278. Desai, Vandana, and Robert Potter. 2014. *The Companion to Development Studies*. 3rd ed. London: Routledge. Selected chapters, pp. 36–68. Suggested Readings: Parsons, Wayne. 1995. *Public Policy: An Introduction to the Theory and Practice of Policy Analysis*. Cheltenham: Edward Elgar. Nutley, Sandra, Isabel Walter, and Huw Davies. 2007. *Using Evidence: How Research Can Inform Public Services*. Bristol: Policy Press.
Module 3 (Lecture Hours =12)	**Module Name: Media, Communication and Public Engagement** *Module description* This module examines organisations involved in journalism, media production, communication, digital platforms, and public discourse. Students reflect on the role of sociological imagination in understanding media narratives, representation, public opinion, and social communication. **Indicative Organisations** • The Hindu • Indian Express • People's Archive of Rural India (PARI) • NewsLaundry • BBC India • Digital media collectives Readings with page numbers: Couldry, Nick. 2012. *Media, Society, World: Social Theory and Digital Media Practice*. Cambridge: Polity Press. pp. 1–42. Hall, Stuart. 1997. "The Work of Representation." In *Representation: Cultural Representations and Signifying Practices*, edited by Stuart Hall, 13–74. London: Sage. Castells, Manuel. 2009. *Communication Power*. Oxford: Oxford University Press. pp. 3–34. Suggested Readings: Kellner, Douglas, and Jeff Share. 2007. "Critical Media Literacy, Democracy, and the

	Reconstruction of Education." In *Media Literacy: A Reader*, edited by Donaldo Macedo and Shirley Steinberg, 3–23. New York: Peter Lang. Couldry, Nick, and Andreas Hepp. 2017. *The Mediated Construction of Reality*. Cambridge: Polity Press.
Module 4 (Lecture Hours =12)	**Module Name: Corporate Organisations, CSR and Emerging Professional Spaces** *Module description* This module introduces students to corporate environments, social impact initiatives, consulting organisations, and emerging professional sectors employing social science graduates. Students engage with questions of organisational culture, diversity, ethics, sustainability, and social responsibility. **Indicative Organisations** • CSR Foundations • Development Consulting Firms • Social Impact Enterprises • Human Resource Organisations • Research and Analytics Firms Readings with page numbers: Barman, Emily. 2016. *Caring Capitalism: The Meaning and Measure of Social Value in the Market*. Cambridge: Cambridge University Press. pp. 1–42. Crane, Andrew, Dirk Matten, and Laura Spence, eds. 2019. *Corporate Social Responsibility: Readings and Cases in a Global Context*. 3rd ed. London: Routledge. Selected chapters, pp. 1–50. Boltanski, Luc, and Eve Chiapello. 2005. *The New Spirit of Capitalism*. London: Verso. Introduction, pp. xvii–xlv. Suggested Readings: Kalleberg, Arne. 2018. *Precarious Lives: Job Insecurity and Well-Being in Rich Democracies*. Cambridge: Polity Press. Sennett, Richard. 2006. *The Culture of the New Capitalism*. New Haven: Yale University Press.
Module 5 Practical/tutorial Component if any (Lecture Hours =12)	Activities/ short project/field visits *Module description* **Activities, Field Visits and Reflective Portfolio** This module constitutes the experiential core of the course. Students undertake organizational visits, interact with professionals, maintain field notes, prepare reflective journals, and participate in post-visit discussions. The emphasis is on developing critical observational skills, understanding institutional processes, and reflecting on the relevance of sociological knowledge in diverse professional settings. **Activities** • Minimum three organizational visits • Interaction with professionals • Observation reports • Reflective journal

	• Group presentations • Career mapping exercise • Portfolio submission

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 content from the initial modules while intergrating with the interface initials held with a organisation.

Assessment Component	Marks
Reflective Journal and Field Notes	20
Organizational Visit Reports (3 reports)	30
Group Presentation	20
Final Reflective Portfolio and Career Mapping Exercise	30
Total	**100**

- Observation skills
- Reflexivity
- Analytical writing
- Professional awareness
- Communication skills
- Application of sociological knowledge

.

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Concepts on civil society, shifting paradigms on development, role of media, government institutions, NGOs and think tank organisations	CO1, CO2 and CO3	Reflexive critical thinking and analytical writing

2. Organisational Visits and Group presentation (50 Marks)

This assignment will be based on the visits made to different organisations. Students will be organised in groups and each group has to choose a specific topic/theme of sociological interest/learning about the organisation, its mandate and work. Students are expected to present in class along with group work submissions.

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Organisational framework and dynamics; concepts such as CSR, government policies and programmes	CO1,CO2,CO3 and CO4	Observation, Field diary, interviewing, content analysis, inter-personal skills, writing

3. Reflective Portfolio and Career Mapping Exercise (30 Marks)
Towards the end of this course, this exercise will test the student's ability to map and indicate one's career path and options with a degree in Sociology. This exercise will not only build their confidence but also allow them to think of possibilities of building trans-disciplinary knowledge in practice.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Understanding of institutional processes organisational mapping, culture, accountability and integrity	CO3, CO4 and CO5	Interactive skills, Creative thinking, Portfolio creation

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated, and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved by the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

COURSE DESCRIPTION	
School/Centre proposing the course	School of Liberal Studies
Programme(s)	One-Year MA Sociology Programme
Course Code	TBA
Course Title	Dissertation: Research Design and Proposal Development
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Academic Year of Launch	Monsoon Semester 2026 (MS26)
Course Revision (if any) (year)	NA
Academic Council Minutes for Course/Revision	NA
Semester	Semester 1
Number of Credits	8 credits

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

   This course complements and is closely linked with Sociological Research Methods, Organisational Exposure, elective courses offered within the programme, and the Semester II Dissertation course. It provides students with an opportunity to integrate theoretical learning, methodological training, and field-based understanding through the design and planning of an independent sociological research project.

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

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 embodies AUD's commitment to socially relevant knowledge production, academic excellence, critical inquiry, and research-led learning. It encourages students to engage with contemporary social realities through independent sociological research while developing analytical, ethical, and professional competencies required for meaningful engagement with society.

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

   The dissertation constitutes the central research component of the One-Year MA Sociology Programme. It enables students to develop and apply sociological perspectives, research skills, analytical reasoning, and academic writing abilities through the design of an independent research project. The course strengthens research competencies, critical thinking, communication skills, problem-solving abilities, and employability across academic, policy, development, media, research, and organisational sectors.

Course Description:

The Dissertation Research Design and Proposal Development course constitutes the first stage of the year-long dissertation requirement of the One-Year MA Sociology Programme. The course is designed to enable students from diverse academic backgrounds to engage with sociological modes of inquiry and develop advanced research competencies through the design and planning of an original research project.

The course focuses on the development of literature review skills, identification of research gaps, theoretical and conceptual framing, research design, methodological planning, proposal writing, and ethical research practice. Through individual supervision, guided reading, proposal development workshops, oral presentations, and independent scholarly work, students acquire hands-on experience in conducting systematic social research.

The course places particular emphasis on the development of transferable skills including critical thinking, analytical reasoning, evidence-based decision-making, academic and professional communication, project planning, information literacy, and research writing. Through sustained engagement with independent research and scholarly inquiry, students develop competencies in problem identification, data interpretation, argument construction, and project management. These skills contribute not only to successful dissertation completion but also enhance employability across research organisations, public policy institutions, development agencies, higher education, media, consulting, corporate research environments, social impact organisations, and other professional sectors requiring advanced analytical, communication, and research capabilities.

The course further prepares students for higher research and academic pathways by strengthening their capacity for independent inquiry, interdisciplinary engagement, ethical research practice, and knowledge production. The competencies developed

through the course support lifelong learning and provide a strong foundation for advanced research, doctoral studies, policy analysis, development practice, and evidence-based professional work.

The course culminates in the submission and presentation of a comprehensive dissertation proposal that demonstrates conceptual clarity, methodological rigour, ethical sensitivity, and the feasibility of the proposed research project. The approved proposal shall form the basis of the empirical research and dissertation writing undertaken in Semester II.

Course Objectives:

- To enable students to formulate sociologically informed and socially relevant research problems.
- To develop advanced research, analytical, and literature review skills necessary for independent inquiry.
- To strengthen competencies in research design, methodological planning, and ethical research practice.
- To enhance academic and professional communication through proposal writing, presentation, and scholarly engagement.
- To cultivate transferable skills that support employability, lifelong learning, and advanced research in academic and professional contexts.

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. *Mention 4-6 course outcomes.*

At the end of the course students will be able to:

CO1	Formulate a sociologically informed research problem and situate it within contemporary theoretical and empirical debates.
CO2	Critically review, evaluate, and synthesise academic literature to identify research gaps and construct analytical frameworks for inquiry.
CO3	Develop a theoretically informed and methodologically rigorous research design appropriate to a chosen area of study.
CO4	Demonstrate ethical awareness, reflexivity, professional responsibility, and evidence-based reasoning in planning sociological research.
CO5	Prepare and present a coherent dissertation proposal that effectively

	communicates research objectives, methodology, significance, feasibility, and expected contribution.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO1	PO 2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO 3	PSO 4	PSO 5
CO1	3	1	1	2	2	2	1	3	2	3	2	2
CO2	3	2	1	2	3	2	1	3	2	2	3	1
CO3	2	3	2	1	3	1	2	2	3	2	2	1
CO4	1	3	3	1	2	2	3	1	3	2	2	3
CO5	2	2	1	3	2	2	2	2	2	2	3	2
Average	2.2	2.2	1.6	1.8	2.4	1.8	1.8	2.2	2.4	2.2	2.4	1.8

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
			2 hours	Semester-long supervision-based dissertation course involving individual faculty supervision, scheduled dissertation meetings, proposal development workshops, presentations, and independent student research. Dedicated two-hour dissertation slot each week, in addition to regular consultations with their assigned supervisors and independent research activities.

	Modules and Readings
Module 1 (Lecture Hours =)	Module Name: Identifying Research Problems and Developing Sociological Inquiry This module introduces students to the process of identifying researchable social problems and developing sociologically informed research questions. The module focuses on research significance, feasibility, scope, and the development of sociological imagination. Readings with page numbers: Mills, C. W. (1959). The Sociological Imagination. Oxford University Press. (Chapter 1 &2) Becker, H. S. (2008). Tricks of the Trade: How to Think about Your Research While You're Doing It. University of Chicago Press. (Chapters 1–3) Ragin, C. C., & Amoroso, L. M. (2011). Constructing social research: The unity and diversity of method. Pine Forge Press. (Chapters 2) Suggested Readings: Blaikie, N. (2010). Designing Social Research. Polity Press. Alvesson, M., & Sandberg, J. (2013). Constructing Research Questions. Sage.
Module 2 (Lecture Hours =)	Module Name: Literature Review and Conceptual Framework Development The module focuses on identifying relevant scholarship, conducting systematic literature reviews, preparing annotated bibliographies, identifying research gaps, and developing conceptual and theoretical frameworks. Readings with page numbers: Hart, C. (2018). Doing a Literature Review. Sage. (Chapters 1) Ridley, D. (2012). The Literature Review: A step-by-step guide for students. Sage. (Chapters 1 & 3) Boote, D. N., & Beile, P. (2005). Scholars Before Researchers: On the Centrality of the Dissertation Literature Review in Research Preparation.

	Educational Researcher, 34(6), 3–15. Suggested Readings: Fink, A. (2020). Conducting Research Literature Reviews. Sage. Bryman, A. (2016). Social Research Methods. Oxford University Press.
Module 3 (Lecture Hours =)	Module Name: Research Design, Methodology and Ethics This module develops competencies in research design, methodological planning, data sources, research ethics, reflexivity, and responsible conduct of research. Readings with page numbers: Creswell, J. W., & Creswell, J. D. (2018). Research Design. Sage. (Chapters 1–3) Bryman, A. (2016). Social Research Methods. Oxford University Press. (Chapters 3-6) Israel, M. (2015). Research Ethics and Integrity for Social Scientists: Beyond regulatory compliance. Sage. (Chapters 2–6) Suggested Readings: Gobo, G. (2008). Doing Ethnography. Sage. Denzin, N. K., & Lincoln, Y. S. (2018). The Sage Handbook of Qualitative Research. Sage.
Module 4 (Lecture Hours =)	Module Name: Research Proposal Writing and Academic Communication This module focuses on proposal writing, academic argumentation, citation practices, scholarly communication, presentation skills, and dissertation planning. Readings with page numbers: Punch, K. F. (2014). Developing Effective Research Proposals. Sage. (Chapters 2-3 & 5-6) Walliman, N. (2021). Research methods: The basics. Routledge. (Chapters 12-13)

	Suggested Readings: Murray, R. (2017). How to Write a Thesis. Open University Press. Turabian, K. L. (2018). A Manual for Writers of Research Papers, Theses, and Dissertations. University of Chicago Press.
Module 5 Practical/tutorial Component if any (Lecture Hours =)	• Weekly meetings with dissertation supervisors. • Participation in the scheduled two-hour dissertation slot. • Development of annotated bibliography. • Proposal development workshops. • Peer review exercises. • Research ethics discussions. • Academic writing clinics. • Dissertation proposal presentation. Attendance and participation in scheduled dissertation supervision sessions shall constitute an important component of satisfactory progress in the course.

Assessment (Including Skills to be tested as per NCrF):

1. Literature Review (30 Marks)

This assignment is designed to assess the student's ability to engage closely and critically with the theoretical literature related to the research question under study

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Theoretical debates, conceptual frameworks, literature review techniques, research gap identification.	CO1, CO2	Academic reading, analytical reasoning, synthesis of literature, scholarly writing, critical evaluation.

2. Research Proposal Presentation (30 Marks)

This assignment focuses on assessing the student's ability to conceptualise, communicate, and defend an original research project.

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Research problem formulation, theoretical framing, methodological planning, significance of research.	CO1, CO3, CO4, CO5	Oral communication, presentation skills, academic argumentation, defence of ideas, engagement with feedback.

3. Written Dissertation Proposal (40 Marks)

This assignment is a written proposal submission, normally be between 3,500–4,000 words excluding bibliography and appendices and should include:

- Introduction and background
- Statement of research problem
- Research objectives/questions
- Review of literature
- Theoretical/conceptual framework
- Research methodology
- Ethical considerations
- Proposed chapter outline
- Timeline for research
- Bibliography (APA Style)

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Research design, methodology, literature review, ethics, feasibility, contribution to knowledge.	CO1, CO2, CO3, CO4, CO5	Research planning, academic writing, analytical reasoning, project design, scholarly communication.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School



Dr. B R Ambedkar University Delhi

Course Details as per

Learning Outcome Based Curriculum Framework (LOCF)/
Outcome Based Education Curriculum Framework

Developed by

Internal Quality Assurance Cell (IQAC)
Dr B R Amebdkar University Delhi

COURSE DESCRIPTION	
School/Centre proposing the course	School of Liberal Studies
Programme(s)	MA (History) 1 year and 2 years
Course Code	SLS2HS003
Course Title	Power, Culture and Marginality
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Academic Year of Launch	2011 (Running)
Course Revision (if any) (year)	
Academic Council Minutes for Course/Revision	
Semester	1, 3
Number of Credits	4

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

   The course connects to all major disciplines in the study of social sciences; overlaps with theory and methods courses offered at AUD on culture studies/anthropology, literary and performative traditions, sociology of religion, community identity formation and representation, caste and gender based courses, regional studies.

2. Specific requirements on the part of students who can be admitted to this course: Completed 3 years of undergraduate studies in any discipline. (Pre-requisites; prior knowledge level; any others – please specify)

   Open to all MA students.

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

   As per AUD norms.

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

Semester-long, weekly seminar mode (4 hours per week), spread over 14 weeks

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

   The course fits very well with AUD's vision of inclusiveness and promoting social equity through pedagogical engagement. By emphasizing on various historical processes of power dynamics that align with the vision of AUD, the course will help students understand the inter-relational contexts of power, culture and marginality.

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

   As a compulsory course of the MA History programme, it intersects with the major historical arguments around state making, social formation, cultural and religious traditions/practices, representation, making of regions and marking of identities in the Indian sub-continent. As a theory and methods course, this course conceptually deals with the problems of historical knowledge production and builds on the idea of methodological interdisciplinarity by allowing students to look beyond the conventional approach of doing historical research.

Course Description:

This course is designed to help students reflect on varied historical processes that play an important role in marginalizing regions, peoples / community, groups, cultures and their histories and how inadvertently the very processes generate social, cultural and political consciousness in the margins. The larger objective of the course is to engage with the critical questions – What is power? How does it work? As power cannot be understood in isolation or reduced to just the exercise of political authority, the rationale is to be reflective of social sanctions and sanctities. While power must be understood in relational contexts, in its dispersal it leads to the formations of multiple marginalities and identities of gender, ethnicities/culture, class and caste. History has witnessed numerous revolutions and counter-revolutions, which in turn has led to a critique of the meta-narratives of history. This course, thus, aims to question the paradigm of "othering" in a historical context and dissect the political framework of cultural imperialism. In doing so it would be pertinent to understand how, in the first place, the 'other' is created and how its relation to the larger society is shaped in the process. The idea is to highlight the complexities involved in the historical processes of 'acculturation and assimilation' that leads to determining power dynamics between the dominant and the 'other'. The intent is to enable students to develop critical perspectives on the ways in which cultural differentiation and ethnic formulations have been used to maintain 'power' and justify inequalities and injustices. The themes chosen for discussion in this course will include historical experiences of regions, social – cultural – religious - linguistic groups, gender and other such disadvantaged exclusions arising out of caste/tribe/history based hierarchies.

Course Objectives:

1	To help students develop conceptual understanding of power, culture and marginality in historical studies.

2. To critically examine the relational contexts of the three concepts – power, culture and marginality.
3. To problematize and contextualize the inter-relationship of the themes.
4. To analyse how historical knowledge production can create marginal spaces and contestations (identities, regions, etc.)
5. To look at history from the margins
6. To develop reading and writing skills, comparative analysis, and critical interpretation of sources

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable.

At the end of the course students will be able to:

CO1	Understand the conceptual framework of the course and draw the thematic interconnectedness.
CO2	Identify the chronology to/and problematize the historical concerns of marginality.
CO3	Develop methodological clarity and skill in the study of history of marginality, i.e. how to use oral narratives and memory, objects and materials as sources for history writing alongside archival/textual sources.
CO4	Understand the purpose and meaning of historical study/history writing in a larger context; significance of historical study
CO5	Be able to read critical historical texts, interpret sources, make historically relevant formulations by drawing on relevant theoretical frameworks.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes (PSO):

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	2	2	1	3	3	2	1	2
CO2	3	3	3	2	2	2	1	3	3	3	1	1
CO3	3	3	2	2	3	2	2	3	3	3	2	2
CO4	3	2	2	2	2	2	1	3	2	2	2	2
CO5	3	3	3	2	2	2	1	3	3	3	3	3
Average	3	2.8	2.6	2	2.2	2	1.2	3	2.8	2.6	1.8	2

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
4	2			6

	Modules and Readings
Module 1 (Lecture Hours = 12)	**Module Name**: Theoretical Concepts **Module Description:** How do we understand Power, Culture and Marginality in relational context? This module discusses the 3 concepts to historicize the condition of marginality by tracing the genesis of problems encountered by society. The idea is to make students understand the meaning of caste, gender and tribe as a social group; of culture and cultural ideologies. In what way power as represented through cultural practices (including religious philosophy) and civilizational discourses work to propagate power and create marginal spaces is the central theme of the module. **Essential Readings** Barraclough, Robert A and Stewart Robert A, 'Power and Control: Social Science Perspectives' in Richmond Virginia P and McCroskey, James C (eds.) *Power in the Classroom: Communication, Control and Concern,* Routledge, 1992 (Chapter 1, 18 pages). Bourdieu, Pierre, *Physical Space, Social Space and Habitus* (special lecture), Rapport 10:1996, University of Oslo. Burke, Peter, *What is Cultural History,* Polity Press: Cambridge, 2008. Cohn, Bernard, *Colonialism and Its Forms of Knowledge,* Princeton University Press, 1996. Foucault, Michel, 'The Subject and Power', *Critical Inquiry,* Vol. 8, No. 4, (Summer 1982), pp. 777-795. Park, Robert E, 'Human Migration and the Marginal Man', *American Journal of Sociology,* Vol. 33, No. 6, 1928, pp. 881-893. Selvakumar, V, 'Archaeology of Marginalization in Indian History', *Studies in History*, 38(I), 2022, pp. 28-59. Srinivas, MN, *Collected Essays*, Oxford University Press, 2002.

	Suggested Readings: Dickie-Clark, H. F., 'The Marginal Situation: A contribution to marginality theory', *Social Forces,* Vol. 44, No. 3, (March 1966), pp. 363-370. Narayan, Badri, 'National Past and Political Present', *Economic and Political Weekly*, Vol. 39, No. 31 (July 31 – Aug. 6), 2004, pp. 3533-3540. Satpathy, Sumanyu, 'Us Not US: Representation and the Pedagogy of Marginality Studies in India', *Indian Literature,* Vol. 49, No. 6, (230) (Nov. – Dec. 2005), pp. 150-161.
Module 2 (Lecture Hours = 12)	**Module Name: History of Representation and the Process of 'Othering'** **Module Description:** This module is around the notion of cultural superiority and creating the space for alternate discourses. Based on the foundational theoretical frameworks for understanding historical marginality, the discussions will address the problem of representation and the question of 'peripheralization' in historical studies. How the term periphery is not limited to geographical demarcation of boundaries but transcends to the social, cultural and political to create exclusive spaces. **Essential Readings** Bourdieu, Pierre, 'Social Space and Symbolic Power', *Sociological Theory*, Vol. 7, No. 1 (Spring, 1989), pp. 14-25 Halbwachs, Maurice. *On Collective Memory*. Ed. Lewis Coser. University of Chicago Press, 1992. (Selections: "The Social Frameworks of Memory"). Pace, David, 'Structuralism in History and the Social Sciences', American Quarterly, 1978, Vol. 30, No. 3 (1978), pp. 282-297 Singh, KS, 'Colonial Transformation of Tribal Society in Middle India' *Economic and Political Weekly*, Vol. 13, No. 30 (Jul. 29, 1978), pp. 1221-1232. Said, Edward, *Orientalism*, Pantheon Books: NY, 1978 Srinivas, MN, 'A Note on Sanskritization and Westernization', *The Far Eastern Quarterly,* Vol. 15, No. 4, (Aug. 1956), pp. 481-496. Xaxa,Virginius, 'Tribes as Indigenous People of India', *Economic and Political Weekly*, Vol. 34, No.51, 1999. **Suggested Readings:**

	Assefa Mehretu, Bruce Wm. Pigozzi and Lawrence M. Sommers, 'Concepts in Social and Spatial Marginality', *Geografiska Annaler*. Series B, Human Geography, Vol. 82, No. 2, Development of Settlements (2000), pp. 89-101 Das Gupta, Ranajit, 'From Peasants and Tribesmen to Plantation Workers: Colonial Capitalism, Reproduction of Labour Power and Proletarianization in North east India, 1850s to 1947', *Economic and Political Weekly*, Vol. 21, No. 4 (Jan. 25, 1986), pp. PE2-PE10 Miri, Mrinal, 'On Mainstream and Marginality', India International Quarterly, Vol. 27, No. 2, Marginalised (Summer 2000), pp. 3-10.
Module 3: (Lecture Hours =12)	**Module Name: Historicizing Resistance to Trace the Subaltern Voice** **Module Description:** This module is an enunciation of the resistances to the notions of cultural imperialism. The idea is to let students identify strands of shift within the meta-narratives of history and understand different forms of historical voices that remain unheard. By drawing illustrations from personalized and collective experiences, the module will engage with subaltern voices in history. The readings would comprise of narratives from the peripheries/margins such as regional, caste, gender and tribes, which interlink issues of power and marginality. **Essential Readings:** Guha, Ranajit, *The Small Voices of History* (Collected Essays), Permanent Black: Delhi, 2002. Gupta, Charu, *Sexuality, Obscenity and Community*, Permanent Black, 2005. Illiah, Kancha, *Why I am Not a Hindu: A Sudra critique of Hindutva Philosophy, Culture and Political Economy*, Samya: Calcutta, 1996. Kamei, Samson, 'The Zeliangrong Movement in North-East India: An Exegetical Study', *Sociological Bulletin*, Vol. 61, No. 2 (May-August 2012), pp. 320-334. Ramirez, Philippe, People of the Margins: Across Ethnic Boundaries in North-east India, Spectrum Publication: Guwahati, 2014. Singh, KS, *Tribal Movement in India* (Vol. 2), Manohar, 1983 Thompson, Paul, *The Voice of the Past: Oral History*, Oxford University Press, 2000. **Suggested Readings:** Deshpande, Prachi, Creative Pasts: Historical memory and Identity in Western India, 1700-1960

	Guha, Amalendu**,** **'**Great Nationalism, Little Nationalism and Problem of Integration: A Tentative View', *Economic and Political Weekly*, Feb., 1979, Vol. 14, No. 7/8, Annual Number: Class and Caste in India (Feb., 1979), pp. 455+457-458. Radhakrishan, Meera, *Dishonoured by History*, Orient Longman: Hyderabad, 2001
Module 4 (Lecture Hours = 12)	**Module Name:** Alternative Discourse: Subaltern and Post Modernism - I **Module Description:** This module introduces students to the alternative discourses emerging in the study of history. The idea is to familiarise students with new trends in history writing and will engage with the concepts of subaltern and post-modernism. The major shifts in historical studies highlight the importance of the regional, local and micro histories, which reflect methodological interdisciplinarity in the study of history. The module explores typological, symbological and ideological patterns to identify the shifts within the larger framework of understanding power and marginality. **Essential Readings:** Aquil, Raziuddin and Chatterjee, Partha (eds.), *History in the Vernacular*, Orient Blackswan, 2015. Baruah, Sanjib, *In the Name of the Nation: India and Its Northeast*, Standford university Press, 2020. Behera, Maguni Charan (ed.), *Tribal Studies in India: Perspectives of History, Archaeology and Culture*, Springer (eBook), 2020. Jaffrelot, Christophe, 'Sanskritization vs. Ethnicization in India: Changing Indentities and Caste Politics before Mandal, *Asian Survey*, Vol. 40, No. 5, Modernizing Tradition in India (Sep. - Oct., 2000), pp.756-766 Rao, Aparna and Casimir, Michael J (eds.), *Nomadism in South Asia*, OUP: new Delhi, 2003. **Suggested Readings:** Misra, Udayan, *Burden of History: Assam and the Partition -Unresolved Issues*, OUP (India), 2018. Kar, Bodhisattva, *What Is In A name? Politics of Spatial Imagination in Colonial Assam*, Centre for Northeast India, South and Southeast Asia Studies (Number 5), Guwahati, 2004.
Module 5 (Lecture Hours = 12)	**Module Name:** Alternative Discourse: Subaltern and Post Modernism - II **Module Objective:** This module will introduce students to non- conventional methodology of understanding the concepts of power, culture and marginality and use audio-visual to historicize representation. The idea is to explore alternate sources for rethinking about history of marginality and how in popular culture

	marginality is either expressed, resisted/contested and dealt with. Selected artwork, films, songs and other forms of expressions will be used.

Assessment (Including Skills to be tested as per NCrF):

1. Response Essay/Exam (30 Marks)

The in-class re-writing assignment tests the student's ability to engage with readings; articulate the conceptual and theoretical connect between the three conceptual themes of the course.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Conceptualizing Power, Culture and marginality historically in relational context.	CO1, CO2	Critical reading; articulation and argumentation; cross referencing and making theoretical formulations

2. Midterm Exam (30 Marks)

Midterm Exam (30 Marks) |
A mid-term examination (in October) will test knowledge of Modules 2, 3-4. It includes short answer questions (10 marks) on key concepts and terms (e.g., *hierophany*, formulaic composition, collective memory, etc.) and two long analytical questions (20 marks) on orality, memory, and methodology.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Problematize the historical process of marginality	CO2, CO3	Ability to link interconnectedness in history and coherently present in writing with clear argument.

End Term Project (40 Marks) An end semester examination will be conducted to evaluate/examine their ability for critical thinking.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
In-depth understanding of the theories and ongoing debates on the question of historical representation, marginality and popular discourse.	CO1–CO5	Identify, differentiate, annotate - interpret different kinds of sources.

Dharitri Narzary Chakravartty

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

Dr. B R Ambedkar University Delhi

Course Details as per

Learning Outcome Based Curriculum Framework (LOCF)/ Outcome Based Education Curriculum Framework

Developed by

Internal Quality Assurance Cell (IQAC)
Dr B R Amebdkar University Delhi

COURSE DESCRIPTION	
School/Centre proposing the course	School of Liberal Studies
Programme(s)	MA History
Course Code	SLS2HS204
Course Title	Comparative Studies in Labour Relations and Wellbeing, 1600s-2000s
Course type (core/compulsory/ elective/any other – please specify)	Discipline Specific Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA/PG
Academic Year of Launch	Since 2011
Course Revision (if any) (year)	2026 (upon the LOCF requirements)
Academic Council Minutes for Course/Revision	To be filled as and when available
Semester	Monsoon 1 & 3
Number of Credits	4

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

   The course complements DSC courses namely Making of the Modern World (SLS2HS002), Power, Culture and Marginality (SLS2HS003), Problems of Historical Knowledge (SLS2HS004) and elective courses such as India's Economy and Colonial Rule (SLS2HS107) and Labour, Land, Capital and State (SLS2HS310). It also contributes to students' preparation for DSR-I and DSR-II research work.

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

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
   As per AUD programme norm: 50 Maximum.

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 advances AUD's commitment to social justice, equity and access, socially relevant and interdisciplinary scholarship, by examining labour, inequality, wellbeing, migration, gender and development through historical perspectives. It encourages students to engage with questions of citizenship, human dignity and social transformation.

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

   The course contributes directly to Programme Outcomes relating to historical knowledge, research competence, rational humanist thinking, ethical citizenship, communication and interdisciplinary analysis. It strengthens comparative historical understanding of labour regimes and wellbeing across different societies. The course also contributes to the programme's research pathway by preparing students for DSR-1 and DSR-2 (the research components of the MA) in the field of labour history, social history, or political economy.

Course Description:

It equips the student with tools of analysis of everyday life, society and economy in terms of labour, land, capital, state and the wellbeing in the modern world. It engages them in a discussion on the significance of comparative historical perspectives, as these are, over the subject in India, the UK, the USA and South Africa. It moves away from the approach in which the working people occupy a place of importance in the modern industrial world either because of their capacity to disturb the economic rhythm or because they epitomise a social problem of industrialisation. Opposed to the approach which regards the working people merely one of the factors of production and a site of development's impact, this course discusses how the working people performed constitutive roles in the progression of civilisation. It delves into their experiences with a view towards grasping the nature of concrete/'real labour' vis a vis 'abstract labour'. With the same intent, it analyses the relations of work as well as other aspects of social relations in which the working people were enmeshed. These social relations provided the context in which transactions among workers, the employer/management and the rest of society occurred. The course comments upon various approaches, such as behaviourist, structuralist, Marxian, postmodernist, post-structuralist and feminist applied to the study of productive classes. The latter participated in a transaction of labour power to secure their wellbeing as they desired for and confronted its contested definitions. In contradistinction to the ahistorical approach of capability and entitlement to the question of wellbeing, this course dwells on the public reasoning of wellbeing, freedom and progress. It delves into the debates, and reveals to the student the strength, the limitation, and the gaps, as these are, found in the available literature. It encourages the participant to reflect upon both the historical literature and other secondary reference materials.

Course Objectives:

It introduces major concepts and historiographical approaches to labour and wellbeing.
Examine transformations in labour relations from the early modern to the contemporary world.
Analyse labour migration, recruitment and mobility.
Study skill formation, work organisation and technological change.
Explore wages, welfare, living standards and wellbeing.
Understand labour through gender, caste, family and community perspectives.
Develop comparative and interdisciplinary approaches to labour history. Compare labour relations and wellbeing outcomes across at least two of the four countries studied (India, UK, USA, South Africa).
Strengthen research, analytical and interpretive skills. Assess the role of the state, law, and social institutions (caste, family, community, religion) in shaping labour conditions and social security.

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. *Mention 4-6 course outcomes.*

At the end of the course students will be able to:

CO1	Explain major concepts, theories and historiographical debates concerning labour, work and wellbeing.
CO2	Analyse diverse forms of labour relations and labour regimes across regions and historical periods.
CO3	Compare labour relations and wellbeing outcomes across at least two of the four countries studied (India, UK, USA, South Africa) using appropriate historical evidence.
CO4	Reflect on the relationship between historical labour conditions and contemporary policy debates on social security, informal labour, and wellbeing (e.g., NEP 2020's emphasis on skill development; the Code on Social Security, 2020).
CO5	Analyse a primary or secondary text on labour history to identify its theoretical assumptions, evidentiary basis, and argumentative structure.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	2	1	1	3	2	2	1	1
CO2	3	3	2	2	3	2	1	3	3	2	2	2
CO3	2	3	2	2	3	2	2	2	3	3	2	2
CO4	3	3	2	2	3	2	1	2	2	3	2	2
CO5	2	2	3	3	2	3	2	2	2	3	3	2

Average	3	3	2	2	3	2	2	2	2	3	2	2

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
04	02			06

	Modules and Readings
Module 1 (Lecture Hours = 10/2.5 weeks)	Module Name: Conceptualising Labour, Work and Wellbeing Readings with page numbers: Suggested Readings: Chakrabarty, Dipesh, 2000. Provincialising Europe: Postcolonial Thought and Historical Difference. Princeton: Princeton University Press. Chapter 2: "Two Histories of Capital", pp. 47-71. Sen, Amartya, 1999. Development as Freedom. Delhi: Oxford University Press. Chapter 1: "The Perspective of Freedom" (pp. 13-34) — Required van der Linden, Marcel, 2008. Workers of the World: Essays Towards a Global Labour History. Leiden: Brill. Chapter 1: "Conceptualising the World Working Class", pp. 1-29. Bhattacharya, S., 2007. "Introduction: Historiography of Indian Labour." In Behal, R.P. and Marcel van der Linden (eds.), *India's Labouring Poor: Historical Studies, 1600-2000*. Cambridge: Cambridge University Press, pp. 7-19. van Zanden, Jan Luiten et al. (eds.), 2014. How Was Life? A Global History of Wellbeing. Leiden: OECD Publishing. Executive Summary (pp. 9-23) Antunes, Ricardo, 2014. The Meanings of Work: Essays on the Affirmation and Negation of Work. Delhi: Aakar Books. Chapter 1 Upadhyay, S.B., 2011. "Work and Untouchability: Experiences of Work in Dalit Autobiographies." In Behal, R., Alice Mah, and Babacar Fall (eds.), Rethinking Work: Global Historical and Sociological Perspectives. Delhi: Tulika, pp. 23-38 Harriss-White, Barbara, 2003. India Working: Essays on Society and Economy. Cambridge: Cambridge University Press. Introduction Jan Breman et al., 2019. The Social Question in the Twenty-First Century. Dreze, J and Amartya Sen, 2011. An Uncertain Glory of India. Graham, 2008. The Pursuit of Happiness, MIT. Thomas Piketty, 2020, Capital and Ideology, Harvard University Press.
Module 2 (Lecture Hours = 10/2.5 weeks)	Module Name: Labour Relations, Labour Regimes and Labour Mobility Readings with page numbers: Suggested Readings:

	Roy, Tirthankar, 2005. Rethinking Economic History: Labour and Livelihood. Delhi: Oxford University Press. Chapter on "Labour and Livelihood" Behal, Rana P., 2014. One Hundred Years of Servitude: Political Economy of the Plantation in Assam. Delhi: Tulika Books. Introduction (pp. 1-25) Nite, Dhiraj K., 2014. "Reproduction Preferences and Wages: The Mineworker in Indian Coalfields (Jharia) 1895-1970." Studies in History, Vol. 30(1) Breman, Jan, 2014. Working in the Informal Economy. Oxford: Oxford University Press. Chapter 1: "The Informal Economy: A Concept Growing in Significance", pp. 1-30. Rai, Santosh Kumar, 2021. "Communities of Skill in the Age of Capitalism: Handloom Weavers in Twentieth-Century United Provinces, India." Modern Asian Studies, Vol. 56(4), pp. 1183-1221 — focus on pp. 1183-1205 Bhattacharya, Neeladri, 2018. The Great Agrarian Conquest. Delhi: Permanent Black. Chapter 1. Ravi Ahuja, "Labour Relations in an Early Colonial Context". Michael Fisher, Migration: A World History. De Neve, G. The Everyday Politics of Labour: Working Lives in India's Informal EconomyThe Politics of Labour in the Informal Economy, 2005. Lucassen, Jan and Leo Lucassen (eds.), 2014. Globalising Migration History: The Eurasian Experience 16th-21st Centuries. Leiden: Brill. Introduction, pp. 1-35. Tumbe, Chinmay, 2018. India Moving: A History of Migration. Penguin. Chapter on "Labour Migration". Amrith, Sunil, 2011. Migration and Diaspora in Modern Asia. Cambridge: Cambridge University Press. Chapter 2.
Module 3 (Lecture Hours = 12-16/3-4 weeks)	Module Name: Skills, Technology, Work Time and Wages Readings with page numbers: Suggested Readings: Frankema, Ewout and Marlous van Waijenburg, 2023. "What about the Race between Education and Technology in the Global South? Comparing Skill Premiums in Colonial Africa and Asia." Economic History Review, Vol. 76, pp. 941-978, pp. 941-960. Kumar, Arun, 2019. "Skilling and its Histories: Labour Market, Technical Knowledge and the Making of Skilled Workers in Colonial India (1880-1910)." Journal of South Asian Development, Vol. 13(3), pp. 249-271. Rai, Santosh Kumar, 2021. "Communities of Skill in the Age of Capitalism." Modern Asian Studies, Vol. 56(4), pp. 1183-1221 — focus on pp. 1183-1195 and the conclusion, pp. 1210-1221. van Zanden, Jan Luiten, 2009. "The Skill Premium and the 'Great Divergence'." European Review of Economic History, Vol. 13(1), pp. 121-153. E.P. Thompson, 1969, "Time, Work-Discipline and Industrial Capitalism". Voth, 2001, Work and Time in England 1750–1830. Chitra Joshi, 2003, Lost Worlds, chapter on work culture. Ricardo Antunes, 2013, The Meanings of Work. Clark, G. 2008, Farewell to Alms. Chapter on Managerial Decisions and

	Performance in Indian Cotton Textiles". de Zwart, Pim and Jan Lucassen, 2020. "Poverty or Prosperity in Northern India? New Evidence on Real Wages, 1590s-1870s." Economic History Review, Vol. 73(3), pp. 644-667. Allen, Robert C., 2001. "The Great Divergence in European Wages and Prices from the Middle Ages to the First World War." Explorations in Economic History, Vol. 38, pp. 411-447. Gupta, Bishnupriya, 2011. "Wages, Unions and Labour Productivity: Evidence from Indian Cotton Mills." Economic History Review, Vol. 64(1), pp. 77-98 Parthasarathi, Prasannan, 1998. "Rethinking Wages and Competitiveness in the Eighteenth Century Britain and South India, 1720-1800." Past and Present, Vol. 158, pp. 79-109.
Module 4 (Lecture Hours = 12-16/3-4 weeks)	Module Name: Social Wage/Security, Work Safety, Family, Gender and Children Readings with page numbers: Suggested Readings: Rosental, Paul-Andre (ed.), 2017. Silicosis: A World History. Baltimore: Johns Hopkins University Press, pp. 1-25. Stewart, Paul and Dhiraj Kumar Nite, 2017. "From Fatalism to Mass Action to Incorporation to Neoliberal Individualism: Worker Safety on South African Mines, c.1955-2016." Review of African Political Economy, Vol. 44(152), pp. 252-271. Nite, Dhiraj Kumar, 2019, “Negotiating the Mines”, in Studies in History Journal. Singh, Bhasha, 2014. Unseen: Truth about India's Manual Scavengers. Delhi: Penguin. Introduction Ahuja, Ravi, 2019. "A Beveridge Plan for India? Social Insurance and the Making of the Formal Sector." International Review of Social History, Vol. 64(2), pp. 207-248. Dhar, Debasree and Dhiraj Kumar Nite, 2022. "Compensation Benefits and its Antagonistic Implementation." Labor History (October 2022) Breman, Jan, Kevan Harris, Ching Kwan Lee, and Marcel van der Linden (eds.), 2019. The Social Question in the Twenty-First Century: A Global View. Berkeley: University of California Press. Introduction (pp. 1-30). Kannan, K.P., 2013. The Long Road to Social Security. New Delhi: Oxford University Press. Chapter 2 Parry, Jonathan, 2020. Classes of Labour: Work and Life in a Central Indian Steel Town. New York: Routledge. Part 3 de Swaan, Abram, 1988. In Care of the State. New York: Oxford University Press. Chapter on "The Emergence of the Welfare State". Humphries, Jane, 2010. Childhood and Child Labour in the British Industrial Revolution. Cambridge: Cambridge University Press. Conclusion. Samita Sen, Woman and Labour in Late Colonial India. Bina Agarwal, "Social Security and the Family". Ghosh, Jayati, 2009. Never Done and Poorly Paid: Women's Work in Globalising

	India. Delhi: Women Unlimited. Chapter 1. Vijaya Ramaswamy, "Women and Work in Pre-colonial South India". Boris, Eileen, 2019. Making the Woman Worker. New York: Oxford University Press. Chapter on outwork and SEWA, pp. 155-180. Sen, Samita, 2008. "Gender and Class: Women in Indian Industry, 1890-1990." Modern Asian Studies, Vol. 42(1), pp. 75-116. Horrell, Sara and Jane Humphries, 1995. "Women's Labour Force Participation and the Transition to the Male-Breadwinner Family, 1790-1865." Economic History Review, Vol. 48(1), pp. 89-117. Lieten, Kristoffel and Elise van Nederveen Meerkerk (eds.), 2016. Child Labour's Global Past, 1650-2000. Bern: Peter Lang. Introduction. Nite, Dhiraj Kumar, 2014. "Familist Movement and Social Mobility: The Jharia Coalfield, 1895-1970." Indian Historical Review, Vol. 40(2).
Module 5 (Lecture Hours = 8/2 weeks)	Module Name: Culture, Identity, Leisure Readings with page numbers: Suggested Readings: Upadhyay, S.B., 2011. "Work and Untouchability: Experiences of Work in Dalit Autobiographies." In Behal et al. (eds.), Rethinking Work. Delhi: Tulika, pp. 23-38. Antunes, Ricardo, 2013. The Meanings of Work: Essay on the Affirmation and Negation of Work. Leiden: Brill. Chapter 7 (on alienation). Nite, Dhiraj Kumar, 2016. "Worshiping the Colliery-goddess: An Exploration of the Religious View of Safety in Indian Coalminers (Jharia), 1895-2009." Contributions to Indian Sociology, Vol. 50(2), pp. 163-186. Pinney, Christopher, 1999. "On Living in the Kal(i)yug: Notes from Nagda, Madhya Pradesh." Contributions to Indian Sociology, Vol. 33, pp. 77-99. Pandey, Gyanendra, 1990. The Construction of Communalism in Colonial North India. Delhi: Oxford University Press. Chapter 3: "The Bigoted Julaha", pp. 66-108. Ramaswamy, Vijaya (ed.), 2019. In Search of Vishwakarma. Delhi: Primus Books. Introduction Samuel, Raphael, 1985. *Theatres of the Left, 1880-1935: Workers' Theatre Movements in Britain and America*. London: Routledge & Kegan Paul. Introduction
Module 6 (Lecture Hours = 8/2 weeks)	Module Name: Laws, State and Social Forces Readings with page numbers: Suggested Readings: Thompson, E.P., 1963. The Making of the English Working Class. London: Penguin. Preface and Chapter 1, pp. 9-31. Chakrabarty, Dipesh, 1989. *Rethinking Working-Class History: Bengal 1890-1940*. Princeton: Princeton University Press. Chapter 1. Chandavarkar, Rajnarayan, 1996. Imperial Power and Popular Politics: Class, Resistance and the State in India. Cambridge: Cambridge University Press. Introduction.

	Mohapatra, P., 2005. "Regulated Informality." In Workers in the Informal Sector Ahuja, R., 1999. "Origins of Colonial Labour Policy." IRSH, 44, pp. 159-19. Kannan, K.P., 2013. Long Road to Social Security. Chapter on Unorganised Sector

Assessment (Including Skills to be tested as per NCrF):

1. Response Essay/Midterm Exam (50 Marks)

This assignment is designed to test the student's ability to engage closely and critically with the theoretical content from the initial modules.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Labour history, wellbeing, labour regimes, migration, work and labour markets	CO1, CO2, CO3	Critical reading, analytical writing, historiographical interpretation, argumentation

2. End Term Exam (50 Marks)

The End term exam tests the student's ability to integrate learning across the entire course….

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Labour relations, welfare, gender, family, identity, culture and wellbeing	CO1–CO5	Comparative analysis, historical interpretation, evidence-based reasoning, research-oriented writing

Signature of Course Coordinator(s): Dr Dhiraj Kumar Nite

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

Dr. B R Ambedkar University Delhi

Course Details as per

Learning Outcome Based Curriculum Framework (LOCF)/ Outcome Based Education Curriculum Framework

Developed by

Internal Quality Assurance Cell (IQAC)
Dr B R Amebdkar University Delhi

COURSE DESCRIPTION	
School/Centre proposing the course	School of Liberal Studies
Programme(s)	MA History (2-Year & 1-Year)
Course Code	SLS2HS30XXX
Course Title	DSR-1 Guided Secondary Literature Review
Course type (core/compulsory/ elective/any other – please specify)	Compulsory Discipline Specific Research
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA/PG
Academic Year of Launch	2026
Course Revision (if any) (year)	
Academic Council Minutes for Course/Revision	As and when it becomes available
Semester	Monsoon (1st semester in 1-Year and 3rd Semester in 2-Year Programmes)
Number of Credits	08

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

   The course builds upon the methodological foundations developed in the core courses State in Indian History (SLS2HS001), Problems of Historical Knowledge (SLS2HS004), Power, Culture and Marginality (SLS2HS003), and Making of the Modern World (SLS2HS002). It also serves as the intellectual and methodological bridge to DSR-2: Guided Primary-Source-Based Research, ultimately contributing to the MA dissertation.

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.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
   Maximum 10 students under each supervisor.

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

5. How does the course link with the vision of AUD?
   The course advances AUD's commitment to rational humanist inquiry, interdisciplinary scholarship, social justice, and knowledge creation. It equips students with crucial tools to deconstruct dominant historical narratives and understand how knowledge production is shaped by power relations. The course's team-taught structure models collaborative, non-hierarchical pedagogy. It equips students to become independent researchers capable of critically evaluating historical knowledge and contributing to contemporary intellectual debates.

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

   This DSR-1 course is the first of two research courses in the MA History programme. As per the programme bulletin, DSR-1 requires students to produce a term paper of 8,000-10,000 words comprising a systematic review of secondary literature, identifying paradigmatic arguments, methodological specificity, gaps/limitations, and takeaways for their own research. This course provides the guided structure for that requirement, enabling students to move from being consumers of history to critics of historiography, thereby preparing them for DSR-2 and the final MA thesis.

Course Description:
This research-oriented course introduces students to major historiographical traditions, conceptual debates, and methodological approaches that have shaped the study of Indian and South Asian history. Through intensive engagement with secondary literature across diverse thematic fields—including wellbeing, caste, gender, religion, nationalism, migration, economic history, agrarian history, environmental history, and labour history—students learn to critically evaluate scholarly arguments and identify research gaps.
The course culminates in the preparation of a systematic literature review of approximately 8,000–10,000 words based on a substantial body of secondary literature. Students are expected to identify paradigmatic arguments, methodological approaches, historiographical trends, and potential avenues for original research.

Course Objectives:
The course seeks to familiarise students with major historiographical traditions – themes, perspectives and debates - in Indian and Global history.
Develop advanced skills in reviewing and synthesising – arguments, assumptions, methodology and evidences – in secondary literature.
Train students to identify methodological approaches and conceptual frameworks – points of consensus, debate, and omission.
Enable students to formulate research questions and identify gaps, limitations and weaknesses in the extant scholarship.
Prepare students for primary-source-based research and dissertation writing.

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. *Mention 4-6 course outcomes.*

At the end of the course students will be able to:

CO1	Demonstrate advanced understanding of major historiographical traditions and scholarly debates in Indian and Global history.
CO2	Critically evaluate a secondary source by identifying its central argument, methodological choices, evidentiary basis, and unstated assumptions.
CO3	Identify research gaps, limitations and weaknesses, and formulate research questions, and design viable research projects.
CO4	Construct a structured, analytical literature review of 8,000-10,000 words on a chosen historiographic question, identifying paradigmatic arguments, methodological specificity, gaps, and takeaways for future research.
CO5	Differentiate between competing historiographic approaches, and articulate their distinct epistemological foundations.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	2	3	2	1	3	3	2	2	2
CO2	2	3	2	2	3	2	1	2	3	3	3	2
CO3	2	3	1	3	3	2	1	2	3	2	3	2
CO4	1	3	2	2	3	2	2	2	2	2	3	2
CO5	2	3	2	3	3	2	1	2	3	2	3	2
Average	2	3	3	2	3	2	2	2	3	2	3	2

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
04	02			06

	Modules and Readings
Module 1 (Lecture Hours =)	Module Name: Historiography and Historical Traditions Readings with page numbers: Suggested Readings: Upadhyay, S.B. Historiography in the Modern World: Western and Indian. Delhi: OUP, 2016. (Chapter on Indian Historiography. Hobsbawm, E. On History. UK: Abacus, 1998. (Chapter 1: 'In Defence of

	History'. Sabyasachi Bhattacharya and Romila Thapar (Eds.), Situating Indian History. Delhi: OUP, 1986. (Introduction). Romila Thapar, Past Before Us (selected chapters). Sheldon Pollock, "The Cosmopolitan Vernacular." Michael Witzel, "On Indian Historical Writings." Velcheru Narayana Rao et al., Textures of Time.
Module 2 (Lecture Hours =)	Module Name: Discussion on specific themes of a student's research area Readings with page numbers: Suggested Readings: Selection to be done by each supervisor in correspondence with a student's research area
Module 3 (Lecture Hours =)	Module Name: Discussion on specific themes of a student's research area Readings with page numbers: Suggested Readings: Selection to be done by each supervisor in correspondence with a student's research area
Module 4 (Lecture Hours =)	Module Name: Discussion on specific themes of a student's research area Readings with page numbers: Suggested Readings: Selection to be done by each supervisor in correspondence with a student's research area
Module 5 (Lecture Hours =)	Module Name: Discussion on specific themes of a student's research area Readings with page numbers: Suggested Readings: Selection to be done by each supervisor in correspondence with a student's research area

Assessment (Including Skills to be tested as per NCrF):

1. Response Essay/Midterm Exam (50 Marks)

This assignment is designed to test the student's ability to engage closely and critically with the theoretical content from the initial modules.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**

Trends and approaches in Indian and global historiography.	CO1-C03	Analysis; differentiation of competing historiographic approaches; identification of scholarly debates; critical evaluation of secondary sources; structured analytical writing

2. End Term Exam (50 Marks)

The End term exam tests the student's ability to integrate learning across the entire course….

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Entire course; historiography, research methods, thematic historical scholarship	CO1-C05	Critical evaluation of contending analytical frameworks; constructing a sustained literature-based argument; mastery of academic writing conventions for research; identifying paradigmatic arguments and methodological specificity, gaps, limitation and weaknesses in the extant literature.

Signature of Course Coordinator(s): Dr Dhiraj Kumar Nite

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

Dr. B R Ambedkar University Delhi

Course Details as per

Learning Outcome Based Curriculum Framework (LOCF)/
Outcome Based Education Curriculum Framework

Developed by

Internal Quality Assurance Cell (IQAC)
Dr B R Amebdkar University Delhi

COURSE DESCRIPTION	
School/Centre proposing the course	School of Liberal Studies
Programme(s)	MA History (2-Year and 1-Year) Programme
Course Code	SLS2HS004
Course Title	Problems of Historical Knowledge
Course type (core/compulsory/ elective/any other – please specify)	Discipline Specific Core (DSC) for history students and elective for others
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA (Postgraduate)
Academic Year of Launch	2011 (revised for LOCF alignment in 2026)
Course Revision (if any) (year)	2026 (Revised under UGC CCF-PG 2024, NEP 2020 and LOCF Framework)
Academic Council Minutes for Course/Revision	To be inserted upon approval
Semester	Monsoon (Semester 1 for 2_year MA; Semester 1 for 1-Year MA)
Number of Credits	04

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

   This course forms the methodological foundation of the MA History programme. It also provides the conceptual and methodological grounding necessary for DSR-1 (Guided Secondary Literature Review) and DSR-2 (Guided Primary Source-Based Research).

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.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
   As per university norms for MA History cohort (maximum 25 for 2-year programme + 25 for 1-year programme). Elective students from other MA programmes admitted subject to seat availability.

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
   Semester-long course offered in Semester 1.

5. How does the course link with the vision of AUD?
   Dr. B.R. Ambedkar University Delhi's vision emphasises social justice, rational humanist inquiry, and interdisciplinary scholarship. This course directly advances that vision by:The course promotes critical inquiry, democratic engagement, interdisciplinary thinking, and socially relevant knowledge production. It enables students to critically

examine the production of historical knowledge and to appreciate diverse perspectives in understanding the past.

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

   As a foundational core course, it introduces students to historical epistemology, methodology, source criticism, interpretation, explanation, narrativisation, and historiography. It equips students with the conceptual and analytical skills necessary for advanced historical research and MA thesis writing.

Course Description:
This course focuses on questions and problems involved in historical research and writing, and it reviews various formulations of historical method. The course familiarises students with seminal ideas of modern philosophy that have influenced the development of the historical studies. While the first unit of this course with 10-12 weeks long lectures explores epistemology, theory and philosophy of history—examining the idea of history, the nature of sources and evidence, interpretation, explanation, narrative structure, and the relationship between historical knowledge and social context.
Subsequent modules over 3-4 weeks long lectures deal with particular examples of the making of historical knowledge and illustrate how an understanding of 'historical reality' has changed or been challenged by new discoveries or approaches. Another purpose of these case studies is to illustrate how historical facts and 'discoveries' gain different significance over time and are dependent on various social and political contexts of interpretation, explanation and narrativisation.

Course Objectives:
1. Students adopt the ideas of history, methods of historical knowledge and its significance for the study of historical science.
2. Students Engage with the student with epistemological foundation of historical knowledge, sources of multiple interpretations and explanations in historical studies, the link between facts and arguments, and the function of narrative structure.
3. Students attain the approaches of connected and comparative historical studies.
4. Students pursue the reference materials in a critical and comparative manner in order to assess the divergent viewpoints on historical episodes.
5. Students begin to work out a research plan.

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. *Mention 4-6 course outcomes.*

At the end of the course students will be able to:

CO1	Explain the major philosophical and epistemological foundations underlying historical knowledge and historical inquiry.
CO2	Critically evaluate the relationship between evidence, interpretation, explanation, narrative and institutional matrix in historical writing.
CO3	Analyse and assess diverse historical sources including archival records, oral testimonies, visual sources, memory narratives, and material evidence.
CO4	Examine competing historiographical traditions and evaluate their assumptions

	regarding historical truth, representation, and power.
CO5	Apply principles of historical methodology and source criticism in designing independent historical research projects.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	1	1	2	2	1	2	3	2	1	1
CO2	2	3	2	2	3	1	1	2	3	2	2	1
CO3	1	3	2	2	3	1	1	1	3	2	3	1
CO4	2	2	2	3	2	2	1	3	2	3	2	2
CO5	2	3	2	2	3	3	2	2	3	2	3	2
Average	2	3	2	2	3	2	1	2	3	2	2	1

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
4	2	0	0	6

	Modules and Readings
Module 1 (Lecture Hours = 10-12/2.5-3 weeks)	Module Name: The Idea of History: Epistemological features. Domains and Purpose of Historical Knowledge Readings with page numbers: Suggested Readings: Partha Chatterjee, 2002. *History as Present* (Introduction Chapter), Delhi: Permanent Black. Introduction, pp. 1-22 EH Carr, 2006. *What Is History?* London: Penguin Books. Pp. 1-35. K. Jenkins, 2003. *Re-thinking History*, 2nd edition, London/New York: Routledge. Pp. 1-25. P. Munz, 1997. 'The Historical Narrative', in *Companion to Historiography*, ed. Michael Bentley, London/NYC: Routledge, pp. 833-52. H. White, The Content of the Forms: Narrative Discourse and Historical Representation (Baltimore: Johns Hopkins University Press, 1988).pp. 1-25 J. Nair, 'Textbook Controversies and the Demand for a Past: Public Lives of Indian History', History Workshop Journal, vol. 82 (1), 2016, pp. 235-254

Module 2 (Lecture Hours = 10-12/2.5-3 weeks)	Module Name: Sources, Memory and Historical Patterns Readings with page numbers: Suggested Readings: Donald A. Ritchie (Ed.), 2010. The Oxford Handbook of Oral History, Oxford: OUP, 2010. [Article of Anna Green.] Dhiraj Kumar Nite, 2014. 'Life History and Memory: The Mining Persons in South Africa, 1951-2011', South African Historical Journal, vol. 66 (1). J. Banaji, 2010. Theory as History: Essays on Modes of Production and Exploitation, Leiden: Brill. Stefan Berger and Bill Niven (eds.), 2014. Writing the History of Memory, London: Bloomsbury Academic. Ravi Vasudevan, 2012. The Melodramatic Public: Film form and spectatorship in Indian cinema, Palgrave Macmillan. Carlo Ginzburg, The Cheese and the Worms C Jan Breman, Working in the Mill No More EP Thompson, Customs in Commonarlo Ginzburg, The Cheese and the Worms
Module 3 (Lecture Hours = 12-16/3-4 weeks)	Module Name: Interpretation, Explanation and Narrativisation Readings with page numbers: Suggested Readings: Carlo Ginzburg, The Cheese and the Worms (Baltimore: Johns Hopkins University Press, 1976). Pp xi-16. Ranajit Guha, 'The Prose of Counter-Insurgency', Subaltern Studies, Vol. II (Delhi: Oxford University Press, 1983) — pp. 1-42 Dipesh Chakrabarty, Provincialising Europe: Postcolonial Thought and Historical Difference (Princeton: Princeton University Press, 2008) — Part 1. E.P. Thompson, Customs in Common (London: Merlin Press, 1991) — Chapter 1: 'Custom, Law and Common Right' (pp. 1-45) Shahid Amin, The Gazi Pir (Delhi: Orient Blackswan, 2016) — Introduction (pp. 1-30) Partha Chatterjee, The Princely Imposter (Delhi: Permanent Black, 2003) — Chapter 1 (pp. 1-35) Michel de Certeau, The Practice of Everyday Life (California/London: University of California Press, 1988) — Chapter 1: 'A Very Ordinary Culture' (pp. 1-15) V. Chhiber, The Spectre of Capital: A Critique of Post-colonial Theory (London: Verso, 2014) — Introduction (pp. 1-30)
Module 4 (Lecture Hours = 6-8/1.5-2 weeks)	Module Name: Judgments, Perspectives and Institutional Matrix Readings with page numbers: Suggested Readings: R. Guha, 1983. 'The Prose of Counter Insurgency', *Subaltern Studies, Vol. II*, Delhi: Oxford University Press. R. Guha, 1984. 'The Chandra's Death', *Subaltern Studies, Vol. III*, Delhi: Oxford University Press. R. Guha, 1986. 'Dominance Without Hegemony', *Subaltern Studies, Vol. V*, Delhi: Oxford University Press. Jacques Derrida, 2002/1976. *Of Grammatology (*translated b GC Spivak), Delhi:

	Motilal Banarsidass. J. Derrida, 2006/1994. *The Spectre of Marx: the state of the debt, the work of mourning and the new international,* London: Routledge. V. Chhiber, 2014. *The Spectre of Capital: A Critique of Post-colonial Theory,* Verso. E. Said, 1978. *Orientalism*, Pantheon Books. M. Foucault, 1976. *The Order of Things*, Human Science. J. Banaji, 2010. *Theory as History: Essays on Modes of Production and Exploitation,* Leiden: Brill. Stefan Berger and Bill Niven (eds.), 2014. *Writing the History of Memory*, London: Bloomsbury Academic. Chatterjee, Partha. 2003. The Princely Imposter, Delhi: Permanent Black. Amin, Sahid. 2016. *The Gazi Pir*, Delhi: Orient Blackswan. Stefan Berger and Bill Niven, Writing the History of Memory Ravi Vasudevan, The Melodramatic Public Neeladri Bhattacharya, "Predicaments of Secular Histories"
Module 5 (Lecture Hours = 12-16/3-4 weeks)	Module Name: Case Studies in the Making of Historical Knowledge: Religion and Identity Formation Readings with page numbers: Suggested Readings: Neeladri Bhattacharya, 'Predicaments of Secular Histories', Public Culture, 20 (1), 2008, pp. 57-73 Romila Thapar, 'Imagined Religious Communities? Ancient History and the Modern Search for a Hindu Identity', Modern Asian Studies, 23(2), 1998, pp. 209-23 Richard M. Eaton, 'Temple Desecration and Indo-Muslim States', Journal of Islamic Studies, 11 (3), 2000, pp. 283-319 Gyanendra Pandey, 'Can a Muslim be an Indian?', Comparative Studies in Society and History, 41(4), 1999, pp. 608-29 Romila Thapar, 'Somanātha: Narratives of a History', in Sunil Kumar (ed), Demolishing Myths or Mosques and Temples? Readings on History and Temple Desecration in Medieval India (New Delhi: Three Essays Collective, 2008), pp. 65-87 Cynthia Talbot, 'Inscribing the Other, Inscribing the Self: Hindu-Muslim Identities in Pre-Colonial India', Comparative Studies in Society and History, Vol. 37 (4), 1995, pp. 692-722 Supriya Varma and Jaya Menon, 'Was There a Temple under the Babri Masjid? Reading the Archaeological "Evidence"', Economic and Political Weekly, Vol. XLV (50), 2010, pp. 61-72 C.A. Bayly, 'The Pre-History of "Communalism"? Religious Conflict in India, 1700-1860', Modern Asian Studies, 19(2), 1985, pp. 177-203 Paul R. Brass, Forms of Collective Violence: Riots, Pogroms, and Genocide in Modern India (New Delhi: Three Essays Collective, 2005) — Chapter 1 (pp. 1-30) Richard M. Eaton, 'Shrines, Cultivators and Muslim "Conversion" in Punjab and Bengal, 1300-1700', The Medieval History Journal, 12(2), 2009, pp. 191-220 Yogesh Snehi, 'Dissenting the Dominant: Caste Mobility, Ritual Practice and Popular Sufi Shrines in Contemporary Punjab', in Vijaya Ramaswamy (ed), Devotion and Dissent in Indian History (New Delhi: Foundation Books, 2014),

	pp. 271-298

Assessment (Including Skills to be tested as per NCrF):

Assessment Component	Weightage
Analytical Essay I	50%
End-Semester Examination	50%

No individual assessment component shall exceed 50% of the total grade, in accordance with AUD regulations.

1. Response Essay/Mid Term (50 Marks)

This assignment is designed to test the student's ability to engage closely and critically with the theoretical content from the initial modules.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Module 1 to 3 (epistemology and method aspect of historical knowledge)	CO1 (critically evaluate philosophical traditions), CO2 (analyse epistemological assumptions), CO3 (compare divergent arguments)	Close reading; critical synthesis of secondary literature; construction of a sustained argument; appropriate citation practice; clarity of written expression

2. End Term Exam (50 Marks)

The End term exam tests the student's ability to integrate learning across the entire course….

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**

All three modules (synthesis across epistemology, methodology, and the case study)	CO1, CO2, CO3, CO4 and CO5	Synthesis across course themes; time-limited argument construction; application of theoretical concepts to unseen problems or sources; clarity and precision under examination conditions

Signature of Course Coordinator(s): Dr Dhiraj Kumar Nite

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

Dr. B R Ambedkar University Delhi

Course Details as per

Learning Outcome Based Curriculum Framework (LOCF)/ Outcome Based Education Curriculum Framework

Developed by

Internal Quality Assurance Cell (IQAC)
Dr B R Amebdkar University Delhi

COURSE DESCRIPTION	
School/Centre proposing the course	School of Liberal Studies
Programme(s)	MA History
Course Code	SLS2HS107
Course Title	Indi's economy and Colonial Rule
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Academic Year of Launch	2011
Course Revision (if any) (year)	None
Academic Council Minutes for Course/Revision	
Semester	Monsoon Semester
Number of Credits	4

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

   This course builds on introductory undergraduate economic history and overlaps with courses on modern Indian history, colonial state, and agrarian studies in the School of Liberal Studies.

2. Specific requirements on the part of students who can be admitted to this course: None (Pre-requisites; prior knowledge level; any others – please specify)

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

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

5. How does the course link with the vision of AUD?
   The course aligns with AUD's commitment to interdisciplinary, socially engaged, and historically grounded education by critically examining colonial economic structures, inequality, and their lasting impact.

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

   For MA History, it provides core training in economic history, historiography, and source criticism. For other MA programmes, it offers a rigorous elective in colonial modernity and political economy.

Course Description: This course examines the transformation of India's economy between 1750 and 1950, focusing on the nature, impact, and historiography of colonial rule. It explores changes in land relations, labour, capital, trade, industry, public finance, and state policy. Special attention is paid to peasants, artisans, migrants, and their relationships with state power and social hierarchies. The course revisits major debates in Indian economic history: de-industrialisation, forced commercialisation, the modernity of industrialisation, the role of the colonial state, and the long-term impoverishment or growth of the subcontinent. It integrates perspectives from caste, gender, and environment to provide a socially nuanced understanding of economic change.

Course Objectives:

- To introduce students to key trends and debates in India's economic history under colonial rule.
- To enable critical engagement with historiography and sources (colonial archives, economic data, qualitative records).
- To analyse the relationship between economic processes and social structures (caste, gender, class).
- To assess competing theories of colonial impact: stagnation, growth, or underdevelopment.
- To connect colonial economic history to post-independence developmental challenges.

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. *Mention 4-6 course outcomes.*

At the end of the course students will be able to:

CO1	Identify and explain major transformations in land, labour, capital, and state policy in colonial India (1750–1950).
CO2	Critically evaluate key historiographical debates such as de-industrialisation, mode of production in agriculture, and colonial impoverishment.
CO3	Analyse the role of caste, gender, and social power in shaping economic relationships and outcomes.
CO4	Interpret primary sources (colonial reports, economic data, legal records) and secondary scholarship to construct historical arguments.
CO5	Assess the long-term impact of colonial economic policies on post-independence India, including poverty, inequality, and development.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO1	PO 2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5

CO1	3	2	3	2	2	1	2	3	2	2	2	1
CO2	3	3	3	2	2	2	2	3	3	2	2	1
CO3	2	2	2	3	3	2	3	2	3	3	2	2
CO4	3	3	2	3	2	2	2	3	2	2	3	2
CO5	2	2	3	2	2	3	3	2	2	3	2	3
Average	2.6	2.4	2.6	2.4	2.2	2.0	2.4	2.6	2.4	2.4	2.2	1.8

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
4	2			6

	Modules and Readings
Module 1 (Lecture Hours = 4)	**Module Name: Introduction** Reflections on 'economic history', the relationship between the 'economic' and the social, cultural and political context. Historicising India's economic history: critical perspectives on the writings on the economic history of India, colonial archives and the question of sources. **Readings with page numbers:** Tapan Raychaudhuri, 'Mid-Nineteenth Century Background', in Dharma Kumar, ed., *Cambridge Economic History of India*, vol. II, (*CEHI*) Cambridge University Press, 1983, Delhi, pp. 3-35. Tirthankar Roy, *The Economic History of India, 1857-1947*, Oxford University Press, 2000, pp. 1–20. Seema Alavi, ed., *The Eighteenth Century in India*, OUP, 2002, pp. vii–xix. **Suggested Readings:** Bipan Chandra, 'British Versus Indian View of Development', *Review* (Ferdinand Braudel Centre), vol. 14 (1991), pp. 81-167.
Module 2 (Lecture Hours = 4)	**Module Name: Reviewing 18th century economy** Legacy of the Mughals, Regional Formations, European trading companies, continuities and departures. **Readings with page numbers:** P.J. Marshall, ed., *The Eighteenth Century in Indian History* OUP, 2003, pp. 1–

	24. Om Prakash, *European Commercial Enterprise in Pre-Colonial India*, CUP, 1998, pp. 150–180. **Suggested Readings:** B.B. Chaudhuri, *Peasant History of Late Pre-Colonial and Colonial India*, ch. 2.
Module 3 (Lecture Hours =4)	**Module Name: The Trading world of the East India Company State.** **Readings with page numbers:** Om Prakash, *European Commercial Enterprise in Pre-Colonial India*, CUP, 1998, pp. 150–180. **Suggested Readings:** B.B. Chaudhuri, *Peasant History of Late Pre-Colonial and Colonial India*, ch. 2.
Module 4 (Lecture Hours = 8)	**Module Name: Colonial Rule on Indian Soil:** i. Land revenue settlements, commercialization of agriculture, changing cropping pattern, land market, rural credit and indebtedness. ii.Agrarian relations: agricultural labour, regional variations, peasant commodity production and debates on the 'mode of production in Indian agriculture', the 'invisible' women of India's agrarian history. **Readings with page numbers:** Ranajit Guha, *A Rule of Property for Bengal*, Orient Longman, 1981, pp. 85–110. Dharma Kumar, *Land and Caste in South India*, CUP, 1965, pp. 45–78. Elizabeth Whitcombe, *Agrarian Conditions in Northern India*, 1971, pp. 120–155. **Suggested Readings:** Sugata Bose, ed, *Credit, Markets, and the Agrarian Economy,* OUP, 1992. K.N. Raj et al eds, *Commercialisation of Indian Agriculture*, OUP, 1985, pp. 1–35. B.B. Chaudhury, "Growth of Commercial Agriculture in Bengal", in *Indian Economic and Social History Review*, 7.1 (1970), pp. 145–181. Jan Breman, *Labour Bondage in West India*, OUP, 2008, ch. 2.
Module 5 (Lecture Hours = 6)	**Module Name: Famines, famine relief and public works**: Food security, trends in long term output and availability of food, living standards and entitlements, the impact of roads, canals, railways and industrial technology. **Essential Readings**, Sanjay Sharma, *Famine, Philanthropy and the Colonial State*, OUP, 2001, pp. 65–95.

	A.K. Sen, *Poverty and Famines*, OUP, 1981, pp. 45–75. Mike Davis, *Late Victorian Holocausts*, Verso, 2002, pp. 25–60. **Suggested Readings:** Paul Greenough, *Prosperity and Misery in Modern Bengal,* OUP, 2018.
Module 6 (Lecture Hours. 8)	**Module Name: Modern Industry**: the rise and growth of large-scale industries, different stages of industrialization, government industrial policy. Emergence of capitalist and labour classes and labour organizations. **Essential Readings:** Morris D. Morris, 'Growth of large Industries', in Dharma Kumar, ed,, *Cambridge Economic History of India*, vol. II, CUP, 1984, pp. 553-676. A.K. Bagchi, *Private Investment in India, 1900-1939*, CUP, 1972, pp. 200–240. Rajnarayan Chandavarkar, 'Industrialization in India before 1947: Conventional pproaches and Alternative Perspectives', in *Modern Asian Studies*, vol 19 (1985), pp. 623-68. Dipesh Chakrabarty, *Rethinking Working Class History*, Princeton University Press, 1989, pp. 1–30. Samita Sen, *Women and Labour in Late Colonial India*, CUP, 1999, pp. 54–88. V. D. Divekar, 'Emergence of Indigenous Business Class in Maharashtra in the eighteenth Century', in *Modern Asian Studies*, vol.16 (1982), pp. 427-43. **Suggested Readings:** Aditya Mukherjee, 'The Return of the Colonial in Indian Economic History: The Last Phase of Colonialism in India', *Social Scientist*, vol. 36, no. 3-4 (2008), pp. 3-44. Prasannan Parthasarathy, *The Transition to a Colonial Economy,* CUP, 2001.
Module 7 (Lecture Hours=4)	**Module name: Changing nature of foreign and internal trade in the first half of 20th century.** **Essential Readings:** Om Prakash, *European Commercial Enterprise in Pre-Colonial India*, CUP, 1998, pp. 150–180. K. N. Chaudhuri, Foreign Trade and Balance of Payment', in Dharma Kumar, ed., *Cambridge Economic History of India*, vol II, pp. 804-77. Asiya Siddiqi ed, *Trade and Finance in Colonial India*, OUP, 1995, pp. 1–30. Sabyasachi Bhattacharya, *The Financial Foundations of the British Raj*, Orient Blackswan, 2005, pp. 80–120. **Suggested Readings:** B.R. Tomlinson, *The Economy of Modern India*, CUP, 1990..
Module 8 (Lecture Hours=.6)	Module Name: Public Finance: Government revenue, expenditure and investment. Emergence of Modern Banking in India and its role in economy. **Essential Readings:** Sabyasachi Bhattacharya, *The Financial Foundations of the British Raj*, Orient

	Blackswan, 2005, pp. 80–120. Dharma Kumar, 'The Fiscal System' in idem ed., *CEHI* vol. II., pp. 905-45. A. G. Chandavarkar, 'money and Credit 1858-1947', in CEHI vol. II, pp. 762-803. **Suggested Readings:** Tirthankar Roy, *The Economic History of India*.
Module 9 (Lecture Hours =6)	**Module Name: Overall Assessment of Colonial Economy:** stagnation and decline with regional variations. India as a Colony and its Impoverishment: assessing overall growth, stagnation and decline with regional variations, India's position in world economy, the colonial legacy. **Essential Readings:** Sumit Guha, ed., *Growth, Stagnation or Decline?,* OUP, 1992, pp. 1–35. B. R. Tomlinson, *The Economy of Modern India*, CUP, 1990, ch. 4. **Suggested Readings:** Tirthankar Roy, *Economic History of India*. Bipan Chandra, 'British Versus Indian View of Development', *Review* (Ferdinand Braudel Centre), vol. 14 (1991), pp. 81-167.
Module 10 (Class Hours 4)	**Module name: Economy in the Early Decades of Independence.** The growing importance of themes like poverty, welfare, health, education, gender, environment, and livelihood etc for new perspectives on economic history. **Essential Readings:** Pranab Bardhan, *The Political Economy of Development in India*, OUP, 1989, pp. 1–30. A. Vaidyanathan, 'Indian Economy Since Independence (1947-1970)' in *CEHI*, vol. II, pp. 947-54. Jean Dreze and Amartya Sen, *India: Development and Participation*, OUP, 1996 **Suggested Readings:** Sumit Guha, *Health and Population in South Asia*, Permanent Black, 2010. .

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 content from the initial modules.

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
This assignment tests the how students read given readings and analyse the views of the author and write them meaningfully and systematically.. . Articulating ideas emerged from such readings in class discusiion.	Ability to closely read the texts and documents and critically engage with them and then persuasively write and argue what they understood,	Reading and writing critically,

2. Midterm Exam (30 Marks)

This assignment focuses on the…

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Ability to retain what read and writing that in a systematic and persuasive and convincing ways,	Ability to write good answer in response to the questions.	To recollect ideas and write them meaningfully.

End Term Exam (50 Marks)

The End term exam tests the student's ability to integrate learning across the entire course….

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
The End term exam tests the student's ability to integrate learning across the entire course. Ability to process information, analyse it and write a well argues answer.	Ability to construct well-reasoned arguments under timed conditions.	Ability to process information, analyse it and write a well argued answer.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

Dr. B R Ambedkar University Delhi

Course Details as per

Learning Outcome Based Curriculum Framework (LOCF)/ Outcome Based Education Curriculum Framework

Developed by

Internal Quality Assurance Cell (IQAC)
Dr B R Amebdkar University Delhi

COURSE DESCRIPTION	
School/Centre proposing the course	School of Liberal Studies
Programme(s)	M A in History
Course Code	SLS2HS201
Course Title	Introduction to Global Environmental History
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Academic Year of Launch	2011
Course Revision (if any) (year)	No
Academic Council Minutes for Course/Revision	
Semester	Winter
Number of Credits	4

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

The course builds up on another course Environmental History of South Asia. The course complements the existing courses offered in MA history. It does not overlap with other courses.

2. **Specific requirements on the part of students who can be admitted to this course:** None (Pre-requisites; prior knowledge level; any others – please specify)

None. Basic understanding of modern history is helpful but not mandatory.

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): Semester long taught course.
5. **How does the course link with the vision of AUD**?

The course aligns with AUD's vision of critical, interdisciplinary, and socially engaged learning by examining historical roots of contemporary environmental crises and fostering ecologically aware citizenship.

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

For MA History students, it provides specialized training in a growing subfield of global history. For other MA students, it offers interdisciplinary perspectives on human-nature

relations across time and space.

Course Description: This course offers a broad introduction to global environmental history from roughly the 16th century to the present. It examines how different societies across the world have used, transformed, and thought about the natural world. Key themes include population growth, preindustrial resource use, capitalism and colonialism, global resource extraction, urban environmental crises, water management, cultural perceptions of nature, and the rise of environmentalism and global environmental politics. The course emphasizes comparative and cross-cultural perspectives.

Course Objectives:

-To introduce students to major themes, debates, and methods in global environmental history.
- To understand how capitalism, colonialism, and industrialization transformed human-nature relationships.
- To analyze historical contexts that gave rise to environmental consciousness and movements.
- To critically engage with concepts such as sustainability, degradation, wilderness, and conservation.
- To develop skills in reading, interpreting, and debating historical and interdisciplinary texts.

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. *Mention 4-6 course outcomes.*

At the end of the course students will be able to:

CO1	Understand and explain how capitalism and colonialism transformed human-nature relationships from the 16th century onward.
CO2	Demonstrate awareness of the historical contexts that gave rise to environmental consciousness and movements globally.
CO3	Critically engage with key terms and concepts such as sustainability, environmental degradation, ecology, wilderness, and conservation.
CO4	Analyze comparative case studies of resource use, urban crises, and water management across different regions and periods.
CO5	Evaluate primary and secondary sources to construct evidence-based arguments about historical human-environment interactions.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO1	PO 2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	2	2	2	2	3	2	2	2	2
CO2	2	3	2	3	2	3	2	2	3	2	2	2
CO3	3	3	3	2	3	2	3	3	3	3	2	2

CO4	2	2	2	3	2	2	2	2	2	3	2	3
CO5	3	3	2	3	3	2	2	3	2	2	3	2
Average	2.6	2.6	2.4	2.6	2.4	2.2	2.2	2.6	2.4	2.4	2.2	2.2

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
4	2	0	0	6

	Modules and Readings
Module 1 (Lecture Hours =2)	Module Name: **Growth of Population and Use of Natural Resources since 1500** **Essential Readings with page numbers:** J. F. Richards, *The Unending Frontier: An Environmental History of the Early Modern World*, California Press, 2003, pp. 17-57; J. R. McNeill, *Something New Under the Sun: An Environmental History of the Twentieth Century World*, W. W. Norton and Company, NY, 2000, pp. 3-17.
Module 2 (Lecture Hours = 8)	Module Name: **Pre-Industrial Use of Natural Resources** This module deals with pre-industrial use of natural resources and traditional community practices of managing common property resources. The sub-modules are: Essential Readings theme wise: i. Woodlands of Japan, 1050-1670 Conard Totman, *The Green Archipelago, Forestry in Pre-Industrial Japan*, University of California Press, 1989, pp. 34–80. ii. Agricultural Expansion in China under the Qing Dynasty 1644-1911 J. F. Richrads, *The Unending Frontiers, An Environmental History of the early Modern World,* University of California Press, 2003, pp.112-146. iii. The Little Ice age and European agriculture J. F. Richards, *The Unending Frontiers,* pp, 58-87. Gustaf Utterstrom, Climate Fluctuation and Population Problems in Early Modern History, in Donald Worster, ed., *The Ends of the Earth: Perspectives on Modern Environmental History*, CUP, 1986, pp. 3-47. iv. Community and resources: debates over use of common property resources

	Garrett Hardin, 'Tragedy of the Commons', *Science*, vol. 162, 1968, pp. 1243-48 Arun Agrawal, 'Sustainable Governance of Common-Pool Resources: Context, Methods and Politics, *Annual Review of Anthropology*, vol.32, 2003, pp. 243-62. **Suggested Readings:** J. F. Richrads, Unending Frontiers, An Environmental History of the early Modern World, University of California Press, 2003. Mark Elvin, *The Retreat of Elephants: An Environmental History of China*, Yale University Press 2004, pp. 19–85.
Module 3 (Lecture Hours = 12)	Module Name: **Capitalism, Colonialism and Nature** This module focuses on the European colonization of the New World and exploiting its resources to facilitate its industrialization. The module looks into how capitalism transformed the way resources of the new world were used. Sub-modules are: **Essential Readings with themes:** i. Ecological Imperialism: Colonisation of America Alfred Crosby, 'Ecological Imperialism: The Oversea Migration of Western Europeans as a Biological Phenomenon', in Donald Worster, ed., *The Ends of the Earth: Perspectives on Modern Environmental History*, CUP, 1986, pp. 10-22. ii. Introduction of Plantation and Ranching in Tropical America J. F. Richrads, *The Unending Frontiers*, pp. 303-412. R. P. Tucker, *The Insatiable Appetite: The United States and Ecological Degradation of Tropical*, World, University California Press, 2000, pp. 15-62; 120-178; 285-344. iii. Ranching South Africa. J. F. Richrad, *The Unending Frontiers*, pp. 274-307. **Suggested Readings:** Donald Worster, *The Ends of the Earth.* Warren Dean, *With Broadax and Firebrand: The Destruction of Brazilian Atlantic Forests*, Duke University Press, 1996. Elinor Melville, *A Plague of Sheep: Environmental Consequences of Conquest of Mexico*, CUP, 1997.
Module 4 (Lecture Hours = 4)	Module Name: **Intensification of Global Resource Extraction in 20th century** This module explains pressure on natural resources in the 20th century. **Essential Readings:** i.Richrads, *The Unending Frontier*, pp. 1-16; 617-22. ii. R. P. Tucker, *Insatiable Appetite: Deforestation in tropical rainforests of*

	Southeast Asia and Latin America, University of California Press, 2000, pp. 345-416. . **Suggested Readings:** J. R. MacNeill, *Something New Under the Sun*
Module 5 (Lecture Hours =4)	Module Name: **Urban Explosion and Environmental Crisis** The module deals with urban environmental problems. **Essential Readings with themes:** i. Towns and Cities under early industrialization in Europe: Air Pollution of Manchester as an example. Catherine Bowler and Peter Brimblecombe, 'Control of Air Pollution in Manchester prior to the Public Health Act, 1875', in *Environment and History*, vol. 6 (2000), pp. 71-98. ii. Water and drainage, sewerage and generation and disposal of waste Joel A. Tarr, et al, 'Water and Wastes: A Retrospective Assessment of of Waste Water Technology in the United States, 1800- 1932', *Technology and Culture*, vol. 25 (1984), pp. 226-63.
Module 6 (Lecture Hours 4)	Module name: **Large Dams and their Environmental Impact** Essential Readings The module discusses how the modern state attempted to manage water resources. i.The Tennessee Valley Project in USA Donald Worster, *Rivers of Empire: Water, Aridity and Growth of American West*, OUP, 1992. ii.Three George Dam in China McNeill, *Something New Under the Sun*, pp. 149-91
Module 7 (Lecture Hours 6)	Title of the Module: **Perception of nature in different cultures and societies** The module discusses early ideas about environmentalism. i. The historical roots of our ecological crisis: religion and environment Lynn White Junior, 'The Historical Roots of our Ecological Crisis', *Science*, vol. 155, 1967, pp, 1203-07. ii. The Back-to-land movement and romanticism in Europe Ramchnadra Guha, *Environmentalism: A Global History*, Longman, 2000, pp. 10-24. iii. Growth of the Wilderness Ideas in America, Ramachnadra Guha, *Environmentalism: A Global History*, pp. 44-68. iv. Scientific forestry and conservation of forests Guha, *Environmentalism*, pp. 25-43.

	Suggested Readings: Roderick Nash, *Wilderness and American Mind,* Yale University Press, 1967. J R McNeill, *Something New Under the Sun*
Module 8 (Lecture Hours 8)	Title of the Module: **Environmentalism: Ideas and movements** This module is about environmentalism and politics around environmental issues. **Essential Readings with themes:** i. Environmental movements in the west Guha, Environmentalism, pp. 69-97 ii. The Green Party Guha, *Environmentalism,* pp. 89-97. Christopher Roots, Green Parties: From Protest to Power, *Harvard International Review*, vol.23 (2002), pp. 78-82. iii. Environmentalism of the Poor Guha, *Environmentalism*, pp. 98-124 **Suggested Readings:** J. R. MacNeill, *Something New Under the Sun* Roderick Nash, *Wilderness and American Mind* 1967. R. Guha and Martinez Alier, *Verities of Environmentalism*, Rutledge, 1997.
Module 9 (Teaching Hours 4)	Title of Module: **Global Environmental Politics** The Module discusses how environmentalism became the global politics. It discusses various summits, conferences and treaties and negotiations. i. Environmental Organizations with global reach: WWF, IUCN ii. The Earth Summits iii. Politics around climatic change Guha, *Environmentalism*, pp. 98-145. Suggested Readings: Christopher Napoli, 'Understanding Kyoto Failure', *SAIS Review of International Affairs*, vol. 32 (2012), pp. 183-96. Keshab Chandra Ratha, 'Paris climate Deal', *Indian Journal of Asian Affairs*, vol 32 (2019), pp. 67-90.

Assessment (Including Skills to be tested as per NCRF):

1. Thought Pieces/ Reading Articles/ chapter and discuss in the class (20% weightage)

This assignment is designed to test the student's ability to engage closely and critically with the theoretical content from the initial modules.

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Reading and comprehension skill and how to articulate arguments of the author of the article	Development of readings and analytical skill. And ability to argue the points emerge from the reading.	Reading, analytical and argumentative.

2. Midterm Exam (30% weightage)

Mid semester examination

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Ability to write well what has been learnt.	.Writing and analytical.	Ability to systematically develop argument in responding to a question.

End Term Exam (50% weightage)

The End term exam tests the student's ability to integrate learning across the entire course….

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Ability to understand and comprehend the course and respond meaningfully to the	Ability to gain knowledge and ability to	Writing, analysis, developing arguments and able convincingly

questions asked.	systematically analyse infromation.	respond to the question.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

Dr. B R Ambedkar University Delhi

Course Details as per

Learning Outcome Based Curriculum Framework (LOCF)/ Outcome Based Education Curriculum Framework

Developed by

Internal Quality Assurance Cell (IQAC)
Dr B R Amebdkar University Delhi

COURSE DESCRIPTION	
School/Centre proposing the course	School of Liberal Studies
Programme(s)	M A in History
Course Code	SLS2HS001
Course Title	**State in India History**
Course type (core/compulsory/ elective/any other – please specify)	Core (DSC)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA (History)
Academic Year of Launch	2026
Course Revision (if any) (year)	2019 (Original) 2024 (Revised for BOS Format and 2026 Aligned With NEP)
Academic Council Minutes for Course/Revision	
Semester	Monsoon
Number of Credits	4

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

This course traverses the broad chronological phases of Indian history, ancient, medieval, and modern, while focusing on the evolution of the State as a central political institution. It examines the historical processes through which diverse forms of state systems emerged and developed across the Indian subcontinent. By situating various state formations within their specific historical and regional contexts, the course highlights the interconnectedness between political structures and local communities. It further encourages students to engage with regional histories as a serious field of inquiry, enabling them to understand the dynamic relationship between state, society, and community in shaping India's historical trajectory.

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 designed as a research-oriented paper for Master's level students, with a particular emphasis on comparative and region-based historical inquiry. It enables students to critically engage with different regional trajectories of Indian history by comparing state formations, socio-political structures, and historical developments across specific regions. The course introduces students to essential research tools and methodological approaches necessary for advanced historical analysis.

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):

   Semester long taught course.

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

This course adopts an interdisciplinary approach, drawing from literary, sociological, political, and historical perspectives, which forms a core element of Ambedkar University Delhi's innovative pedagogy. It seeks to explore significant themes in Indian history by moving beyond conventional narratives and foregrounding marginalised, overlooked, and less-examined dimensions of the past.

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

For MA History students, it is natural progression in the sequence of Indian History and Comparative History basket and there is also enough scope for students to think and work on their research projects from the multiple modules taught in this course. critical inquiry, inclusivity, and methodological diversity, the course encourages students to engage deeply with both primary and secondary sources. Through this process, learners develop the ability to interpret multiple layers of historical evidence and critically examine one of the most complex and debated phases of Indian history.

Course Description:

This course examines the evolution of the State as a central political institution across the ancient, medieval, and modern phases of Indian history. It explores the processes through which diverse state systems emerged, transformed, and adapted within changing historical contexts. Beginning with the transition from pastoralism to agriculture in the Vedic period, the course traces the rise of early kingdoms and imperial formations such as the Mauryan State, studied through religious texts and political treatises like the Arthashastra. It critically examines medieval political formations through frameworks such as feudalism, oriental despotism, and segmentary state theories, while engaging with the political structures of the Sultanate and Mughal periods. The course further investigates the disintegration of the Mughal Empire, the rise of eighteenth-century regional states, and the emergence of the colonial state with its new modes of centralization and imperial authority. It also studies the anti-colonial struggle, the making of independent nation-states, and the continuities and transformations in postcolonial governance.

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Course Objectives

1. To introduce students to the historical evolution of the State as a central political institution across ancient, medieval, modern, and postcolonial India.

2. To familiarize students with major concepts, debates, and theoretical frameworks related to state formation, governance, and political authority in Indian history.
3. To examine the relationship between political power and wider economic, social, and cultural transformations across different historical periods.
4. To develop critical engagement with a wide range of historical sources, including literary, religious, administrative, and political texts, for understanding structures of governance.
5. To cultivate analytical and comparative perspectives among students for interpreting the continuity and change in state systems, kingship, and ideologies of power in the Indian historical tradition.

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable.
Mention 4-6 course outcomes.
At the end of the course students will be able to:

CO1	To introduce students to the historical evolution of the State as a central political institution across ancient, medieval, modern, and postcolonial India.
CO2	To familiarize students with major concepts, debates, and theoretical frameworks related to state formation, governance, and political authority in Indian history.
CO3	To examine the relationship between political power and wider economic, social, and cultural transformations across different historical periods.
CO4	To develop critical engagement with a wide range of historical sources, including literary, religious, administrative, and political texts, for understanding structures of governance.
CO5	To cultivate analytical and comparative perspectives among students for interpreting the continuity and change in state systems, kingship, and ideologies of power in the Indian historical tradition.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	2	2	2	3	2	2	2	2
CO2	3	2	2	3	2	3	2	2	3	2	2	2
CO3	3	3	3	2	3	2	3	3	3	3	2	2
CO4	3	2	2	3	2	2	2	2	2	3	2	3
CO5	2	3	2	3	3	2	2	3	2	2	3	2
Average	2.8	2.6	2.4	2.6	2.4	2.2	2.2	2.6	2.4	2.4	2.2	2.2

1= Weak Correlation	2= Moderate Correlation	3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
4	2	0	0	6

	Modules and Readings
Module 1 (Lecture Hours =4)	**The State in History: Concepts, Sources, Authority and Approaches** This module introduces students to the importance of studying the State as a central category in historical analysis. It familiarizes them with different kinds of historical sources, archaeological, textual, and archival, while distinguishing between official and non-official records. Through these sources, students are trained to understand the processes of state formation and the exercise of power through ideology, law, and cultural representations. Readings with page no ● Romila Thapar, *Cultural Pasts: Essays in Early Indian History* (Delhi: OUP, 2000), Chapter 1: "The Study of the Past" (pp. 3-25). ● Ranajit Guha, "Dominance without Hegemony and its Historiography," in *Subaltern Studies* Vol. VI, ed. Ranajit Guha (Delhi: OUP, 1989), pp. 210-235. ● Sudipta Kaviraj, *The Trajectories of the Indian State* (Ranikhet: Permanent Black, 2012), Introduction: "On the State in India" pp. 1-30) **Suggested Readings:-**. ● Nicos Poulantzas, "The Problem of the Capitalist State," in *The Poulantzas Reader*, ed. James Martin (Verso, 2008), pp. 80-112. ● Akhil Gupta and K. Sivaramakrishnan, eds., *The State in India after Liberalization* (Routledge, 2011), Introduction (pp. 1-28).
Module 2 (Lecture Hours = 4)	Early State Formation in Ancient India: From Chiefdoms to the Mauryan State This module examines the emergence of early forms of state control in India,

	tracing the transition from pastoral communities to settled agrarian societies based on revenue extraction. It explores the rise of surplus production, territorial organisation, and the development of political authority in early Indian history. Special attention is given to the Gana-Sanghas (early republics) and the Mauryan Empire as significant milestones in the evolution of centralised governance.Through this module, students will understand how economic change, agrarian expansion, and political institutions shaped the earliest structures of state power in the Indian subcontinent. **Readings with Page Numbers** ● Romila Thapar, *The Penguin History of Early India* (Penguin, 2001), Chapter 4: "The Emergence of the State" (pp. 120-165). ● D.D. Kosambi, "The Basis of Ancient Indian History," in *The Oxford India Kosambi*, ed. B.D. Chattopadhyaya (Delhi: OUP, 2009), pp. 50-85. ● Kautilya, *Arthashastra*, Book 1 ("Concerning the King") selected sections on king's duties, the saptanga (seven elements of the state), and espionage (pp. 1-45 in standard edition **Suggested Readings:** ● R.S. Sharma, *India's Ancient Past* (Delhi: OUP, 2008), Chapters 10-12 (pp. 100-150). ● Upinder Singh, *A History of Ancient and Early Medieval India* (Pearson, 2009), Chapter on the Mauryan Empire (pp. 330-380 ● J. F. Richards (ed.), *Kingship and Authority in South Asia* (Delhi: OUP, 1998), Introduction
Module 3 (Lecture Hours = 8)	Debates on Early Medieval Polities: Northern and Southern India Module Description: This module examines the major political formations of early medieval and medieval India, focusing on the Rajput polities, the Delhi Sultanate, the Chola kingdom, and the Vijayanagara Empire. It explores the regional diversity and changing structures of political authority in both Northern and Southern India. Alongside the study of these state systems, the module introduces students to major historiographical debates on medieval Indian society and polity, including the Asiatic Mode of Production, Oriental Despotism, Feudalism, and the Segmentary State model. Through these debates, students critically engage with competing interpretations of power, economy, and social organisation in medieval India. **Readings with Page Numbers** ● Hermann Kulke, ed., *The State in India 1000-1700* (Delhi: OUP,

	1995), Introduction (pp. 1-50). ● .Burton Stein, "The Segmentary State in South Indian History," in *Essays on South India*, ed. Burton Stein (Vikas, 1976), pp. 1-30. (Also reprinted in Kulke, pp. 217-246). ● R.S. Sharma, "Indian Feudalism Reconsidered," in Kulke, *The State in India*, pp. 100 ● Irfan Habib, "The Asiatic Mode of Production and India," in *Essays in Indian History* (Tulika, 1995), pp. 40-75. **Suggested Readings** ● D.N. Jha, ed., *The Feudal Order: State, Society and Ideology in Early Medieval India* (Manohar, 2000), Introduction. ● Hermann Kulke, "The Early State in India," in *The Early State*, ed. Henri J.M. Claessen and Peter Skalnik (Mouton, 1978), pp. 279-313. ● Burton Stein (ed), *Essays on South India* (New Delhi: Vikas Publishing House, 1976), selected essays.
Module 4 (Lecture Hours = 6)	**The Mughal State: Empire, Centralization, Decentralization and Debates** Module Description: This module examines the structure and nature of the Mughal State as one of the most significant imperial formations in Indian history. It explores the concept of the Mughal Empire through its administrative institutions, mechanisms of centralization, revenue systems, and the ideological foundations of kingship and sovereignty. Special attention is given to the debates surrounding the eighteenth century, particularly the question of whether the Mughal polity experienced a "collapse" or a process of decentralization and regional assertion. By engaging with these debates, students critically analyse the transformation of imperial authority and the emergence of successor states in early modern India. Readings With Page Number ● Muzaffar Alam and Sanjay Subrahmanyam, eds., *The Mughal State 1526-1750* (Delhi: OUP, 2000), Introduction (pp. 1-70). ● The Mughal State: the notion of the Mughal Empire, centralization, 'collapse' or decentralization in the eighteenth century? The Land Revenue System" (pp. 1-40). ● Harbans Mukhia, *The Mughals of India* (Blackwell, 2005), Chapter 3: "Legitimacy and the Mughal State" (pp. 60-95). ● C.A. Bayly, *Rulers, Townsmen and Bazaars* (OUP, 1992), Introduction and Chapter 1: "The Eighteenth Century as a Period of Change" (pp. 1-50). Suggested Readings ● Seema Alavi, ed., *The Eighteenth Century in India* (Delhi: OUP, 2002), Introduction (pp. 1-40). ● P.J. Marshall, ed., *The Eighteenth Century in Indian History: Evolution or Revolution?* (New Delhi: OUP, 2003), Introduction and Conclusion

	● Muzaffar Alam and Sanjay Subrahmanyam, *Writing the Mughal World: Studies in Political Culture* (Ranikhet: Permanent Black, 2011), selected chapters. ● Meena Bhargava (ed.), *Exploring Medieval India Part I and II* (Orient Blackswan, 2010), relevant sections
Module 5 (Lecture Hours =8)	**The Colonial State: Governance, Empire, and Decolonization** **Module Description:** This module examines the emergence and evolution of the colonial state in India, tracing the transition from Company rule to the British Raj. It explores the institutional structures and ideological foundations of colonial governance, including the role of law, bureaucracy, military organization, and mechanisms of administrative control. The module also analyses how colonial power reshaped Indian society, economy, and political consciousness. Special emphasis is placed on the rise of nationalism, anti-colonial resistance, and the processes of decolonization that culminated in independence and the creation of modern nation-states. Through this study, students critically understand the legacy of colonialism in shaping modern India. **Reading With Page Numbers** ● Sabyasachi Bhattacharya, *The Colonial State: Theory and Practice* (Primus, 2016), Chapters 1-2 (pp. 1-60). ● Radhika Singha, *A Despotism of Law: Crime and Justice in Early Colonial India* (OUP) Introduction (pp. 1-40). ● Nicholas Dirks, *The Hollow Crown* (Orient Longman, 1998), Conclusion: "The History of the State in India" (pp. 350-390). ● Thomas R. Metcalf, *Ideologies of the Raj*, The New Cambridge History of India: III.5 (CUP, 1998), Chapter 1: "The British Raj as a Bureaucratic State" (pp. 1-40). **Suggested Readings:** ● Eric Stokes, *The English Utilitarians and India* (OUP, 1959), Chapter on "The Theory of the State" (pp. 45-90). ● Seema Alavi, *The Sepoys and the Company* (OUP, 1995), Introduction and chapter- 1 ● Dharma Kumar, *Colonialism, Property and the State* (Delhi: OUP, 1998), Introduction ● David Arnold, *Science, Technology and Medicine in Colonial India*, The New Cambridge History of India: III.5 (CUP, 2000), relevant sections.

Module 6 (Lecture Hours 10)	**The Postcolonial Nation-State: Continuity, Change, and Political Power** **Module Description:** This module explores the emergence of the nation-state in South Asia after Independence and Partition, focusing on the transition from colonial rule to sovereign governance. It examines the enduring legacy of colonial institutions and the ways in which political power was restructured in the postcolonial period. Special attention is given to the elements of continuity and change in governance, state authority, and political ideologies. The module encourages students to analyse how the newly independent state negotiated challenges of nation-building, democracy, and social transformation while carrying forward certain colonial frameworks of administration and power. **Reading With Page Numbers** ● Partha Chatterjee, *The Nation and its Fragments* (Princeton UP, 1993), Chapter 1: "Whose Imagined Community?" and Chapter 2: "The Colonial State" (pp. 1-70). ● Sumit Sarkar, *Modern Times: India 1880s-1950s* (Permanent Black, 2014), Chapter on the 1940s: "The Rise of the Nation-State" (pp. 300-350). ● Mohandas K. Gandhi, *Hind Swaraj* (1908), Chapter on "What is Swaraj?" (pp. 1-20 in any edition). ● Ramachandra Guha, *India After Gandhi* (Picador, 2008), Chapter 1: "The State of India" (pp. 1-30). Suggested Readings ● Bipan Chandra, *Nationalism and Colonialism in Modern India* (Delhi: Orient Longman, 2000), chapters on the nationalist movement ● Ranajit Guha, *The Small Voice of History* (Permanent Black, 2009), selected essays ● - Bipan Chandra, *India since Independence* (Penguin, 2008), Part I
Module 7 (Hours 12)	Understanding the Post Colonial State Module Description:- This module examines the evolution of the postcolonial nation-state in the aftermath of Independence and Partition, focusing on the enduring legacy of colonial institutions and the changing nature of political power. It explores the continuities and transformations in governance, authority, and state hegemony, including the persistence of older symbols of sovereignty. Special attention is given to critical moments such as the Emergency, the question of civil liberties, and the suspension of democratic processes. The module also analyses the impact of economic liberalisation, the shifting role of the state, and the rise of new social movements. It further engages with contemporary challenges such as

	citizenship, surveillance, and majoritarian politics, enabling students to critically assess the evolving nature of the modern Indian state. **Reading With Page Numbers** ● Sudipta Kaviraj, *The Trajectories of the Indian State* (Permanent Black, 2012), Chapter 5: "The State and the Crisis of Legitimacy" (pp. 150-190) ● Ashis Nandy, *The Romance of the State and the Fate of Dissent in the Tropics* (OUP, 2003), Chapter 1 (pp. 1-40). ● Akhil Gupta, "Blurred Boundaries: The State and the Everyday," in Gupta and Sivaramakrishnan, eds., The State in India after Liberalization (Routledge, 2011), pp. 50 ● Shrilal Shukla, *Raag Darbari* (Penguin, English translation), excerpts from Chapters 1-3 (rural power and corruption). **Suggested Readings:** ● Niraja Gopal Jayal and Pratap Bhanu Mehta, eds., *The Oxford Companion to Politics in India* (OUP, 2012), sections on "State" and "Democracy ● Janaki Nair, *Women and Law in Colonial India* (Kali for Women, 1996), Conclusion and contemporary relevance. ● Ashis Nandy, *The Intimate Enemy* (OUP, 1983), relevant sections.

- **Selected Fiction Readings (Across the Semester)**

Fiction Title	Primary Module	Description/Illuminates
● Rabindranath Tagore, The Home and the World	Module -6	Concept of Nationalism, Swadeshi, and Unity
● Uday Praksh, Warren Hastings Ka Saand	Module-5	Colonialism Satire, Rebellion, Kisan, Zamindar or Sahukar
● William Dalrymple	Module-4	Decline of Mughals, Zafar's tragic End, and Condition of Delhi

Assessment (Including Skills to be tested as per NCRF):

1. Thought Piece based on pre-circulated readings (20%):

This assignment is designed to test the student's ability to engage closely and critically with the theoretical content from the initial modules.

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Reading and comprehension skill and how to articulate arguments of the author of the article	Development of readings and analytical skills. And ability to argue the points emerge from the reading.	Reading, analytical and argumentative.

2. Midterm Exam (30% weightage)

Mid semester examination

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Ability to write well what has been learnt.	Writing and analytical.	Ability to systematically develop arguments in responding to a question.

End Term Exam (50% weightage)

The End term exam tests the student's ability to integrate learning across the entire course

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Ability to understand and comprehend the course and respond meaningfully to the questions asked.	Ability to gain knowledge and ability to systematically analyse information.	Writing, analysis, developing arguments and being able to convincingly respond to the question.

Signature of Course Coordinator(s): Dr Manoj Kumar

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

Dr. B R Ambedkar University Delhi

Course Details as per

Learning Outcome Based Curriculum Framework (LOCF)/ Outcome Based Education Curriculum Framework

Developed by

Internal Quality Assurance Cell (IQAC)
Dr B R Amebdkar University Delhi

COURSE DESCRIPTION	
School/Centre proposing the course	School of Liberal Studies
Programme(s)	M A in History
Course Code	SLS2HS110
Course Title	Partitions in South Asia
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Academic Year of Launch	2026
Course Revision (if any) (year)	No
Academic Council Minutes for Course/Revision	
Semester	Monsoon
Number of Credits	4

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

The course builds up on another course Communalism and Partition in South Asia. Whereas the former course ends with the 'high politics' of partition, this course presents the 'long partition' and its existing consequences. The course complements the existing courses offered in MA history. It does not overlap with other courses.

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 the university norms.
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
   Semester long taught course.
5. How does the course link with the vision of AUD?

The course uses interdisciplinary approach (literary, sociological, political and the historical) which lies in the heart of AUD's innovative pedagogy, to understand a very important theme in the history of India. It is also a course designed which focuses on the margins and the often ignored aspect of the event which is another important vision of AUD.

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

For MA History students, it is natural progression in the sequence of Indian History and Comparative History basket and there is also enough scope for students to think and work on their research projects from the multiple modules taught in this course.

Course Description: This course takes the partition of the Indian subcontinent as the starting point and closely assesses the programme of nation-making in the case of India, Pakistan and Bangladesh. From situating this partition in a global context, the focus shifts to a study of mapping the boundaries by which these states marked their territory, and then proceeds towards the demarcation of its constituents (refugee/citizen/alien), and finally summarizes how the nation-state emerged herein.

Course Objectives:

-To introduce students to major themes, debates, and methods in global partitions and their consequences.

- To understand the very complicated and messy partition of the Indian subcontinent from the perspective of how it was implemented and with what consequences in the short and long run.
- To analyze the roles of the various participants in the long aftermath of the partition—looking specifically at the relief and rehabilitation of incoming refugees in India, thus looking at the role of the state and the response of the refugees to these methods.
- To critically engage with concepts border-making, rehabilitation, citizenship and nation-making.
- To develop skills in reading, interpreting, and debating historical and interdisciplinary texts.

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. *Mention 4-6 course outcomes.*

At the end of the course students will be able to:

CO1	Understand and explain using examples of global partitions whether partitions are a solution to ethnic conflicts or are simply exit strategies for the colonial powers
CO2	Demonstrate awareness regarding the messiness of the partition and the long-term consequences of the same.
CO3	Critically engage with key terms and concepts such as partition, border-making, citizenship, rehabilitation, nation-making.
CO4	Analyze comparative case studies across different regions and periods.
CO5	Evaluate primary and secondary sources which would enable student to think around possible themes of research for dissertation at a later stage in the MA programme.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO1	PO 2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5

CO1	3	3	3	2	2	2	2	3	2	2	2	2
CO2	3	2	2	3	2	3	2	2	3	2	2	2
CO3	3	3	3	2	3	2	3	3	3	3	2	2
CO4	3	2	2	3	2	2	2	2	2	3	2	3
CO5	2	3	2	3	3	2	2	3	2	2	3	2
Average	2.8	2.6	2.4	2.6	2.4	2.2	2.2	2.6	2.4	2.4	2.2	2.2

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
4	2	0	0	6

	Modules and Readings
Module 1 (Lecture Hours =4)	Module Name: **Introducing Global Partitions** This module introduces definitions around Partitions and also gives a brief overview of global partitions. Readings with page numbers: Smita Tewari Jassal and Eyal Ben-Ari (eds), *The Partition Motif in Contemporary Conflicts,* New Delhi: Sage Publications (2007). pp 19-54. Arie M. Dubnov and Laura Robson, eds. Partitions: A Transnational History of Twentieth-Century Territorial Separatism. Stanford: Stanford University Press, 2019 pp. 1-31
Module 2 (Lecture Hours = 4)	Module Name: **The Discussion Around Partitions as an Exit Strategy or as Solution to Ethnic Conflicts** This module discusses the theoretical debates around partition as exit strategy or as solution to ethnic conflicts. Readings: A J Christopher, 'Divide and Rule': The Impress of British Separation Policies, Area , Sep., 1988, Vol. 20, No. 3 (Sep., 1988), pp. 233-240. Chaim D Kaufmann, 'Possible and Impossible Solutions to Ethnic Civil Wars', International Security, Vol 20, No. 4 (1996), pp.136-175 --- 'When All Else Fails: Ethnic Population Transfers and Partitions in the Twentieth Century' International Security, Vol. 23, No. 2 (Fall, 1998), pp. 120-156

	Radha Kumar, 'The Troubled History of Partition' Foreign Affairs, Vol. 76, No. 1 (Jan. - Feb., 1997), pp. 22-34 Nicholas Sambanis and Jonah Schulhofer-Wohl, What's in a Line? Is Partition a Solution to Civil War?, International Security, Vol. 34, No. 2 (Fall, 2009), pp. 82-118
Module 3 (Lecture Hours = 8)	Module Name: **Studying the Partition of Ireland and the Israel-Palestine Divide** This module focuses on the example cases of the Irish partition and the Israel-Palestine divide. Both are products of British colonial rule and both share certain similarities with the Indian Partition context. This module will specifically take up the case of similarity from the perspective of Boundary Commissions and the impact of the Line between two conflicting ethnic communities. T G Fraser, **Partition in Ireland, India and Palestine: Theory and Practice** ; Publisher, Macmillan, 1984, chs 3 and 6 G. G. Deschaumes and Rada Ivekovic (eds), *Divided Countries, Separated Cities: The Modern Legacy of Partition*. New Delhi: Oxford University (2003). (select case studies) Lucy Chester, 'Boundary commissions as tools to safeguard British interests at the end of empire', Journal of Historical Geography 34 (2008) pp.494-515 Victor Kattan and Amit Ranjan, editors. *The breakup of India and Palestine: The causes and legacies of partition*. Manchester University Press, 2023. Chs:3, 5, 7 and 8
Module 4 (Lecture Hours = 6)	Module Name: **Drawing of Border- Cartographic Consequences** This module will look at the discussions involved in the drawing of the border with a special focus on the Indian borders with West and East Pakistan. How the borders got the final shape. The view from above is the portion that will be focused upon in this module. Lucy P Chester, *Borders And Conflict In South Asia: The Radcliffe Boundary Commission And The Partition Of Punjab*, Manchester: Manchester University Press (2009). Chs 1 and 2. Lucy P Chester, 'Boundary commissions as tools to safeguard British interests at the end of empire' in Journal of Historical Geography, Vol 34, Issue 3, July 2008, pp 494-515. Joya Chatterji, 'The Fashioning of a Frontier: The Radcliffe Line and Bengal's Border Landscape, 1947–52' in *Modern Asian Studies*, Vol 33, No 1, 1999. Discussion of a short film: Wagah by Supriyo Sen

Module 5 (Lecture Hours =8)	Module Name: '**Borderlanders': The view from below** The module deals with the view from below, i.e. what happens to the people and communities living on the newly fashioned borders and also the long term consequences of the same. Borderlanders, is a specific term coined by Willem van Schendel for explaining their specific situation. The readings here therefore focus on these categories. Willem van Schendel, *The Bengal Borderland: Beyond State and Nation in South Asia,* London: Anthem Press (2005). chs 6,8,9 and 12. Willem Van Schendel, 'Working Through Partition: Making a Living in the Bengal Borderlands' in *International Review of Social History*, Vol 46, Issue 3, 2001. Sanjoy Hazarika, *Rites of Passage: Border Crossing, Imagined Homelands, India's East and Bangladesh,* New Delhi: Penguin (2000). Farhana Ibrahim and Tanuja Kothiyal eds, special issue in EPW, 'Exploring Borderlands in South Asia' Malini Sur, *Jungle Passports: Fences, Mobility, and Citizenship at the Northeast India-Bangladesh Border*. Philadelphia: University of Pennsylvania Press. (2021) Jisha Menon, The Performance of Nationalism: India Pakistan and Memory of Partition, CUP, ch 2
Module 6 (Lecture Hours 10)	Module name: **Implementing Partition and the Administrative Consequences of Partition** The module discusses how political decision to partition the Indian subcontinent was actually implemented on the ground. Having already discussed border-making, now we will discuss the other aspects of implementing partition—implementation of the dividing process on the ground; framing the policies on rehabilitation of refugees; and impact on old and new cities will be discussed here. 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] Rakesh Ankit, *India in the Interregnum: Interim Government, September 1946–August 1947*, New Delhi: Oxford University Press (2019) U B Rao, *The Story of Rehabilitation,* ND GOI (1966) 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 , 2014, Vol. 75, Platinum Jubilee (2014), pp. 1247-1252. 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) Joya Chatterji, *The Spoils of Partition: Bengal and India, 1947–1967*. Cambridge Studies in Indian History and Society. Cambridge University Press; 2007 chs 3 and 4 Pallavi Chakravarty, Boundaries and Belonging: Rehabilitating Refugees in India, 1947-1971, ND: Primus Books (2022) chs 2,3 Tai Yong Tan and Gyanesh Kudaisya, The Aftermath of Partition, London: Routledge (2000) (case studies for cities) Vazira Zamindar, The Long Partition and the Making of Modern South Asia. New York: Columbia University Press (2007) chs 2,3. Ian Talbot, Divided Cities: Lahore, Amritsar and the Partition of India, Karachi: Oxford University Press (2006).
Module 7 (Hours 12)	Title of the Module: **The Impact of Partition: View from Below-- Refugees and Their Response** The module discusses the same themes as discussed in the previous model but now from below. That is the focus is on the response of the refugees to the policies decided from above vis-à-vis rehabilitation and territory marking. On making of new territories: 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. On rehabilitation (gender, caste, region aspects): Ritu Menon and Kamla Bhasin, Borders and Boundaries: Women in India's Partition, New Delhi: Kali for Women, 1998.

	Gargi Chakravartty, Coming Out of Partition: Refugee Women of Bengal, New Delhi: Bluejay Books, 2005. Deepita and Ishita Chakravarty, 'For Bed and Board Only': Women and Girl Children Domestic Workers in Post-Partition Calcutta (1951–1981). *Modern Asian Studies*, 47(2), 581–611 Anjali B Datta, 'Useful' and 'Earning' Citizens? Gender, state, and the market in post-colonial Delhi. *Modern Asian Studies*. 2019;53(6):1924-1955. Ravinder Kaur, Since 1947: Partition Narratives Among Punjabi Migrants of Delhi, New Delhi: Oxford University Press, 2007. Sekhar Bandyopadhyay and Anasua Basu Roy Chaudhury, Caste and Partition in Bengal: The Story of Dalit Refugees, 1947-67 ND: OUP (2022) Sarah Ansari, Life after Partition: Migration, Community and Strife in Sindh, 1947–62, Karachi: Oxford University Press, 2005 Uditi Sen, Citizen Refugee: Forging the Indian Nation after Partition, Cambridge: Cambridge University Press, 2018. On citizenship: Joya Chatterji, 'South Asian Histories of Citizenship, 1946-1970', The Historical Journal , DECEMBER 2012, Vol. 55, No. 4 (DECEMBER 2012), pp. 1049-1071 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).
Module 8 (Hours 8)	Title of the Module: **The Long Partition and its Consequences** This module looks at what has been referred to as the long partition in terms of the legacies that it leaves behind and which we are still living with. In popular culture, in visual art, in everyday lives. It also briefly discusses the states as they stand today. Stephen P Cohen, *The Idea of Pakistan,* New York: Brookings Institution Press (2004) chs 1,2 3 and 6 Srinath Raghavan, *1971, A Global History of the Creation of Bangladesh*, 2013. Chs 1,2. Yasmin Khan, The Great Partition: The Making of India and Pakistan, New Haven and London (2007) **Pallavi Raghavan, Animosity at Bay**: An Alternative History of the India-Pakistan Relationship, 1947–1952 (Noida: HarperCollins Publishers, 2020) Impact on cities/regions:

	Rotem Geva, *Delhi Reborn: Partition and Nation Building in India's Capital*. Stanford University Press, 2022 Anindita Ghoshal ed **Revisiting Partition: Contestation, Narratives and Memories**. New Delhi: Primus Books. (chs 6-9) Memories/Legacies: Anchal Malhotra, *Remnants of a Separation: A History of the Partition of India through Material Memory* (HarperCollins, 2017) Suvir Kaul (ed), The Partitions of Memory: The Afterlife of the Division of India, ND: Permanent Black (2001) P. Uberoi, 'Unity in diversity?' Dilemmas of nationhood in Indian calendar art. *Contributions to Indian Sociology*, *36*(1-2), 191-232 (2002). Shahid Amin, Representing the Musalman : then and now, now and then in Subaltern Studies vol XII.

Assessment (Including Skills to be tested as per NCRF):

1. Thought Piece based on pre-circulated readings (20%):

This assignment is designed to test the student's ability to engage closely and critically with the theoretical content from the initial modules.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Reading and comprehension skill and how to articulate arguments of the author of the article	Development of readings and analytical skill. And ability to argue the points emerge from the reading.	Reading, analytical and argumentative.

2. Midterm Exam (30% weightage)

Mid semester examination

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Ability to write well what has been learnt.	Writing and analytical.	Ability to systematically develop argument in responding to a question.

End Term Exam (50% weightage)

The End term exam tests the student's ability to integrate learning across the entire course

Tested Substantive Knowledge	Tested Learning Outcomes	Specific Skills Tested
Ability to understand and comprehend the course and respond meaningfully to the questions asked.	Ability to gain knowledge and ability to systematically analyse information.	Writing, analysis, developing arguments and able convincingly respond to the question.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.

2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

Dr. B R Ambedkar University Delhi

Course Details as per

Learning Outcome Based Curriculum Framework (LOCF)/ Outcome Based Education Curriculum Framework

Developed by

Internal Quality Assurance Cell (IQAC)
Dr B R Amebdkar University Delhi

COURSE DESCRIPTION	
School/Centre proposing the course	School of Liberal Studies
Programme(s)	M A in History
Course Code	SLS2HS101
Course Title	Indian National Movement
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Academic Year of Launch	2011
Course Revision (if any) (year)	YES
Academic Council Minutes for Course/Revision	
Semester	Monsoon
Number of Credits	4

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

The course builds up on another course Environmental History of South Asia. The course complements the existing courses offered in MA history. It does not overlap with other courses.

2. **Specific requirements on the part of students who can be admitted to this course:** None (Pre-requisites; prior knowledge level; any others – please specify)

None. Basic understanding of modern history is helpful but not mandatory.

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): Semester long taught course.
5. **How does the course link with the vision of AUD**?

The course aligns with AUD's vision of critical, interdisciplinary, and socially engaged learning by examining historical roots of contemporary environmental crises and fostering ecologically aware citizenship.

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

For MA History students, it provides specialized training in a growing subfield of global history. For other MA students, it offers interdisciplinary perspectives on human-nature

relations across time and space.

Course Description: This course examines the origins, growth, and culmination of the Indian National Movement from the late eighteenth century to India's independence in 1947. It explores the political, social, economic, and ideological factors that shaped anti-colonial resistance and the emergence of Indian nationalism. The course analyses the role of key organisations, leaders, regional movements, peasant and tribal uprisings, revolutionary activities, and mass mobilisation under different phases of the freedom struggle.

Course Objectives:

1) To examine the historical evolution of the Indian National Movement from its origins to Independence.
2) To develop a critical understanding of competing historiographical interpretations of the Indian National Movement.
3) To evaluate the contributions of diverse individuals, organisations, and marginalised groups to the freedom struggle.
4) To enhance students' ability to interpret historical sources and critically analyse key events, debates, and movements associated with the Indian National Movement.
5) To assess the legacy of the national movement in the making of modern India and its democratic institutions.

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. *Mention 4-6 course outcomes.*

At the end of the course students will be able to:

CO1	Explain the major phases and developments of the Indian National Movement from its inception to Independence.
CO2	Analyse the political, social, economic, and ideological dimensions of anti-colonial nationalism in India.
CO3	Critically engage with key concepts like Nationalism, Nation, Nationality, Economic Nationalism, and Democracy etc,.
CO4	Interpret historical sources and historiographical debates related to the Indian National Movement with critical insight.
CO5	Demonstrate an informed understanding of the significance and legacy of the Indian National Movement in modern India.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO1	PO 2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	2	2	2	2	3	2	2	2	2

CO2	2	3	2	3	2	3	2	2	3	2	2	2
CO3	3	3	3	2	3	2	3	3	3	3	2	2
CO4	2	2	2	3	2	2	2	2	2	3	2	3
CO5	3	3	2	3	3	2	2	3	2	2	3	2
Average	2.6	2.6	2.4	2.6	2.4	2.2	2.2	2.6	2.4	2.4	2.2	2.2

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
4	2	0	0	6

	Modules and Readings
Module 1 (Lecture Hours =2)	Module Name: **Historical background to the Indian National Movement** This module provides a general theoretical overview of nationalism; the context of 19th century India; making of a nation of Indian people; early expressions of nationalism in the realm of culture; economic nationalism; formation of the Indian National Congress. **Essential Readings with page numbers:** 1.Bipan Chandra, *India's Struggle for Independence, 1857-1947*, New Delhi, 1988. Chapter 4 and 5 2.Bipan Chandra, *Indian National Movement: The Long-term Dynamics*, New Delhi, 1988.pp 3-96 3.Bipan Chandra, *Nationalism and Colonialism in Modern India,* New Delhi, 1987.pp 20-45 4.Amales Tripathi, *Indian National Congress and the Struggle for Freedom,* OUP, 2014, pp, 20-90 5.Anil Seal, *The Emergence of Indian Nationalism, Competition and Collaboration in the Later Nineteenth Century*, Cambridge, 1968. pp 1-45 **Suggested Readings**: R.P.Dutt, *India Today*, New Delhi, 1947, pp C.A.Bayly, *Origins of Nationality in South Asia: Patriotism and Ethical Government in the Making of Modern India,* OUP, 1998, pp D.A.Low, *Britain and Indian Nationalism: The Imprint of Ambiguity* D.A.Low, *Rearguard Action: Selected Essays on Late Colonial Indian History*

Module 2 (Lecture Hours = 8)	Module Name: **Indian Nationalist Movement: Essential Attributes** This module deals the basic components of the movement and the changes that came about in the trajectory of the national movement – political objectives, strategy, ideological orientation, leaders and the masses, social base and class character, long-term dynamics. Essential Readings theme wise: 1.Sekhar Bandyopadhyay, *Indian Nationalist Movement: A Reader*. 2.S.R. Mehrotra, *Emergence of Indian National Congress*, Delhi, 1971, pp 2-55 3.Sumit Sarkar, *Modern India, 1885-1947,* New Delhi, 1983, pp.50-89 4.Partha Chaterjee, *The Nation and Its Fragments: Colonial and Postcolonial Histories*, OUP, 1993, pp-14-35 Chapter 3and 4. 5.Sumit Sarkar, A Critique of Colonial India, Calcutta, 1985, pp, 91-101 6. Sekhar Bandoupdhyay, From Plassey to Partition: A History of Modern India, Orient Longman, 2004, pp-184-218 7.Anil Seal, Imperialism and Nationalism in India, Modern Asian Studies , 1973, Vol. 7, No. 3 (1973), pp. 321-347 **Suggested Readings:** Bipan Chandra, *Nationalism and Colonialism in Modern India,* New Delhi, 1987. *D.* A.Low (ed.), *Congress and the Raj: Facets of Indian Struggle.* J.Gallaghar, G.Johnson, A.Seal, *Locality, Province and Nation: Essays on Indian Politics*, Cambridge, 1973.

Module 3 (Lecture Hours = 12)	Module Name: **Ideologies and Strategies of the National Movement** This module focuses on range of Activities like Agitational Politics Swadeshi, Non-cooperation movement, civil disobedience, Individual Satyagraha, and Quit India, Constitutionalism, Ideological Spectrum Within (Left-Right divide within Congress, potentialities of an ideological transformation of Congress and of the National Movement in a leftist direction; The range of the nationalist spectrum (revolutionary terrorists – Communists and Socialists – mainstream Congress leadership – Liberals) **Essential Readings with themes:** 1.S.R.Mehrotra, *Emergence of Indian National Congress*, Delhi, 1971.pp30-85 2.Sumit Sarkar, *Swadeshi Movement in India, pp.111-204* 3.Irfan Habib, The Left and the National Movement, , Social Scientist, Vol. 26, No. 5/6 (May - Jun,1998), pp. 3-33 4. D.A.Low,The Government of India and the First Non-Cooperation Movement--1920-1922, The Journal of Asian Studies, Vol. 25, No. 2 (Feb., 1966), pp. 241-259 5. Edward A. Leonard, The Political Theory of Satyagraha: An Introduction and a Plea for Further Study, The Western Political Quarterly, Vol. 22, No. 3 (Sep., 1969), pp. 594-604 6.Paul R. Greenough, Political Mobilization and the Underground Literature of the Quit India Movement, 1942-44, Modern Asian Studies, Vol. 17, No. 3 (1983), pp. 353-386 **Suggested Readings:** 1.A.L.Herman, Satyagraha: A New Indian Word for Some Old Ways of Western Thinking, Philosophy East and West, Vol. 19, No. 2, On Violence and Nonviolence East and West (Apr., 1969), pp. 123-142 2.Michael Emin Salla, Satyagraha in Mahatma Gandhi's Political Philosophy, Peace Research, February 1993, Vol. 25, No. 1 pp. 39-48, 49-62

Module 4 (Lecture Hours = 4)	Module Name: **Marginalised Voices in the National Movement** This module explain the relationship between the National Movement and the Classes – Workers, peasants, women, dalits and the capitalists. Entanglement with questions of caste, gender, language and religion and also deals with the National Movement and the minority question. **Essential Readings:** 1.G. S. Bhalla, Peasant Movement and Agrarian Change in India, Social Scientist, Vol. 11, No. 8 (Aug., 1983), pp. 39-57 2.Suruchi Thapar, Women as Activists; Women as Symbols: A Study of the Indian Nationalist Movement, Feminist Review, No. 44, Nationalisms and National Identities (Summer, 1993), pp. 81-96. 3.Partha Chatterjee, Colonialism, Nationalism, and Colonialized Women: The Contest in India, American Ethnologist, Vol. 16, No. 4 (Nov., 1989), pp. 622-633 4.Aditya Mukherjee, Imperialism, Nationalism and making of the Indian Capitalist Class, Sage publications, 1999, pp 102-134 5, Partha Chatterjee, The Nation and its Fragments: Colonial and Postcolonial Histories, Chapter on Nation and its outcastes, pp-173-200 6.Bipan Chandra et.al, *India's Struggle for Independence, 1857-1947*, New Delhi, 1988. chapter 17 **Suggested Readings:** 1.Ranajit Guha. *Elementary Aspects of Peasant Insurgency in Colonial India*. Delhi: Oxford University Press, 1983**.** 2.Geraldine Forbes. *Women in Modern India*. Cambridge: Cambridge University Press, 1996. 3.Anupama Rao. *The Caste Question: Dalits and the Politics of Modern India*. University of California Press, 2009.
Module 5 (Lecture Hours =4)	Module Name: **The Indian National Movement and the Making of Modern India** This module examines the enduring legacy of the Indian National Movement in shaping the political, social, and institutional foundations of modern India. It explores how the ideals of nationalism, democracy, secularism, social justice, and constitutionalism influenced the creation of the independent nation-state. **Essential Readings with themes:** 1. Bipan Chandra,The Long-term Dynamics of the Indian National Congress, Proceedings of the Indian History Congress , 1985, Vol. 46 (1985), pp. 1-96 2. Bipan Chandra, India's Struggle for Independence,The National Movement and its Legacies,pp 1-50 3. A.R Desai, Social Background of Indian Nationalism,OUP, 1948, pp358-408

	4. Ramachandra Guha, India After Gandhi, New Delhi: Picador India, 2007, pp 1-19 and 97-113 5. Bipan Chandra,India Since Independence, Penguin Books, New Delhi, 2208, Chapter-1,2,3,and 4 **Suggested Readings:** 1. Sunil Khilnani, The Idea of India by New Delhi: Penguin Books, 1997 2. Gyanesh Kudasiya, A Republic in the making: India in the 1950'sOUP, New Delhi, 2017

Assessment (Including Skills to be tested as per NCRF):

1. Mid-Term Exams- Part-1 Home Assignment- Reading Articles/ chapter for thematic interpretations (30% weightage)

This assignment is designed to test the student's ability to engage closely and critically with the theoretical content from the initial modules.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Reading and comprehension skill and how to articulate arguments of the author of the articles and books	Development of readings and analytical skill. And ability to argue the points emerge from the reading.	Reading, analytical and argumentative.

2. Mid-Term examination Part -2- Class test/Presentations (20% weightage)

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Ability to write well what has been learnt from specific modules.	Writing and assessment of conceptual	Ability to systematically develop argument in responding to a question.

	clarity	

End Term Exam (50% weightage)

The End term exam tests the student's ability to integrate learning across the entire course….

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Ability to understand and comprehend the course and respond meaningfully to the questions asked.	Ability to gain knowledge and ability to systematically analyse infromation.	Writing, analysis, developing arguments and able convincingly respond to the question.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School



Dr. B R Ambedkar University Delhi

Course Details as per

Learning Outcome Based Curriculum Framework (LOCF)/
Outcome Based Education Curriculum Framework

Developed by

Internal Quality Assurance Cell (IQAC)
Dr B R Amebdkar University Delhi

COURSE DESCRIPTION

School/Centre proposing the course	School of Liberal Studies
Programme(s)	MA (History) 1 year and 2 years
Course Code	SLS2HS205
Course Title	**History and the Aboriginal Past**
Course type (core/compulsory/ elective/any other – please specify)	DSE
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Academic Year of Launch	2013
Course Revision (if any) (year)	2026
Academic Council Minutes for Course/Revision	
Semester	1 and 3 (Monsoon)
Number of Credits	4

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

   This course connects to and complements MA History core courses such as 'Problems of Historical Knowledge', 'Power, Culture and Marginality', and other non-South Asian history courses offered in the programme.
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
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, weekly Classroom mode (4 +2) hours per week
5. How does the course link with the vision of AUD? The course uses an interdisciplinary approach aligned with AUD's vision of socially engaged, inclusive education. It democratises the discipline of history by centring previously excluded groups (indigenous peoples, Adivasis, Aboriginal communities) and challenges conventional historical methods through engagement with oral traditions, anthropological insights, and postcolonial critique.
6. How does the course link with the specific programme(s) where it is being offered?

   This elective substantiates the MA History programme's commitment to expanding the

archival imagination beyond written records. It trains students in interdisciplinary methods that encompass sociological and anthropological work, engages with oral traditions as historical sources, and encourages critical reflection on how Indigenous pasts have been constructed within colonial and postcolonial historiographies

Course Description: As per expert Indian historians, after the Second World War, "the question has arisen within all democracies whether to include in the history of the nation histories of previously excluded groups"In the 1960s, that list "usually contained names of subaltern groups and classes, such as, former slaves, working classes, convicts and women." However, "under pressure from growing demands for democratising further the discipline of history, this list was expanded in the seventies and eighties to include the so-called ethnic groups, the indigenous peoples, children and the old, and gays, lesbians and other minorities." Other expert Indian historians have complicated this narrative of democratisation through their historiographical findings that "the history of tribal societies cannot be written through conventional historical methods." That "most tribal societies have strong oral traditions" makes theirs an "interdisciplinary history that has encompassed both sociological and anthropological work within its gambit". (Dipesh Chakravarty, 'Minority Histories, Subaltern Pasts, 1997).

"Tribal", "subaltern", "indigenous", "Aboriginal", "native", "First Nations", "Adivasi": the challenge to historical knowledge with regard to this particular minority group is the problem of naming. For the purposes of this course, the historical subject of our inquiry – the Aboriginal – is defined, following yet another expert, as "primarily oral" societies. If, as expert historians have written, "history is a subject primarily concerned with the crafting of narratives," then "how do you construct a narrative of a group or class that has not left its own sources?" We proceed to also ask: does historicising the Aboriginal also mark the end of the Aboriginal?
This course focuses on the debates surrounding the very terms "Aboriginal" and "indigenous". The modules on orality and literacy allow us to further highlight the methodological, conceptual and ethical issues that arise when historians turn with democratising intent to the Aboriginal past. The final module uses the history of blood to further consider the question of the aboriginal and the non-aboriginal, presented as a debate between the disciplines of anthropology and history. Close attention is paid to the impact of sources on the study of the Aboriginal past. For instance, the close link between anthropology and European colonisation means that much historical inquiry into the colonial period relies on colonial documents – such as the House of Commons' *Papers Relative to the Aboriginal Tribes in British Possessions*, and other nineteenth-century documents that relate both to India and to other parts of the world. That is now changing. Students are encouraged to note the increasing varieties of sources employed by historians to do justice to the pasts of Aboriginal peoples – from the paleo-anthropological and oral traditions to the genomic and digital. Recent scholarship has also challenged historians to reckon with **Indigenous temporalities** – ways of understanding time that do not fit neatly into linear, progressive frameworks. The materials used in this course are aimed at alerting students to the ways in which the historian's "craft" and "sources" have shaped not only studies of the Aboriginal past but also the construction of Aboriginal subjectivity – and vice versa.

Course Objectives:
1. To equip students with key concepts in Aboriginal and Indigenous studies.
2. To engage students in understanding the methodological, conceptual and ethical challenges that arise when historians turn with democratising intent to the Aboriginal past.

3. To critically examine the relationship between literacy and orality in historical practice, and how this binary has shaped the construction of Aboriginal subjectivity.
4. To analyse how sources – from colonial documents to genetic and paleo-anthropological evidence – have shaped studies of the Aboriginal past and vice versa.
5. To explore the relationship between place, sovereignty, and Indigenous historiography.

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. *Mention 4-6 course outcomes.*

At the end of the course students will be able to:

CO1	Identify and critically engage with key concepts in Aboriginal and Indigenous studies, including the politics of naming ('tribal', 'Adivasi', 'Aboriginal', 'indigenous').
CO2	Analyse the methodological challenges posed by oral traditions and non-literate societies to conventional historical practice.
CO3	Evaluate the relationship between colonialism, anthropology, and the construction of the 'Aboriginal' subject in both Indian and global contexts.
CO4	Interpret how sources ranging from colonial archives to genetic evidence have shaped historical narratives of Indigenous peoples.
CO5	Produce a critical reading of a selected theme or case study in Aboriginal history, drawing on interdisciplinary frameworks.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes:

	PO1	PO 2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	2	2	2	1	3	3	3	1	3
CO2	3	3	2	2	3	3	2	2	3	3	2	2
CO3	3	2	3	2	2	2	2	3	3	3	2	3
CO4	2	3	2	2	3	3	2	2	3	2	3	2
CO5	3	3	3	3	3	3	2	3	3	3	3	3
Average	2.8	2.6	2.6	2.2	2.6	2.6	1.8	2.6	3	2.8	2.2	2.6

1= Weak Correlation 2 2= Moderate Correlation 3= Strong Correlation3

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
4	2			6

	Modules and Readings
Module 1 (Lecture Hours =10)	Module Name: **Introduction: Themes in Aboriginal and Adivasi Studies in India** Beginning with the Indian context, this module explores how 'Adivasi' and 'tribal' came to replace 'Aboriginal' and examines the key themes that have emerged in this field of study. It critically engages with the politics of naming, the relationship between history and anthropology, and the democratisation of historical practice. **Readings with page numbers:** • Prasad, Archana. "Tribal Societies and History Writing in India." In *Approaches to History: Essays in Indian Historiography*, edited by Sabyasachi Bhattacharya. ICHR in conjunction with Primus Books, 2011. • Beteille, Andre. "The Idea of Indigenous People." *Current Anthropology* 39, no. 2 (April 1998): 187-192. • Cohn, Bernard S. "History and Anthropology: The State of Play." *Comparative Studies in Society and History* 22, no. 2 (April 1980): 198-221. • Dube, Saurabh, and Ishita Banerjee (eds.). *The Routledge Handbook of Subalterns Across History*. Oxon and New York: Routledge, 2025 (Selected Essays). • Pels, Peter. "The Rise and Fall of the Indian Aborigines." In *Colonial Subjects: Essays on the Practical History of Anthropology*, edited by Peter Pels and Oscar Salemink. University of Michigan Press, 2000. • Sen, Asoka Kumar, *Indigeneity, Landscape and History: Adivasi Self-Fashioning in India*. New Delhi: Atlantic Publishers. 2025. Suggested Readings: • Ghosh, Kaushik. "A Market for Aboriginality: Primitivism and Race Classification in the Indentured Labour Market of Colonial India." *Subaltern Studies* X. • Skaria, Ajay. "Shades of Wildness: Tribes, Caste and Gender in Western India." *Journal of Asian Studies* (1997). - Deshpande, Anirudh. "Past, Present, and Oral History." *Economic & Political Weekly* 52, no. 29 (22 July 2017). • Chatterjee, Partha. "History in the Vernacular." In *History in the Vernacular*, edited by Raziuddin Aquil and Partha Chatterjee. Permanent Black, 2010.

Module 2 (Lecture Hours =)	Module Name: **Introduction II: Global Perspectives on Indigeneity** This module provides a wider appreciation of the field of Indigenous studies, exploring themes and approaches that have emerged from the encounter with Aboriginal pasts in settler colonial contexts (Australia, Canada, Americas) and their relevance for Indian historiography. **Readings with page numbers:** • Attwood, Bain. *Telling the Truth about Aboriginal History*. Allen & Unwin, 2005. (Introduction and selected chapters) • Evans, Julie, Patricia Grimshaw, David Philips, and Shurlee Swain. "Introduction." In *Equal Subjects, Unequal Rights: Indigenous Peoples in British Settler Colonies, 1830-1910*. Manchester University Press, 2003. • Yellow Bird, Michael. "What We Want to Be Called: Indigenous Peoples' Perspectives on Racial and Ethnic Identity Labels." *American Indian Quarterly* 23, no. 2 (Spring 1999): 1-21. • Tuck, Eve, and K. Wayne Yang. "Decolonization Is Not a Metaphor." *Decolonization: Indigeneity, Education & Society* 1, no. 1 (2012): 1-40. • Wolfe, Patrick. "Settler Colonialism and the Elimination of the Native." *Journal of Genocide Research* 8, no. 4 (2006): 387-409. • Silverstein, Ben. 2025. "Editorial: Indigeneity and Infrastructures of Settler Colonialism." *Settler Colonial Studies,* Wiley online, 2025. **Suggested Readings:** • Guenther, Mathias. "The Concept of Indigeneity." *Social Anthropology* 14, no. 1 (2006): 17-32. • Friedman, Johnathan. "Indigeneity: Anthropological Notes on a Historical Variable." In *Indigenous Peoples: Self-Determination, Knowledge, Indigeneity*, edited by Henry Minde. Eburon Uitgeverij B.V., 2008. • Teves, Stephanie Nohelani, Andrea Smith, and Michelle Raheja, eds. *Native Studies Keywords*. University of Arizona Press, 2014. (Selections on 'Indigeneity') • Documentary: Pilger, John. *Welcome to Australia* (excerpts).
Module 3 (Lecture Hours =)	Module Name: **Re-remembering Literacy and Orality** If literacy is to History what orality is to the Aboriginal Past, then does that make Aboriginal History an oxymoron? This module examines how the encounter between literate and oral epistemes has 'stimulated innovation in historians' practices' and challenged historians to be imaginative in both research and narrative strategies. It explores how this binary has shaped the construction of the Aboriginal subject from Orientalism to ethnography to nationalism. **Readings with page numbers:** • Ong, Walter. *Orality and Literacy: The Technologizing of the Word*. Routledge, 1982. (Chapters 1-3) • Goody, Jack. *The Interface Between the Written and the Oral*. Cambridge

	University Press, 1987. (Selections) • Mortensen, Julia. 2024. "Oral Histories of Life and Mobility in and around the Yumba." *Aboriginal History Journal* 48. • Beck, Wendy, and Margaret Somerville. "Conversations between Disciplines: Historical Archaeology and Oral History at Yarrawarra." *World Archaeology* 37, no. 3 (September 2005): 468-483. • Wolfe, Patrick. "On Being Woken Up: The Dreamtime in Anthropology and in Australian Settler Culture." *Comparative Studies in Society and History* 33, no. 2 (April 1991): 197-224. • Warkentin, Germaine. "In Search of 'The Word of the Other': Aboriginal Sign Systems and the History of the Book in Canada." *Book History* 2 (1999): 1-27. • Mønsted, Asta. *Re-activating Indigenous Knowledge from Oral History: Landscape and Intangible Cultural Heritage in Greenland*. London: Routledge, 2025 (Excerpts) **Suggested Readings:** • Margaret Bruchac, Andrew Martindale , George Nicholas Kisha Supernant (Ed.) The Oxford Handbook of Indigenous Oral Traditions and Archaeology, 2024 (Selections). • Kulchyski, Peter. *The Red Indians: An Episodic, Informal Collection of Tales from the History of Aboriginal People's Struggles in Canada*. Arbeiter Ring Publishing, 2007. (Selections) • Chatterjee, Partha. "History in the Vernacular." (see Module 1) • Deshpande, Anirudh. "Past, Present, and Oral History." (see Module 1) • Film: Roeg, Nicolas (dir.). *Walkabout*. 1971. (Excerpts)
Module 4 (Lecture Hours =)	Module Name: **Blood and Skin: The Aboriginal Body as Historical Source** Using blood and the colour red, this module inquires into the genealogical transformation of the Aboriginal body – from a body for 'elimination' in settler colonial ideology to a body that serves as a historical source (genetic, paleo-anthropological, and forensic). It also examines the politics of blood quantum, mixed-race identity, and the resurgence of Indigenous sovereignty. Readi**ngs with page numbers:** • Coulthard, Glen Sean. Chapter 4, "Seeing Red: Reconciliation and Resentment." In *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*. University of Minnesota Press, 2014. • Sunray, Cedric. "Blood Policing." In *Native Studies Keywords*, edited by Stephanie Nohelani Teves, Andrea Smith, and Michelle Raheja. University of Arizona Press, 2014. • Smith, Andrea. "Mixed-Blood." In *Native Studies Keywords*, edited by Teves, Smith, and Raheja (2018). • Tallbear, Kim. "Genomic Articulations of Indigeneity." In *Native Studies Keywords*, edited by Teves, Smith, and Raheja.

	• Anidjar, Gil. *Blood: A Critique of Christianity*. Columbia University Press, 2016. (Selections) **Suggested Readings** • Allen, Michael. "Male Cults Revisited: The Politics of Blood Versus Semen." *Oceania* 68 (1997). • Crais, Clifton, and Pamela Scully, eds. *Sara Baartman and the Hottentot Venus: A Ghost Story and a Biography*. Princeton University Press, 2010. (Selections) • Kulchyski, Peter. *The Red Indians*. (Selections from Module 3) |
Module 5	Module Name: **Place and Sovereignty** Engagement with the Aboriginal Past has enriched, if not produced, 'place-centred' methods of history writing/making. At the same time, Indigenous senses of place have complicated the question of national sovereignty. This module explores both themes through readings on deep time, ecological embodiment, and Indigenous challenges to settler colonialism and capitalism. • **Essential Readings:** • McGrath, Ann, and Jackie Huggins (eds.). 2025. *Deep History: Country and Sovereignty*. Sydney: New South Publishing. • Midzain-Gobin, Liam. 2025. *Settler-Colonial Sovereignty: Visions of Improvement and Indigenous Erasure*. Montreal: McGill-Queen's University Press (Selections). • McGrath, Ann, and Mary Anne Jebb, eds. *Long History, Deep Time: Deepening Histories of Place*. ANU Press, 2015. (Selected readings) • Rose, Deborah Bird. "Dialogue with Place: Toward an Ecological Body" *Journal of Narrative Theory* 32, no. 3 (Fall 2002): 311-325. • Teves, Stephanie Nohelani, Andrea Smith, and Michelle Raheja, eds. *Native Studies Keywords*. University of Arizona Press, 2014. (Selections on 'Sovereignty', 'Nationalism', and 'Land') • King, Hayden. "The Erasure of Indigenous Thought in Foreign Policy." opencanada.org, 31 July 2017. - Film: Noyce, Phillip (dir.). *Rabbit-Proof Fence*. 2002. (Based on the book by Doris Pilkington Garimara) **Suggested Readings:** • Wolfe, Patrick. "Settler Colonialism and the Elimination of the Native." (see Module 2) • Krawec, Patty. 2025. *Becoming Kin: An Indigenous Call to Unforgetting the Past and Reimagining Our Future*. Minneapolis: Broadleaf Books. • Gapps, Stephen. 2025. *The Australian Wars*. Sydney: NewSouth Publishing. • Kulchyski, Peter. "Indigenous Challenges to Capitalism." Lecture at the Revolutions Conference, University of Manitoba, 2017. (YouTube) • Bird Rose, Deborah. Additional chapters from *Long History, Deep Time*.

Module 6 Practical/tutorial Component if any (Lecture Hours =)	Activities/ short project/field visits Module Name: Working with Sources – Colonial Archives and Oral Traditions Students will be introduced to online archival resources (e.g., Linguistic Survey of India gramophone recordings, colonial-era papers on Google Books/archive.org, Sangeet Natak Akademi audio-visual library). They will identify a primary source and analyse its construction of the 'Aboriginal' subject or its potential for recovering Indigenous voices.

Assessment (Including Skills to be tested as per NCrF):

1. Class Test (30 Marks) This test (mid-course) covers Modules 1 and 2. It includes short answer questions on key concepts (indigeneity, primitivism, Adivasi, tribal, settler colonialism) and one long analytical question on the politics of naming or the relationship between anthropology and colonial governance.

1. In-Class Test I (20 Marks) | Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Politics of naming; colonial anthropology; democratisation of history; Indian and global Indigenous studies	CO1, CO3	Recall, conceptual clarity, comparative analysis, written argumentation

2. Midterm Exam (30 Marks)

This test covers Modules 3 and 4. It includes short answer questions on orality/literacy debates, blood politics, and the Aboriginal body as source, and one long analytical question on the methodological challenges posed by oral traditions to historical practice.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**

Orality and literacy (Ong, Goody); blood and identity; Aboriginal body as archive	CO2, CO4	Methodological critique, synthesis of theory and case study, analytical writing

End Term Exam (50 Marks)

The End term exam tests the student's ability to integrate learning across the entire course….

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
The end-term exam (end of semester) tests the student's ability to integrate learning across all five modules, with emphasis on comparative analysis, interdisciplinary methods, and critical reflection on the construction of Aboriginal pasts	CO1–CO5	Comparative thinking, interdisciplinary synthesis, argumentation, ethical reflection

Tanuja Kothiyal and Dharitri Narzary

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School



Dr. B R Ambedkar University Delhi

Course Details as per

Learning Outcome Based Curriculum Framework (LOCF)/
Outcome Based Education Curriculum Framework

Developed by

Internal Quality Assurance Cell (IQAC)
Dr B R Amebdkar University Delhi

COURSE DESCRIPTION	
School/Centre proposing the course	School of Liberal Studies
Programme(s)	MA (History) 1 year and 2 years
Course Code	SLS2HS108
Course Title	Oral Epics in India: Exploring History and Identity
Course type (core/compulsory/ elective/any other – please specify)	DSE
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Academic Year of Launch	2011 (Running)
Course Revision (if any) (year)	
Academic Council Minutes for Course/Revision	
Semester	1, 3
Number of Credits	4

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

   The course connects with courses on folklore studies, anthropology, memory studies, performative traditions, subaltern history, and caste/community identity formation offered within history, literature and performance studies programmes in AUD.

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)

   Basic familiarity with pre-modern Indian history and/or folklore studies is desirable but not mandatory. Open to all MA students. Ability to engage with theoretical texts and audio-visual sources.

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, weekly seminar mode (4 hours per week), spread over 14 weeks

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

   AUD's vision emphasises socially engaged, interdisciplinary, and inclusive education. This course centres marginalised oral traditions, challenges textual elitism, connects academic history with living community memories, and engages with questions of caste, gender, and regional identity.

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

   In the MA History programme, the course expands the conventional archive beyond written records, trains students in oral history and memory studies methodologies, and encourages critical reflection on how communities construct identity narratives outside literate traditions. It also introduces students to performance-centred approaches to the past.

Course Description:

This course introduces students to the rich tradition of oral epics in India, not merely as literary or performative texts but as historical sources and as archives of cultural memory that articulate collective memory, identity, and social values. Employing interdisciplinary methods from literary studies, translation studies, anthropology and cultural studies along with history, this course encourages students to think beyond the conventional understanding of the 'archive' within the discipline of history and learn methods of treating 'culture' as a historical archive. Moving beyond the classical *Mahābhārata* and *Rāmāyaṇa*, it focuses on regional and folk epics such as *Pābūjī kī Phad*, *Devnārāyan kī Par*, *Dholā*, *Annanmar*, *Ālhā*, *Lorik-Cāndā*, *Bonbibi*, and many others. The course traces the colonial discovery of Indian folklore, the methodological journey from colonial administrators (Crooke, Temple) to postcolonial scholars (Ramanujan, Naithani), and the theoretical frameworks for understanding orality, memory, myth, and performance within the discipline of history. Students will engage with theories of oral composition (Parry, Lord, Ong, Havelock Finnegan), memory studies (Vansina, Halbwachs, Nora,), structuralism (Propp, Lévi-Strauss), and "contemporary scholarship on Indian oral epics (Blackburn, Hiltebeitel, Ramanujan, Wadley, Malik, Sax, Rao) to critically analyse oral narratives as sources for history writing. The course concludes with an in-depth study of one oral epic tradition (e.g., *Pabuji,* Draupadi cult, Dhola, Devanarayan, Bonbibi, Lorikayan, Shankar-Ponnar, Bharthari-Gopichand, Behula-Lakhinder, Rajula-Malushahi, Heer among others) to examine questions of deification, kingship, caste, gender, and ritual performance.

Course Objectives:

1. To familiarise students with the history of folkloristics and the colonial construction of Indian oral traditions.
2. To critically examine the methodological challenges of using oral sources for historical reconstruction.
3. To understand the relationship between orality, memory, and history.
4. To analyse how oral epics construct and contest identities (caste,

region, gender, community, religion.

5 To explore the performative and ritual dimensions of oral epics, including theories of myth and time.

6 To develop skills in close reading, comparative analysis, and critical interpretation of oral narratives.

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable.

At the end of the course students will be able to:

CO1	Identify and describe major Indian oral epic traditions, their regional contexts, and their relationship to colonial and post-colonial folkloristics.
CO2	Analyse the ways in which oral epics encode historical memory, social values, identity markers, and ideologies of caste, gender, and community.
CO3	Evaluate the methodological issues involved in using oral traditions as sources for history writing, including theories of orality, literacy, transmission, and memory.
CO4	Interpret the performative, ritual, and mythic dimensions of oral epics, including concepts of sacred time (*illud tempus*), deification, and structural analysis.
CO5	Produce a critical reading of one oral epic tradition, situating it within its social, historical, and performative context, drawing on relevant theoretical frameworks.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs)& Programme Specific Outcomes (PSO):

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	1	2	2	3	2	2	1	2
CO2	3	2	3	2	2	2	2	3	3	3	2	2
CO3	3	3	2	2	3	3	2	3	3	3	2	2
CO4	2	2	2	2	2	2	3	2	2	3	3	2
CO5	3	3	2	3	3	3	2	3	3	3	3	3
Average	2.8	2.4	2.2	2.2	2.2	2.4	2.1	2.6	2.6	2.8	2.2	2.2

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
04	02			06

	Modules and Readings
Module 1 (Lecture Hours = 8)	**Module Name**: Discovering the Spoken: Folkloristics, Colonialism, and the Indian Folk. **Module Description:** This module traces the history of folkloristics from European Romanticism to colonial India, examining how oral traditions were collected, categorised, and interpreted by colonial administrators, missionaries, and Indian scholars. It critically engages with the politics of folklore collection and the construction of community identities. **Essential Readings** Ramanujan,A K 'Who needs folklore?' *Indian Literature,* Vol. 37, No. 4 (162) (July-August, 1994), pp. 93-106. Burke, Peter, 'History and Folklore: A Historiographical Survey' *Folklore*, Vol. 115, No. 2, Aug., 2004, pp. 133-139. Linke, Uli, 'Folklore, Anthropology and the making of Modern State' in Sarah Humphreys *ed. Cultures of Scholraship,* Ann Arbor: University of Michigan Press, 1997, 97-138. Cohn, Bernard. "The Command of Language and the Language of Command." In *Colonialism and Its Forms of Knowledge*. Princeton University Press, 1996. pp. 16-56. Bayly, C.A. *Empire and Information: Intelligence Gathering and Social Communication in India, 1780-1870*, Cambridge UP, 1996. (Chapter on 'Colonial Knowledge') Naithani, Sadhana, 'The Colonizer-Folklorist' *Journal of Folklore Research*, Jan. - Apr., 1997, Vol. 34, No. 1 (Jan. - Apr., 1997), pp. 1-14 **Suggested Readings:** Bronner Simon J., 'The (Re)Cognition of Folklore' *Western Folklore,* Summer/Fall 2021, Vol. 80, No. 3/4 (Summer/Fall 2021), pp. 271-312. Crane Ralph and Anna Johnston, 'Flora Annie Steele in Punjab', in *Writing, Travel and Empire: In the margins of Anthropology,* Eds. Peter Hulme and Russel McDougal, New York: I B Tauris, 2007, 71-96. Naithani, Sadhana, 'To Tell a Tale Untold: Two Folklorists in Colonial India'

	Journal of Folklore Research , May - Dec., 2002, Vol. 39, No. 2/3, Special Double Issue: Dialogues (May - Dec., 2002), pp. 201-216 Raheja Caste, Gloria Goodwin, 'Colonialism, and the Speech of the Colonized: Entextualization and Disciplinary Control in India' *American Ethnologist* , Aug., 1996, Vol. 23, No. 3 (Aug., 1996), pp. 494-513.
Module 2 (Lecture Hours = 12)	**Module Name: Orality and Literacy – Theory, Transmission, and Historical Method** **Module Description:** This module equips students with the foundational theoretical frameworks for understanding oral traditions as distinct from literate cultures. This module examines the psychodynamics of orality (Ong, Parry, Lord), the relationship between memory and transmission (Vansina, Halbwachs), the problem of textualisation and fidelity, and the methodological protocols for using oral sources in historical writing. **Essential Readings** Ong, Walter. *Orality and Literacy: The Technologizing of the Word*. Routledge, 1982. (Chapters 1-3: "The Orality of Language," "The Modern Discovery of Primary Oral Cultures," "Some Psychodynamics of Orality") Goody, Jack, *The Interface between the written and the oral,* Cambridge University Press, 1987 (Selections). Vansina, Jan, *Oral Tradition as History,* University of Wisconsin Press, 1980 (Selections) Halbwachs, Maurice. *On Collective Memory*. Ed. Lewis Coser. University of Chicago Press, 1992. (Selections: "The Social Frameworks of Memory"). Nora, Pierre. "Between Memory and History: Les Lieux de Mémoire." *Representations* 26 (1989): 7-24. Portelli, Alessandro. "What Makes Oral History Different." In *The Death of Luigi Trastulli*. SUNY Press, 1991. **Suggested Readings:** Finnegan, Ruth, *Oral Poetry: Its nature, significance and social context,* Wipf and Stock, Eugene, 1977, Introduction and Chapter 8. Havelock, Eric A., *The Muse Learns to Write: Reflections on Orality and Literacy from Antiquity to the Present,* Yale University Press, 1986 (Chap 4, "Can a Text Speak?) Reichl, Karl, *The Oral Epic: From Performance to Interpretation,* Routledge, NY, 2022 (Selections).

	Ricoeur, Paul. *Memory, History, Forgetting*. University of Chicago Press, 2004. (Selections) Connerton, Paul. *How Societies Remember*. Cambridge UP, 1989. (Chapter 1)
Module 3: (Lecture Hours =8)	**Module Name: Sacred Landscape, Time, and Narrative in Oral Epics** **Module Description** This module introduces students to the ways in which oral epics construct and are constructed by sacred landscapes and mythic time. Drawing on phenomenological and post-structuralist theories of space, place, and temporality, the module examines how oral narratives embed cosmic geography, ritual calendars, and ecological memory. Students will learn to read epics not as timeless stories but as spatial practices that sacralise territory, orient communities, and negotiate the relationship between human and divine time. **Essential Readings:** Eliade, Mircea, *Cosmos and History: The Myth of Eternal Return,* Translated by Willard R. Trask, Princeton UP, 2005. Schama, Simon. *Landscape and Memory*. 1st ed., A.A. Knopf, 1995. Chakrabarty, Dipesh. "The Time of History and the Times of Gods." In *The Politics of Culture in the Shadow of Capital*, edited by Lisa Lowe and David Lloyd, 35–60. Durham, NC: Duke University Press, 1997. Feldhaus, Anne. 2003. *Connected Places: Region, Pilgrimage, and Geographical Imagination in India*. New York: Palgrave Macmillan. (Introduction, pp. 1–25). Sax, William S. 2002. *Dancing the Self*. Oxford: Oxford University Press. (Chapter 2, pp. 39–63, on Pandava landscape in Garhwal) **Suggested Readings:** Ingold, Tim. 1993. "The Temporality of the Landscape." *World Archaeology* 25(2): 152–174. Smith, John D. 1989. "Scapegoats of the Gods." In *Oral Epics in India*, edited by Blackburn et al., 176–194.
Module 4 (Lecture Hours = 8)	**Module Name: Indian Oral Epics: Typology, Ideology, and Narrative Development** **Module Description:** This module introduces students to the major oral epic traditions of India across regions. It explores typologies (local, sub-regional, regional, supra-regional), patterns of narrative development (death and deification, supernatural birth, identification with pan-Indian figures), and

	ideologies (martial, sacrificial, romantic). It further examines the relationship between folk epics and the Sanskrit epics. **Essential Readings:** Blackburn, Stuart. "Patterns of Development for Indian Oral Epics." In *Oral Epics in India*, ed. Blackburn et al. UC Press, 1989. (pp. 217-242). Rao, Veluchuru Narayan, 'Epics and Ideologies: Six Telugu Folk Epics', in *Another Harmony: New Essays on Folklore of India,*Eds. Stuart Blackburn and Ak Ramanujan, University of California Press, 1986, 131-166. Hiltebeitel, Alf. *Rethinking India's Oral and Classical Epics: Draupadī among Rajputs, Muslims, and Dalits*. OUP, 2001. (Introduction and Chapter 1). Hiltebeitel, Alf, 'Empire, Invasion, and India's National Epics' *International Journal of Hindu Studies*, Dec., 1998, Vol. 2, No. 3 (Dec., 1998), pp. 387-421 Beck, Brenda. "The Core Triangle: A Model for the Analysis of Oral Epics." In *Oral Epics in India*, ed. Blackburn et al. Wadley, Susan. *Raja Nal and the Goddess: The North Indian Epic of Dhola in Performance*. Indiana UP, 2004, Introduction. **Suggested Readings:** Ramanujan, A.K. "Three Hundred Rāmāyaṇas: Five Examples and Three Thoughts on Translation." In *Many Rāmāyaṇas*, ed. P. Richman. OUP, 1991. (pp. 22-46). Flueckiger, Joyce Burkhalter 'Caste and Regional Variants in an Oral Epic Tradition' In *Oral Epics in India*, ed. Blackburn et al.
Module 5 (Lecture Hours = 12)	**Module Name: Deep Study of an Indian oral epic** **Module Objective:** In this module students conduct an in-depth analysis of one complete oral epic tradition, integrating all theoretical frameworks from previous modules. They examine the epic's narrative structure, performance context (Bhopa singers, phad scrolls, or Terukkuttu theatre), ritual dimensions (deification, firewalking, possession), and social functions (caste identity, gender, devotion). They attempt to understand the epic as a living, performative tradition rather than a fixed text. **Readings to be selected as per the Epics chosen (Not an exhaustive list):** Blackburn, Stuart H., Peter J. Claus, Joyce B. Flueckiger, and Susan S. Wadley, eds. 1989. *Oral Epics in India***.** Berkeley: University of California Press. Feldhaus, Anne, Ramdas Atkar, and Rajaram Zagade, eds. and trans. 2014. *Say*

*to the Sun, "Don't Rise," and to the Moon, "Don't Set": Two Oral Narratives from the Countryside of Maharashtra***.** New York: Oxford University Press.

Gold, Ann Grodzins, trans. 1992. *A Carnival of Parting: The Tales of King Bharthari and King Gopi Chand as Sung and Told by Madhu Natisar Nath of Ghatiyali, Rajasthan***.** Berkeley: University of California Press.

Hiltebeitel, Alf. 1999. *Rethinking India's Oral and Classical Epics: Draupadī among Rajputs, Muslims, and Dalits***.** Chicago: University of Chicago Press.

Malik, Aditya. 2005. *Nectar Gaze and Poison Breath: An Analysis and Translation of the Rajasthani Oral Narrative of Devnarayan*. New York: Oxford University Press.

Kothiyal, Tanuja. 2016. *Nomadic Narratives: A History of Mobility and Identity in the Great Indian Desert***.** Delhi: Cambridge University Press.

Sax, William S. 2002. *Dancing the Self: Personhood and Performance in the Pāṇḍav Līlā of Garhwal*. Oxford: Oxford University Press.

Smith, John D. 1991. *The Epic of Pābūjī: A Study, Transcription and Translation*. Cambridge: Cambridge University Press.

Beck, Brenda E. F. 1982. *The Three Twins: The Telling of a South Indian Folk Epic*. Bloomington: Indiana University Press.

Wadley, Susan S. (trans. and ed.). 2004. *Raja Nal and the Goddess: The North Indian Epic Dhola in Performance*. Bloomington: Indiana University Press. (Includes translation of substantial portions of *Dholā*)

Haq, Kaiser (trans.). 2015. *The Triumph of the Snake Goddess*. Cambridge, MA: Harvard University Press. [*Manasā* epic]

Roghair, Gene H. 1982. *The Epic of Palnāḍu: A Study and Translation of Palnāṭi Vīrula Katha, a Telugu Oral Tradition from Andhra Pradesh*. Oxford: Clarendon Press.

Flueckiger, Joyce Burkhalter. 1996. *Gender and Genre in the Folklore of Middle India*. Ithaca, NY: Cornell University Press. (Expanded discussion of *Ālhā* and other martial epics)

Hiltebeitel, Alf. 1988. *The Cult of Draupadī*, Vol. 1: *Mythologies: From Gingee to Kurukshetra*. Chicago: University of Chicago Press. (Excerpt on geography)

Module 6 Practical/tutorial Component if any (Lecture Hours = 8 Integrated in the course)	Visit to ethnomusicology collections, as well as use of online sites for audio-visual references.

Assessment (Including Skills to be tested as per NCrF):

1. Response Essay/Exam (20 Marks)

This assignment tests the student's ability to engage closely and critically with theoretical content from Modules 1 and 2 (folkloristics, orality, myth). Students will respond to a prompt on the colonial construction of Indian folklore or the oral-literate debate.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Colonial folkloristics in India; theories of orality	CO1, CO2	Critical reading, argumentation, citation practice, theoretical application

2. Midterm Exam (30 Marks)

Midterm Exam (40 Marks) |
This exam (in October) tests knowledge of Modules 2, 3-4. It includes short answer questions (10 marks) on key concepts and terms (e.g., *hierophany*, formulaic composition, collective memory, etc.) and two long analytical questions (20 marks) on orality, memory, and methodology.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**

Folkloristics; orality vs. literacy; collective memory; oral transmission; myth and	CO1, CO3, CO4	Recall, synthesis, written analysis, conceptual clarity

End Term Project (30+10 Marks) Students will undertake a small project –a critical analysis of an oral epic tradition (drawing on Module 4, 5, 6) (Module 6 practical component). A written report (30 marks) and an in-class presentation (10 marks) are required.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
One oral epic tradition in depth; theories of orality, memory, performance; field methods	CO1–CO5	Research skills, oral presentation, ethnographic sensitivity, analytical writing

Tanuja Kothiyal

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies

Recommendation of the Board of Studies: *Passed by the Board of Studies*

Signature of the Dean of the School

Dr. B R Ambedkar University Delhi

Course Details as per

Learning Outcome Based Curriculum Framework (LOCF)/ Outcome Based Education Curriculum Framework

Developed by

Internal Quality Assurance Cell (IQAC)
Dr B R Amebdkar University Delhi

COURSE DESCRIPTION	
School/Centre proposing the course	School of Liberal Studies
Programme(s)	M.A. History / Postgraduate Elective
Course Code	SLS2HS103
Course Title	The Making of Modern Punjab
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Academic Year of Launch	2012
Course Revision (if any) (year)	2026
Academic Council Minutes for Course/Revision	
Semester	Winter / Monsoon Semester
Number of Credits	4

1. Does the course connect to, build on or overlap with any other courses offered in AUD? This course intersects with courses such as 'State in Indian History', 'Problems of Historical Knowledge', courses on Modern South Asia, Historiography, Historical Anthropology, and Religious Studies. It complements wider discussions on region formation, identity, memory, and modernity.
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. The course is open to students interested in history, culture, religion, politics, anthropology, literary traditions, and South Asian studies.
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 elective course.
5. How does the course link with the vision of AUD? The course aligns with AUD's interdisciplinary and critical pedagogical vision by encouraging engagement with questions of region, memory, identity, marginality, religion, modernity, and lived experience. It foregrounds multiple narratives of Punjab through historical, anthropological, and cultural approaches.
6. How does the course link with the specific programme(s) where it is being offered?: The course equips postgraduate students with conceptual and methodological tools for understanding regional histories and their relationship with broader processes of state formation, colonialism, identity politics, and modernity in South Asia.

Course Description:

This course intersects with important debates on the historiography of Punjab and provides an overview of significant historical processes crucial to understanding the region's contemporaneity. Although seemingly specific to a region in contemporary India, the paper seeks to comprehend the medieval and modern state formations of the 'greater Punjab', which constituted a significant region of historical South Asia until its Partition in 1947.

Each module explores themes centred on important historiographical tools such as region, state formation, economic transformation, social and cultural histories, modernity, language, identity, memory, frontier histories, historical anthropology, and ritual studies. With special emphasis on the longue durée and layered histories of Punjab, the course transcends the limits imposed by modern territorial frameworks.

Punjab's frontier location shaped unique experiences of state formation and agrarian expansion. The region mediated interactions between Delhi-based states, Afghan powers, and local political formations. Colonial rule consolidated its control through canal colonies, military recruitment, agrarian restructuring, and alliances with landed elites, transforming Punjab into a major garrison province.

The course also engages with the emergence of Sikhism within broader medieval devotional and mystical traditions shaped by Nath, Bhakti, and Sufi influences. It examines the making of religious and social identities in colonial Punjab and analyses the rise of communal politics, Partition, peasant movements, Dalit assertion, migration, diasporic experiences, and the agrarian crisis in postcolonial Punjab.

Special emphasis is placed on the lived dimensions of Punjab's social history through shrines, oral narratives, martyrdom traditions, folk genres, language politics, and sacred geography.

Course Objectives:

1. To introduce students to major historiographical debates on Punjab and region formation.
2. To understand the relationship between empire, state formation, agrarian expansion, and social change in Punjab.
3. To critically analyse the making of religious, linguistic, caste, and regional identities.
4. To examine the role of memory, orality, sacred geography, and popular traditions in shaping historical consciousness.
5. To familiarise students with interdisciplinary approaches to studying Punjab through history, anthropology, literary studies, and cultural studies.
6. To understand the impact of colonialism, Partition, migration, and modernity on Punjab's social and political transformations.

Course Outcomes: Course Outcomes describe what students are expected to know and be able to do by the end of a specific course. Each CO should be clearly observable and measurable. *Mention 4-6 course outcomes.*

At the end of the course students will be able to:

CO1	Demonstrate critical understanding of the historiography and historical evolution of Punjab from the medieval to the modern period.
CO2	Analyse the relationship between region, empire, agrarian transformation, and political power in Punjab.
CO3	Examine the making of social, religious, caste, and linguistic identities in colonial and postcolonial Punjab.
CO4	Interpret oral traditions, martyrdom narratives, sacred geographies, and vernacular cultural practices as historical sources.
CO5	Evaluate the impact of colonialism, Partition, migration, Green Revolution, and modernity on contemporary Punjab.

Mapping of Course Outcomes (COs) to Programme Outcomes (POs) & Programme Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	2	2	2	3	3	2	2	2
CO2	3	3	3	2	2	2	2	3	3	2	2	2
CO3	2	3	2	3	3	2	2	2	3	3	2	2
CO4	2	2	2	3	3	3	2	2	2	3	3	2
CO5	3	2	3	2	3	3	2	3	2	2	3	2
Average	2.6	2.6	2.6	2.4	2.6	2.4	2.0	2.6	2.6	2.4	2.4	2.0

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
04	02	0	0	06

	Modules and Readings
Module 1 (Lecture Hours = 4)	Module Name: Why Understand Region? Readings on Historiography Readings • Chetan Singh, *Region and Empire: Punjab in the Seventeenth Century*. • Indu Banga (ed.), *Five Punjabi Centuries*. • Anshu Malhotra and Farina Mir (eds.), *Punjab Reconsidered*. Suggested Readings

	• Yogesh Snehi and Lallan S. Baghel (eds.), *Modernity and Changing Social Fabric of Punjab and Haryana*.
Module 2 (Lecture Hours = 12)	Module Name: Centre and Periphery: Empire, State and Region Readings • Muzaffar Alam, *The Crisis of Empire in Mughal North India*. • Tan Tai Yong, *The Garrison State*. • Imran Ali, *The Punjab Under Imperialism*. Suggested Readings Surinder Singh, *The Making of Medieval Punjab*.
Module 3 (Lecture Hours = 12)	Module Name: Pastoralism, Migration and Green Revolution Readings • Neeladri Bhattacharya, *The Great Agrarian Conquest*. • Mridula Mukherjee, *Colonizing Agriculture*. • Radhika Chopra, *Militant and Migrant*. Suggested Readings • Autar S. Dhesi and Gurmail Singh (eds.), *Rural Development in Punjab*.
Module 4 (Lecture Hours = 8)	Module Name: Official and the Lived: Situating Martyrologies Readings • Louis E. Fenech, *Martyrdom in the Sikh Tradition*. • Hardip Singh Syan, *Sikh Militancy in the Seventeenth Century*. Suggested Readings • W.H. McLeod, *Guru Nanak and the Sikh Religion*.
Module 5 (Lecture Hours = 4)	Module Name: Text and Practice: Social Space of Historical Narratives Readings • Farina Mir, *The Social Space of Language*. • Tony Ballantyne (ed.), *Textures of the Sikh Past*. Suggested Readings • Anne Murphy, *Materiality of the Sikh Past*.
Module 6 (Lecture Hours = 6)	Module Name: Biraderi, Panth, Kaum: Making of Modern Identities Readings • Harjot Oberoi, *The Construction of Religious Boundaries*. • Nonica Datta, *Forming an Identity*. • K.L. Tuteja, *Religion, Community and Nation*. Suggested Readings • Purnima Dhavan, *When Sparrows Became Hawks*

Module 7 (Lecture Hours = 4)	Module Name: Engaging with Shrines and Sacred Geography Readings • Yogesh Snehi, *Spatializing Popular Sufi Shrines in Punjab*. • Anna Bigelow, *Sharing the Sacred*. Suggested Readings • Surinder Singh and Ishwar Dayal Gaur (eds.), *Sufism in Punjab*.
Module 8 (Lecture Hours = 6)	Module Name: Contextualising 'Movements' in Punjab Readings • H.K. Puri and Paramjit Judge (eds.), *Social and Political Movements: Readings on Punjab*. • Mark Juergensmeyer, *Religion as Social Vision*. Suggested Readings Talbot and Gurharpal Singh, *The Partition of India.*
Module 9 (Lecture Hours = 2)	Module Name: Many Moments of Modernity Readings • Arvind-Pal Mandair, *Religion and the Specter of the West*. • Yogesh Snehi and Lallan S. Baghel (eds.), *Modernity and Changing Social Fabric of Punjab and Haryana*. Suggested Readings Radhika Chopra, *Militant and Migrant.*
Practical/tutorial Component if any (Lecture Hours = 4-6)	• Archival visits to libraries and repositories. • Film screenings and documentary discussions. • Student presentations and historiographical review exercises. • Field engagement with shrines, memorials, museums, or oral history projects where feasible. • Reflection papers based on guest lectures and discussions.

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 content from the initial modules.

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Historiography, region formation, identity, historical	CO1, CO2	Critical reading, analytical writing, referencing,

debates		argumentation

2. Midterm Exam (30 Marks)

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Agrarian history, colonialism, social and religious identities, movements	CO2, CO3, CO4	Interpretation of historical sources, comparative analysis, conceptual clarity

3. End Term Exam (50 Marks)

Tested Substantive Knowledge	**Tested Learning Outcomes**	**Specific Skills Tested**
Comprehensive understanding of Punjab's historical transformations	CO1, CO2, CO3, CO4, CO5	Synthesis, long-form analytical writing, historiographical engagement

Signature of Course Coordinator(s): Dr. Yogesh Snehi

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) 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

Recommendation of the Board of Studies:

Signature of the Dean of the School