

CONFIDENTIAL

**MINUTES OF THE 4TH MEETING OF THE
ACADEMIC COUNCIL**

**HELD ON JULY 10TH, 2013 (WEDNESDAY) AND 19TH JULY 2013
(FRIDAY) AT 10:30 A.M. IN THE KASHMERE GATE CAMPUS,
DELHI - 110 006**



**AMBEDKAR UNIVERSITY, DELHI
DELHI 110 006**

Ambedkar University, Delhi (AUD)

4th Meeting of the Academic Council held on 10 July 2013 and 19 July 2013

The 4th meeting of the Academic Council was held on 10 July 2013 at 10.30 a.m. at AUD campus, Kashmere Gate, Delhi.

The following members were present:

Prof. Shyam B. Menon	(In Chair)
Vice-Chancellor	
Professor Ashoke Chatterjee	Member
<i>Nominee of the Government of NCT of Delhi</i>	
Professor K. Ramachandran	Member
<i>Nominee of the Government of NCT of Delhi</i>	
Dr. Mathew Varghese	Member
<i>Nominee of the Government of NCT of Delhi</i>	
Dr. Anuradha Kapur	Member
<i>Nominee of the Government of NCT of Delhi</i>	
Prof. Chandan Mukherjee	Member
Pro Vice-Chancellor	
Professor Ashok Nagpal	Member
Dean, Academic Services	
Professor Salil Misra	Member
Dean, School of Liberal Studies	
Professor Shivaji K. Panikkar	Member
Dean, School of Culture and Creative Expression	
Professor Honey Oberoi Vahali	Member
Dean, School of Human Studies	
Professor Venita Kaul	Member
Director, School of Educational Studies	
Professor Denys P. Leighton	Member
School of Liberal Studies	
Dr. Sumangla Damadoran	Member
Associate Professor	
School of Development Studies	
Dr. Praveen Singh	Member
Assistant Professor	
School of Human Ecology	

Sumati Kumar

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Prof. Kuriakose Mamkoottam Director School of Business, Public Policy and Social Entrepreneurship	Member
Prof. Alok Bhalla School of Liberal Studies	Member
Professor Jatin Bhatt Dean, School of Design	Member
Prof. Geetha Venkataraman School of Liberal Studies	Member
Ms. Sumati Kumar Registrar	Secretary

Professor A K Sharma nominee of the University Grants Commission and Dr. Raja Mohan nominee of the Government of NCT of Delhi could not attend the meeting on 10th July 2013 due to other commitments.

The following resolutions were passed:

Resolution No. 1

Resolved that the minutes of the 3rd meeting of the Academic Council held on 10 December 2012 be confirmed. It was suggested that the minutes of the subsequent Academic Councils should also include the salient features of the discussions. It was decided that, as an experiment, the minutes of the adjourned meeting on 19 July 2013 will contain a general summary of the discussion also.

Resolution No. 2

Resolved that the report of action taken on the minutes of the 3rd meeting of the Academic Council held on 10th December 2012 be recorded. (*Appendix - I*)

Resolution No. 3

The Council resolved and ratified the re-constitution of the Standing Committee on Academic Programmes (SCAP) with the following suggestions:

1. The Pro Vice-Chancellor to Chair the committee instead of the Vice Chancellor
2. The Vice Chancellor shall be permanent invitee

This should also apply to the Standing Committee, Research (SCR). However, the Standing Committee, Students should continue to be chaired by the Dean, Student Services.

Sumati Kumar

[Signature]

Resolution No. 4

The Council considered and approved the Academic Calendar for the Academic Session. It was suggested that the calendar should be prepared in terms of weeks so that a standardized calendar valid for each year may be prepared. (*Appendix – 2*)

Resolution No. 5

The Council considered and approved the recommendations of the Standing Committee (Academic Programmes) (SCAP) on the following: (*Appendix – 3*)

- Masters in Gender Studies, offered by the School of Human Studies (SHS) (*Encl.-I*)
- Masters in Psycho-Social and Clinical Studies, offered by the SHS (*Encl.-II*)
- Masters in Economics, offered by the School of Liberal Studies (SLS) (*Encl.-III*)
- Masters in History, offered by the SLS (*Encl.-IV*)
- Masters in English, offered by the SLS (*Encl.-V*)
- Masters in Sociology, offered by the SLS (*Encl.-VI*)
- One-Year Post-Graduate Diploma in Publishing, offered by the School of Business, Public Policy and Social Enterprise (SBPPSE) (*Encl.-VII*)
- Masters in Social Design, offered by the School of Design (SDE) (*Encl.-VIII*)

It was suggested that SLS should include summer internships and field trips in its masters programmes. This would impart the much needed practical component to the programmes and enable the students to connect their knowledge with field experience.

In addition, the Council also approved the new courses added to the basket of the Post-Graduate programmes offered by the School of Culture and Creative Expressions (SCCE) and the School of Educational Studies. These programmes have already been approved by the Academic Council at its second meeting held on 23 August 2012 (Resolution No. 7/AC/2/23.08.2012).

Resolution No. 6

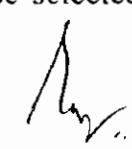
The Council resolved to accept the recommendations of the Standing Committee (Students) of the Academic Council. (*Appendix -4*)

Resolution No. 7

The Council resolved to accept the recommendations of the Standing Committee, Research (SCR) on the following. (*Appendix -5*)

1. the Ph.D programme in Development Studies, offered by the School of Development Studies (SDS) (*Encl.-I*)
2. the Ph.D programme in Sociology, offered by the SLS. (*Encl.-II*)
3. the system of filling the reserved seats for all the research programmes at the University level(that all the reserved seats for all the research programmes will constitute a common pool and the candidates will be selected at the University level). (*Encl.-III*)

Amali Kumar



The Council approved the recommendations of the SCR to fix the upper limit as ten on the number of seats open to admissions each year in every M.Phil Programme, with the following qualifications:

- a. For the M.Phil in Women's and Gender Studies, the annual intake of students will remain at 18 as per the MOU between AUD and CWDS, with a proviso that only 10 will be awarded stipend by AUD. This will continue as long as the aforesaid MOU is in force.
- b. For the M.Phil in Development Practice the annual intake of students will remain at 25 as long as the project funding from SDTT continues.

In both these above M.Phil programmes the 85% reservation for candidates from within NCT, Delhi will be restricted to 10 seats.

Resolution No. 8

After much deliberation, the Council resolved to approve the setting up of an Incubation Centre for Social Entrepreneurship and Innovation.

The Centre would endeavour to create not just seekers of employment but creators of employment. It would aim to promote entrepreneurial activities at micro level. It would also try and create an alternative business model, one that would not be vertical but participatory, involving communities. It was suggested during discussion that the Centre should maintain an active dialogue with many similar ventures outside. It was also suggested that the Centre should draw its resources from all the Schools of the University. It was also hoped that eventually the Centre would become self-supporting. (*Appendix - 6*)

The item (3) and (12) with regard to the guidelines for awarding the research grant to faculty and procedure for empanelment of experts to be associated with Selection Committees for teaching posts 2013-14 and 2014-15 under Statutes 14(2)(iii) was withdrawn due to administrative reasons and will be placed before the next Academic Council.

At this point the meeting was adjourned. It was decided that the meeting would be resumed on 19 July 2013 when the remaining agenda items would be taken up.

The adjourned meeting of the Academic Council was held on 19 July 2013 at 10.30 a.m. at the AUD campus, Kashmere Gate.

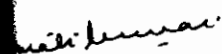
The following members were present:

Prof. Shyam B. Menon
Vice-Chancellor

(In Chair)

Professor A K Sharma
Nominee of the UGC

Member





Professor K. Ramachandran <i>Nominee of the Government of NCT of Delhi</i>	Member
Dr. Mathew Varghese <i>Nominee of the Government of NCT of Delhi</i>	Member
Dr. AnuradhaKapur <i>Nominee of the Government of NCT of Delhi</i>	Member
Prof. Chandan Mukherjee Pro Vice-Chancellor	Member
Professor Ashok Nagpal Dean, Academic Services	Member
Professor Salil Misra Dean, School of Liberal Studies	Member
Professor Shivaji K. Panikkar Dean, School of Culture and Creative Expression	Member
Professor Honey Oberoi Vahali Dean, School of Human Studies	Member
Professor Denys P. Leighton School of Liberal Studies	Member
Dr. SumanglaDamadoran Associate Professor School of Development Studies	Member
Dr. Praveen Singh Assistant Professor School of Human Ecology	Member
Prof. Kuriakose Mamkoottam Director School of Business, Public Policy and Social Entrepreneurship	Member
Professor Jatin Bhatt Dean, School of Design	Member
Prof. Geetha Venkataraman School of Liberal Studies	Member
Ms. Sumati Kumar Registrar	Secretary
Dr. Raja Mohan , Professor Ashoke Chatterjee, Professor Venita Kaul, Professor Alok Bhalla could not attend the meeting.	

Ms. Sumati Kumar



The continued meeting of the Academic Council on 19th July 2013 opened with the note of the Vice-Chancellor on the first five years of AUD (Appendix). He apprised the Council on the major accomplishments, lessons learnt and the major challenges faced by AUD. Maintaining a healthy student-teacher ratio has been one of the challenges. Inability to fill the seats in the reserved category (particularly in the OBC category) has been one of the factors affecting the student-teacher ratio. (Appendix-7)

Resolution No. 9

The Council deliberated upon the Vice-Chancellor's report and took note of the student-teacher ratio mentioned in it. The Council also noted that the reserved seats, particularly in the OBC category, are not getting filled and this adversely affects the student-teacher ratio. Since it is not advisable for the public resources to be left under-utilized, the Council resolved to redeploy seats reserved for the OBC category to general category *after all the efforts at admitting reserved category students have been exhausted*. However, this transfer of seats from the OBC category to the general category should be made only after making all the efforts to fill the reserved seats, and after intimating to Government.

Resolution No. 10

The Council resolved that a Perspective Plan be prepared, which should include a business plan and financial arrangements for the next ten years. This would enable the University to cope with problems of financial resources.

Resolution No. 11

The Council deliberated upon the tabled item placed on 10 July 2013 on the coding of academic courses. The minutes of the committee on the coding of courses were discussed keeping in mind the variations across Schools and Programmes. The Council decided to defer this item for wider consultations. It will be considered by the AC through circulation.

Resolution No. 12

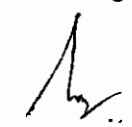
The Council resolved and adopted the proposal to institute the system of concurrent appointments across Schools. This would facilitate mobility across Schools and Programmes. However, the AC suggested certain modifications in the concurrent appointment form. The modified form is enclosed. (Appendix-8)

The Council also suggested that the concurrent appointment committee should include the Dean, SUS in addition to the Deans of Schools concerned and the Dean, Academic Services.

Resolution No. 13

The Council resolved and approved the proposal of Setting up of a Centre of English Language Teaching. The Council discussed at length the nature and functions of the proposed Centre. The need for a Centre of English Language arose because of problems of deficiency in English language faced by AUD students at all the levels. AUD's instructional design is heavily loaded in favour of writing, from short essays to long dissertations. Given

For more human



AUD's language policy and diverse social backgrounds of AUD students, a support system in English language is absolutely essential, both at social and pedagogical levels. (*Appendix - 9*)

Resolution No. 14

The Council resolved and approved the proposal for the Centre for Development Practice, jointly proposed by SHS and SDS.

The Council also noted that the need for such a Centre arises both from the newness and the nature of the idea of 'development practice'. It is a nascent field and needs to be developed, and the nature of the field is practice-based with a strong rural focus. The proposed Centre would create a new area of enquiry and also cater to the needs of the 'Development Sector' at large. The proposed Centre would also try to move away from the mono-dimensional idea of research focusing only on social knowledge. Instead the Centre will link research to change and work not just *on* the rural but also *with* the rural. The proposed Centre would contribute to a new imagination of both social sciences and university spaces. The Centre would also reinforce the linkage between knowledge and practice.

During the discussion that followed, a few suggestions were made. Given a kind of overlap of focus between Schools and Centres, any duplication needs to be avoided. The two should complement each other without any duplication. At the same time the organic link between Centres and Schools needs to be recognized and established. It was also suggested, as a note of caution, that while promoting the link between knowledge and practice, universities should be careful about not getting reduced merely to extension activities. The primary focus on knowledge creation should not get diluted in the name of 'practice'. It was also suggested that the proposed Centre should not concentrate exclusively on the rural. The policy statement of the Centre should be more inclusive in focusing on the areas of concern and activities.

(*Appendix - 10*)

Resolution No. 15

The Council resolved and approved the proposal for the Centre for Psychotherapy and Clinical Research (CPCR), proposed by the SHS.

It was also noted that the need for such a Centre arose because of a hiatus that exists between research and practice. This problem needs to be addressed. The proposed Centre will therefore focus on both research and therapy. On the whole it would have a five-fold purpose: service, training, research awareness building, and advocacy. The experience gained from the practice of therapy will feed into research. And research would provide new insights that will contribute to the practice of therapy. The proposed Centre is in keeping with the philosophical vision of the Psychology programme at the SHS and also in response to the needs of mental health care, training and community intervention. The proposed CPCR will work under the aegis of the SHS but will also have links with other Schools and Centres of the University (*Appendix - 11*).

Resolution No. 16

The Council deliberated upon the on the report of the committee constituted by the Vice-Chancellor on the formulation of ordinances, rules, and regulations for teachers and other academic staff. However on the UGC regulations on the Career Advancement Scheme (CAS),

The Council resolved and constituted a committee, consisting of the following members:

- Pro-Vice-Chancellor - Chair
- Dean, Academic Services
- Prof. K. Ramchandran
- Prof. A.R.Khan, IGNOU
- Dr. Sumangala Damodaran
- Dr. Praveen Kumar Singh

This committee will look at the Ordinance 12: Promotion under Career Advancement Scheme – 2010, and soon formulate a response. This would be circulated to the members of AC for their consideration and approval.

On the proposed Ordinance 14 (Code of Ethics of the Teachers and Other Academic Staff of the University), the Council constituted a committee consisting of the following members of the AC:

- Dr. Mathew Varghese
- Prof. Kuriakose Mamkoottam
- Prof. Honey Oberoi Vahali

The Committee will look at the issue of an ethical framework for AUD teachers in the light of the proposed Ordinance 14 of AUD and also the UGC's Code of Professional Ethics.

All the other aspects of the proposed ordinances will be examined later.

Additional Tabled Items:

Resolution No. 17

The Council resolved and approved the proposal for the Support for Quality Enhancement in learning with the suggestion that it should be called “**learning enhancement**” instead of “quality enhancement”. (*Appendix-12*)

Resolution No. 18

The Council ratified the constitution of the following Standing Committee for reviewing the Fee Structure.

1. Pro - Vice Chancellor - Chair
2. Dean (Academic Services)
3. Dean (Student Services)
4. Controller of Finance
5. Dr. Kiran Datar (Government nominee in the BoM)

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The Council ratified the constitution of the following Committee to formulate Reservation Policy for Physically Handicapped Persons in direct recruitment for faculty positions/non-teaching posts.

1. Prof. Ashok Nagpal, - Chair
Dean (Academic Services)
2. Ms. Sumati Kumar, Registrar
3. Dr. Rachana Johri,
Deputy Dean (Student Services)
4. Shri Narendra Mishra, -
Assistant Registrar (IT Services)
5. Dr. Anita Ghai, JMC/NMML

Junaidi Hussain


Vice-Chancellor
Chairperson

APPENDIX - 1

The Action Taken on the Minutes of the 3rd Meeting of the Academic Council held on 10th December, 2012

Resol. No.	Decision	Action Taken
1.	Resolved that the minutes of the 2 nd meeting of the Academic Council held on 23 rd August 2013 be confirmed with some amendments to Resolution no. 13.	Recorded
2.	Resolved that the report of Action Taken on the Minutes of the meeting of the Academic Council held on 23 rd August 2013, be recorded.	Recorded
3.1	The UGC communication D.O. No. F-1-2/2008 (XI Plan) dated 16 th /17 th October 2013 regarding Action Plan for Academic and Administrative Reforms.	Recorded
3.2	An appropriate compliance report be sent to UGC which mentions the various academic and administrative innovations that the University has institutionalized.	Noted for implementation
3.3	The University must initiate steps to seek accreditation from National Accreditation and Assessment Council.	Action Initiated
3.4	The Vice-Chancellor be authorized to constitute a Sub-Committee to initiate action on the academic and administrative innovations and NAAC accreditation.	Implemented
4.1	To accept the Report on the 1 st Annual Convocation of Ambedkar University, Delhi held on 2 nd November 2012.	Noted
4.2	To record its appreciation for the outstanding efforts made by Prof. K. Mamkoottam and his team for the organization of the first convocation and Dr. Asmita Kabra and her team for the organization of the AUD Festival.	Recorded
5.	Resolved that the action taken by the Vice-Chancellor in approving recommendations of the Committee regarding the design of the Degree Certificate and the Grade Sheet be approved.	Noted

6.	Resolved to ratify the proceedings of the 1 st Annual Convocation held on 2 nd November 2012, with minor modifications in the Oath to be taken by the Graduates	Recorded
7.1	To ratify the Assessment System approved by the BOM at its 7 th meeting held on 31.5.2010 and the subsequent modifications proposed by the Committee constituted by the Vice-Chancellor to examine the Assessment System.	Recorded
7.2	That the modifications in the Assessment System approved as above be made operational with effect from the current batches of students.	Noted for implementation
7.3	That a special meeting of the Academic Council be convened to deliberate on the student Assessment System. In preparation for such a meeting, a research study be initiated to analyse empirically the grading system in practice, experience of teachers, and experiences from other universities	Noted
8.1	To ratify the action taken by the Vice-Chancellor in approving the recommendations of the Committee constituted to examine and rationalize the scheme of Fee Waiver and Scholarship with minor amendments.	Recorded
8.2	To rename the Outstanding Performance Scholarship as Academic Merit Scholarship.	Implemented
8.3	To refer back the recommendation on Outstanding Progress Scholarship (to be renamed as Academic Progress Scholarship) to the same committee with a suggestion to review the criteria of award of this scholarship and the modalities of selection of candidates for this keeping the availability of funds in perspective. The recommendations should be brought back to the Academic Council through the Standing Committee (Students). In the meanwhile, those Schools that are already implementing such a scheme shall continue to do so.	Implemented
8.4	That information regarding fee waiver and scholarship schemes be publicised widely.	Implemented
8.5	That decisions on fee-waivers should be made prior to the deadline for payment of fees.	Implemented

9.	The Council resolved to ratify the action taken by the Vice-Chancellor in approving the MOU signed between the Ambedkar University and the University of Hawai at Manoa, on Undergraduate Exchange Programme.	Recorded
10.	The Council considered and after much deliberations, approved with minor amendments the recommendations of the Standing Committee (Academic Programmes) in the following programmes: (a) MA in Development Studies offered by the School of Development Studies. (b) MA in Environment and Development offered by the School of Human Ecology.	Implemented
11.	The Council resolved to accept the recommendations with minor amendments of the Standing Committee Research on the Ph.D programme in Human Ecology offered by the School of Human Ecology	Implemented
12.	The Council resolved to accept the recommendations of the Standing Committee (Student) of the Academic Council.	Recorded
13.1	To accept the following proposals to award stipends to M.Phil/Ph.D students at par with the practices in other institutions: a. For M.Phil/Ph.D. students in non-professional areas at par with the UGC stipend scheme for central Universities. b. For M.Phil/Ph.D. students in Psychotherapy and Clinical Thinking at par with the stipend scheme in National Institute of Mental Health and Neurological Sciences.	Implemented
13.2	The Council further resolved to constitute the following sub-committee to examine the issue of number of scholarships and number of seats for M.Phil and for Ph.D programmes: a. Professor Ashok Nagpal (Chairperson) b. Professor Chandan Mukherjee c. Professor Salil Misra d. Professor Honey Oberoi Vahali	Implemented

14.1	To appoint the following Sub-Committee to come out with a full-fledged proposal with regard to work load norms for teachers keeping in perspective the formulations by the teachers, those from the Mid-Term Review Committee, the UGC regulations, the practice in other universities. Prof. A.K. Sharma - Chair Prof. Ashok Nagpal Prof. Chandan Mukherjee Dr. Sumangala Damodaran Dr. Praveen Singh	In process
14.2	That the administrative and support staff structure for the Schools as approved by the BOM be implemented without further delay, with priority attached to Schools with large number of programmes and students.	Noted
14.3	That new programmes (other than those in new schools where the first programmes are yet to be launched) be launched only after the Academic Council satisfies itself completely that such programmes can be transacted with acceptable quality with the available resources in terms of faculty time, classroom space, library, it resources etc. without in any manner diluting the quality of the existing programmes.	Implemented
15.	The Council resolved to approve the proposal to appoint Professor Salil Misra as Co-ordinator (Academic Council) to deal with all matters relating to or associated with the Academic Council.	Implemented

APPENDIX - 2

Academic Calendar

Monsoon Semester (21 weeks)	From the Monday nearest to the completion of the first week of July to the Friday nearest to the completion of the first two weeks of December, excluding the Dusshera break
Classes in Monsoon Semester (16 weeks)	Teaching begins (in all Schools except in those where a trimester system is in operation) on the Monday nearest to the 1st of August and ends on the Saturday nearest to the 30th of November.
Autumn Break (one week)	One week which includes the three festive days of Dusshera
Aud@city	First Friday-Saturday of November (or the first Friday-Saturday after the Dusshera break if it falls within the Dusshera break)
Annual Convocation	1 st Friday of November (or the first Friday after the Dusshera break if it falls within the Dusshera break)
Winter Break (Three weeks)	Three weeks beginning on the Saturday after the close of the Monsoon semester to the Sunday preceding the beginning of the Winter semester.
Winter School (Three weeks)	(For winter courses, outreach programmes, repetition of courses, etc.) from the Monday after the close of the monsoon semester to the Saturday preceding the beginning of the winter semester.
Winter Semester (20 weeks)	From the Monday nearest to the completion of the first week of January and to the Friday nearest to the completion of the first three weeks of May.
Classes in the Winter semester (16 weeks)	Teaching begins (in all Schools except those which have a trimester system) on the Monday nearest to the completion of the second week of January and ends on the Saturday nearest to the completion of the 1 st week of May.
Sports Day	Second Saturday of March
Summer Break (seven weeks)	Seven weeks beginning from the Saturday after the close of the Winter Semester to the Sunday preceding the beginning of the Monsoon semester
Summer School (seven weeks)	(For summer courses, outreach programmes, repetition of courses, etc) From the Monday after the close of the Winter semester to the Saturday nearest to the 30th of June.

Note:

1. There will be sixteen weeks devoted to teaching in every semester inclusive of assessment.
2. Teachers will work for 21 weeks in the monsoon semester and 20 weeks in the winter semester, including work related to admissions, curriculum design, organizational planning and reflections and evaluation in addition to teaching.
3. There will be 11 weeks of vacation -- seven weeks in summer, three weeks in winter and one week around Dusshera.

APPENDIX - 3

The minutes of the meetings of the Standing Committee on Academic Programmes (SCAP)

(a) Minutes of the 5th Meeting of the Standing Committee on Academic Programmes held on **29th January 2013**

- i. Masters in Gender Studies offered by the School of Human Studies (SHS) **(Encl.-I).**
- ii. Masters in Psychology (Psychosocial and Clinical Studies) **(Encl.-II).**

(b) Minutes of the 6th Meeting of the Standing Committee on Academic Programmes held on **22nd May 2013 (full day)**

- i. Masters in Economics, offered by the School of Liberal Studies (SLS) **(Encl.-III).**
- ii. Masters in History, offered by the School of Liberal Studies (SLS) **(Encl.-IV).**
- iii. Masters in English, offered by the School of Liberal Studies (SLS) **(Encl.-V).**
- iv. Masters in Sociology, offered by the School of Liberal Studies (SLS) **(Encl.-VI).**
- v. One year Post-Graduate Diploma in Publishing, offered by the School of Business, Public Policy and Social Enterprise (SBPPSE). **(Encl.-VII).**

(c) Minutes of the 7th Meeting of the Standing Committee on Academic Programmes held on **4th June 2013 at 02.30 pm**

- i. Masters in Social Design, offered by the School of Design (SD) **(Encl.-VIII).**

Ambedkar University, Delhi (AUD)

Standing Committee of the Academic Council (Academic Programmes)

(SCAP)

Minutes of the fifth Meeting, 29 January 2012

Agenda

Discussion on the following programmes launched by the School of Human Studies (SHS):

Masters in Gender Studies

Masters in Psychology (Psychosocial and Clinical Studies)

Members present

Shyam B. Menon (Vice-Chancellor)

Vinita Kaul, Dean, SES

Chandan Mukherjee, Dean, SDS, SHE

Geetha Venkataraman, Dean, SUS

Honey Oheroi Vaheli, Dean, SHS

Ashok Nagpal, *(special invitee)*Rachana Choudhary, *(special invitee)*Shubhra Nagalia, *(special invitee)*Shad Naved, *(special invitee)*Anup Dhar, *(special invitee)*Anshumita, *(special invitee)*Wyck Mina, *(special invitee)*Deepthi Sachdev, *(special invitee)*Bibinaz, *(special invitee)*

Salil Misra, Dean, SLS, Convenor, SCAP

The structure of the masters programme in Gender Studies was presented by Rachna Chaudhary. It is envisaged as a rigorously interdisciplinary programme drawing upon gendered analyses from the sciences, social sciences and the humanities. The various courses in the programme represent a combination of theory, methods and contemporary contexts. It seeks to develop in students sensitivity towards the workings of gender in wide ranging domains and at multiple levels. In the process, it takes up multiple sites of oppression and situates them in several intersectionalities of class, caste, religion and other such contexts and critically examines daily practices and processes of structural production of gender ideologies. This experiential is brought to the classroom through discussions and self-reflexivity. The programme is well in keeping with AUD's ideal of social justice and learning through an active engagement with social issues.

An important component of the programme is to evolve pedagogies that can bring together sites of struggle and transformations and exchange of ideas between scholars, activists and organizations into the classroom. The centrality of learning through practice, is ensured through a compulsory summer internship programme in which students work with different organizations or ongoing research projects.

During the discussion on the programme, three concrete suggestions were made.

1) The programme needs to add more baskets of elective courses. In its present form, it appears to be oriented towards creating a community of scholars in the field. However the programme should enlarge its orientation and endeavour to create not just academic experts but also professionals with an interface with society. In order to cater to this potential community of professionals, the elective courses need to be spread out.

2) The programme should go through a systematic review, in the light of the fact that the School has now offered an M.Phil/Ph.D programme in Gender Studies. The aim of the review should also be develop the field of Gender and Women's Studies. Being the premier institution to offer this programme at the masters level, AUD should create a framework of curriculum that can be followed by other institutions.

3) The School should also think in terms of offering a pool of foundation courses for other Schools and programmes at AUD, both at the bachelor and at the masters levels.

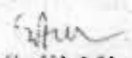
With these suggestions, the masters programme in Gender Studies was approved by the SCAP. The programme should now be placed in the Academic Council.

The Masters programme in Psychology (Psychosocial clinical studies) was presented by Anup Dhar. He dwelt on the unique features of the programme. The objective of the programme is to create a *clinical psychologist* who can engage empathetically and in a sustained manner with the complex vicissitudes of human suffering, mild to severe; who can listen to, communicate with and relate to the suffering subject; and who does not approach the sufferer from a position of distance/detachment. The programme offers a number of core courses which address themselves to these major concerns. *Experiencing the Self, Preparing for Clinical Work, Life at the Margins*, are some of the

course that focus on suffering, the multiple contexts of suffering, individual and social suffering, genealogy and roots of social suffering, the form and content of suffering. While *Psychotherapeutics* as a third semester course gives a sense of the range of surface-work, *Listening-Communicating-Relating*, *Psychic Work* and *Psychoanalytic Psychotherapy* train students in depth-work.

The programme also offers a number of foundation courses in philosophy (titled *Idea, Knowledge and Ethics*), sociology-anthropology (titled *Ways of Humans*) and political philosophy (titled *Politics, Resistance and Transformation*). These courses give an interdisciplinary width to the learning of clinical psychology. Trained in both depth psychology and the wider constellation of knowledge forms within which the discipline of psychology is placed, students learn to both *historicize* and *culturalize* concepts, categories and techniques in psychology. Thus students do not just learn psychology; they also learn to *denaturalize* the assumptions of the discipline of psychology. *Psychology as a Human Science* in the first semester and *Deconstructing Normalecy* in the fourth semester help students reflect on the discipline of psychology.

After some discussion, the masters programme in Psychology (PsychoSocial Clinical Studies) was approved by the SCAP. The programme should now be placed in the Academic Council.


Salil Misra
Convenor, SCAP

Ambedkar University, Delhi

MA Gender Studies Programme

(To be approved by the Academic Council)

1. **Title of the Programme:** Masters Programme in Gender Studies
2. **Name of the School/Centre proposing the Programme:** School of Human Studies
3. **Level of the Programme:** Predoctoral/ Masters / PG Diploma/ BA Honours/ Diploma/ Certificate : Masters
4. **Full time/Part time:** Full time
5. **Duration of the Programme:** Two years
6. **Proposed date/session for launch:** Launched on 04th August, 2010 and being offered since then
7. **Particulars of the Programme Team (Coordinator, Members):** Dr. Rachna Chaudhary (Programme Coordinator), Team members- Dr. Shubhra Nagalia, , Ms. Lovitoli Jimo, Dr. Rukmini Sen, Dr. Shad Naved, Dr. Radhika Govinda (On Leave).
8. **Rationale for the Programme (link with AUD's vision, availability of literature, source material, facilities and resources, expertise in AUD faculty or outside, nature of prospective students, prospects for graduates):**

The vision of our programme is linked with the larger conceptual framework of the School of Human Studies. Our programme is an integral part of the inter-disciplinary, intersectional and dynamic vision of AUD which conceives of academic learning as providing students with a critical conceptual framework in its engagement with social realities and issues. AUDs vision sets social justice as a necessary goal of academic enquiry and our courses form an integral part of realising this goal.

The central concern of the Master's programme in Gender Studies is to enable students to develop a sound interdisciplinary understanding of their field that generates a capacity for theory, research and intervention with human experience. Consistent with this ideal, the Masters programme in Gender Studies in AUD is envisaged as a thoroughly interdisciplinary course drawing upon gendered analysis from the sciences, social sciences and the humanities. On completion, students should be able to understand the situatedness of an individual within a family, society, culture, nation state and global politics. Unlike some courses in Women's Studies / Gender studies in India, this course does not focus on the development aspects alone. Rather, it considers the understanding of psycho-social and subjective aspects of the gendered experience to be integral to any gender studies programme. This is also one of the unique strengths of this programme.

The course will combine theory, method and contemporary context to develop student's sensitivity towards the workings of gender in wide ranging domains. It will challenge students to think about the operation of gender at multiple levels through an exhaustive set of readings and stimulating experiences. Subject matter experts and resource persons whose work incorporates an edge of gender would employ a variety of pedagogical devices such as film screenings, visits to NGOs, workshops and fieldwork to make the learning experience enriching and enjoyable.

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Any other:

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The M.A. programme is likely to be of interest to graduates, post-graduate students and professionals from allied disciplines like Political Science, Psychology, Law, Social Work, Administration, Economics, History, Sociology, Home Science, Education, Journalism and Mass Communication, Literature. In addition, persons involved in the area of gender issues seeking an enrichment of their personal and professional capacities may also find the course beneficial.

Graduates of the programme would be able to intervene in multiple settings that focus on the inequities associated with gender such as governmental and non-governmental organizations, educational settings, health and disability, media and academia.

9. Programme Objectives:

- To understand social reality from a gender sensitive perspective
- To develop analytical skills and critical thinking about the operation of gender at multiple levels
- To appreciate the intersections between the personal and the political
- To study the history and politics of women's activism and social change
- To question and re-imagine disciplines and knowledge from a feminist lens
- To intervene in multiple settings – governmental, non-governmental organizations, educational, health and disability, media and academia – requiring a focus on inequities associated with gender

10. Structure of the Programme:

Total No. of credits: 64

Total No. of courses: 20 (including internship and dissertation)

Choose the categories applicable to your programme:

- a. No. of Foundation Courses: 3 (Three) (Total Credits: 12 (Twelve))
- b. No. of Discipline Courses: (Total Credits)
- c. No. of Special interest/ Applications/ Career Oriented Courses (Total Credits)
- d. No. of Compulsory Courses: 14 (Total Credits-40)

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No. of Optional/ Elective Courses: 1 (Total Credits-4)

No of Practical / Dissertation / Internship / Seminar courses: 3 (Seminar Internship (2 credits) , Dissertation workshop (2 credits) and Dissertation (4 credits) (total 8 credits)

Any other:

(Please attach the programme structure roughly along the following lines)

Programme structure attached as Annexure I

Type of Courses	Sem1	Sem2	Summer1	Sem3	Sem4	Summer2	Sem5	Sem6
Taught Courses								
Seminar /Workshop Courses								
Project								
Fieldwork								
Practicum								
Dissertation								

II. List of Courses

S.	Title of the course	1. Type of course: (Taught course or otherwise - specify), 2. Category of course: (Foundation course or otherwise - specify), 3. Compulsory/ Optional/ Elective	No. of credits	A brief course description
1	Ideas, knowledge and Ethics	Taught, Foundation course, Compulsory	4	The course explores contemporary epistemological and ethical concerns by examining 'knowledge', 'truth' and 'goodness' through multiple perspectives.

2	Introduction to Gender	Taught, Programme specific core course, Compulsory	4	The course aims to equip students with conceptual tools that would enable them to navigate the multiple domains within which gender operates.
3	Family	Taught, Programme specific core course, Compulsory	4	The course will introduce students to the family as a social construction central in the process of formation of identity.
4	Feminist Movements in South Asia	Taught, Programme specific course, Compulsory	4	The course explores significant issues, concepts and ideas in the history of women's struggles and feminism in South Asia with a particular focus on India.
5	Ways of Humans	Taught, Foundation course, Compulsory	4	The course attempts to capture certain essential aspects of human beings across time and space, aspects that talk about the way human beings see themselves ontologically, experientially, cognitively and socially with the world around them and with themselves.
6	Gender, Work and Labour	Taught, Programme specific core course, Compulsory	4	This course explores the field of Gender, Work and Labour relating to sexual division of labour and women's work in the development process.
7	Sexualities	Taught, Programme specific core course, Compulsory	2	The course aims to provide an understanding of sexualities in a wide range of social, cultural and political contexts in order to better understand its shifting and unstable meanings.
8	Introduction to Research Methods	Taught, Research coursework, Compulsory	2	This course aims to introduce students to the fundamentals of research in the social sciences and

9	Global Feminism
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				humanities by acquainting them with the conventional research paradigm developed within positivism and also the critique of the conventional perspective from a range of positions particularly feminist epistemology.
9	Global Feminisms	Taught, Programme specific course, Compulsory	4	The course will situate contemporary feminist history with an emphasis on both the universality and particularity of women's movements' issues and debates on women's right to vote, labour, sexual arrangements, reproduction, identities, and the relationship between the public and the private.
10	Summer Internship	Compulsory fieldwork	2	The students spend around 30 days in the summer doing field work. The field here could include hospitals, NGOs involved in questions of violence, education, sexuality, health etc., working with media personnel specializing in gender, fields associated with legal issues, amongst others.
11	Experiencing the Self	Taught in workshop mode, Foundation course, Compulsory	4	The course will be geared towards helping students develop responsiveness to their individual experiences and self-reflexivity in the paradoxical awareness of multiple selves and an indivisible self.
12	Health	Taught, Programme specific core course, Compulsory	4	The course seeks to understand the biological, psychosocial and political factors affecting women's health and also analyze the

				extent to which understanding is integrated into existing political initiatives.
13	Masculinities	Taught, Programme specific core course, Compulsory	2	This course explores various cultural and social contexts in which ideas of masculinity and masculinities can take shape.
14	Violence: Feminist Critiques and Resistance	Taught, Programme specific core course, Compulsory*	2	The course examines contemporary feminist critiques of violence against women, seeking to understand why it is so pervasive and interconnected with patriarchal ideology, institutions, and everyday life, and feminist resistance to various forms of violence.
15	Feminist Research Methodology	Research coursework, Compulsory	2	This course combines theory with practice, acquainting students in detail with the principles of feminist methodology and other gender-based research approaches. The materials comprise of textbooks on feminist methods alongside the conventional foundations of the discipline.
16	Dissertation Workshop		2	This workshop will facilitate students in thinking about their areas of research interest and arrive at a specific research question. The aim is to equip them to write a dissertation using a feminist lens in the following semester.
17	State, Nation and Citizenship	Taught, Programme specific	2	This course will attempt to highlight the intimate relationship between

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		core course, Compulsory		reinforcing relationship between state, nation, citizenship and modern patriarchy, but also keep a window open for discussing the radical, transformatory potential of these structures.
18	Bodies	Taught, Programme specific core course, Compulsory	2	The course will explore the body from a gender perspective, and consider how understanding of the body changes from biological to phenomenological and social cultural perspectives. The body thus emerges as a site, where power relations converge and are articulated and agency is acquired or performed.
19	Gender and Psychology OR Gendered Perspectives on Education	Taught, Interdisciplinary course, Elective	4	This course will look at the interface of gender and psychology. It will also give students a sense of how the received understanding of gendering can be rendered complex as also enriched by engaging with the psychoanalytic approach to gendered subjectivity. This course aims to understand and examine how education and schooling are deeply 'gendered' constructs and experiences. It uses education and schooling as an entry point to examine questions related to state formation, international institutions, public policies, inequality and labour in colonial and contemporary

				contexts from the le gender.
20	Reading Feminist Texts	Taught in workshop and seminar mode, Programme specific course, Compulsory	2	The course will bring together several str feminist understand analysis of oppressio which have been de by the students in th of the entire MA programme. It will o by critically reading pioneering and clas feminist texts that ha contributed and shap enriching body of fe theories.
21	Dissertation	Practicum/Fieldwork	4	The course will allow students to do indepe work under the guid a supervisor on any their interest. It coul the form of a guided research in the tradit the social science. However, given the interdisciplinary nat the MA in Gender S students will be free select from a variety themes and methods pursuing the disserta

*The course titled "Violence: Feminist Critiques and Resistance" is being offered as a compulsory course as we are not in a position to offer more electives but we intend to offer it as an elective in future.

12. **Status of the development of course details (course objectives, course structure, instructional design, reading lists, schedule of teaching on the semester calendar etc.) of the courses:** The timetable for current semesters is attached as Annexure 2.

Courses for which course details have been worked out: **Details of all 4 sem courses attached with course forms.**

Courses for which course details have not been worked out: **All course details have worked out.**

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Tentative timeframe for developing course details: Not required

13. A note on the instructional (curriculum transaction) design for the Programme:

The pedagogies of teaching and learning employed at Gender Studies are intended to inculcate a feminist sensibility in our students. We attempt to expose our students to the subject matter of Gender Studies in ways that balance academic rigour with intellectual freedom. We encourage them to experience the personal as political by bringing into the classroom spaces critical reflection on their own and others' life histories and movement activism through poems, songs, stories and films in conjunction with feminist texts and theorisation. Teaching and learning are then collaboratively undertaken by students and facilitators in Gender Studies. This means that our classroom experiences are often intense, with much questioning and deliberation that continues long after both students and facilitators have left these spaces. Subject matter experts and resource persons whose work incorporates an edge of gender are invited to share their work and experience thus enriching the learning process.

14. A note on Field Study/ Practical/ Project/ Internship/ Workshop Components of the Programme:

Internship of the Second batch (2011-13) of Gender Studies students was concluded on 3rd and 4th August, 2012. Each student completed 30 days of their work and engagement with institutions and organizations of their broad area of interest. It was an endeavour to provide an opportunity to our students to gain learning and practical experience from a wide variety of organizations and individuals, including NGOs, research institutions, consultancy organizations, activist groups, public sector organizations and government agencies.

It was an effort towards fulfilling AUD's vision to build partnerships with the world of practice as an essential pillar of learning about gender, power, state and society. The faculty was closely involved with the students and the partner organization in designing the exact nature of each specific partnership and internship arrangement. This enabled the host institutions to build partnerships with the faculty and students in ways that suit their own long term vision and immediate requirements. Some institutions may wish to invest in young minds wanting to explore their inner selves as well as social reality, while others may want a specific output delivered. A third category may want the AUD faculty to draw up a long term research agenda in partnership with them, such that the internship is linked to their larger needs of research and practice. All these requirements are met through our internship program depending on the kind of association the host organization intends.

Our focus was also to help students acquire skills that would enhance their employability as well-trained, thinking, aware, socially conscious and sensitive citizens in the profession they choose eventually.